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Focal Point Seminars (LSP 112)

Winter Quarter 2015

Yellow = FY@broad

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Class	Instructor	Time/Campus	Description
Apartheid in 20th-Century South Africa	Clement Adibe <i>Political Science</i>	TTh 10:10-11:40 Loop	As we reflect upon the last century from the vantage point of the 21st century, apartheid stands out as one of the most intriguing and oppressive political ideas and practices of the 20th century. Developed by the Afrikaners of South Africa, apartheid emphasized the “separateness” of races as the organizing principle of social, religious, economic and political life in a multinational state. For nearly half a century, apartheid was enforced through a combination of laws, religious indoctrination, socialization and, above all, the pervasive use of coercion. In 1994, following several decades of sustained domestic and international opposition, the policy and practice of apartheid officially ended in South Africa. This course will focus on two important areas of inquiry. The first is how to explain the emergence of apartheid as the predominant form of political organization in 20th-century South Africa. The second focus of the course will be on the lessons humanity can draw from the apartheid experiment as we continue our prolonged quest for meaningful and harmonious co-existence of peoples and cultures within the framework of one political entity.
Aristotle’s Ethics	Dominica Kimberley Moe <i>Philosophy</i>	MW 1:30-3:00 Loop	As one of the founding texts of Western philosophy and political theory, Aristotle’s <i>Nicomachean Ethics</i> remains a critical part of our contemporary social and political context. Never one to shy away from any question, Aristotle examines human virtue (i.e., what it means to be a good person) – both its acquisition (how do we become good?) as well as its range (what are the virtues?). Reading this text directly, we will explore such concepts as polis, habit, courage, justice, and equity. Throughout the course we will have the chance to compare Aristotle’s thought to that of different literary, historical and political scholars. In addition, we will investigate the significant impact Aristotle’s work has had on our lives today, particularly in the ways Aristotle’s views on justice have become manifest in the our legal system. We will scrutinize institutionalized forms of justice in our society today, find alternative

			models of justice (such as restorative justice) and consider these in light Aristotle’s approaches to ethics and justice. Students with an interest and/or background in political theory, philosophy, social sciences, criminal justice and law will be especially well-suited to this course.
Artistic Influences in Contemporary Mural Art	Mark Elder <i>Art, Media & Design</i>	TTh 9:40-11:10 Lincoln Park	This class will concentrate on mural painters and their influence in the art world through history. Mural making has been around as long as humankind. This class will explore the influences that affected the great muralists starting with Giotto, Michelangelo, and Raphael. In turn, the student will examine their effects on later muralists such as Benton and Siqueiros. Then finally, the student will see how these muralists affected the contemporary muralists (local and international) like William Walker, Richard Haas, Olivia Gude, and others.
Capitalism & Democracy	Katherine Ibata-Arens <i>Political Science</i>	MW 1:00-2:30 Lincoln Park	What is the relationship between capitalism and democracy? Western free-market (laissez faire) capitalism is argued to free individual actors to pursue personal gain, offering opportunity for all. At the same time, as this way of doing business comes to dominate countries across the globe: 1) more and more wealth and resources have become concentrated in the hands of fewer and fewer people, and 2) there is less opportunity for democratic participation of workers (through unions, for example) and small business (as opposed to big business). Conversely, in non-democratic or semi-democratic Asian countries (as well as a few European welfare democracies) where “unfettered” capitalism has yet to completely take root, there is a more equitable distribution of wealth throughout society and workers have a greater voice in economic processes. Clearly there are other forms of capitalism than the Western (U.S.) free-market model, but what are they and how do they compare? These issues are explored through a critical examination of the intellectual history of notions of capitalism and democracy in core texts. This is stimulated via class discussion, debates and weekly “think pieces” (short essays prompted by a critical question relating to class readings and lectures).
China’s Environmental Challenge	Phillip Stalley <i>Political Science</i>	MW 9:40-11:10 Lincoln Park	Since the launch of the reform and opening era in 1978, no country has moved up the economic ladder as quickly as China. Over the last three decades, China’s nine percent annual growth is faster than any country in history. This rapid development has placed a tremendous strain on the natural environment. Sixteen of the twenty most polluted cities in the world are in China and it is estimated that air pollution alone contributes to 1.2 million premature deaths in China each year—a population greater than that of San Francisco. The concern of many is that China’s current rate of environmental damage is not sustainable and threatens to reverse many of the achievements of the reform period. This course is intended to familiarize students with the causes and consequences of China’s environmental challenge. The first portion of the course will introduce the social, economic, and political underpinnings of China’s environmental challenge. This will involve discussions on the

			Chinese political system and China's economic rise. The remainder of the class will focus specifically on the environment and include topics such as water scarcity and air pollution, Chinese climate change policies, the development of Chinese environmental law, and China's burgeoning environmental activism. Students will leave the class with a better understanding of the extent of China's pollution challenge, the steps the Chinese government is taking to promote sustainable development, the obstacles inhibiting better environmental protection, and the social and political costs of China's environmental degradation.
Cloning & Biotechnology (2 sections)	Terry Fitzpatrick <i>Biological Science</i>	MW 8:00-9:30 Lincoln Park	Cloning, Gene Therapy, and DNA Evidence are topics frequently in the news today. The goal of this course is to teach the biological underpinning of this field and how this basic biological knowledge has led to the seemingly magical ramifications we hear about in the headlines. Topics to be covered will include: how cells code, decode, and transmit information through DNA; basic methods of studying and manipulating DNA; methods of modifying the DNA of organisms; and biotechnological applications of these principles and their impact and regulation. Source materials will include first person accounts by principal investigators in the field, as well as critical assessments of the risks associated with this new technology.
		MW 1:00-2:30 Lincoln Park	
Emerging Diseases: The Human-Wildlife Connection	Dennis Meritt <i>Biological Sciences</i>	MW 11:20-12:50 Lincoln Park	The course is an examination of human-wildlife diseases as a consequence of human intrusion into wild places. Global warming, associated climate change, increased global trade and travel, deforestation and urbanization have resulted in more human contact with wildlife. The course examines what factors may have contributed to in an increase in newly emerging diseases that normally are restricted to wildlife, rarely crossing to humans. The course will focus on those human-wildlife diseases of current concern. Students will have the opportunity to read, analyze and write summary discussion papers for weekly class presentation and discussion. Each student will have the opportunity to participate and share their views in each class. Information for these assignments will be taken from readings in a variety of disciplines. These include, but are not restricted to, the study of infectious disease, veterinary medicine, engineering, computer science, natural history, wildlife management, conservation, economics and philosophy. Students will be assessed based on their attendance, class participation, performance on quizzes and examinations, as well as on a final research paper and associated oral presentation.
The Emigrants: Image, Text, Trauma	Steve Harp <i>Art, Media & Design</i>	MW 11:20-12:50 Lincoln Park	W.G. Sebald's novel <i>The Emigrant</i> , investigates the lives of a painter, a doctor, a teacher and his own uncle, each exiled from their home because of the rise of Hitler and National Socialism. In four extended, seemingly separate biographical narratives, Sebald follows his protagonists' wanderings across the globe as they futilely try to escape the trauma of the Holocaust. This class will focus on Sebald's

