

# DMA 695: Thesis I / GAM 550: Incubation Studio

## 2024 Winter Quarter

**Course Modality:** in-person synchronous

**Time:** Wednesdays 5:45 – 9:00pm

**Location:** C112F (Basement), DePaul Center (1 E Jackson Blvd)

**Duration:** January 10, 2024 – March 13, 2024

**Final:** 5:45 – 9:00pm, March 20, 2024

**Last Updated:** January 2024

### Instructor Info

**Instructor:** Vivian Xu, M.F.A.

**Email:** [wxu24@depaul.edu](mailto:wxu24@depaul.edu)

**Office:** 205E, Daley Building, 14 E Jackson Boulevard

**Zoom:** 293 135 9484 or <https://depaul.zoom.us/j/2931359484>

**Office Hours:** Monday, 12:00 – 1:30pm or by appointment

**Pronouns:** she, her, hers

**Email Communication:** I will usually respond to emails within 24 hours between 9AM - 5 PM Monday - Friday. I will respond to emails outside of these times in cases of emergency.

### Course Description

DMA 695: Thesis I / GAM 550: Incubation Studio (cross-listed course) is the first of a sequence of thesis courses for graduate students in the Digital Communication and Media Art (first of two courses) and the Game Design (first of three courses) programs. This sequence guides students through an in-depth self-defined project that situates critical making within the realms of media design and production. The course employs methods such as studio critique and small group peer review sessions in the classroom to help students cultivate both their research and practical skills as well as their creative voices. We will focus on the early ideation and pre-production phases of the media production process in the defining of a topic, the investigation and scoping of the research question, and the exploration of creative methodology. Throughout the course, students will reflect upon the relationship between research and practice as seen through their individual perspectives and gain an awareness of their own unique approach to creative practice. The course will culminate in a well-defined, grounded, and robust proposal and production plan for next phase implementation.

# Course Format Note from the Instructor

In this course, I will guide you through a five-step process for creative research and practice in media production. We will work on a single research project where you are free to choose any topic and implementation format. There are four main components of this course:

- 1) workshops / in class discussions
- 2) In-class presentations and peer review.
- 3) working group clusters (formed between students)
- 4) faculty mentorship sessions (with student working group or individual).

## Workshops / In Class Discussions

Workshops and in class discussions will help you in the beginning of the course clarify your ideas and get your research started on a solid footing with a clear direction.

## In-Class Presentations and Peer Review

You will be expected to present your research progress to the class on a regular basis. You will receive feedback from both faculty and your peers.

## Individual or Working Group Mentorship

Individual or working group meetings with faculty will last throughout the entire course. In the first half of the course, we will focus more on individual meetings, to help you define the scope and direction of your investigation. Starting Week 3 till Week 8, you will be requested to work with your working group on a weekly basis for peer learning during and outside of class sessions. The instructor will be meeting with your working group in discussing research progress and feedback.

## Peer-Learning Working Groups

You will be divided into working groups clusters based on your submitted research interests at the end of week 2. These groups will provide you additional peer-learning opportunities throughout the course. It is important to reflect on the work of others in a similar or different domain and use that critical knowledge to better understand and define your own position. This is the purpose of the peer learning component in this course. You are expected to conduct peer-learning sessions with your working group where all participants discuss their work and progress and give feedback to others.

Throughout the course, we will go through 5 modules that will help you develop your ideas towards a research and practice proposal. These modules are as below:

1. **Week 1-2:** Determining a Question
2. **Week 3-4:** Exploration of Domain and Methodology
3. **Week 5 Midterm:** Developing Ideas
4. **Week 6-8:** Testing Your Ideas
5. **Week 9-10:** Plan for Implementation

In the last two weeks of this class, you will execute your project proposal. I will provide you individual workshop sessions to help you with any questions you may have. In the final class, you will be asked to present your work and process to the class for peer review. I will invite outside instructors to also come and critique your work. You will be given a total of 20 min each for your final presentation and class critique.

