



Updated 3/11/2016

Yellow = FY@broad

Application deadline Feb. 1, 2016

Focal Point Seminars (LSP 112)

Spring Quarter 2016

Office of the First-Year Program

<http://go.depaul.edu/fyp> ♦ (773) 325-7573 ♦ firstyr@depaul.edu

Class	Instructor	Time/Campus	Description
Abraham: Father of Faiths	Jaime Waters <i>Catholic Studies</i>	TTh 4:20-5:50 Lincoln Park	This seminar will examine Jewish, Christian, and Islamic traditions surrounding the figure of Abraham. Abraham's life, family, decisions, and divine call have a profound effect on three faiths. By critically reading selections from the Hebrew Bible, New Testament, and Quran along with secondary sources, this course will reveal the magnitude of Abraham's role as patriarch of three major religious traditions.
Battlestar Galactica & the Post-9/11 Universe	Rebecca Johns-Trissler <i>English</i>	TTh 2:40-4:10 Lincoln Park	The 1970s cult classic sci-fi television show Battlestar Galactica showed humans at war with their cyborg creations, the Cylons – and asked viewers to question just what it is that makes us human. In the months after the terrorist attacks of September 11th, however, screenwriter Ronald D. Moore and producer David Eick re-imagined and revamped the show for the 21st century as a statement not just on our common humanity, but on the questions faced by democratic societies, governments and militaries in the aftermath of acts of terrorism. This course will introduce students to the 2003 mini-series and first full season of the Moore/Eick version of Battlestar Galactica with an eye towards understanding the relevant historical, political, religious, cultural, and aesthetic lenses by which we can analyze the show. Students will engage with their own writing through criticism of assigned episodes as well their own personal favorites, coming away with a better understanding of Battlestar Galactica as a post-9/11 cultural touchstone.
Burning Man & the American Festival Subculture	Jason Winslade <i>Writing, Rhetoric & Discourse</i>	F 12:00-3:15 Lincoln Park	The Transformational Festival scene is a thriving and growing subculture in America. At its head is the Burning Man Festival, held yearly in the Black Rock Desert of northern Nevada, boasting an attendance of over 65,000 people. Representing a hybrid of spiritual, cultural, and political philosophies, Burning Man features an entire week of art, performance, ritual, community, and extravagant display, centered on a gargantuan wooden effigy that is burned at the

			<p>festival's climax. The festival and its participants promote an ethos that emphasizes radical self-expression, de commodification, and conscious awareness of cultural and environmental impact, embodied in the principle of "leave no trace." These principles have permeated contemporary festival culture and spread to urban communities in cities like Chicago. In this class, we will investigate the transformational festival scene in America, including Neo-Pagan, New Age and other spiritually-based festivals, and the ubiquitous music festival, placing them in a cultural and historical context, and discussing the socio-political movements and communities these festivals have spawned outside festival space. In this course, we will attempt to address how festival culture either subverts or reinforces mainstream cultural values and how participants at these festivals and in these communities strive to create unique socio-political, spiritual, and artistic identities.</p>
<p>Chicago: City on the Make</p>	<p>Salli Berg Seeley</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>TTh 1:00-2:30</p> <p>Lincoln Park</p>	<p>Nelson Algren's long, broken-hearted love poem to Chicago was eventually published in 1951 as a slim volume entitled <i>Chicago: City on the Make</i>. Algren writes that "[i]t isn't hard to love a town for its greater and its lesser towers, its pleasant parks... Or for its broad and bending boulevards... But you can never truly love it till you can love its alleys too." Algren takes us through those alleys, tracing the city's more unsavory history from its prairie swampland days through the immediate post-WWII era. This is Algren's Chicago, seen through his unique lens and lyrically written in his particular take on late 1940's slang. We will be studying <i>City on the Make</i> as a work of prose poetry and as a political treatise celebrating nonconformity in a period in American history when submission to social and political conventions was the status quo. We will also be comparing Algren's perspective with more traditional and objective historical accounts and uncovering the truths and myths about the colorful characters inhabiting politics, pop culture, and the underground of Chicago's past.</p>
<p>Chocolate, Coffee, Gold: Ethical Sourcing in a Global Marketplace</p> <p>(FY@broad; by permission only)</p>	<p>Christie Klimas</p> <p><i>Environmental Science</i></p>	<p>TTh 9:40-11:10</p> <p>Lincoln Park</p>	<p>In our global marketplace, consumption can have negative impacts that are often hidden, including undesirable social practices (e.g., child labor, displacement of native populations) and environmental degradation (e.g., pollution, deforestation). Fair and ethical trade are both responses to a desire for more ethical principles in global sourcing as well as a growing concern about the social conditions under which commodities are produced. Students will compare production of chocolate, coffee and handicrafts with the same <i>ethically sourced</i> items. Visits to fair trade production facilities in Lima will allow students to follow the supply chain to its source to explore alternatives that work to alleviate poverty via economic activity. We will also explore broader questions of ethics in global production standards, including a case study on social and environmental impacts of mining in Peru.</p>
<p>This course is limited to students accepted into the FY@broad program within Study Abroad, and will be followed by a trip to Peru during early summer. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to:</p>			