			methods of storytelling – incorporating memories, documents, diaries and his idiosyncratic use of photographs as the intertwined but ultimately single narrative seeks to explore the effects of displacement, trauma and loss inflicted on populaces in the 20th century.
Endangered Species & Habitats	Dennis Meritt <i>Biological Sciences</i>	MW 2:40-4:10 Lincoln Park	This course will work to develop a definition of “endangered” and see how well the definition works as it applies to a range of life forms, including plants, animals, and natural habitats. The course will explore the probable causes of endangerment, consider the impact of our own species as well as that of natural occurrences, discuss possible solutions, and explore ways people can become involved and affect a long-term solution.
Erica Jong: Misunderstood Literary Artist	Laura Durnell <i>Writing, Rhetoric & Discourse</i>	M 6:00-9:15 PM Lincoln Park	Since the publication of her breakout and commercially successful first novel <i>Fear of Flying</i> in 1973, Erica Jong has been labeled everything from a writer who has “verbal keenness” (John Updike)” to a “mammoth pudenda” (Paul Theroux). Fame and gender identity have unfairly stereotyped Jong as a lesser writer. However, Jong’s is much more than what her American critics believed as some European countries and scholars have already recognized. In addition to her creative writing and literary scholarship, Jong is an astute commentator on gender relations and roles, religion, politics, sociology, literature, and history. In this Focal Point course, students will read and discuss Jong’s poetry, novels, essays, and criticism. In addition, students will read and discuss criticism of her work and segments from novels of male writers who have written about the same subjects Jong has addressed in her artistic and critical work.
The Fifty-Year History of Doctor Who	Paul Booth <i>Communication</i>	MW 3:10-5:00 Loop	The British television program Doctor Who is more than just a TV show -- it is a fifty-year snapshot of changing cultures, new technologies, different audiences, and multiple media. Telling the story of an ancient alien time traveler, Doctor Who has been able to reinvent itself over and over again. This course will introduce students to the immense history of the classic and popular series of Doctor Who with an eye towards understanding the relevant historical, cultural, aesthetic, and critical lenses by which we can analyze the show. Students will investigate new ways to criticize television as well as garner an appreciation for multiple types of media in the course. Students will engage with their own writing through reviews of both specific shows as well as their own favorites. Students will come away with a better understanding of the role of Doctor Who in cultural history, become more thoughtful and engaged media critics, and view television with a more critical eye. <u>Note:</u> This section has an extended class period to accommodate screenings.
Forgiveness	Frida Furman <i>Religious Studies</i>	MW 1:00-2:30 Lincoln Park	This course addresses the important and complex concept of forgiveness from theoretical, applied, and interdisciplinary perspectives. The course explores: a) various religious, ethical, psychological, and political understandings of forgiveness;

			b) related concepts, such as revenge, justice, healing, apology, repentance, and reparations; c) the application of forgiveness and related concepts to interpersonal and intergroup case studies; d) and students' own views on these concepts, on the various sources informing their perspectives, and on ways in which class materials challenge and expand them.
Galileo vs. the Church: Lessons from the Age of Intransigence	Anuj Sarma <i>Physics</i>	MW 1:00-2:30 Lincoln Park	The trial of Galileo has often been cast as a cosmic conflict between the worlds of science and religion. Yet there were many factors – personality clashes, professional rivalries, contemporary religious and social pressures – that led to, and had an impact on, the trial. By critically examining the Galileo trial through the eyes of contemporary and later scientists, historians, ecclesiastical figures, philosophers and biographers, this course will examine the myriad influences that culminated in the indictment and recantation of Galileo. In a larger context, this course will draw upon the lessons from which the trial to examine the conflict between science and religion, the impact of such a conflict on individuals and society, and the consequences for those individuals and society as a whole, both contemporaneously and in the future.
Gambling & Games of Chance	William Chin <i>Mathematical Sciences</i>	T 6:00-9:15 PM Lincoln Park	Two of the popular played games of chance are blackjack (twenty-one) and poker. These games form the most interesting examples of games of chance where risky decisions can profitably be made based on probability theory and game theory. Of particular interest is the theory and practice of card-counting in blackjack, and the mathematics and psychology of poker strategy. We shall deal with the basics of such analyses and indicate how they have been developed. Some requisite rudimentary probability theory statistics and their foundations will be introduced. The theory shall be reified with examples, concrete problems and live play, all tied in with mathematical and psychological theory. We will examine these and other games of chance, focusing on how they are played with positive expectation (or not). Fallacies regarding gambling and their psychological bases will be discussed in the context of games, and generalized to other decision-making processes. Moral, cultural and legal issues surrounding gambling will also be addressed.
Going Green: Digging Up Roots, Finding Treasures	Mary Miritello <i>Writing, Rhetoric & Discourse</i>	TTh 8:00-9:30 Lincoln Park	Our culture is caught up in a movement to “go green.” This phrase has become everything from a marketing slogan to a philosophy of living in the 21 st century. But is “going green” something new, after all? This seminar will help students uncover the roots of our relationship with nature. In the process of our learning journey together, we will uncover many treasures, searching for answers to this question: “How and why has nature been the place where the disciplines of literature, art, and science have intersected for many centuries?” Course readings will enable students to explore these intersections and develop questions of their own, fostering a spirit of inquiry and wonder about the natural world. We will ask: How did the first and second generation of nature writers in America pave the

