From the Dean | INSIGHTS

DePaul University’s new strategic plan is dedicated to showing “how a mission-driven institution responds to pressing human problems and transforms communities through education, collective engagement, and innovation.”

The liberal arts and social sciences are critical to this work. As I noted in a TEDxDePaulUniversity talk in the spring, the liberal arts give us the power to transform isolation into inclusion, alienation into unity, extremism into moderation and radicalization into mutual respect.

That transformative power is the key to tackling the wicked problems that face us, problems whose social complexity makes them not only systemic, but also fluid. Because of intricate interdependencies, the effort to solve one aspect of a wicked problem may reveal or even create other problems. A few obvious examples are climate change, health care inequity, homelessness, hunger and violence.

The Fulbright scholars on the cover are our ambassadors for the liberal arts in the world; they represent our hope for meeting these challenges head-on. DePaul is among the top producers of Fulbright scholars in the nation, and we are very proud that almost all of this year’s winners have an academic major or minor in our college.

Our long and proud history with Fulbright, Boren and other international scholarships reflects our college’s tradition of academic excellence, global citizenship and active engagement. And, as you will learn in the story on page 8, such opportunities for global impact don’t end at graduation. Alumni are eligible to apply for Fulbright scholarships even if they aren’t currently enrolled at DePaul.

We know that our alumni take the power of the liberal arts into the world every day, and we would love to hear from you. Please share your stories and reflections with us. How did the liberal arts open up the world to you? Let us know!

May the liberal arts be with you!

Guillermo

P.S. If you would like to watch my TEDxDePaulUniversity talk, please visit bit.ly/T-ShapedPeople.
“Wonderful to reconnect”

Were you at the spring alumni reception?

More than 200 alumni and guests swapped stories and business cards at River Roast, a restaurant overlooking the Chicago River, during the College of Liberal Arts and Social Sciences (LAS) spring reception. About a dozen faculty members joined the dean in sharing the latest news about the college and its departments.

“Great opportunity to meet alums from so many graduating classes across the decades.”

“Great way to engage the alumni community.”

“It was a great get-together. Enjoyed meeting other grads and the speech by our dean.”
SOCIAL JUSTICE
AT THE HEART OF CRIMINOLOGY DEGREE

Fresh approach distinguishes new LAS program

As an intern at the Cook County Juvenile Court Clinic, “I’m able to see the interplay between all of the roles, like the state’s attorneys, the public defenders, child protective services and social workers,” says Danielle Eccleston.
THE VARIABLES OF RACE, CLASS AND GENDER ARE FUNDAMENTAL TO BOTH THEORY AND PRACTICE IN THE CRIMINAL JUSTICE SYSTEM IN THE UNITED STATES.

Danielle Eccleston wanted to work with juveniles from disadvantaged backgrounds, but was uncertain about which path to take. “I didn’t want to be a police officer and I didn’t want to be a psychologist. I wanted to do a mix of criminology and psychology,” says Eccleston.

She found her answer through the new Bachelor of Arts in Criminology degree program, launched by LAS last year. Attracted by the program’s focus on social justice and community-based alternatives to imprisonment, Eccleston quickly made it her major. Now a junior exploring a career as a juvenile probation officer, she says that DePaul’s program “is about restorative justice rather than an administrative, prison-system approach.”

The Criminology degree offers three concentrations: criminal justice administration; race, class, and gender and justice; and community justice. All three emphasize how race, class and gender shape outcomes in the justice system. “The variables of race, class and gender are fundamental to both theory and practice in the criminal justice system in the United States. … We have to be conscious of how they intersect. We have a responsibility to address the inequalities they produce within the system,” says Jacqueline Lazú, associate dean and an affiliated faculty member of the Criminology program.

While traditional criminal justice programs often focus exclusively on surveillance, punishment and police work, DePaul’s program examines persistent structural challenges, behavior patterns and criminal trends. Students study alternatives to prison, both nationally and abroad. Examples include restorative justice, in which offenders work to repair the harm they caused to individuals and the community, and programs for at-risk youth.

Public schools employ a number of these options. “Many school districts offer alternative approaches to school safety beyond just posting police on their campuses, including conflict resolution and mental health intervention,” Lazú says. Conversely, some school systems “are very quick to engage the police, exposing the policies and procedures that disproportionately place many of our most disadvantaged schoolchildren on a pathway that begins in school and ends in the criminal justice system.”