## Learning Outcomes

By the end of this course, you will be able to:

- Formulate clearly defined questions that can guide your creative practice towards more critical and in-depth explorations of your field.
- Research domain knowledge in a systematic way through critical making.
- Develop individualized approaches to creative methodology that is media agnostic and open-ended to different topics.
- Manage uncertainty in a complex project with moving parts.
- Articulate your research and process to a wider audience.

## Materials & Resources

### Software

- Xmind: <https://xmind.app>
- Adobe Creative Cloud
- Other: based on your project need, you may need to use other software and platforms.

### Computer Access

- <https://offices.depaul.edu/information-services/services/labs-classrooms/computer-labs/Pages/default.aspx>

### Center and Lab Resources

- **Jarvis Student Center for Innovation and Collaboration** [\[site\]](#)

Location: Room C112, 1 E. Jackson Blvd.

Hours: Monday – Thursday, 10am to 7pm  
Friday, 10am to 5pm

- **Idea Realization Lab (IRL)** [\[site\]](#)

Location:

IRL 1 Daley Building, Room 310, 14 E Jackson Blvd.

IRL 2 Schmitt Academic Center 236, 2320 N. Kenmore Ave

Hours:

IRL 1 Monday – Friday, 10am to 8pm

IRL 2 Monday – Friday 10pm to 6pm

Saturday 12pm to 6pm

- **Print Lab** [\[site\]](#)

Location: Daley Building, Room 511, 14 E Jackson Blvd.

Hours: Monday – Friday, 10am to 6pm (except Wednesday when it closes at 5pm)

## Assessment

- Participation (15%)
- Design (70%)

### **Exploration Phase** (30%)

Design Research	analytical	(10%)
Design Process	activity-based	(10%)
Design Documentation	artifacts	(10%)

### **Critical Making Phase** (40%)

Design Research	analytical	(10%)
Design Process	activity-based	(10%)
Design Documentation	artifacts	(10%)
Creativity	individuality	(10%)

- Communication (15%)
  - Midterm Pitch (5%)
  - Final Pitch (10%)

### **\*\*\* Cluster Assessment \*\*\***

You will also be assessed by your cluster members on the following. Their assessment will factor into your participation grade.

- Communication skills
- Professional conduct
- Working group engagement

Grading Rubric	Letter Grade	Percentage
<b>A-Level Grade</b>	A	93-100
<ul style="list-style-type: none"> <li>▪ <b>Participation:</b> Active engagement in course content and in-class activity. Demonstrated motivation in completing course work. Full attendance.</li> <li>▪ <b>Design:</b> Demonstrated high level of analytical and practical problem-solving skills seen through course work. Submitted work is polished.</li> <li>▪ <b>Creativity:</b> Submitted work demonstrates exceptional levels of innovation, signature, and/or style. Student work converses with relevant discourse in respective domains.</li> <li>▪ <b>Communication:</b> Lucid articulation of concepts and process. Excellent communication with team members, peers, and instructor.</li> </ul>	A-	90-92
<b>B-Level Grade</b>	B+	87-89
<ul style="list-style-type: none"> <li>▪ <b>Participation:</b> Good engagement in course content and in-class activity. Near full attendance.</li> <li>▪ <b>Design:</b> Demonstrated good level of analytical and practical problem-solving skills seen through course work. Submitted work is of good quality.</li> <li>▪ <b>Creativity:</b> Submitted work showcases a good level of individuality and illustrates an awareness of important topics and discussions happening in respective domains.</li> <li>▪ <b>Communication:</b> Good articulation of concepts and process. Good communication with team members, peers, and instructor.</li> </ul>	B	83-86
<ul style="list-style-type: none"> <li>▪ <b>Participation:</b> Satisfactory engagement in course content and in-class activity. Near full attendance.</li> <li>▪ <b>Design:</b> Demonstrated satisfactory level of analytical and practical problem-solving skills seen through course work. Submitted work meets basic quality standards.</li> <li>▪ <b>Communication:</b> Satisfactory articulation of concepts and process. Satisfactory communication with team members, peers, and instructor.</li> </ul>	B-	80-82
<b>C-Level Grade</b>	C+	77-79
<ul style="list-style-type: none"> <li>▪ <b>Participation:</b> Satisfactory engagement in course content and in-class activity. Near full attendance.</li> <li>▪ <b>Design:</b> Demonstrated satisfactory level of analytical and practical problem-solving skills seen through course work. Submitted work meets basic quality standards.</li> <li>▪ <b>Communication:</b> Satisfactory articulation of concepts and process. Satisfactory communication with team members, peers, and instructor.</li> </ul>	C	73-76
<ul style="list-style-type: none"> <li>▪ <b>Participation:</b> Satisfactory engagement in course content and in-class activity. Near full attendance.</li> <li>▪ <b>Design:</b> Demonstrated satisfactory level of analytical and practical problem-solving skills seen through course work. Submitted work meets basic quality standards.</li> <li>▪ <b>Communication:</b> Satisfactory articulation of concepts and process. Satisfactory communication with team members, peers, and instructor.</li> </ul>	C-	70-72
<b>D Grade</b> Unsatisfactory engagement with or participation in required course content.	D	66-69
<b>F Grade</b> Failure to engage or participate in required course content.	F	0-65