studioabroad.is.depaul.edu or click here . Application deadline: 2/1/2016. In place of LSP 112, students in the Honors Program receive credit for HON 102: History in Global Contexts .			During the ten days in Peru, we will travel from Lima to locations that include the Cusco, the sacred valley, Machu Picchu, coffee-growing regions and artisan workshops for producing fair trade jewelry, painted glass, weaving, and carved gourds. Accommodations include hotels and retreat centers. We will experience traditional Peruvian food and drink, including guinea pig.
City Farms: Whys & Hows of the Farmer Next Door	Nancy Turpin <i>First-Year Program</i>	TTh 1:30-3:00 Loop	This course studies urban agriculture as it helps to change what's on our plates in cities across North America. We will investigate some of the reasons city people want to become farmers without leaving town. Through case studies we'll see how urban agriculture is becoming a promising new job creator in Vancouver, Chicago, Detroit and other cities. Our local case studies exist in the larger context of global food supply systems so we'll definitely want to examine that as well as where city farmland comes from. Abandoned city lots and renewable energy technologies are also making it possible to turn some unlikely urban spaces into crops. We'll have urban farmer guest speakers tell us how they do it and why.
Cloning & Biotechnology	Alissa Wlodaver <i>Biological Sciences</i>	TTh 4:20-5:50 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.
The Crack of the Bat: Writers & Writing on Baseball	Justin Staley <i>Writing, Rhetoric & Discourse</i>	TTh 2:40-4:10 Lincoln Park	More than any other sport, baseball has inspired writers to try to capture the essence of the game, as well as those who play and watch it. Beyond the staples of baseball journalists and essayists such as Roger Kahn, Roger Angell, and Bill James, writers as diverse as novelists Nelson Algren, Sherman Alexie, Annie Dillard, John Updike, and Philip Roth, and poets William Carlos Williams, Amiri Baraka, May Swenson, Carl Sandburg, and Robert Frost, have explored the nuances and intricacies of the game, as well as how emotionally loaded racial, social, political, and economic issues are historically and indelibly woven into it. In this course, students will read and analyze writing about baseball through poems, fiction, personal essays, and arguments, exploring such themes as baseball as myth, as both game and business, and as a cultural institution in America and abroad. In doing so, we will discover how larger social issues impinge on the sport, and what they reveal about our changing society.