Changing the narrative is fundamental, says Xavier Perez, the Criminology program director. “The way that we portray communities through the media and through policy and punishment is very negative. We think about these communities through a deficit perspective.

“Our approach is to think about communities from an asset-based perspective,” he continues. “What informal social controls already exist? How can we strengthen them so communities are able to decrease crime and violence?”

Lazú says the college’s existing strong relationships with community organizations, the justice system, the police and schools will enable students to examine complex issues from multiple viewpoints. “We’re not challenged by the difficult dialogues. We believe that we have to engage in them in order to imagine and create change.”

Systemic reform is at the heart of the program, says Pérez. “We are very explicit in our teachings that the system could be a whole lot better than it is. That’s what we’re striving to achieve.”

Criminology also is available as a minor. For more information, visit bit.ly/DePaulCriminology.

*Social justice is at the heart of what we do. It’s embedded in our concentrations,” says Xavier Perez, program director.

3+3 PROGRAM OFFERS LAS STUDENTS EARLY ENTRY INTO LAW SCHOOL

Focused freshmen may now simultaneously complete their bachelor’s degree and the first year of a DePaul law degree through LAS’s new 3+3 program. The BA/JD option, which saves a year of time and tuition, requires undergraduates to commit their open electives to courses in the College of Law and take a two-credit law class each spring. The program allows students in certain majors to complete their major and liberal studies courses in three years and then receive their bachelor’s degree after successfully finishing the first year of law school.

“We want first-year students to know they have little margin for error. They need to plan their courses very carefully,” says Warren Schultz, associate dean and a professor in the Department of History.

If students maintain a cumulative GPA of at least 3.35 through their junior year, “they are essentially guaranteed admittance into the DePaul College of Law,” Schultz says. If at any point students change their mind about pursuing a law degree, they may return to the traditional undergraduate program.

Thirteen first-year students signed up for the 3+3 pilot in 2017-18. Although fall enrollment numbers were not available at press time, Schultz anticipates strong enrollment based on enthusiastic responses from parents and students during college visit days.
John Shanahan knew there were fascinating insights hidden in the mountain of data collected about the “One Book, One Chicago” program. Yet, as an expert in literary criticism, the associate dean and associate professor in the Department of English didn’t have the tools to unearth them.

So Shanahan teamed up with Robin Burke, a professor in DePaul’s College of Computing and Digital Media (CDM) and, like him, an affiliated faculty member at Studio CHI (computing humanities interface). Together they created the Reading Chicago Reading project, which seeks to predict the popularity of “One Book, One Chicago” selections by branch library, demographic group and even where the story takes place.

“This research is not something that traditional literary criticism is able to do,” says Roshanna Sylvester, studio director and an associate professor in the Department of History. The studio helps faculty in the humanities ease into the use of technologies such as text mining, 3D modeling and data visualization with the support of CDM faculty and DePaul librarians.

Simultaneously, Studio CHI provides CDM faculty and students with projects rooted in social justice and cultural heritage, which are significantly different from business projects, says Burke. The humanities’ focus on critical reflection also trains CDM students to look for shortcomings in their models. “All those models and simplifications come with some kind of cost,” such as a loss of context or different viewpoints, Burke says. “You can’t ignore that.”

Shanahan and Burke are mining data that include tweets, online book reviews, event attendance and circulation data. They are also looking at features of the books themselves, such as reading difficulty and genre.

Once they have a working predictive tool—itself valuable to public librarians—they plan to seek correlations between readership and other forms of civic participation, such as voting and volunteering, Shanahan says.

Sylvester is seeking community partners and alumni with questions they’d like Studio CHI teams to explore. “We want to know from alumni what messy questions they are facing at the intersection of humanity and technology,” she says.

Learn more about Reading Chicago Reading at bit.ly/ReadingChicago. Visit Studio CHI at bit.ly/StudioCHI.
The word is out about DePaul’s free nights at the Art Institute of Chicago. More than 300 alumni and students descended on the Art Institute in April for their quarterly opportunity to explore one of the largest art museums in the world. LAS faculty, a graduate student and an alumna collaborated with Art Institute staff on gallery talks about works ranging from Chinese bronzes to paintings by pop artist Andy Warhol. Find out about future DePaul nights by visiting go.depaul.edu/las-initiatives.
DePaul is among the top producers of Fulbright scholars in Illinois, and eight of the university’s 10 winners for 2018 majored or minored in LAS subjects. In addition, Christina Origel (International Studies ’17) received a Fulbright renewal grant to continue working as an English teaching assistant in Mexico. The Fulbright grant enables college graduates to study, conduct research or teach English abroad.

