

# Sophomore Seminar (LSP 200) Course Descriptions

## **America as a Multilingual Society** (Mark Johnston)

This course reviews the historical and contemporary use of multiple languages in American society. It focuses especially on the diverse circumstances of age, class, ethnicity, gender, race, and religion that have organized that use from the colonial era to the present. It introduces key concepts of sociolinguistics and cultural theory that are relevant to understanding that use. From review of that history and these concepts, you will be better able to engage critically and reflectively the issues and questions that inform current national debates regarding "language politics." You will not discover any "easy answers" to the problems of multilingualism in America, which continue to confound educators, legislators, officials, and policymakers across the nation; if you do, I invite you to quit school immediately and sell your ideas, because you will make a fortune resolving dilemmas that no one else has managed to settle.

## **America in My Suitcase: Tourists, Adventurers, Missionaries, & Expatriates** (Carolyn Goffman)

This LSP 200 course will examine literature by and about the American abroad-- travelers, missionaries, and exiles--from the early 19th century to the present. What do Americans seek when they leave? How do they plan to change the world (and themselves)?

## **American Multiculturalism and the War on Terrorism** (Daniel Kamin)

This seminar examines how the War on Terrorism has affected our multicultural society. We will first consider the meaning and significance of our pluralistic society in order to gain an understanding of American culture. Then we will confront the War on Terrorism that America has been waging since September 2001. The diverse perspectives of various communities within America's pluralistic culture towards the rationale for--and conduct of--the War on Terror will be considered in order to better understand and appreciate similarities and differences between distinct sub-groups in American society.

## **Arabs in the United States** (John Karam)

Using case studies of contemporary events, we try to answer the question of how well democracy works for diversity of values, beliefs, attitudes and practices in an increasingly globalized world, and how public policy is and can be used to promote it. More specifically, we consider how democratic ideals such as civil liberties and civil rights are extended to cultural minorities, i.e., immigrants, and their level of political, economic and social incorporation into the mainstream.

## **Autobiographies of Women of Color** (Elsa Saeta)

This course will use autobiographical texts to explore how the lives of women in society have been/continue to be shaped and informed by social constructions of gender, race, class, ethnicity, nationality, and sexual identity differences and inequalities. We will approach that exploration through the use of autobiographies written primarily by 20th century American women of color. We will read and reflect critically upon those autobiographies-texts in which issues of identity, culture, gender, race, and class figure prominently.

## **Critical Cultural Geography** (Euan Hague)

Cultural geography has become a disciplinary centerpiece for debates on cultural politics, social justice, the construction of landscapes and geographies of identity and multiculturalism. As a result, this course will engage with themes such as race, multiculturalism, diversity, gender, disability, sexuality, etc. The cases examined will be primarily focused on urban areas and issues of cultural spaces and cultural politics in contemporary U.S. cities.

### **Diverse Values and Voices in Education** (Joan Lakebrink)

The course uses original stories told by people in their own “voices” about their educational experiences within “our schools.” The course is designed to help students understand better how culture is intertwined with education. The American school system is examined from the standpoint of persons as diverse as African American, Chinese American, Iranian, Chicana, American Indian/Native American and Puerto Rican. Essays, journal articles, and case studies will be used to provide insight into the cultural, ethnic, gender, linguistic, socioeconomic and political issues and problems experienced by various ethnic groups as they interact with the educational system.

### **Ethical Worlds, Moral Issues, Multiculturalism** (Michael Skerker)

This course explores American culture to the extent it is shaped by ideas in Catholic and Protestant moral theology, neo-liberal economic thought, Enlightenment political philosophy and African-American thought. Key questions of multiculturalism are explored through examinations of the experiences of African-Americans and Catholic and Protestant minorities. Questions of public morality and the separation of church and state are explored through the study of key Supreme Court Cases.