Creativity & Adversity	Lin Kahn <i>Psychology</i>	MW 9:40-11:10 Lincoln Park	This class will strengthen creative resources in response to life's universally shared experience of adversity. Through the interdisciplinary lens of psychology, religious thought, and the fine/performing arts, we will look at the stories of well-known artists such as Picasso, Van Gogh, Beethoven, Mozart, Alvin Ailey, Mikhail Baryshnikov, and Isadora Duncan, who sublimated adversity into creative greatness. Students will examine personal adversity in relationship to unrealized creativity through an in-depth look at the nature of creative thinking, blocks to this inner resource, emotion and the creative process, creativity from a psychological and religious view, creativity born of grief, and Freud's positive defense mechanisms. This course culminates in a self-designed transcending work of art through any medium.
Devil in the White City	Janet Hickey <i>English</i>	MW 2:40-4:10 Lincoln Park	This course introduces students to the Gilded Age of Chicago when circumstances, personalities, and influence converged to accomplish a seemingly impossible feat: the construction of the 1893 Columbian Exposition. We will view this vibrant era in Chicago's history through the lens of the book <i>The Devil in the White City</i> , which captures the ambitious spirit of the city in the telling of the construction of the World's Fair. We will examine not only the civic leaders and architects who designed the Fair, but we will also explore the literature of the period and how it reflected or reacted to the dynamic forces in society. We will try to answer such questions as: How was the role of American cities changing? What was the effect of urbanization on the common person? Did urbanization increase a sense of isolation among city inhabitants? During the second half of the course, we will investigate how the building of the 1893 Columbian Exposition laid the groundwork for the city we enjoy today.
Disney's World	Janelle Walker <i>First-Year Program</i>	TTh 11:50-1:20 Loop	The influence of Disney in shaping American culture from the 1950's onward is undeniable. In this course, we will explore the depths and subtleties of this influence by looking at selected original Disney "texts" – movies, characters, theme parks, attractions, merchandise, and official publications – from the perspectives of several disciplines. Starting from a historical perspective, we will see not only how Disney's development has been affected by historical and political movements in the US, but also how Disney has portrayed these movements and historical figures, and the complicated relationship between changing times and changing Disney texts. Through the lens of Gender Studies, we will look at Disney's treatment of femininity, masculinity, and sexuality, while Disney portrayals of race, ethnicity, and world cultures will be examined from a Cultural/American Studies perspective. Readings and class discussions will explore how American worldview in general is shaped by Disney creations. Lastly,

