

- develop the vocabulary and critical understanding to describe and analyze the components of games and gameplay experiences
- develop a game idea from concept to playable, analogue prototype
- use common methods for documenting game design such as game design documents and playtesting reports
- communicate their game ideas through pitch, prototype, and presentation



Required Materials

- **Macklin, C. and Sharp, J. Games, Design, and Play. Addison-Wesley Professional. 2016 ISBN 9780134392233**
 - eBook available freely for DePaul students with institutional credentials through the library and O'Reilly for Higher Education:
https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1ihqd0Q/alma9912834327305831
- Additional readings will be posted on D2L in the "Content" section. Students are expected to apply these to weekly discussions.
- A rapid prototyping kit that includes:
 - A box or pack to keep materials together
 - Scissors
 - 1 d6 (six-sided die)
 - index cards
 - tape
 - loose-leaf paper
 - markers/colored pencils
 - a pen or pencil
 - Standard deck of cards (54 with Jokers)
 - Game pieces (from existing games or coins could work)
- Assigned games will be made available to students to play at the [Gameplay Lab](#) at CDM/Loop campus.
 - Ability to print - with advanced notice - is ideal in order to play certain games.
- Games and Software
 - *Desert Golfing* game - \$1.99 on [iOS](#) and \$0.99 on [Android](#)
 - *Reigns: Her Majesty* game - available for iOS, Steam, Google Play for \$2.99
<https://reignsgame.com/rhm/>
 - *FlowFree* - free on several platforms including iOS and Android
<https://www.bigduckgames.com/flowfree>
 - [Playingcards.io](#) - free way to play and digitize components for tabletop games
 - *Twine* software - Windows, OSX, Chrome browser (not Safari)
<http://twinery.org/>

- Castle.xyz app - available on iOS and Android, free <http://castle.xyz/>
- Jamboard (<https://jamboard.google.com/>), made available via D2L.

Optional Books

- Upton, Brian. *Situational Game Design*. CRC Press. 2017 ISBN 9781138031814
 - eBook available freely for DePaul students with institutional credentials through the library
https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1ihqd0q/alma9912847821305831
- Schell, Jesse. *Art of Game Design: A Book of Lenses (3rd edition)*. CRC Press. 2019 ISBN 9781138632097
 - eBook available freely for DePaul students with institutional credentials through the library
https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvaj/cdi_safari_books_9781351803632



Computer / Resource Labs & Internet-Enabled Devices

If you need access to a computer, you can view the list of [computer labs on campus](#) for more information. Don't forget to bring your DePaul ID or you may not be able to access the lab. [Intelliprint](#) systems are available in computer labs and at other locations on campus for printing.

While in the classroom, internet-enabled devices such as laptops, tablets, smartphones, and smartwatches can ONLY be used for the purpose of learning as required by the instructor. No texting, emailing, or web browsing is allowed in the classroom. Violation will result in losing all of your 10% class participation grade.

About Gameplay Lab

**Gameplay Lab is located on the South Loop campus in CDM 536.
Hours: Monday – Friday, 11am to 6pm**

College of Computing and Digital Media (CDM), Room 536
43 South Wabash Avenue, Chicago, IL 60604

Students have access to hundreds of console, PC, and analogue games for research and casual play. While all console and PC games are available for use in the lab only, some analogue games may be made available for check-out. Students must bring a DePaul ID to use the Gameplay Lab. As with all DePaul facilities, masks over nose and mouth are required at all times in the Gameplay Lab. Social distancing and other Covid-19-related measures will be enforced in accordance with

DePaul requirements. For any questions or more information, students may email Benjamin Kumming at bkumming@depaul.edu.



Course Structure

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L.

Self-guided Learning

Some of this class will be *self-guided* with several pre-recorded lectures / presentations posted on D2L. Students are expected to have watched lectures and prepared questions for the synchronous meetings, participate in discussion boards, take quizzes, complete writing assignments, and submit all work through D2L.

You are also expected to play assigned games by the due date so that you are prepared to actively participate in discussions and analysis of the games. You will have access to all the analog games - plus many digital games - through the [Gameplay Lab](#) on the South Loop campus.