			way for today's debates and discussions about our relationship with nature? How might our relationship with the natural world help us to define happiness and a life well-lived? Students who enroll in this course will develop the analytical and reflective skills to help them appreciate the genre of nature writing and the relationships that scientists and artists have cultivated with the natural world.
Harry Potter: Welcome to Hogwarts	Heather Easley <i>Sociology</i>	MW 11:20-12:50 Lincoln Park	One of the most successful book series of all time, is more than just a books series, as we will examine in this course. J.K. Rowling's masterpiece, "Harry Potter" provides readers with the opportunity to examine a fictional world through the lens of modern disciplines. We will examine our own interpretations of the world of Harry Potter through the disciplines of Sociology, Philosophy, Religion, and Business. As Harry Potter has taken on a life of its own within our Muggle world, we're able to see the impact such a work has on today's economic and religious climate. We will also discuss the content of the literature with a focus on gender, family, stratification, poverty, the idea of destiny, love, identity, choice, and the classic and ultimately important, good vs. evil.
Hollywood's Golden Year, 1939	Douglas Long <i>Communication</i>	T*Th 9:40-11:10 <u>plus</u> Lab: F 12:30-3:00 Lincoln Park	For decades, film writers have identified 1939 as the "greatest year" of Hollywood filmmaking, largely due to the high number of classic films released that year, including <i>Gone with the Wind</i> , <i>Mr. Smith Goes to Washington</i> , <i>Stagecoach</i> , and <i>The Wizard of Oz</i> . As scholars, we can use these films as texts to study in a number of ways. From historical perspectives, we can look at these films in relation to the Great Depression that preceded them and the world war which was already brewing in Europe while the U.S. was questioning its neutrality status. From sociological and gender studies perspectives, we can trace the portrayal of non-white and female characters in an era where those social roles were seen much differently than today. And from film scholarship, we can see this as the height of the studio system, where filmmaking was churned out in factories modeled on Henry Ford's assembly lines and where new technologies like Technicolor were bursting onto the scene. And the "factory" workers included some of the most iconic film actors of all time: Clark Gable, Bette Davis, Cary Grant, Greta Garbo, James Cagney, Judy Garland, Mickey Rooney, Henry Fonda, James Stewart, Laurel & Hardy, W.C. Fields, etc. <u>Note:</u> This section has a Friday "lab" period for film screenings.
Human Rights, Social Justice & Memory in Latin America	Maria Masud <i>Latin American & Latino Studies</i>	F 9:30-12:45 Lincoln Park	The recent history of Latin America has been marked by cycles of political and social repression. The "dirty war" in Argentina, the military coup in Chile, the "death squads" in Central America, and others have generated a rich documentation of books, articles, films, and desperate public calls for justice, e.g., the mothers of the Plaza de Mayo. These diverse sources seek to explain how those repressive forces overthrew democratic governments and of their action for

			consequences for civil society. Likewise, they document the attempts by groups and individuals in those respective societies to find processes that would bring justice to the individuals directly and indirectly affected by the repression.
The <i>Hunger Games</i> Series: Difference & Dystopia	Heather Rakes <i>Women's & Gender Studies</i>	MW 2:40-4:10 Lincoln Park	This course will examine Suzanne Collins' young adult science fiction series, <i>The Hunger Games</i> , and its role in popular culture as a critique of dominant culture. We will examine the genres it engages, especially dystopia, exploring the warnings it offers about all of these: reality TV and surveillance culture, race, class and segregation, gender and sexuality performativity, food injustice, capitalist modes of competition, and the appropriation of queer aesthetics as a means of indicating luxury and frivolousness. More specifically we will focus on these topics with regard to the question of adaptation in the choices for the production of the film and the casting of the actors. Here we will be particularly concerned with the ways that race is treated in the books and how racial descriptors are deployed in a way that is missed by many readers and affects the casting of the actors in the films. Combining theory, documentaries, related fiction and films such as the "The Lottery," Battle Royale as well as blog posts responding to casting decisions in real time, this course will foster critical discussion and reflection through the examination of multiple frames of popular culture and criticism. We will read from academic fields both disciplinary (philosophy, sociology) and interdisciplinary (gender studies, disability studies, media studies), as well as nonacademic forms such as documentary and blog.
Hurricane Katrina	Thomas Krainz <i>History</i>	MW 8:00-9:30 Lincoln Park	This course will examine the different narratives concerning Hurricane Katrina, New Orleans, and the Gulf Coast. The class will progress through a range of primary and secondary sources, introducing students to a variety of disciplines and methodologies. The class will generally progress from primary to secondary sources during the quarter. Students will grapple with newspapers (both news items and columns), weekly periodicals, oral interviews, videos, photography, memoirs, film, political tracts, historical accounts, and in-depth investigative reporting. By exploring these different sources, by asking plenty of critical questions, and by thinking about the material through discussions and writings, students will by the end of the quarter have an understanding of strengths and weakness of each source material and methodology. This will be a reading intensive class.
Irish Culture in Chicago: From Mrs. O'Leary to Mayor Daley	Janet Hickey <i>English</i>	TTh 2:40-4:10 Lincoln Park	This course will provide an overview of how the Irish culture brought to Chicago by 19 th -century immigrants has woven itself into the fabric of Chicago city life. In many ways, the Irish represent the experience of many ethnic groups who came to Chicago between the late 19 th century and the 21 st century, rising from poverty to the highest level of political, cultural and religious life. Along the way, the Irish intersected with many of these other groups, but they were always united in their struggle against social injustice. We will investigate the Irish community from

			historical, cultural, religious and literary perspectives. We will answer questions such as: What are the myths surrounding Irish culture in Chicago? What are the realities? Who are the personalities – historical, political, religious – that have impacted the city’s culture? How does Irish American literature reflect the American experience? Why has Irish culture enjoyed a resurgence in the last two decades?
Ivan the Terrible	Brian Boeck <i>History</i>	MW 11:20-12:50 Lincoln Park	This course is devoted to Ivan the Terrible, the Russian ruler whose reputation for cruelty became legendary. Class discussions will explore both the historical tsar and the mythical figure who casts a long shadow over Russian and European discourse about kingship. Readings will draw upon insights from multiple disciplines (history, folkloristics, psychology, political science and film studies). Students will read Russian primary sources in translation (chronicle excerpts, the history attributed to the renegade prince Kurbsky, and church documents) and primary sources in English (reports of English merchants and travelers in Russia). Secondary sources will be employed to pursue connections to broader themes such as tyranny, religious authority, autocracy, politics, and violence. The problems of evaluating and interpreting oral, folk traditions about Ivan will also be considered. Finally, Sergei Eisenstein’s classic film about Ivan will be analyzed in the context of a significant reappraisal of Ivan’s legacy in the age of another all-powerful ruler, Joseph Stalin.
Joyce/Beckett: Dublin & Paris	David Gardiner <i>English</i>	TTh 4:20-5:50 Lincoln Park	This course explores the complex relationship between two major writers of the twentieth century, the Dubliners James Joyce and Samuel Beckett. It studies a sample of their works, from critical essays, to short stories, to novels, and plays in order to grasp the continuities and contradictions within both authors’ oeuvres. This course examines Joyce and Beckett’s relationship and the ways in which the two predominantly defined modern and postmodern writing. In addition, we will focus on Dublin at the turn-of-the-century and Paris in the late 1920s and 1940s, a time when both were living as “Irish cosmopolitans” in France. In addition to grasping the absorbing literary cultures of both Dublin and Paris, we will address the significance of both author’s works – works which question the elevated and the everyday, the difficulty of communication and writing, the habits of our daily life, and the nature of our existence. This intertextual course combines history, biography, literary and philosophical inquiry asking such questions as: What is the nature modern literature? What significance does “exile” contribute to art? What constitutes modernist/postmodern writing? What is the lasting influence of these authors on contemporary literature? Wherever possible, coursework will be supplemented with multimedia materials, including plays, films and interactive works.
Leopold & Loeb: The Crime of the Century	Margaret Nellis <i>Writing, Rhetoric & Discourse</i>	MW 11:50-1:20 Loop	On May 21, 1924, Nathan Leopold, Jr. and Richard Loeb abducted and murdered Bobby Franks in Hyde Park, Chicago. The arrest and subsequent trial of Leopold and Loeb created a legal and media sensation. We will examine the murder and its aftermath, and explore the question why it produced such a sensation in the city of