### **Exploring Community and Urban Diversity** (Ginger Hofman)

This course seeks to foster intercultural awareness through the study of multiculturalism in the United States. Examining the connections between urban life, cultural diversity and student’s own personal experiences, the course addresses how the place and the social conditions in which we live regulate our practice and experience of multiculturalism. We ask: what forms does the negation, promotion or celebration of cultural diversity take in the urban context? Addressing myriad of different issues pertaining to multiculturalism—and its most salient expression, cultural identity—we explore the broad and dynamic meanings of diversity and community analytically and experientially.

### **Gay & Lesbian America** (Andrew Suozzo)

An account of the social and political transformation of the LGBT community from the early twentieth century to the present, this is a multicultural narrative that emphasizes a non-monolithic view of LGBT life. In other words, this is a community composed of all races, one that usually enjoys positive interaction with other minority communities and feminists (which, though distinct, are often overlapping). The central narrative of the course will be that of an embattled community that has achieved numerous social and political advances, often in the face of virulent hostility that continues to the present day. The course looks at some of the highlights of this history, particularly the impacts of WWII, the Stonewall Riot, the AIDS epidemic, and various Supreme Court decisions. It concludes with some current major concerns: violence against LGBT persons and the ever-intensifying marriage controversy.

### **Gay and Lesbian America, 1969 - Present** (Allison McCracken)

This course is a survey of gay, lesbian and queer-identified peoples lives in the United States from “Stonewall,” the acknowledged beginning of Gay Liberation, to the present time. We will focus in particular on the way in which gay, lesbian and queer identities have developed and changed within historical and political contexts such as the civil rights and feminist movements of the 1960s and 1970s, the Counterculture, AIDS, the rise of the Religious Right, consumer culture, the rise of gay academic scholarship and queer/trans identities, the political and religious diversification of gay/lesbian/queer community, and gay/lesbian marriage and adoption.

### **Gay and Lesbian Literature** (Gerald Mulderig)

An introduction to literature by gay and lesbian writers, this course includes texts ranging from early twentieth-century works that encode homosexuality in various ways to contemporary works that openly explore lesbian and gay relationships. While maintaining a primary focus on issues of literary form, the

course seeks to explode monolithic conceptions of a single gay and lesbian "community." Accordingly, its readings offer a multicultural outlook and examine issues of gay and lesbian identity from a diverse range of perspectives.

### **Gender and Society** (Owen Daniel-McCarter)

This course is designed to address some dimension of multiculturalism in the context of the United States. Multiculturalism includes questions of ethnicity, race, class, gender, language, religion, and sexual orientation. More specifically, this class will explore the social construction of gender and the deeply entrenched personal, political, and legal ramifications this social construction has in United States culture. While examining the construction of gender, it is essential that we discuss race, class, sexuality, disability, and other overlapping oppressions at the root of foundational systems of inequality of our society. Students should anticipate that there will be no easy answers in this course - no correct selection on a multiple choice exam.

### **Global Indigenous Issues** (Sylvia Escarcega)

In this course we will learn from the experiences of Native Americans, Native Hawaiians, Inuit, and indigenous migrants in the United States to understand the following: 1) how they have been discriminated in the bases of ethnicity, race, gender, class, language, and religion; 2) why their diversity and differences are the bases of their claims for rights and social justice; and 3) why their activism today is internationally-based and how they participate in the Global Indigenous Movement.

### **Immigrant Experiences** (Ken Fidel)

We address the life experience of immigrants to the U.S. by placing it within a social science context including societal integration, social class, the impact of law, religious and cultural heterogeneity, family and intergenerational issues and the future of the 1.5 and second generation. We draw upon a series of articles available through the library on-line reserve system.

### **Immigration, Entrepreneurship & Innovation in the American Economy** (Kathryn Ibata-Arens)

This class will examine the core theories, actors and current and historical events in the relationship between (and among) immigration, entrepreneurship and innovation in America, paying close attention to the interplay between culture (defined and manifested in various ways, including politically and economically) and ethnicity in multiculturalism. Emphasis will be placed on the relationship among economic, political and social concerns of a number of ethnic groups in the United States including Asian, African, and Latino/Hispanic Americans.