## Course Schedule

Time / Place	Format	In-class Outline	Post-class Deliverables
Week 1  In-person	In-class presentation and discussion.	<b>Determining a Question</b> <b>&lt;Finding Your Voice&gt;</b> <ol style="list-style-type: none"> <li>1) Bring 3 previous projects that you are proud of.</li> <li>2) Bring 1 reference (precedent, theoretical writing) that inspires your thinking about your practice.</li> <li>3) Give a short 10 min presentation about your work and what you would like to explore in this class.</li> </ol>	
Week 2  In-person	In-class workshop.	<b>Determining a Question</b> <b>&lt;Identifying a General Direction&gt;</b> <ol style="list-style-type: none"> <li>1) Define your 3 keywords.</li> <li>2) Subject Matter (your starting point)</li> <li>3) Audience / Field (your ending point)</li> <li>4) Medium / Method (how will you get there)</li> <li>5) Mind mapping workshop</li> </ol>	<ol style="list-style-type: none"> <li>1) 3 keywords</li> <li>2) 1 concept statement sentence that threads together your three keywords and illustrates what you would like to do.</li> </ol>
Week 3  In-person	In-class work session with working group clusters.	<b>Exploration</b> <b>&lt;Understanding Your Domains&gt;</b> <ol style="list-style-type: none"> <li>1) Mapping domain knowledge.</li> <li>2) Literature review, precedence research.</li> </ol>	<ol style="list-style-type: none"> <li>1) Iterative mind map of your domain mapping process</li> <li>2) Blog documenting your progress. Each blog entry should include two parts: a. what feedback you received; b. what you did this week and why.</li> <li>3) A list of resources (bibliography, precedents, and other recourses)</li> </ol>

			Starting week 3, students will be divided into clusters based on your submitted keywords and one sentence concept statements. You will work together with your clusters till week 8.
Week 4 In-person	In-class work session with working group clusters.	<b>Exploration</b> <Exploring Methodology>  1) Methodology research. In-depth analysis of case studies. 2) Methodology exploration and experimentation.	1) Iterative mind map of your domain mapping process 2) Blog documenting your progress. Each blog entry should include two parts: a. what feedback you received; b. what you did this week and why. 3) In-depth analysis and breakdown of select case studies taken from your list of resources compiled the previous week.
Week 5 In-person	Presentation and full class discussion.	<b>MIDTERM</b>  Project proposal presentation and discussion.	1) Project proposal draft. 2) Your proposal should illustrate how your work is unique or pushing boundaries. <a href="#">See midterm submission guidelines for more detailed requirements.</a>
Week 6 In-person	In-class work session with working group clusters.	<b>Testing Your Ideas</b> <Critical Making: Artifact I>  Create an artifact that critically explores questions and/or interests in your proposal.	1) Design artifact I. 2) Documentation of design process. 3) Blog documenting your progress. Each blog entry should include two parts: a. what feedback you received; b. what you did this week and why.
Week 7 In-person	In-class work session with working	<b>Testing Your Ideas</b> <Critical Making: Artifact II>	1) Design artifact II. 2) Documentation of design process.