			we will look at the influence of Disney architecture and design on “real” urban spaces and the built environment. How do “Main Street USA” at Walt Disney World and Disney’s utopian town of Celebration influence our thinking about our own towns and cities? How and why has the Disney model of clean, uncomplicated tourism spread to so many other American sites?
Drugs and Society	Justin Maresh <i>Chemistry</i>	MW 11:20-12:50 Lincoln Park	Drug use, either directly or indirectly, affects everyone. Very few topics generate as much debate as the role of drugs in our society. For example, should drug abuse be prevented by increasing enforcement of drug laws or by making young people more aware of the potential dangers of drugs? Is drug abuse caused by heredity, personality, or the environment? Is drug abuse a medical, legal, or social problem? Are the dangers of some drugs over-exaggerated? Are drugs that treat disease over-prescribed and over-marketed? Three million children in the US take stimulant drugs to help them focus; do these drugs actually help? There are no clear answers to any of these questions, yet the positions we take as a society have profound effects on our safety, health, and economy. This course will guide students in deciphering controversies surrounding drugs and society; locate and evaluate sources of information; and formulate written and verbal arguments to support various positions.
Ebolavirus: Biology, Public Health & Ethics	Sarah Connolly <i>Health Sciences</i>	MW 9:40-11:10 Lincoln Park	In this course, students will explore the biological basis, public health impacts, and ethical considerations of Ebolavirus. This course will introduce students to the details of viral replication, transmission, and detection, as well as experimental treatments and vaccines. The history of Ebola will be discussed to examine why the most recent outbreak was worse than previous outbreaks. The effectiveness of contact tracing and surveillance will be investigated. Students will examine global health disparities and generate opinions on several ethical considerations. Why not close our borders to infected countries? What justifies the quarantine of an individual? Can we test an experimental drug or vaccine on a vulnerable population? How much research funding should be committed to Ebolavirus? Both responsible and irresponsible media responses to Ebola cases in the US will be analyzed.
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 Emigrants</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.
Ethics of Memory: Religion, Politics & Commemoration of the Dead	Yuki Miyamoto <i>Religious Studies</i>	MW 3:10-4:40 Loop	This course explores collective memory not only as a source of group identity among political communities, but also as their ethical foundation. Our primary focus is therefore to evaluate commemoration of mass deaths from the inter-related perspectives of history, politics, religion, and ethics across the regions. In doing so, students will gain insights into their own identities, traditions, political allegiances, religious and ethical sensibilities. To this end, the course is divided into three sections: Part One discusses the importance of commemoration by examining the relations between collective memory and group identity: Why do some deaths matter fundamentally to one group while remaining irrelevant to others? Part Two investigates commemoration as the confrontation and convergence of politics and religion, focusing on the concept of “civil religion.” Part Three treats contested memories, examining the following three historical events/commemorations: the Nanjing Massacre of 1937; the 1945 atomic bombings of Hiroshima and Nagasaki; and the glorification of the war dead from 1867 through 1945 at the Yasukuni Shinto shrine in Tokyo. Calling into question the “ownership” and entitlement to memories of the dead, this course prepares students to reevaluate their own identities and traditions, and the role of collective memory in forming those identities and traditions.
The Eurozone Crisis & the Future of Europe	Erik Tillman <i>Political Science</i>	MW 2:40-4:10 Lincoln Park	The introduction in 1999 of the euro, a common currency for 12 (now 19) European Union (EU) member states, was a watershed moment in the process of European integration. Just over a decade later, several of its members’ economies are in the midst of an ongoing economic crisis, raising fears that the eurozone—or even the EU—could fall apart. This course examines the political, economic, and social causes and consequences of the eurozone financial crisis. We start by examining the history of the EU to understand why the euro was created. We examine political and economic developments in the US and Europe that led to the crisis and why the euro itself has been a major source of the crisis. We then turn our attention to understanding how and why European leaders have responded to the crisis. In the final section of the course, we consider a series of broader questions. First, what are the economic and social costs of the crisis in states such as Greece and Spain? Second, what does this crisis tell us about the nature of “Europe” and the possibility for European integration? Throughout the course, we will consider political, economic, and social perspectives about the causes and consequences of the crisis. We will be attentive to competing national perspective, understanding how and why citizens of different member states view

			the reasons for creating the euro, the causes of the crisis, theirs and others' responsibility for the crisis, and the proper economic and political responses to the crisis. Finally, students will be encouraged to relate these events to developments in the United States and elsewhere.
FIFA & the World Cup	Philip Meyers <i>Political Science</i>	MW 1:30-3:00 Loop	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.
The Fifty-Year History of Doctor Who: Production & Fandom (FY@broad; by permission only)	Paul Booth <i>Communication</i>	TTh 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. The study abroad portion of this course takes students to London and Cardiff -- where Doctor Who is made today -- to understand better the culture of production and fandom for the show today.
This course is limited to students accepted into the FY@broad program within Study Abroad, and will be followed by a trip to England and Wales during early summer. Students will also			

receive two credit hours for ANT 397 – Travel/Study. For more information, go to: studioabroad.is.depaul.edu or click [here](#).

Application deadline: 2/1/2016.

In place of LSP 112, students in the **Honors Program** receive credit for the **Honors Fine Arts Elective**.

Note: This section has an extended class period to accommodate screenings.

Doctor Who is a British national institution, so we will visit sites both specific to the show (e.g., The Doctor Who Experience) and also sites with historical and cultural relevance to aspects within the production of the show (e.g., The Globe Theatre). Students will hear from guest speakers and scholars, and learn through the physical location of the show. This course offers an introduction to different types of critical lenses, through which students will examine the brand, a multi-media experience, and cult object that is Doctor Who. Through screenings, readings, and discussion, students will explore Doctor Who in order to learn different characteristics of television criticism. Students will be encouraged to develop a critical voice of their own, all the while learning to understand the popularity and cultural impact of this important television milestone.