			Chicago. We will place our examination of the Leopold and Loeb case within the context of Chicago's rise as a center of commerce and culture during the 1920s. The 1920s were the time of Prohibition, the flapper era and the rise of organized crime. Our sources will include the book <i>Leopold and Loeb: the Crime of the Century</i> as well as psychological studies of these two criminals and films that take this case as their subject.
Literature of Place: Dublin, Ireland (FY@broad; by permission only)	Barbara Schaffer <i>Women's & Gender Studies</i>	MW 4:20-5:50 Lincoln Park	This course explores historical and contemporary travel literature on Dublin, Ireland and the region surrounding Dublin. It contextualizes the readings within current theoretical literary and cultural perspectives, paying particular attention to the creation of place and of identity. Students will read "travel books" – memoirs, guidebooks, websites, and blogs, as well as a number of secondary critical works on Dublin from a variety of sources – in order to gain an understanding of how language and the rhetoric of travel is shaped by the traveler as a way of constructing meaning from the travel experience. The overall goal will be to develop a new way of thinking about the role of travel writing in producing meanings of place and personal identities, as well as reflecting upon multicultural meanings of experience. The course will be writing intensive, as students will not only wrestle with ideas emerging from assigned texts, but also have the opportunity to create their own travel narratives.
<p>This course is limited to students accepted into the FY@broad program within Study Abroad, and will be followed by a trip to Ireland during spring break. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: http://studioabroad.is.depaul.edu or click here. Application deadline: 11/1/2014.</p> <p>In place of LSP 112, students in the Honors Program receive credit for the Honors Fine Arts Elective.</p>			
Majestic Michelangelo	Susan Solway <i>History of Art & Architecture</i>	TTh 2:40-4:10 Lincoln Park	This course focuses on the extraordinary life, times, and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the so-called Italian Renaissance, an age that witnessed the flourishing of an expanded artistic, scientific, and humanistic culture. His lasting masterpieces include some of the most famous artworks of all times: the <i>Pietà</i> , <i>David</i> , <i>Moses</i> , the frescoes of the Sistine Chapel, and the Vatican church of St. Peter's. Who was this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and created works that profoundly influenced and transformed Western culture? What cultural forces shaped his thoughts and molded his values? Why has this incomparable individual come to personify his age to the extent that his name has become synonymous with it? Our class seeks to answer these and other questions and to understand Michelangelo as a creator whose brilliant achievements define, reflect, and illuminate the time, place and culture in which he lived. It focuses on a man whose immense and diverse talent, intelligence, and reverence for classical art left a lasting mark on the art of future ages up to the modern period.

The Manhattan Project	Chris Goedde <i>Physics</i>	TTh 11:20-12:50 Lincoln Park	This seminar examines the events surrounding the construction of the first atomic bomb, beginning with the discovery of the atomic nucleus at the turn of the twentieth century, and continuing through to the first three nuclear explosions: the Trinity test in New Mexico and the destruction of Hiroshima and Nagasaki. The main goal of the seminar is to understand how and why a group of scientists (supplemented by thousands of technicians, construction workers, machinists, etc.) came to build what they called “the gadget.” We will first discuss how and why the bomb came to be built, including both the scientific discoveries that made an atomic bomb possible and the historical events that led to the large-scale, secret military-run project to build the bomb. We will then focus on the relationship between science and society: how society affects the way science is done and how society decides whether and how to use the technological products of science. Finally, we will discuss the ethics of the Manhattan Project from the perspectives of the scientists involved, the government, and the citizenry at large.
Mary of Nazareth	Karen Scott <i>Catholic Studies</i>	TTh 1:00-2:30 Lincoln Park	This seminar will examine and seek to understand from an interdisciplinary perspective a variety of answers to questions regarding the identity and significance of Mary of Nazareth. The seminar will explore varied images of Mary of Nazareth in the New Testament, in early Christian writings, and the Quran; views of her in Catholic, Orthodox, and Protestant theological and spiritual writings; some of her roles and representations in popular devotion, in art, in literature, in film, and in music; and some of her current encounters with feminism, ecumenism, and liberation theology. Some attention will be devoted to the place of Mary in contemporary Chicago and at DePaul University, but the focus will be Mary’s many faces for over 2000 years in world cultures, her significance for us today in the third millennium, and each student’s own developing image of Mary.
Nuclear Waste: NIMBY of the 21st Century	Kelly Tzoumis <i>Public Policy Studies</i>	TTh 1:00-2:30 Lincoln Park	The safe disposal of our nuclear waste in the United States has become a NIMBY problem causing a significant public policy dilemma – how should we dispose of nuclear waste in the United States? Nuclear waste is continuously being generated by nuclear power plants, weapons facilities, and other generators like hospitals, pharmaceutical companies and research institutions. This course will explore the public policy problems posed for disposing of this waste and discuss the environmental, safety and health as well as the political and ethical implications. Environmental justice issues impacting Native Americans will be included. Nuclear waste disposal policies that are covered in the course include low-level, transuranic, and high-level nuclear waste. Students will be required to compare information in tone, quality and accuracy from a variety of both primary and secondary sources.
On Revolution	Bill Martin <i>Philosophy</i>	T 6:00-9:15 PM Lincoln Park	“Revolution” and related terms are much overused in our society, now often associated with consumer goods, as in a “revolutionary” new laundry detergent or braking system for a car, etc. Then again, certainly there are “revolutions in