### **In Their Own Voices: American Autobiography** (Barbara Schaffer)

This course seeks to foster an intercultural awareness by providing opportunities to identify and go beyond binary thinking and to see ways that students' experiences are complimentary with others. It seeks to make students aware of social conditions in the United States while making connections to global issues. The course seeks to cultivate critical thinking ability, a sense of social justice and recognition of our common humanity. This course explores these ideas through the genre of autobiography, paying particular attention to the ways in which individuals conceptualize their lives and understand their identities through a variety of lenses. "Texts," whether print, visual, or hypertextual, will be looked at as constructed narratives about the self—about individuals living in the United States, while simultaneously exploring the concepts of "America" and "American."

### **Latino Cinema** (Camilla Fojas)

In this course we study contemporary Latino/a cinema or films made for and/or about Latinos/as. We discuss the main differences between Latino Cinema and mainstream or dominant Hollywood cinema, the rise and formation of Latino cinema and its critical and political objectives. There will be substantial

readings in history and theory which will prepare us to explore the questions about visual culture and social life raised by Latino/a film. We discuss representation through the lens of immigration policy, the history of latina/o politics and the construction of race, gender and sexuality. We will work on close textual readings of each film using the critical language of visual studies.

### **Latinos in the United States** (Elsa Saeta)

In this course, we will explore and analyze the Latino experience in the United States and the construction of Latino identity. We will examine the socio-historical background, and the economic, political, and cultural factors that converge to shape Latino group identity. A consideration of sociological, historical, literary and mass media sources will help us understand the racial, ethnic, gender, and class dynamics in US Latino communities. Special attention will be given to issues such as immigration and citizenship, relationships to home countries, the creation of identity, and strategies for economic integration and political empowerment.

### **Mixed Race Art and Identity** (Laura Kina Aronson)

From 18th Century Mexican Casta paintings to contemporary mixed Asian artist Kip Fulbeck's Hapa project to media representations of President Elect Barack Obama, Mixed Race Art and Identity will use the visual arts and cultural studies to critically examine images of miscegenation and mixed race and post-ethnoracial identity constructs. Students will learn about the history and emergence of the multiracial movement from the 1967 Loving v. Virginia Supreme Court Case, which overturned our nation's last anti-miscegenation law, to the 2000 U.S. Census, which for the first time allowed multiracial individuals to self-identify as more than one race. Through the vehicle of art, students will reflect upon our present moment and the increasingly ethnically ambiguous generation that has been named "Generation Mix" by the non-profit multiracial activist group Mavin Foundation and that the New York Times in 2003 dubbed "Generation E.A." (ethnically ambiguous).

### **Multiculturalism and Democracy** (Shiera Malik)

This course explores the conceptual, theoretical and practical nexus of Multiculturalism and Democracy using weekly reading and writing assignments. Upon completion of this course, students will have a familiarity with the issues involved and be able to articulate their own coherent position regarding multiculturalism in the US.

### **Multiculturalism and Democracy** (Ola Adeoye)

Using case studies of contemporary events, we try to answer the question of how well democracy works for diversity of values, beliefs, attitudes and practices in an increasingly globalized world, and how public policy is and can be used to promote it. More specifically, we consider how democratic ideals such as civil liberties and civil rights are extended to cultural minorities, i.e., immigrants, and their level of political, economic and social incorporation into the mainstream.

### **Multiculturalism and Democratic Society** (Khalil Marrar)

This discussion intensive course situates American multiculturalism and democracy in a global context. While focusing on the United States, the course moves beyond the American experience and seeks to draw comparisons to other societies when appropriate. We will start by focusing on ethnicity, race, class, gender, language, and religion in the US and then move to "culture wars" in contemporary times. Students will be required to engage in Socratic dialogue and write well in order to do well in the course.

### **Multiculturalism and Psychology** (Terri Williams)

A primary goal of this LSP course is it to encourage an appreciation for the diversity of cultures and how culture influences behavior. This course is will help students examine the concepts and processes necessary for multicultural research both within the field of psychology and in other fields. Students will

be encouraged to think culturally about psychology and everyday behavior. Through course assignments and discussions it will also help students understand their own cultural backgrounds and the ways that cultural perspectives relate to their lives.