Synchronous Meetings

Synchronous meetings will focus on group discussion, design activities, playing games, live polling, Kahoot quizzes, and various phases collaborating as part of a small group on your Main Game Design Project. Students must also be prepared and engaged in playtesting each others' games during scheduled class sessions.

Face Masks

Masks need to be worn properly (covering your nose and mouth) whenever you are indoors on campus. As such, students should refrain from eating and drinking in all classrooms. As listed on the DePaul COVID-19 [page](#), as of 9/7/21:

- Everyone on campus—regardless of vaccination status—is required to wear a face mask indoors. Masks may be removed if individuals are alone in an office with the door closed.
- Face masks remain optional outdoors.
- The Centers for Disease Control and Prevention offers guidance on the use of masks by the general public.
- If anyone needs a face mask, disposable paper masks will be available at a limited number of first-floor desk areas near building entrances.



Grading Breakdown

Class sessions will combine lectures on game design topics, with analysis of particular games and in-class activities designing and playing games. Students are expected to attend all classes and do the assigned reading, homework, and gameplay before class time.

Student progress will be assessed through a combination of homework assignments, game analysis papers on a game of student's choice, a group game design project, and class participation. Extra credit opportunities may be announced in class and via D2L.

Syllabus Quiz	*
Attendance	5%
Game Design Activities	25%
Content Quizzes	10%
Discussion/In-Class Participation	15%
Major Game Design Project	35%
Game Design Post Mortem	10%

*Students must complete the *Syllabus Quiz* on D2L before they are eligible to start earning points for the course.

You must pass each listed component (D- or better) to pass the class.

A	93-100
A-	92-90
B+	87-89
B	83-86
B-	80-82
C+	77-79
C-	70-72
D+	67-69
D	60-66
F	59-

Students wishing to **contest a grade** may do so during office hours or by appointment a minimum of 24 hours and a maximum of a week after assignments have been returned.



Assignment Info

All assignments are due on the indicated date at the beginning of class. Below is a brief summary of each assignment. More detailed instructions will be provided on assignment sheets on D2L.

Assignments (except for designated group assignments) must represent a student's individual effort. While students are permitted to discuss assignments at the conceptual level, under no circumstances should students share specific answers (electronically or

otherwise). You must credit/cite anything content, image, writing, or idea that is not your own.

*Unless there are unforeseen circumstances, assignments will usually be graded and returned within one week of the due date.

Content Quizzes

You will have online quizzes periodically assigned and based on the assigned readings and recorded videos/lectures.

Game Design Activities

Throughout the quarter, you will have game design assignments, each designed to help you think through different parts of designing. Several will be in-person in small groups during class time. Some of them will be completed individually outside of class using [Twine](#), a branching narrative tool that can be used to make games.

Discussion/In-Class Participation

You will receive credit for regular participation in the synchronous portion of class, including discussions on assigned readings, lecture topics, and/or design activities.

- Each time you contribute to the class discussion, including asking or answering questions, you will earn a participation point. Participation points will be added up at the end of the term. Students in the 25-75% range for participation will receive full credit. Students in the bottom 25% may not receive full participation credit. Students in the top 25% of participation may earn bonus point(s).
- Periodically, there will be a discussion board post assigned ahead of the in-class discussion. You must submit your post in D2L by the due date to ensure full credit.

Major Game Design Project

In groups, students will go through the game design process to create a polished, public-facing game. Details for each phase will be posted to D2L.

- Each team will conceptualize a game concept and pitch that meets the assigned constraint(s).
- Each team will iteratively design playable game prototypes, including documented playtesting.
- Each team will work together on updating an evolving design document and a rules document and/or media asset.
- You will peer review your team members at the end of the project to determine if there were equitable contributions by all team members. Weak peer reviews may result in a reduction of your personal grade for this major game design project.
- Games consisting of mini-games are not allowed.

Game Design Post Mortem

- This is the final documentation on your major game design project including examining what went wrong and what went right and what next steps you might take. You should use an online site to 'publish' this (not a Word document). The total content needs to be 750+ words, plus media (image and video, etc.).
 - This is an individual submission.