			<p>production,” as Marx put it, where there are truly new things and new ways of doing things. Are there moments when something new emerges in other areas of life, for instance politics, science, or art? Is there anything “new under the sun”? If so, are these now things of the past, is the age of revolution finished? In politics there was a series of revolutions that defined the modern period, from the English Revolution of 1642, to the American and French Revolutions of 1776 to 1789. Compared to the French Revolution, it is sometimes argued that the American Revolution was not a “real” revolution, featuring, as it did, a horrifyingly-brutal slave system in half of its territory. Despite this, there did seem to be some elements of the American Revolution that were genuinely new, “historical contributions” so to speak. Is there a way to form a philosophical model of the “new,” such that this question can be pursued in a systematic way? Before getting into heavily loaded political questions, it may help to ask about the new in science and art. When Einstein brought forward his theories of special and general relativity, for example, it was said that he “overthrew” the previous model of Newtonian mechanics. For most “physics” questions in everyday life, however, the Newtonian model works fine, so what does this idea of a revolution in physics mean? In the arts, I would like to specifically focus on twentieth-century music, not only Western classical music, but also the emergence of jazz and transformations in jazz, and the same for rock music. Finally, if we are able to develop a model, or some proposals for models, I would like to look at the major revolutions on the twentieth century, especially those in Russia and China, and, lastly, I would like to ask if it is possible that the “age of revolutions” is somehow “over,” or if revolutions in politics are still possible.</p>
<p>Opera & Revolution</p>	<p>Lucia Marchi <i>Modern Languages</i></p>	<p>TTh 2:40-4:10 Lincoln Park</p>	<p>Mozart’s <i>The Marriage of Figaro</i> – one of the greatest masterworks of opera – was created in 1785, in the stormy years between the American and the French Revolutions. How much did the ideas of liberty and equality play a role in the opera? And how was the work received by audiences around Europe? This class explores Mozart’s opera and its libretto (by Lorenzo Da Ponte) in the context of the cultural and historical climate of the time. Through the analysis of the aesthetics of Italian opera we will try to understand how a “revolutionary” message could be projected on an operatic stage, and what was the function of opera in promoting political and social change.</p>
<p>Panic & Crash! Understanding Economic Crises</p>	<p>Nathan Leahy <i>English</i></p>	<p>TTh 1:30-3:00 Loop</p>	<p>Financial crises are recurring and devastating events in American history. Less clear, even to economists, is how they happen, how they may be prevented, why institutions and individuals respond to them the way they do, and what these economic crises may suggest about prevailing social, economic, and cultural values. This course looks at representations of actual and imagined financial panics from the 19th through 21st century in American literature, film, documentary, and news</p>

			<p>reportage. Our focus will be on determining what “the economy” is in these works and how such representations foreground ethical questions relative to financial speculation, market regulation, and wealth distribution. We will also consider how representations of panicky markets raise broad philosophical questions about knowledge and belief. Along with the primary texts featuring crises and their effects we will read several excerpts drawn from works on economic history, behavioral economics, and philosophies of epistemology (how do we really know what we know), and critiques of Western capitalism.</p>
<p>The Power of the Visual Image</p>	<p>Alex Naylor</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>TTh 9:40-11:10</p> <p>Lincoln Park</p>	<p>We will explore the implications of the explosion of images and their ease of access, facilitated by the Digital Revolution. Images, sometimes accompanied by text, create meaning and influence the individual and society. What is the chemistry between words and pictures to inform, entertain, and especially to persuade? Signs and symbols will be defined, along with tools for analyzing visuals (compositional and contextual analysis). For “real world grounding,” we will examine personal, familial/tribal, and institutional gazes. Discussion of different genres of image power, with some historical perspectives, will include the individual’s social identity; news and entertainment media in popular culture; and the business of advertising. Running throughout the course will be the tension between the created image and reality, and today’s demands for immediate, concise information available 24/7. Classwork will involve individual and group projects. Students should leave the class with a better understanding of image power and a questioning attitude of the role it plays in our culture.</p>
<p>Power, Identity & the Superhuman in the Works of Joss Whedon</p>	<p>Jason Winslade</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>F 12:00-3:15</p> <p>Lincoln Park</p>	<p>Filmmaker and screenwriter Joss Whedon has a strong cult following among sci-fi/fantasy/horror fans and academics alike, with his television series <i>Buffy the Vampire Slayer</i>, <i>Angel</i>, <i>Firefly</i> and <i>Dollhouse</i>, his films, such as <i>Toy Story</i>, <i>Alien Resurrection</i>, <i>Serenity</i>, <i>Cabin in the Woods</i>, <i>The Avengers</i>, and his adaptation of Shakespeare’s <i>Much Ado About Nothing</i>, his webseries <i>Dr. Horrible’s Sing-Along Blog</i>, and his many comic book projects, such as <i>Astonishing X-Men</i>, <i>Runaways</i>, <i>Fray</i>, and various titles based on his television shows, some penned by Whedon himself. Prompted by a vast array of rich scholarship that began while <i>Buffy</i> was airing and continues today, the field of “Whedon Studies” has examined this auteur’s genre-busting work through varied disciplinary lenses, from feminism to philosophy, psychology to social work. Much of this scholarship focuses on the relationship between individuals, communities, and structures of oppressive power demonstrated in Whedon’s texts. In this course, we will engage these themes, particularly focusing on his television work, and the ways in which popular culture narratives provide a commentary on contemporary society and the human condition. We will also focus on Whedon as a public persona with a unique relationship to his fans who, like Whedon himself, often carry ideas from his texts to social activism and charity organizations.</p>

The Psychology of Fairy Tales	Guillemette Johnston <i>Modern Languages</i>	TTh 11:20-12:50 Lincoln Park	With a strong emphasis on a literary approach, this course proposes to analyze fairy tales of diverse cultures in light of their psychological significance. Using theoretical perspectives developed from Jungian and Freudian psychology, we will bring out, on one hand, the basic role of fairy tales in portraying the development of individual maturity, and, on the other hand, the typical though universal themes found repeatedly in tales from different cultures.
Puritans & Witches: The Salem Witchcraft Trial in American Culture	John Burton <i>History</i>	TTh 11:20-12:50 Lincoln Park	This course examines the belief in witchcraft in early American culture with particular emphasis on the Salem Witchcraft Trials of the late 17 th century. Students will examine how various interpretations of the Salem Witchcraft outbreak can be developed using psychological, sociological, biological, political/legal, and feminist interpretations. Students will investigate the trials through primary sources in order to build their own interpretations of the events and seek to discover the role of historical events in the development of American culture, through various literary sources from the 19 th and 20 th centuries.
Science & the Search for Extra-Terrestrial Intelligence	Joseph Phillips <i>Computing & Digital Media</i>	TTh 10:10-11:40 Loop	Proof of the existence of a naturally-occurring, extra-terrestrial intelligence would be both one of the greatest scientific discoveries and a unique, self-affirming cultural development. As a scientific discovery, it would offer us our first opportunity to study and exchange knowledge with a civilization formed by a completely different natural history. Culturally it would give us an “existence proof” that at least one other technological society has so far staved off self-annihilation. Both the cultural and scientific payoffs of the successful search for extra-terrestrial intelligence have enthralled the public and have influenced politics and pop-culture. This course will cover the Search for Extra-Terrestrial Intelligence from multiple scientific perspectives: chiefly those of physicists, chemists and biologists. We will also cover science-based cultural and political views of SETI.
September 11	Scott Hibbard <i>Political Science</i>	TTh 8:00-9:30 Lincoln Park	This course will examine the events and history surrounding the terrorist attacks of September 11, 2001. It will begin with a theoretical discussion about the nature of religious violence and terrorism, before turning to the attacks themselves. The course will then move to an in-depth analysis of both the origins of Al-Qaeda and the development of counter-terrorism strategies in the 1990s. The course will also review the response by the U.S. Government to the attacks, competing interpretations of the events, and the different ways in which survivors and family members have sought to commemorate their losses. The course will also examine the symbolism of 9/11 in contemporary American politics, and the impact upon Arab Americans here at home. Finally, we will re-evaluate the events of 9/11 in light of the Invasion of Iraq, and the ongoing military operations in South Asia and the Middle East.