**Multiculturalism and U.S. Women's History, Colonial to the Present** (Tom Foster)

This course examines U.S. Women's history from the earliest days of colonial settlement through the present. Topics include work and family in the colonial era, women and war (the American Revolution, Civil War, and WWII), the Victorian era, Suffrage, the Sexual Revolution and Second-Wave Feminism. Special attention will be paid to race, ethnicity, class, religion, work, family, and politics.

**Multicultural Literacy and the American Autobiography** (Gary Smith)

This course proposes to exam recent trends in autobiographical works by American writers of various cultural and ethnic identities. Emphasis will be placed upon how the respective writers, given their unique cultural and ethnic backgrounds, respond to the challenges of modern American society. The course will also explore the evolving concept of American identity: What, for example, makes a particular writer "Native American" or "African American"? How do these differing and often competing concepts of American identity correspond with and critique prevalent socio-historical and socio-cultural assumptions about who and what are Americans? Moreover, how do the respective writers inscribe race and ethnicity within the aesthetics of the autobiography as a culturally elite, middle class, literary art form.

**Multi-Ethnic Literature and Film of the United States** (Kevin Quirk)

This course is a broad examination of the literature and film by and about some of the main ethnic groups in the United States. The course seeks to examine the ways in which the experience of being an ethnic minority in the US has been depicted through stories, essays, poetry, novels and film. Thematically the course will focus on issues of identity, representation, race, ethnicity, immigration, oppression and resistance but because it is a literature and film course the course will raise questions about form, genre, style and other topics related to the study of literature and film. While one of the goals of the sophomore seminar is learn about various cultures in the U.S., we should think of this as primarily a course in interpreting literature and film. Readings will include works by writers such as Ralph Ellison, James Baldwin, Alice Walker, Dana Johnson, Dan Stolar, Junot Diaz, Leslie Marmon Silko, and Bharati Mukherjee. Films may include works by Spike Lee, Sherman Alexie, and others.

**Multiethnic Literature in the U.S.** (Joyce Bean)

This course uses the writings of five contemporary authors to examine in depth the nature of the multicultural experience in the United States. Each author is from a different ethnic group: Hispanic-American, African-American, Native-American, Asian-American and European-American. Analysis and discussion of their respective works serve as springboards to examining issues of ethnicity, race, class, gender, language, religion and sexual orientation. Use of film clips and the DePaul Art Museum's ethnic exhibits are also incorporated into the course.

**Parenting in Multicultural Systems** (Kim Amer)

Each family depends on their cultural history, previous experiences and social supports to assist with parenting. In the case of single parents, gay parents, adoptive parents, homeless families, or blended families stressors are great. A variety of responses to stress are discussed in the context of multiple family theories. Taught by a pediatric nursing professor, the emphasis is on healthy parenting in all cultures.

**Performing Culture/Performing Identity** (Jessica Tomell-Presto)

This course is a performance-based exploration of U.S. multiculturalism. Students use performance as a metaphor and a tool for understanding how we enact, embody, and create or constitute culture. In

other words, students will be reading theory which discusses culture as a performance, but students will also be doing in-class performances. Although previous performance experience is not required, students will be expected to memorize selections, must be willing to do solo and group performances, and must be willing to use their own bodies through movement to explore cultural differences.

### **Philosophical Approaches to Multiculturalism (Bill Martin)**

Our aim in this course is to consider the possibility that philosophy might be created from many different perspectives, and that these perspectives might bring something to philosophy that would not otherwise be a part of the philosophical conversation. Throughout the term I would like for us to keep certain general questions in mind, and to return to them repeatedly. (Please keep your syllabus with you so that we can refer to these questions.) These general questions are as follows: What is a "culture"? Why does the question of culture matter to philosophy, and why might it matter more generally? What, if anything, is the philosophical significance of the existence of different cultures? In what does "cultural difference" consist? What are some of the pivotal points around which differences exist? In light of cultural differences, or perhaps in spite of such differences, is there any longer a point to speaking of ethical-political universalism or of a universal or "integral" humanity? Is there a way to formulate universalism that does not depend upon taking one cultural model as the paradigm of "true humanity"?