- You will submit a status update each week and then submit one final document, which can be the compilation of your weekly posts plus your final week's summary.
- Organize your progress and thoughts along the way. For example take notes re: conversations, ideas, and/or decisions made about the game. Any relevant diagrams or photos, including annotations/captions, that will help you recall the game design process when it comes time to write your post mortem. Throughout each game design project, document all playtests. You should record video and take photos of players playing the game. This will help you to write a thoroughly reflective post mortem.
- Summarize the evolution of your game pitch, game concept, and game rules.
 - You may use some of the text as a group - meaning each member doesn't have to write their own concept and rules and can include what was agreed upon as a group in the individual submission.
- Describe what you attempted to do with each iteration. You should document at least 2 distinct iterations, supported by video evidence.
 - Including any key feedback from playtesting and the related decisions made as a result of that playtest/feedback.
 - This section should be written individually. Write from your perspective, which will be different from your group members.
 - Embed (if possible) or include links to videos (uploaded to YouTube, Vimeo, etc.) from playtests. You do not necessarily need to share the entire playtest. The video should confirm that you playtested by showing people playing the game and sharing their feedback (during the game or after they have finished playing).



Late Work, Absences, Make-Ups, and Extra Credit

Late work will receive a 10% penalty for every 2 course meetings that have passed since the due date/time and when the work has been received. *Exception:* Students with extreme circumstances should contact the Dean of Students Office who will then contact your instructors (including me for this course) and we will work out an alternative approach.

Attendance is expected and required for all scheduled class sessions, which will be hands-on and difficult to make up after the fact. Attendance counts for 5% of your total grade. Full attendance credit is earned if you attend 18 of the 20 scheduled class sessions. You may lose up to 1.25% for missing class a third, fourth, fifth, and sixth time. Missing 7 classes may result in a failed grade in the course.

Makeup Work: Students are allowed to resubmit work for regrading. The student will submit a brief document addressing how they incorporated feedback from the initial assignment along with the iterated assignment. All work considered for re-grading must be submitted by Week 10. If the original submission was late, the resubmission will only be eligible for the number of total points possible minus any late penalties (if an assignment was submitted 2 course meetings late, a resubmission may receive up to 80%).

Extra credit will be given at the instructor's discretion, this usually involves attending a design or games related lecture and writing a reflection, customizing components for your game design project, and/or doing an additional assignment.



Course Schedule

All assigned reading, games, videos, design assignments, and discussion submissions should be completed by Monday of the indicated date.

GDP = Games, Design, and Play (primary textbook)

Games in ****BOLD**** are analog games available through the [Gameplay Lab](#)

Week	Readings & Games & Design	Submit/Complete
Week 1 9/8	Watch Lecture #1 "What is a Game and What is Game Design"	Syllabus quiz
Week 2 9/13 9/15	Read: <ul style="list-style-type: none"> • GDP, Ch. 1 - Games, Design and Play • Art of Game Design, Ch. 1 (optional) Play: <ul style="list-style-type: none"> • Pit (in-class) • **Blokus** • Flow Free Design: <ul style="list-style-type: none"> • Game States exercise 	Quiz 1 Start Design Assignment #1: Card Wars Print manual for Keep Talking... (KTANE)
Week 3 9/20 9/22	Read: <ul style="list-style-type: none"> • GDP, Ch. 2 - Basic Game Design Tools • GDP, Ch. 3 - The Kinds of Play Play: <ul style="list-style-type: none"> • **High Society** • Icehouse games Design: <ul style="list-style-type: none"> • Card Wars activity • What If activity (Part 1) 	Quiz 2+3 Play your Card Wars variants in groups Form Major Project groups (due 4/21)
Week 4 9/27	Read: <ul style="list-style-type: none"> • GDP, Ch 4 - The Player 	Quiz 4