DePaul’s success stems from the system organized by Phillip Stalley, an associate professor in the Department of Political Science and the university’s Fulbright program advisor. Each Fulbright applicant is mentored by a team of five faculty advisors who review the application and conduct practice interviews. While DePaul has boasted Fulbright winners for more than 25 years, the number of applications, semi-finalists and winners has more than tripled since Stalley implemented his program five years ago.

Alumni don’t need to be current students to apply. They may apply directly to Fulbright, but if they earned their most recent degree from DePaul, they will benefit from joining Stalley’s program.

“Alumni who are interested in pursuing a Fulbright are encouraged to apply through DePaul so they can take advantage of our faculty support committees and review processes, which can make all the difference,” says Stalley.

For more information, email him at pstawley@depaul.edu.

This year’s LAS Fulbright winners and their destinations are:

- Kathleen Anaza (International Studies, Arabic Studies, African and Black Diaspora Studies ’15), Brazil
- Luke Borkowski (International Studies, Sociology ’17), Germany
- Hannah Callas (Arabic Studies, Journalism ’15), Cambodia
- Maya Irvin-Vitela (Psychology, American Studies, Sociology ’17), Spain
- Hajrije Kolimja (English, Philosophy ’17), Albania
- Juliana Minasian (Elementary Education, French ’18), France
- Gabrielle Morse (German; Peace, Justice and Conflict Studies; International Politics; Religious Studies ’18), Germany
- Kunza Shakil (International Studies, Spanish ’18), Malaysia
- Tristan Bove (International Studies, Chinese, Anthropology), China
- Megan Osadzinski (LAS ’18) (Russian; Peace, Justice and Conflict Studies), Russia
- Muhammad Ahmed (Economics, International Studies), Belgium
- Jahru Mc Culley (Economics, Spanish), Mexico
- Cassie Turczyn (Japanese Studies, Public Relations and Advertising), Japan

This year’s undergraduate winners of the Gilman scholarship and their destinations are:

- Kathleen Anaza (International Studies, Arabic Studies, African and Black Diaspora Studies ’15), Brazil
- Luke Borkowski (International Studies, Sociology ’17), Germany
- Hannah Callas (Arabic Studies, Journalism ’15), Cambodia
- Maya Irvin-Vitela (Psychology, American Studies, Sociology ’17), Spain
- Hajrije Kolimja (English, Philosophy ’17), Albania
- Juliana Minasian (Elementary Education, French ’18), France
- Gabrielle Morse (German; Peace, Justice and Conflict Studies; International Politics; Religious Studies ’18), Germany
- Kunza Shakil (International Studies, Spanish ’18), Malaysia
- Tristan Bove (International Studies, Chinese, Anthropology), China
- Megan Osadzinski (LAS ’18) (Russian; Peace, Justice and Conflict Studies), Russia
- Muhammad Ahmed (Economics, International Studies), Belgium
- Jahru Mc Culley (Economics, Spanish), Mexico
- Cassie Turczyn (Japanese Studies, Public Relations and Advertising), Japan
Actively engaged intellectuals, intellectually engaged activists.” Now a common way to describe the LAS family, this phrase first appeared in 2011. But where did it come from?

In 2011, student representatives Kevin Doherty (International Studies ’13) and Tania Zaparaniuk (International Studies, Economics ’12) resurrected the Department of International Studies’ dormant newsletter and renamed it “INTerrupted Silence.” They hoped the newsletter would allow students to showcase their ideas about how to address world problems. They presented their idea at a department meeting led by Michael McIntyre, an associate professor and then program chair for International Studies.

“Mike quipped that he wanted International Studies students to be somewhere between actively engaged intellectuals and intellectually engaged activists,” says Doherty. “Tania and I heard that and said, ‘Well, that’s going to be the tagline.’”

While the phrase captured the theoretical and practical components of the International Studies curriculum, Doherty says he knew that it applied to more than just students in that program.

“It’s emblematic of what an International Studies student is, as a person. And a LAS student. And a DePaul student,” he says. “It’s a nice mantra for liberal arts.”

Doherty says reviving the now thriving newsletter was both a challenge and a privilege: “I remember being stretched really thin but never for a moment doubting that I was part of something that mattered for the students and for me. I feel fondness and I feel really lucky that I was able to help restart something that has gained traction.”