Film & Photography in the Nuclear Age	Chi Jang Yin <i>Art, Media & Design</i>	TTh 11:20-12:50 Lincoln Park	How do nuclear images affect our daily life and global culture? How does nuclear technology affect the human race? This class uses film and photography to explore the context of the development of the Atomic Bomb and the infrastructure of the Manhattan Project, and to examine the response by the public during the Cold War period. Class content includes how photography and film served as documentary and artistic expression during and after the dropping of the bombs on Hiroshima and Nagasaki. In all cases, we will focus on how the bomb and its representation were approached from a variety of social, national, political, and aesthetic points of view.
Films of Alfred Hitchcock	Douglas Long <i>Communication</i>	TTh 9:40-11:10 + Lab: F 12:30-3:00 Lincoln Park	The films of Alfred Hitchcock have probably been analyzed, and in more ways, than those of any other director in history. The reason is likely that Hitchcock's visual and thematic palettes often delved into the deep ravines of the human psyche, causing the audience to self-explore in a way that is, paradoxically, both uncomfortable and exciting. In this course we will approach some of his great works from the perspectives of several disciplines, including psychology, gender roles, and music. We will focus especially on the films <i>The Lady Vanishes</i> (1938), <i>Notorious</i> (1946), <i>Rear Window</i> (1954), <i>Vertigo</i> (1958) and <i>Psycho</i> (1960).
<u>Note:</u> This section has a Friday “lab” period for film screenings.			
A Focus on Climate Change	Sarah Richardson <i>Biological Sciences</i>	TTh 11:2-12:50 Lincoln Park	Climate change is one of the most important environmental problems facing the world today. In this course, we will examine the strength of scientific evidence that climate change is occurring, including its effects on humans and ecosystems. Besides covering the science of climate change, we will also evaluate media coverage of the issue and psychological research about risk perception. We will investigate how writers and artists communicate their concerns about climate change in short science fiction stories and art. Can literature or art motivate people to change in a way that understanding the science can't? We will also compare climate change to past scientific issues that the general public followed

			closely: use of the pesticide DDT, damage to the atmospheric ozone layer by chlorofluorocarbons (CFC's), and the claim that scientists had solved the world's energy problems by discovering "cold fusion."
Food & Politics	Cathy May <i>Political Science</i>	MW 1:00-2:30 Lincoln Park	This course explores the relationships and connections between food and politics. Politics may be defined as "who gets, what, when, why, and how." This definition points to the underlying power relationships inherent in the political. To study the politics of food is to study the power relationships involving food. In other words, food may be understood as a type of language, reflecting cultural values, political practices, ideological perspectives, and the socialization process. Through an investigation of food, students will be able to explore the world of politics.
Frank Lloyd Wright: From Visionary to Scoundrel and Back	Melinda Wright <i>Public Service</i>	M 9:00-12:15 Loop	This course will explore the life, philosophy and work of one of the most creative and distinctive architects of the 19th and 20th centuries. Frank Lloyd Wright had many interesting views of the world that still influence us. The course includes the biographic study of his life and career. From an educational perspective, we will examine his formal and informal education and training and explore how his thoughts on art and architecture influenced the way that our homes look today. We will examine how his views on ideal communities are seen as idealistic and how his designs are focused on a deep respect for the environment. We will explore how his religious and ethical philosophy shaped the way he lived his life and how this perspective was also shaped by the major historical events of his day. The historical perspective will also look at Mr. Wright's personal philosophy in comparison to and in contrast with several of his contemporaries.
Global Warming & the Media	Mark Potosnak <i>Environmental Science</i>	MW 9:40-11:10 Lincoln Park	The focal point of this seminar is the portrayal of global warming in the media. The coverage of global warming demonstrates the good, the bad and the ugly of how complicated environmental problems are communicated to the general public. We will spend the first part of the course exploring the science of climate change to gain "inside" knowledge about the topic. Then we will critically evaluate the attempts of the media to reduce the complexities and uncertainties associated with climate change science into attention-grabbing stories by focusing on three issues. (1) Do the media ignore the complexity of the underlying science when striving for a headline—do they "get the story right"? (2) The subtle and not-so-subtle use of the media by biased groups to shape the public's opinion. We will also delve into new media and topics such as astroturfing (coordinated, fake grassroots campaigns on the internet). (3) How does a good journalist deal with the imperative to tell both sides of the story while not giving undue weight to the beliefs of the small proportion of scientists that are skeptical of global warming? The seminar will finish by giving each student a chance to be a journalist.