9/29	<p>Experience</p> <ul style="list-style-type: none"> • GDP, Ch 5 - Iterative Game Design Process • Situational Game Design, Intro <p>Play:</p> <ul style="list-style-type: none"> • Keep Talking and Nobody Explodes (KTANE in-class) • Reigns <p>Design:</p> <ul style="list-style-type: none"> • What If activity (Part 2) • Level design and testing of custom KTANE modules 	<p>Submit Design Assignment #1: card game (due 4/23)</p> <p>Start Design Assignment #2: Twine / tutorials</p>
<p>Week 5</p> <p>10/4</p> <p>10/6</p>	<p>Read:</p> <ul style="list-style-type: none"> • GDP, Ch. 8 - Collaboration and Team Work • GDP, Ch. 9 - Conceptualizing Your Game • GDP p. 232-237 (Case Study in Queens in Love at the End of the World) <p>Watch:</p> <ul style="list-style-type: none"> • GDC Talk on designing Reigns <p>Play:</p> <ul style="list-style-type: none"> • Queens in Love at the End of the World • Desert Golfing • **Once Upon a Time** <p>Design</p> <ul style="list-style-type: none"> • Mix and Match activity • Brainstorm/conceptualize game pitch 	<p>Quiz 5</p> <p>In class review - Major Group Project Pitches</p> <p>Submit: Updated pitch Team agreement</p>
<p>Week 6</p> <p>10/11</p> <p>10/13</p>	<p>Read:</p> <ul style="list-style-type: none"> • GDP, Ch 6 - Design Values • GDP, Ch. 7 - Game Design Documentation <p>Play</p> <ul style="list-style-type: none"> • **Flash Point: Fire Rescue** <p>Design:</p>	<p>Quiz 6</p> <p>Major Group Project Design Documents:</p> <ul style="list-style-type: none"> • Complete draft for peer review: 5/3 • Final drafts due 5/7 <p>Submit Design Assignment</p>

	<ul style="list-style-type: none"> Major group game project Twine lecture/workshop #1 	#2 (due 5/10)
Week 7 10/18 10/20	Read: <ul style="list-style-type: none"> Mignano, "Using Paper Prototyping to Design Your Games" GDP, Ch. 10 - Prototyping Your Game GDP, Ch. 11 - Playtesting Your Game Design: <ul style="list-style-type: none"> Major group game project Twine lecture/workshop #2 	Quiz 7
Week 8 10/25 10/27	Read: <ul style="list-style-type: none"> GDP, Ch. 12 - Evaluating Your Game MDA: A Formal Approach... Play: <ul style="list-style-type: none"> TBA Design: <ul style="list-style-type: none"> Major group game project Writing rules Playtest plan Playtest #1 	Quiz 8 Design Activity: Basic Twine (individual) Playable prototype of Major Group Project Due. Playtesting 5/19
Week 9 11/1 11/3	Read: <ul style="list-style-type: none"> GDP, Ch. 13 - Moving From Design to Production Play: <ul style="list-style-type: none"> TBA Design: <ul style="list-style-type: none"> Work on major group project Playtest #2 	Quiz 9
Week 10 11/8 11/10	Final playtesting	Design Activity: Twine using Variables (individual) Iterated prototypes of Major projects for

		Playtesting
Week 11 - 11/15	<p>Scheduled finals time slots may be used to complete final playtesting (as needed)</p> <p>Section 401: Mon 11/22 8:30-10:45am</p> <p>Section 402: Mon 11/22 11:30am-1:45pm</p>	<p>Submit:</p> <p>Major Project Game</p> <ul style="list-style-type: none"> • Game Design Document (team) • Rules Doc (team) • Playtesting Report (team) • Postmortem (individual) • Peer/Team Review (individual)



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.



Resources for Students

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 for more information.

Idea Realization Lab (IRL)

The Idea Realization Lab is a resource available to the entire DePaul University community, from students to alumni, faculty, and staff. They provide machines, tools, and materials at no cost, and offer workshops to teach visitors how to use the equipment safely. Their goal is to foster a spirit of collaboration and to promote creativity across the campus and throughout the city of Chicago.

I encourage you to make use of the IRL, including prototyping your design and getting a consultation from the staff there. This space is a great resource for all levels of the design and development process. Visit <http://irl.depaul.edu/> for more information.

Contact Info:

Email: idearealizationlabdpu@gmail.com

Phone: (312) 362-1451

Location:

Room 310

14 E Jackson Blvd

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.

Contact Info:

Phone: 773-325-7290

Email: deanofstudents@depaul.edu

Or visit their [Website](#)

Location:

Lincoln Park Campus

Student Center, Suite 307

2250 N. Sheffield Ave.



DePaul and College-Specific Policies

NAME & 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

RESOURCES FOR STUDENTS WITH DISABILITIES

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 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

ONLINE COURSE EVALUATIONS

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.

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).

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). 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.

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). 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.



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.