Sexual Orientation & the Law (2 sections)	David Lysik	TTh 9:40-11:10 Lincoln Park	This seminar is a selective introduction to the legal treatment of sexual orientation in the United States. The class will investigate the interaction between the law and broader attitudes about sexual orientation by exploring how social, cultural and political forces shape, and are shaped by, legal doctrine. Students will examine the subject from several legal perspectives, including constitutional, criminal, family, and nondiscrimination law.
	<i>Religious Studies</i>	TTh 3:10-4:40 Loop	
Soap Operas	Blair Davis <i>Communication</i>	MW 1:30-3:00 Loop	This course will use the phenomenon of the soap opera as a way of exploring larger issues of culture, literary studies and visual media. Soap operas have had a long-standing media presence across multiple forms – several soap operas that began on radio in the 1930s and 40s made their way to television in the 1950s, numerous programs that began on television in the 1970s are still ongoing decades later, while the 1970s soap opera <i>Dark Shadows</i> was recently adapted into a feature film. Furthermore, soap opera aesthetics have made their way into such diverse media forms as prime-time television dramas and comic books, as the combination of serialized narratives and melodramatic plot structures has proven increasingly popular among a wide range of audiences. Undertaking a threefold approach through cultural studies, literary studies and media studies, students will examine what soap operas can tell us about how we understand such issues as gender, class, race, sexuality, love and death. We will also use the soap opera as a way of analyzing how readers engage with imagery and meaning via the written word, and by comparison how representation is constructed in media such as film and television. Students will be required to participate regularly in class discussions with both the instructor and their peers, as we engage in close readings of a variety of literary and visual texts. Students will also “workshop” completed papers as well as work-in-progress with their peers and the instructor in various weeks as a way of building skills in essay outline and thesis development, preparation and editing of essay drafts, and the considerations involved in the use of primary and secondary sources.
Spies, Saboteurs & Conspirators	Nathan Leahy <i>English</i>	TTh 4:20-5:50 Lincoln Park	This course will survey the flourishing literary genre of the spy thriller, beginning with novels from the late Victorian period and continuing through the Cold War. We will be guided while reading these (incredibly fun) books by the following questions: how are nationalism, cosmopolitanism, orientalism, “the exotic,” and political dissent managed in these narratives? How do these stories comment on global politics and the restructuring of empires in the mid-20th century? How and why does the spy become such a romanticized—and subsequently parodied—character in popular 20th century culture? How does espionage challenge or reinforce contemporaneous national stereotypes, particularly with reference to race, gender, and class? In what ways do these narratives attempt to weigh in on political debates over foreign policy? How is political opposition embodied through the character of the spy, saboteur, or double-agent? Our focus is mainly on British spy

			thrillers, though for comparative purposes we will keep an eye on works (including films) featuring American, German, Israeli, and Russian agents (and double-agents).
State Use of Violence	Susan Bennett <i>Public Policy Studies</i>	MW 4:20-5:50 Lincoln Park	U.S. citizens are often appalled by news that a government has used force against its own citizens. Recent examples include actions of Muammar Gaddafi's administration during the recent uprising in Libya and actions by Assad's administration in the current civil war, including the possible use of chemical weapons. It seems the very antithesis of the purpose of government. Yet, in most countries it is government that has a legitimate "right" to use violence or force for certain purposes and within the boundaries set by a constitution, laws, and/or democratic principles. This course examines the U.S. government's use of violence and coercion during labor strikes to explore the circumstances under which the government has taken such action and the arguments used to justify that action. The rationales used have varied over time, but are similar in nature: to maintain social order, to establish "law and order," to protect the "American way of life," and to protect national security. Two significant labor conflicts/strikes occurred in Chicago during the Gilded Age (late 19th century): the Haymarket bombing and trial and the Pullman strike. Examining these two events in depth and comparing them with other labor conflicts will provide an empirical base for thinking about the government's use of violence and coercion. The course will conclude with a comparison of the Gilded Age with contemporary society, dubbed by some commentators, the "second Gilded Age." Based on these events, how would one assess the legitimacy of the U.S. government's use of violence and coercion: has it been within the constraints of the constitution and national laws; has it violated any democratic principles; who has benefited from it; and who has borne the costs? What are the similarities and differences in the state's use of violence and coercion during the two Gilded Ages?
The Stones of Jerusalem	Lisa Mahoney <i>History of Art & Architecture</i>	TTh 4:20-5:50 Lincoln Park	This class looks at 3000 years of life in the city of Jerusalem. In particular, it looks at major historical moments that occasioned surprising creations in this place. We will begin with great biblical kings, and the city they founded and fortified, moving through the magnificent building campaigns of Roman, Christian, and Islamic rule, ending with the modern religious and political conditions that led to the divided city Jerusalem is today, and the way those conditions map onto this space and motivate artistic output. Such a path slowly constructs a Jerusalem still perceptible—in walls, in roads, in spirit—with a value that is straightforward. On the one hand, of a sudden a vast amount of history involving diverse peoples emerges as a thing comprehensible. On the other hand, the events that have made Jerusalem a desired, sacred, and contested place become discernible. There are few cities in the world like this one, defined as it is by continuous habitation from the earliest moments of human settlement and by literary and material culture of unsurpassed variety and force—and thus the imperative to know it. This we will do