### **Philosophical Approaches to Multiculturalism (Jason Hill)**

This course will also attempt to accomplish a critical examination of the theoretical claims, goals and definitions of multiculturalism. In particular, we will focus our attention on two primary features of multiculturalism: the politics of recognition and the project of restoring dignity to human life. What is involved in a politics of recognition and what are the criteria used to determine dignity and human value? Further goals of this course will be to examine if there is a particular view of the self adhered to by multicultural theorists and, if there is to understand what it is. Since multiculturalism aims to predicate certain normative goals for the attainment of justice and fairness we will also look at philosophical counterparts that challenge the goals and methodologies of multiculturalism.

### **Philosophical Approaches to Multiculturalism (Jana McAuliffe)**

This course will explore and critique different methods for thinking about the relevant issues surrounding social identity, especially race, gender expression, class, nationality, sexuality, ability and disability. We will evaluate what are the most efficacious and most ethical tools, ideas and concepts that we can use to engage thinking about social identity by tracking its meaning through three slightly different but interlocking lenses: unlearning around social privilege and social oppression, critiquing institutionalized knowledges, e.g. medicine and the law, and theorizing coalitional social change movements.

### **Philosophical Approaches to Multiculturalism (Michael Schleeter)**

In this course, we will explore a range of philosophical and historical questions regarding race and racism. These questions will include: What is the nature of race? Is it naturally or socially determined? What is the history of race relations in America and elsewhere in the West? What does this history reveal about our racial categories? What ends do they serve? Can and should they be rethought? If so, how? Does white privilege continue to exist? If so, how? And how could it be overcome? To answer these questions, we will consider a wide range of philosophical and historical sources.

### **Race and Ethnicity In American Film (Hugh Bartling)**

This course looks at the intersections between cinema and the politics of representation in the United States. Beginning from the silent film era and continuing to the present, this course examines African American, Native American, and Latino portrayals in film by exploring dominant and counter-hegemonic responses to race and ethnicity.

### **Race, Ethnicity, and Homelessness** (Phillip Webb)

What is home? What does it mean to lose it? In the latter half of the nineteenth-century United States, a new discourse developed about homelessness. When urbanization began to cause social change, middle class social activists and academics became anxious about threats to the home and family—the new term ‘homeless’ became a shifting symbol for these middle class social and political anxieties. This class not only studies the material problem of homelessness but also those structures necessary to create the condition of homelessness and the ways that the condition is represented.

### **Race, Ethnicity and Housing** (Valerie Johnson)

This course examines the migration and residential patterns of racial and ethnic minorities in the United States, with a particular focus on African American migration from the South to Northeastern and Midwestern cities. Residential patterns have a crucial impact on the life chances of racial and ethnic minorities in the United States. Where one lives determines the ability to access quality educational opportunities, health care, and employment. It also impacts proximity to crime, and the development of mainstream cultural competencies. Although residential patterns are typically explained as a result of choice, chief factors include a history of racial discrimination and violence, and biases in Federal government housing policies and mortgage lending practices. The result has been continuing socio-economic disparities between whites and racial and ethnic minorities.

### **Racial Formations in America : Black, White, and Other** (Kate Kane)

People in America often think about race in stark black and white terms. However, racial formations are organized along a complex matrix that involves races that are neither black nor white, like Asians, Latinos, Native Americans, and multiracial people. Racial categories are also tied to ideas of gender, class, nationality and sexuality. In this class we will explore the ways racial formations in America are constructed in this complex way. We will take up issues like color blind policies, representations of race in the media and popular culture, the treatment of Arab Americans since 9/11, and Hurricane Katrina.