	group clusters.	Create a second artifacts that takes findings from your first artifacts further.	3) Blog documenting your progress. Each blog entry should include two parts: a. what feedback you received; b. what you did this week and why.
Week 8 In-person	In-class presentation. Full class discussion.	<b>Testing Your Ideas</b> <Studio Critique>  Full class presentation and discussion of your artifacts.	
Week 9 In-person	In-class work sessions, instructor feedback.	<b>Planning for Implementation</b>  1) Wrapping up and polishing your work. 2) Developing a production plan for your project.	
Week 10 In-person	In-class work sessions, instructor feedback.	<b>Planning for Implementation</b>  1) Prepare for final submission. 2) Create a 10min presentation video for final critique.	1) Wrap up and polish any documentation and artifacts created throughout the class to professional portfolio standard. 2) Production plan. 3) Presentation video.
Week 11 In-person	In-class presentation and pitch to client.	<b>FINAL</b>  Final submission, final critique.	<a href="#">See final submission guidelines for more detailed requirements.</a>

## Assignment Submission

### Weekly Assignment: Course Blog

Assignments are due before each class the following week. Students are responsible for completing weekly assignments and the final submission in a timely manner.



**Course Blog:** Create a course blog that collects all your homework for this course on one platform. Email your site to me before next class. Your site does not have to be flashy or complex but must be functional and organized. Your work on the site should be clear, complete, and well represented. Please make sure your link works before submitting to me. Your course blog should be submitted individually.

**OneDrive:** For additional material submissions for each project, please submit a single OneDrive with uploaded course work documents for every project.

### **Midterm Proposal Guidelines:**

#### **Abstract** (*Concept Statement, Scope*)

- Your abstract should expand on your sentence statement and three key words developed in week 2.
- Your abstract should clarify your overall objective, the significance of your proposed work, what you plan to achieve in the Thesis I course, and how you plan to get there.
- Your abstract should be between 150-200 words and written in a single paragraph.

#### **Overview** (*Significance, Background, Literature Review, Precedence Research*):

- Your overview should write a clear argument explaining the significance of your proposed work and provide context to your research question(s).
- This section should expand upon what is stated in your abstract and grounded in your research and understanding of the domain(s) in which your work sits.

#### **Methodology** (*Creative Approach, Field Work, Prototypes*)

- Your methodology section should describe how you plan to test and advance your ideas in a practical and tangible way. Consider what is achievable in the scope of the course and set a realistic plan for investigation and experimentation.
- For the scope of Thesis I, we will mainly be experimenting with your proposed methodology in the second half of the class, but when writing your methodology section, you should consider your approach throughout the complete production cycle of your work.

#### **Project Requirements** (*Technical, Material, Spatial*)

- For this section, consider what resources are needed to achieve your proposed work.
- For technology setup needs, list equipment, software, and materials in the form of a tech rider.
- For spatial needs, provide a layout or floor plan.

#### **Proposed Outcome** (*Final Format, Projected Impact*)

- Describe the final expected outcome of your work in this section.
- Explain how you might evaluate the success of your project (audience, impact, performance, etc.).