			through a combination of primary and secondary materials belonging to the disciplines of archaeology, history, art history, and literature.
Stuff: The Material Culture of Everyday Life	Jane Baxter <i>Anthropology</i>	MW 4:20-5:50 Lincoln Park	From the moment a person enters into the world, they are surrounded by “stuff” – the objects, artifacts, and material culture of everyday life. The day you were born into our particular American culture, material culture (clothing, blankets, and other items) was used to mark you as a boy (blue) or a girl (pink) so that strangers would know whether you were a he or a she and could tell your parents whether you were handsome or pretty. If you were born into another culture, this may not have been the case and a different set of values would have determined how you were accessorized with things. From that first day on, the objects all around you have shaped your technological, social, and symbolic worlds. Despite being surrounded by stuff, people tend to take everyday objects for granted, and rarely stop to think about what objects can tell us about the people who make, sell, purchase, use and discard those items. This class is going to change that. We are going to explore how material objects come to have meaning in our lives, the possibilities and limits of meaning that can be conveyed in material goods, and how the meanings of material things affect how we relate to one another and to ourselves. The ability to understand how and why stuff matters is akin to learning another type of language, and opens up possibilities for understanding others regardless of your particular major or field of interest.
The Sublime	Mary Jane Duffy <i>Art & Media Design</i>	T*Th 1:00-2:30 Lincoln Park	In the study of aesthetics, the sublime is described as an experience that is both beautiful and overwhelming. While having origins in ancient Greece, the sublime reached its pinnacle of popularity in 18 th -century European philosophy, art and literature. In the late 20 th century there was a renewed interest in the subject. Post-structuralist theorists like Lacan and Lyotard began writing about the sublime. Contemporary artists Barnett Newman, Ross Bleekner and Fred Tomaselli attempted to represent the sublime in visual form. The sublime also appeared in movies like Fargo, Psycho, Apocalypse Now, and David Lynch’s Lost Highway. How have different philosophers, writers and artists defined the sublime? How can we compare it to the idea of the beautiful or the gothic? What is the term associated with in different places and times and why? What function does this experience serve in society? Why does the idea fall in and out of popularity? Students will ponder these questions and more during the quarter.
Talk Show: Questions & Answers from Plato to Fallon	Sarah Fay <i>English</i>	W 9:30-12:45 Loop	In this writing-intensive course, we’ll investigate Americans’ favorite pastime: talk—specifically the practice of questioning and answering. As far back as the ancient Greeks, the Q&A has served as the basis for human interaction and connection. We’ll take a multi-disciplinary approach to the Q&A via philosophy,

			journalism, literature, socio-linguistics, and pop culture. Among other things, we'll examine how the Q&A functions in Plato's dialogues; how the literary interview shaped magazines like Playboy, Esquire, and Rolling Stone; the way the Q&A informs mystery novels, specifically the police procedural; how interrogative conversational style affects relationships; and why so many of our television and radio programs ("The David Letterman Show," "The Oprah Winfrey Show," "This American Life") revolve around the Q&A. Types of instruction include lectures, presentations, discussion, writing labs, and fieldwork.
The Thousand & One Arabian Nights	Warren Schultz <i>History</i>	MW 9:40-11:10 Lincoln Park	This course has as its focal point the <i>Arabian Nights Entertainments</i> , also known as the <i>Thousand and One Nights</i> , and in the original Arabic as <i>Alf Layla wa Layla</i> . By any title, these stories—framed by the well-known tale of Scherazade—have enjoyed varied reputations over the centuries and across cultures. (Their role in popular American culture is well known: one need only look at the Disney <i>Aladdin</i> animated trilogy to see how these stories have permeated our entertainment medium.) Students will examine this literary work from a variety of academic perspectives, taking advantage of the wealth of primary and secondary source material available. Starting with the earliest surviving collection of the stories, we will examine issues of provenance: where did these stories originate and when? We will study the stories as historical documents, asking what, if anything, they tell us about the societies in which they are set. We will delve into matters of religion, asking to what extent Islam influenced these stories. Finally, we will examine how these tales have been interpreted by subsequent societies, both Western and Arab.
Touring the Past: Archaeology, Museums & World Heritage in Jordan (FY@broad; by permission only)	Morag Kersel <i>Anthropology</i>	MW 11:20-12:50 Lincoln Park	Tourism in Jordan is big business, generating one-eighth of the gross domestic product in 2010. Every year thousands of locals and foreigners visit sites spanning the breadth of history. Visiting the past has both positive and negative consequences resulting in ongoing debates surrounding how best to present the past to the public, the meaning of the past in the present, and the role of sites, monuments, and archaeology for tourism in Jordan. The class will discuss issues such as current threats to cultural heritage, the roles of public opinion and tourism in the protection and interpretation of cultural heritage, impacts of development, questions of authenticity and identity, international law, ethics, and emerging and non-traditional areas of the field. Even though modern Jordan is a young country, it has a diverse legacy of cultural heritage, which attests to its rich history as a crossroads of civilizations, both ancient and modern. We will explore the use of the past in this modern Middle Eastern nation state. We will discover the archaeology, cultures, geography, and history of Jordan with excursions to Petra, the Amman Citadel, Mount Nebo and Madaba, the Dead Sea, the Greco-Roman cities of Jerash and Umm Qais, Medieval castles, Iron Age copper mines, and the modern city of Amman.
<p>This course is limited to students accepted into the FY@broad program within Study Abroad, and will be followed by a trip to Jordan during spring break. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: http://studioabroad.is.depaul.edu or click here. Application deadline: 11/1/2014.</p> <p>In place of LSP 112, students in the Honors Program receive credit for HON 102: History in Global Contexts.</p>			

<p>The Truth & Beauty of Friendship</p>	<p>Elizabeth Bryant-Richards</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>MW 3:10-4:40</p> <p>Loop</p>	<p>One phenomenon of the first-year experience is the opportunity to make new friends and forge new relationships, often for the first time since elementary school. Perhaps students are discarding “old” friends, and attaching themselves to a new set of cohorts. Maybe first-year students find themselves clinging to the old, rejecting the new. Critical questions for first-year students, indeed for everyone sharing the human experience, include: What makes a friend? Why are we drawn to certain individuals? What repels us? What reasons do we have for discarding friends and how difficult is it to move on? Do issues of ability or disability, class, gender, race, ethnicity, age, and experience influence our relationships? Why or why not? The course will pose questions such as: what brings humans together, binds them, tears them apart? What roles do issues such as differing abilities, gender, age, ethnicity, and class play in human friendship? Through Socratic student-led dialogue, large and small group discussion, in-class writing assignments, homework assignments, and research, the members of the class will formulate answers to some of the concerns posed.</p>
<p>Us, Ira Glass & This American Life</p>	<p>Nathan Fink</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>MW 9:40-11:10</p> <p>Lincoln Park</p>	<p>In 1995, Chicago transplant and George Polk Award winning Ira Glass first hosted the radio program This American Life (TAL) on WBEZ, now syndicated by Public Radio International. Since then the narrative essay has never been the same. Stories featured on TAL have become major motion pictures—from Warner Bros.’ “Unaccompanied Minors” to the Mike Birbiglia’s Sundance favorite “Sleep walk with me”—been pursued by the likes of Paramount Studios and Spike Lee, and inspired a legion of contributing authors: Chuck Klosterman, Sarah Vowell, Junot Diaz, David Sedaris, Lydia Davis, Russell Banks, among others. And yet in an age of Facebook, Youtube, and the vast Google empire, what is it about a radio program, or more specifically the essays featured, that has piqued our collective consciousness? Has it something to do with TAL’s cross-cultural themes, certain production values, the deft intersection of information and pacing, and by comparison how can we too construct our own narratives that speak to something larger? This course aims to explore these very questions. Combining careful analysis, imitation, investigative research, and composition, we will examine the narrative essay, create our own, and adapt it for radio, all against the background that is this “Windy City.” In doing so, we will better understand ourselves, our surroundings, and how we fit.</p>
<p>Villainy: Where Does Evil Come From?</p>	<p>Brian Niro</p> <p><i>English</i></p>	<p>MW 10:10-11:40</p> <p>Loop</p>	<p>This course asks grand and challenging questions: Where does evil come from? Why does it exist? What is its nature precisely? And how do we know? Why are villains so interesting and, likewise, why are traditional “good guys” so singularly bland? The question “does God exist?” precedes only by philosophical seconds the inevitable inquiries above. To be sure, there seems a logical disconnect between the existence of God and the existence of evil. This is not to observe simply that the</p>