Doherty recently completed his master’s degree in philosophy at Miami University of Ohio and is now in the doctoral program in philosophy at Villanova University.

“I went the actively engaged intellectual route. I’m not properly balanced,” says Doherty, laughing. He adds, “Even intellectual work can be activist work.”

Check out current editions of the newsletter at bit.ly/INTerruptedSilence.

SUPPORT DePaul University

COLLEGE OF LIBERAL ARTS AND SOCIAl SCIENCES
Support leading scholars, campus facilities and resources, and scholarships for students in the College of Liberal Arts and Social Sciences.

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Continue DePaul’s commitment to being accessible to all students by helping fund need-based scholarships.

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Make an immediate impact through an unrestricted gift applied to DePaul’s areas of greatest need, ranging from scholarships to programs.

Visit alumni.depaul.edu/newsletter to make your gift now.
AFRICAN AND BLACK DIASPORA PROGRAM ELEVATED TO DEPARTMENT

In response to growing student interest, African and Black Diaspora Studies (ABD) was elevated to full departmental status in spring 2018. Founded as a program in 2003, ABD features a major, a minor, tenured faculty and the Ida B. Wells Postdoctoral Fellow. Students from across the university frequently fill classes to capacity as they seek historical context for current events. “This is a historic accomplishment not only for all those involved in our program, but also for the College of Liberal Arts and Social Sciences and DePaul overall,” says Amor Kohli, an associate professor and chair of the department. “We believe it is crucial that students of all backgrounds understand the contributions of black people to worldwide histories and cultures. Earning a department status further solidifies the importance of our work.”

BOECK NAMED TO DUTCH PROFESSORSHIP

Elena Boeck, a professor in the Department of the History of Art and Architecture, was named the 2018 Radboud University Excellence Initiative Professor. The appointment enabled her to work on her book about a Greek statue whose complex history presages today’s discussions about the fate of controversial monuments. Radboud is a Catholic university located in Nijmegen in the Netherlands.

SHARMA RECEIVES FULBRIGHT AWARD

Shailja Sharma, director of Refugee and Forced Migration Studies and a professor in the Department of International Studies, received a 2018–19 J. William Fulbright Scholarship. She is currently conducting research at the Centre for the Study of Developing Societies in New Delhi, India. By examining oral histories of communal riots in India during the past 70 years, she plans to better understand group-based violence, memory and the nation-state.

LAS HOSTS NPR SYMPOSIUM ON LATINOS AND MASS INCARCERATION

Maria Hinojosa (left) talks with actor and activist Diane Guerrero of the television show “Orange Is the New Black” as part of a two-day symposium in May that explored Latinos in relation to the prison industrial system and U.S. detention policies. Hinojosa is anchor and executive producer of “Latino USA” on NPR and DePaul's Sor Juana Inés de la Cruz professor in the Department of Latin American and Latino Studies. Listen to the “In The Thick” podcast, available at www.inthethick.org, to hear Hinojosa’s conversations with civil rights activists, professors and a former inmate.
50TH ANNIVERSARY YOUNG LORDS CELEBRATION, EXHIBIT

Fifty years ago, the Young Lords transformed themselves from a Puerto Rican gang based in Lincoln Park into a potent force in Chicago's civil rights movement. This fall, alumni are welcome to attend symposia and view exhibits at DePaul and at Grand Valley State University in Allendale, Mich. The events were created by the Center for Latino Research, the Department of Latin American and Latino Studies, the Department of African and Black Diaspora Studies, and the John T. Richardson Library Special Collections and Archives. For more information and for registration details, visit go.depaul.edu/YLO-50thanniversary.

RESIDENCE HALLS SHOWCASE STUDENT ARTWORK

“Art in the Halls,” an initiative to display student artwork around the university, is expanding to a second DePaul residence hall. A panel of judges selects finalists from dozens of submissions each year. Artwork now hangs in Clifton-Fullerton and Munroe halls and will expand each year to include more university residences. The project is a partnership between the Department of Art, Media, and Design and the Department of Housing Services.

MACARTHUR FELLOW KEYNOTES COMMENCEMENT

Rami Nashashibi (International Studies ‘97, DHL ‘18), a 2017 MacArthur Fellow, received an honorary degree and served as the keynote speaker at the combined commencement for LAS and the School for New Learning on June 9. He is the co-founder of the Inner-City Muslim Action Network, a nonprofit dedicated to social change. Commencement was held in the new Wintrust Arena at McCormick Square.