### **Final Submission Guidelines:**

1. Course Blog (*Submitted as a link.*)
2. Project Proposal (*Submitted as a downloadable PDF document.*)

3. Presentation Video (10 min) *(Submitted as a downloadable video and ppt or keynote document.)*  
Your video presentation should cover key points in your project proposal.
4. Documentation of Your Project Outcome *(Submitted as downloadable file(s) of your media production and design work. This may vary between project types and should be discussed and clarified with the instructor on a case-by-case basis.)*

## University Policies

### Academic Integrity

This course will be subject to the university's academic integrity policy. If you have any specific questions, be sure to consult with your professor.

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

### Enrollment/Withdrawal and Other Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on registration policies can be found at [DePaul Central](#).

#### WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system ([campusconnect.depaul.edu](http://campusconnect.depaul.edu)). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

#### ADMINISTRATIVE WITHDRAWAL

Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the [Division of Student Affairs](#) website.

## **EXCUSED ABSENCE**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the [Absence Notification form](#) through the [Dean of Students office](#). Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

## **SYLLABUS CHANGES AND ERRORS**

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems “off” somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

## **Online Course Evaluation**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [campusconnect.depaul.edu](https://campusconnect.depaul.edu).

## **Name and Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at [policies.depaul.edu/policy/policy.aspx?pid=332](https://policies.depaul.edu/policy/policy.aspx?pid=332)

## **Sexual and Relationship Violence**

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response.

Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu)).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or [hpw@depaul.edu](mailto:hpw@depaul.edu)). More information is available at the [Office of Health Promotion and Wellness website](#). Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

## University Resources

### Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit [www.depaul.edu/writing](http://www.depaul.edu/writing) for more information.

### The Dean of Students Office

The Dean of Students Office (DOS) is primarily responsible for meeting the urgent needs of students by providing clear and critical support structures in times of need. Additionally, the department helps develop and maintain community standards in order to facilitate a safe and healthy campus environment for our students. The Dean of Students Office provides the administrative withdrawal and absence notification processes, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to

student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

Phone: 773-325-7290

Email: [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu) or visit their [Website](#)

Location: Lincoln Park Campus Student Center, Suite 307 2250 N. Sheffield Ave.

## Resources for Students with Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) by emailing [csd@depaul.edu](mailto:csd@depaul.edu) and/or visiting one of the locations below.

### Loop Campus

Lewis Center Suite 1420 25 East Jackson Blvd

phone: (312) 362-8002 fax: (312) 362-6544

tty: (773) 325-7296

### Lincoln Park Campus

Student Center, Suite #370 2250 N Sheffield Ave

phone: (773) 325-1677 fax: (773) 325-3720

tty: (773) 325-7296

## Resources for Students in Need of Support

Safety and Mental health safety are important. If you find yourself in a state of distress, depression, or unsafe circumstances, please make use of any of the following resources should you seek counseling.

### DEPAUL STUDENT COUNSELING

Full time and Part time DePaul students may schedule appointments with the University Counseling Service Info here: <https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. **If you would like to be contacted by a counselor please call (773) 325-7779 or (312) 362-6923.**

### OFFICE OF HEALTH PROMOTION AND WELLNESS

Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or [completing this online intake form](#).

#### **ADDITIONAL RESOURCES EXTERNAL TO DEPAUL**

##### **National Suicide Prevention Lifeline**

**Phone:** 1-800-273-8255

**Online chat feature:** <https://suicidepreventionlifeline.org/chat/>

##### **National Domestic Violence Hotline**

Available 24/7. Offers help in more than 200 languages. All calls are free and confidential. **Phone:** 1-800-799-7233

**Chat online** with someone: <https://www.thehotline.org/>

##### **The Trevor Project**

For young LGBTQ persons in crisis or in need of someone to talk to: **Phone:** 1-866-488-7386

**Text** START to 678678

**Chat online** by visiting: <https://www.thetrevorproject.org/get-help-now/>

##### **Trans Lifeline**

A peer support hotline run by trans people for trans people. **Phone:** 877-565-8860

## **Land Acknowledgement**

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land. We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all. Statement from the DePaul Office of Institutional Diversity & Equity.