			first should preclude the second; rather, the relationship between these two questions invites us to take an analytical scalpel to the intense social, moral, philosophical, historical, psychological, and theological significance of evil itself. In this course, the student will engage in a clinical observation of villainy as the cultural manifestation of evil – an ambitious project that should tell us as much (or more) about the substance of our own morality as it does about base evil.
Wonders, Cons & Scandals	David Brenders <i>Communication</i>	MW 11:50-1:20 Loop	In this course we will investigate a number of fringe or alternative beliefs & how well they hold up under rational or scientific scrutiny. Whether it be alien abduction, satanic cults, fortune-telling, ESP, psychic healing, spontaneous human combustion, or the like, your favorite fringe belief will be discussed. An added benefit of the course will be to show the student how to be a more informed judge of the claims of others.
Working Women's Lives	Nila Ginger Hofman <i>Anthropology</i>	MW 9:40-11:10 Lincoln Park	This course examines women's working lives through a number of perspectives, including original research at prearranged field sites. Students will conduct research on a particular aspect of women's working lives by choosing from a number of prearranged field sites, including attending meetings at a labor union, compiling working-life narratives of women living in a nursing home, and interviewing immigrant women about their working lives. Using the methods and knowledge of anthropology, history and women's studies, this course offers a deeper understanding of the sociohistoric and cultural processes underlying gendered labor practices through time and space. The aim of the course is to examine the ways in which labor is gendered by exploring such processes across socioeconomic and racial divides. Addressing the politics of gender, race and class, we will discuss how labor reflects the cultural values of a specific time and a place. The course will also address the effects of globalization and immigration on women's working lives.
The World Cup: A Study of Sports' Greatest Event	Philip Meyers <i>Political Science</i>	T*Th 4:20-5:50 Lincoln Park	When it comes to quadrennial sports celebrations, the modern Summer Olympics paved the way, with nations and competitors uniting to demonstrate great athletic ability for the world to see—and with medals awarded to the best. That wildly innovative idea was quickly and globally embraced, soon thereafter triggering a new “team-sport” entity known as the World Cup. Hosted initially by Uruguay in 1930, soccer's World Cup was spawned. Its concept followed the Olympics, contested once every four years, and evolved into the planet's most glorious event. The World Cup is about countries who battle, over one month's time, to achieve immortal greatness, with an entire nation welcoming 32 qualifying teams within its borders and allowing millions to savor soccer's different cultures. Students will study the World Cup's origin, history and future—from a sole soccer festival to a showcase that facilitates players' careers, endorsements and branding as well. After grasping the tournament's history, students will delve into both the economics and politics of the World Cup—why host nations are selected, and what are the

			defining reasons of those decisions. Is it to “expand” the game, or might there be deeper factors? Politics, corruption, racism, sexuality, anti-Semitism and economics are only several factors why a country is granted custodianship of sports’ crown jewel competition. Concluding our study, the class will effectuate a simulated bidding to become a future tournament host, absorbing all the factors learned over the quarter. That exercise will culminate with student submitting a writing that focuses on the effects in that country’s perspective, and soccer as a whole.
World Fairs & Museums	Fassil Demissie <i>Public Policy Studies</i>	MW 4:20-5:50 Lincoln Park	The emergence of ethnographic museums and world fairs as distinctive products of modern societies came into being with the rapid explosion in intellectual energy of the “Enlightenment” period. Their distinctive configuration, mode of operating and the discursive knowledge was stamped by the culture of the very societies that gave rise to these important modern institutions. How and why did these institutions emerge? Why did they assume the forms and structures that they did? What were the key processes that shaped their development? What role did they play in colonial empires?
Yoga Sutras	Guillemette Johnston <i>Modern Languages</i>	TTh 1:00-2:30 Lincoln Park	This course is based on the text <i>Yoga Sutras</i> of Patañjali. This text provides the authoritative exposition of classical Yoga and underlies all yoga practice as it currently exists in India and throughout the world. Students will compare two versions of the same text translated and interpreted by different authors. In addition, students will become familiar with the philosophy of the yoga sutras as well as with a number of Sanskrit terms that are used to define this philosophy, even in common, modern-day English. Topics will include the Sanskrit words for nonviolence, truthfulness, non-greediness, sexual continence, ignorance, meditation, yoga-devotion, moral principles, bliss, etc. In addition, the class will address the forces of corruption in Yoga, as well as the eight limbs of yoga, basic <i>asanas</i> (or poses), and <i>pranayama</i> (breathing techniques). Finally, the class will incorporate <i>Siddhartha</i> , a classic text in the literary tradition of western responses to yoga and other eastern philosophies.
Zombie Apocalypse	Jaime Hovey <i>American Studies</i>	TTh 11:20-12:50 Lincoln Park	This course will look at novels, graphic novels, short stories, and films about zombies. Although there are several prototypical zombie novels in the nineteenth century, the zombie is really a creature of the twentieth, voicing popular anxieties about immigration, disease, class, sexuality, technology, race, national identity, and consumer culture, among other things. We will look at some origins of the zombie in Romantic and late Victorian literature, study imperialist accounts of Haitian voodoo that introduced the zombie in the popular culture and film of the 1930s, trace the evolution of the zombie as harbinger of disease and apocalypse during the Cold War, and analyze the figure of the zombie as a critique of consumer culture and late capitalism from