MCCRACKEN’S BOOK WINS MULTIPLE AWARDS

Allison McCracken, an associate professor in the American Studies Program, won the 2017 Philip Brett Award from the American Musicological Society’s LGBTQ study group for “Real Men Don’t Sing: Crooning in American Culture.” This is the sixth award for her book, which was also named one of NPR’s “Great Reads of 2015.”
FACULTY PUBLICATIONS

APOCALYPSE, DARLING
A toxic landscape provides the background for an ill-considered marriage in this real-life story by Barrie Jean Borich, an associate professor in the Department of English. Borich combines her experiences at her father-in-law’s wedding to his high school sweetheart with the toxic industrial landscape that once was the manufacturing center of southeastern Chicago and northwestern Indiana. (The Ohio State University Press)

NINETEENTH CENTURY CHILDHOODS IN INTERDISCIPLINARY AND INTERNATIONAL PERSPECTIVES
This book compiles scholarship in archaeology, art history, bioarchaeology, educational history, history, literary studies and theatre history on the rapid evolution of childhood as a cultural category in the 19th century. Jane Eva Baxter, an associate professor in the Department of Anthropology, co-edited this book, which spans countries ranging from Australia to Romania and the Bahamas. (Oxbow Books)

JEAN-JACQUES ROUSSEAU: FUNDAMENTAL POLITICAL WRITINGS
Designed for classroom use, this new translation of four of Jean-Jacques Rousseau’s most influential writings offers students multiple points of entry into his concepts. Edited by Matthew Maguire, an associate professor in the Department of Catholic Studies, and David Lay Williams, a professor in the Department of Political Science, the book includes appendices about the origins of and influences on Rousseau’s work. (Broadview Press)

BEYOND THE BORDERS OF BAPTISM
How do Catholics integrate their religious identities with the identities of other groups to which they belong? In this book edited by Michael Budde, a professor in the Department of Catholic Studies, scholars from five continents ask how the church can honor the many identities of its members while maintaining its Christian ideology. (Wipf and Stock Publishers)

THE ONLY CONSTANT IS CHANGE: TECHNOLOGY, POLITICAL COMMUNICATION, AND INNOVATION OVER TIME
Ben Epstein, an associate professor in the Department of Political Science, examines how and why transformative changes in political communication strategies take root. He traces the evolution of the four primary types of political communication during 300 years of American history. (Oxford University Press)

THE CRIMINALIZATION OF BLACK CHILDREN: RACE, GENDER, AND DELINQUENCY IN CHICAGO’S JUVENILE JUSTICE SYSTEM, 1899–1945
Tera Agyepong, an assistant professor in the Department of History, documents how race became an indicator of criminality that overshadowed efforts by progressive reformers to treat children differently from adults. She details how the nation’s first juvenile court, created in Chicago in 1899, transitioned to a more punitive system in conjunction with the mass migration of Southern blacks to the North. (The University of North Carolina Press)

WORKING FOR OIL: COMPARATIVE SOCIAL HISTORIES OF LABOR IN THE GLOBAL OIL INDUSTRY
Kaveh Ehsani, an assistant professor in the Department of International Studies, and his co-editors explore the political, productive, urban and social lives of oil workers. The editors show how labor relations shaped the oil industry in regions including Latin America, the Middle East, Central Asia, Europe, Africa and the Caucasus. (Palgrave Macmillan)

JUST GREEN ENOUGH: URBAN DEVELOPMENT AND ENVIRONMENTAL GENTRIFICATION
The “just green enough” strategy uses social justice and environmental goals developed by people in the affected communities to disconnect environmental cleanup efforts from high-end residential and commercial development. Winifred Curran, an associate professor in the Department of Geography, and her co-editor base their strategy on field work in Greenpoint, a Brooklyn neighborhood in New York City. (Routledge)
We were best friends.” “The unconditional love between sisters.” “I just want you to know, this isn’t how relationships are supposed to be.” “I don’t need or want to find my other ‘half.’ I’m a whole person by myself.”

Forty-five teenagers shared their stories of romance, heartbreak, family struggles and self-discovery in “Write Your Heart Out—Chicagoland Teens on Relationships: An Interactive Anthology,” the fourth publication by LAS’s Big Shoulders Books. Michele Morano, a professor and chair of the Department of English, and Beth Catlett, an associate professor and chair of the Department of Women’s and Gender Studies, oversaw the process of turning stories, poems and artwork into a compilation of teen relationships.

