



Designated “Chicago Studies” (CHST) Classes

Overview: About Chicago Studies

Chicago Studies makes it easier for students and instructors in the College to study, teach, and collaboratively learn about our amazing city. Part of the [Office of Research and Teaching Innovations](#) in the College Dean’s Office, we support faculty and course instructors in developing and executing innovative, hands-on curricular and research experiences, especially those that directly engage the diverse communities of Chicagoland. We also provide specialized, direct support to students as they develop questions about and then focus their studies on Chicago.

Chicago Studies Cross-listed Classes (CHST designation)

Chicago Studies cross-lists Chicago-focused classes in the College as “Chicago Studies” classes (CHST). In so doing, we aim to improve the visibility of the networks of Chicago engagement and scholarship (both student and faculty) that exist across departments, programs, and divisions, and thereby to facilitate students’ academic engagement with the city across the curriculum. Cross-listed classes are eligible for higher levels of pedagogical, logistical, and financial support for Chicago-based experiential learning from the College, and will automatically count toward the course requirements for the College’s interdisciplinary Certificate in Chicago Studies. The cross-list also permits easier description and analysis of trends related to student/curricular engagement with the city.

The “Chicago Studies” cross-list (CHST) may be used to designate any of the following types of classes:

- Historical, literary, artistic, social-scientific, or scientific **explorations of Chicago** (including those that focus on one or more the city’s diverse communities and/or the broader “Chicagoland” region);
- Courses that integrate fieldwork, diversity learning, undergraduate research, or other forms of **experiential learning in Chicago** as constitutive elements of their pedagogy;
- Courses that engage students in academic projects developed and executed in **collaboration with one or more Chicago community partners, archives, or civic/cultural institutions**;
- Explorations of **urban topics or methods** that consistently consider or are applied to Chicago as a significant example.

Not all of a course's content need focus on Chicago in order to be cross-listed; however, Chicago-related themes, examples, authors, content, or engagement should constitute a major focus in the class – at least 20% (two weeks) of the class' material/assignments.

Recommended Pedagogical Preferences (all CHST classes)

Regardless of type, we encourage the following pedagogical preferences in all courses that seek to engage students in meaningful study of the city:

- An emphasis on primary sources, first-person narratives, and/or experiential learning to more directly expose students to Chicago's communities, past and present;
- Acknowledgement and respectful consideration of knowledges arising from the experiences of Chicagoans of all walks of life, including those traditionally marginalized or excluded from academic discourse;
- The integration of high-impact teaching and learning strategies (see Kuh, et al., 2008) to reinforce critical thinking, reflective inquiry, and diversity awareness in engaging the city.

Other Chicago Curricular Engagement

Chicago Studies continues to support engagement with the city and its diverse communities in *any* College class, with microgrant funding for relevant experiential learning, pedagogical and logistical support, assistance with content/project/para-curricular program development, etc.