### **Religious Fundamentalism in the United States** (Chris Mount)

This course will explore the role religion plays in the construction of social relationships and cultural identities. By looking at examples of Pentecostalism, Mormon fundamentalism, and conservative Evangelicalism/Fundamentalism, the course will examine various ways to construct religious fundamentalism in terms of class, gender, and race in relation to the multiplicity of cultural identities in the United States. Particular attention will be given to the interaction of forms of Christian fundamentalism with religious pluralism, economic and political secularism, and science in the United States. Issues of tolerance, the social production of knowledge, and the separation of church and state will be addressed. Particular attention will be given to current disputes about the teaching of evolution in high school science curricula and the idea of a Christian nation in relation to the events of 9/11.

### **Rhetoric of US Feminisms** (Erin Mackenna)

In this course, we will trace the modes of argument used in documents from the second and third-waves of the feminist movement, as they inform the gender-based assumptions and policies shaping modern American life. This course begins with the assumption that popular culture speaks back to social movements by either sanctioning and furthering or interrupting and stalling a movement’s progress. Similarly, seemingly isolated incidences, such as the 1968 Miss America Protest, will be re-positioned as “events” in a larger trajectory of political combustion, and the class will culminate in students’ own research projects on gender-related “events” that pique their interest.

### **The '60s: Dissent, Democracy and the Meaning of Difference** (Christina Rivers)

This seminar will explore the interrelationships regarding the experiences of individuals and groups and provide a history of multiculturalism through the lens of the '60s. The goal is for us to develop a fuller appreciation of what it means to live in a diverse and democratic society now. The course will be driven

by in-depth discussions of and written reflections on readings and documentaries, and how they exemplify the concepts of dissent, democracy and the meaning of difference.

### **Southern Cultures Under Jim Crow** (Margaret Storey)

The United States South has long been a region rich with cultural diversity and exchange; for just as long, it has been fraught with tension, violence, and oppression, particularly over the establishment and maintenance of, first, racial slavery, and later, a “free” but white supremacist society. Thus, though “multicultural” in the sense that it was not homogenous ethnically, racially, or religiously, the South historically has not been a pluralistic society that valued equality and tolerance across racial, ethnic, or religious boundaries. This seminar will explore the significance and meaning of “multiculturalism” and regional identity by examining a decidedly non-pluralistic period in the South’s past: the era of legal racial segregation known as Jim Crow, commonly understood to have been firmly established during the last two decades of the nineteenth century and to have lasted until the Civil Rights movement of the 1960s.

### **Urban Ethnicity** (Larry Mayo)

Urban Ethnicity takes a multidisciplinary approach toward understanding multiculturalism in the United States (America). The unifying theme that brings the multiple theoretical approaches together into a common framework is an urban perspective: the impact of urban life. Understanding the complexities underlying urban ethnicity in American society is the goal. Toward this end the course considers issues involved in the expression of multiple cultural identities within the contexts of urban social interaction. Topics of analysis include, but are not limited to understanding: what is urban; the meaning of ethnicity and the process of ethnicity; the roles of class, caste, and race in shaping American society; the processes of acculturation and assimilation, and the melting-pot myth; and how urbanism shapes and influences multiethnic interactions.

### **Women, Race, and Film** (Camilla Fojas)

In this course, we analyze racial and gender representation through various films of the United States, from Hollywood to major independent films. We discuss key issues in feminist film analysis and race and ethnic film studies. We will discuss a wide variety of methods of film analysis with particular emphasis on the representations of women and race in film. We pay attention to the historical, political, and cultural context of the construction of race, ethnicity, and gender in each film.

### **Women Writers of Color** (Neomi Anda)

This course analyzes the complexity of women's daily realities through literature written by women from a variety of backgrounds. Course themes include women's body images as well as women's notions of social justice based in the United States of America in conversation with women's global issues such as access to resources and education.

### **World Music** (Kate Brucher)

This course surveys music traditions and cultures from the Americas, Africa, Asia, and Europe with the aim of increasing awareness of cultural processes underlying music making. Students develop listening skills, learn key musical features, and study cultural and historical contexts for making music. Through class discussion, live performances, and assignments, we use these tools to explore diverse scenes locally in Chicago as well as globally. Issues such as aesthetics, community, globalization, identity, migration, ritual, and transmission will be addressed in our study of music and culture.