“If some other student is going through the same thing I went through, maybe reading this will comfort them.”

—Juan Manuel Sandoval

“We were best friends.” “The unconditional love between sisters.” “I just want you to know, this isn’t how relationships are supposed to be.” “I don’t need or want to find my other ‘half.’ I’m a whole person by myself.”

The anthology is the fourth book published by LAS’s Big Shoulders Books.
As part of the largest all-female scientific expedition to Antarctica, Melissa Haeffner (Sociology ’00, MA ’04) interviewed and photographed her shipmates as they witnessed the impact of climate change on the continent’s unique environment. The three-week expedition in December 2016 involved 76 scientists from around the world, including nine from the United States.

“I tell people that scientists are my species,” says Haeffner, an assistant professor of environmental science and management at Portland State University in Oregon. Her qualitative, interview-based research weaves stories around statistics to illuminate both people and environmental issues. “My life’s work is to insert humanity into science and the human story into places.”

Antarctica’s extreme environment was an ideal location for Haeffner to explore how people’s experiences are affected by the words they have to express them. The scientists—Haeffner included—struggled to describe what they sensed and felt.

“The women in this very strange environment said that the English language lacked words to describe these deep and incredible experiences,” she explains. The implications for society are clear, she says: “When you don’t have the language to articulate ideas, it’s really hard for people to communicate about climate change on a deep level.”

Haeffner says her experiences as a student and an adjunct professor in the Department of Sociology prepared her for the circuitous but satisfying journey to her current role. After she left DePaul, she attended the Massachusetts Institute of Technology, where she began working on water issues in Ghana and earned a master’s degree in urban studies and planning.

“I started making connections between my sociology background from DePaul and natural resource management. That led me to climate change and how cities are going to respond,” she says. She earned a doctorate in ecology from Colorado State University so that she could bridge the gap between the physical and social sciences.

“That was when I really started to understand not only the human environmental connection for my own personal interest, but the need for natural resource managers and engineers to understand how humans behave,” she says. “We know a lot about watersheds, and we know quite a bit about atmospheric science and what we think might happen in terms of climate change. But what we don’t understand very well is how people will adapt or not to that change. That’s something that social science brings to the table.”
How does digital storytelling empower ordinary people? Can personal stories reframe public discussions—in this case, about the role of parents in public schools?” Lisa Dush, an associate professor in the Department of Writing, Rhetoric and Discourse, is motivated by questions like these. She explores them through one of her signature courses, Community Digital Storytelling—when she can offer it, that is.

Dush’s experiential learning course teaches DePaul students how to train community members to create short videos, or digital stories, about their personal experiences with public issues. It’s resource intensive, so she only teaches it when she can get a grant. She received one in 2012 and another last year, when her class partnered with Community Organizing and Family Issues and Enlace Chicago, two organizations devoted to training parents to be leaders. These parents made digital stories in a workshop facilitated by Dush’s students.

“The stories that came out of the workshop were really amazing,” says Dush. “But I was resigned to not running the class again for another few years.”

Enter Susan deCordova. A former faculty member and the widow of Richard deCordova, who was a longtime associate professor of film in LAS, she knows the difference a little funding can make.

“Liberal Arts and [Social] Sciences is really a terrific laboratory for creating departments and programs and interdepartmental projects,” she says. “I think that students today don’t want a canned major. They want to create the educational path for their vision of how they fit into the world. That’s exactly what education should be doing right now.”

So deCordova donated $7,500 to the Fund for Liberal Arts & Social Sciences. Because of her support, Dush is not only teaching the course again this academic year, she’s improving it.

DeCordova’s gift enabled Dush to recruit faculty from the Department of Social Work to provide emotional support to parents as they make their digital stories and faculty from the College of Education to provide insight into current debates around public education. A paid student intern is handling administrative and marketing details, freeing Dush to focus on teaching and research.

“We’re able to offer this experience to community partners in a way that is really organized and professional.”

To find out more about the Fund for Liberal Arts & Social Sciences, please visit give.depaul.edu/LAS.
Inspire DePaul is the university’s crowdfunding platform, where alumni and friends can support student, faculty, and staff projects. Crowdfunding campaigns are added often, so check in from time to time and see what inspires YOU.

Visit inspire.depaul.edu to learn more.