Godzilla vs. Them: Comparing Cultures through Pop-Culture Idioms	Larry Mayo <i>Anthropology</i>	W 6:00-9:15 PM Lincoln Park	Is cultural diversity diminishing as a consequence of globalization? This question will be addressed by attempting to understand cultural similarity and difference between America and Japan; but instead of focusing on traditional cultural themes such as politics, religion or economics, the focus of this course will be on idioms of popular culture. Disciplines through with analysis will be conducted include anthropology, Japanese studies, history, and film studies. The methods of comparing aspects of popular culture from American and Japanese culture will focus on films, monster movies/science fiction in particular.
Harry Potter: Welcome to Hogwarts	Heather Easley <i>Sociology</i>	TTh 10:10-11:40 Loop	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.
High, Pop, Counter, Sub: Issues of Identity in Modern Japanese Culture	Linda Chessick <i>Modern Languages</i>	MW 9:40-11:10 Lincoln Park	This course will explore issues of identity in modern Japan by examining a broad range of Japanese cultural products and practices in the 20th and early 21st century, including manga and memoirs, fiction, art and anime. As we consider these works from the perspective of disciplines such as literary criticism, religious studies, film studies and art history, we will pay special attention to the interplay between modernity and tradition, and examine translation as a tool for critical interpretation.
How to Feed 7 Billion?	Anthony Ippolito <i>Biological Sciences</i>	T 6:00-9:15 PM Lincoln Park	This course will focus on the science, business, politics and other issues of food production and how humanity will feed a continuously burgeoning human population. Some argue that we already produce enough food but the problem lies in distribution. Others argue that we must continue to produce a greater amount of food on the same amount or less land or people will continue to go hungry. What are the issues and do the last remaining natural areas have to be sacrificed in order to feed an ever-increasing human population?
"I Shop Therefore I Am": The Ethics of Consumption	Ashley Bohrer <i>Philosophy</i>	MW 10:10-11:40 Loop	Conceptual artist Barbara Kruger's slogan "I shop therefore I am" is a play on the philosopher René Descartes' declaration: "I think therefore I am." It challenges us to consider the way in which we define ourselves in and through our consumer habits. From this perspective, shopping is more than just a way to pass the time or

			to find useful things to buy, it impacts on who we are becoming and the world we are creating. In this course, students will be challenged to think about the ethical issues that surround consumption. The course will be divided in roughly three sections, namely: “Fashion,” Food” and “Fun.” In section 1 we will be studying a wide variety of phenomena such as fashion trends, but also the ways in which we change our bodies by means of cosmetic procedures, cosmetic products, or tattoos. Section 2 will explore the ethical implications of food production and consumption. In section 3 we will explore our reliance on technological products and services for our social interaction, pleasure and sense of community. The course will challenge students to think about the environmental, social and political implications of these consumer habits, and as such, stimulate a thorough ethical interrogation of who we are becoming when we shop.
Identity, Freedom & the Origins of African American Spirituality	Chernoh Sesay <i>Religious Studies</i>	TTh 2:40-4:10 Lincoln Park	By focusing on the late-18th-century English-speaking black writers who first published work in Great Britain and the United States, this course will examine the origins of African American spirituality. Students will explore three major subthemes addressed by these early writers: criticizing slavery but also having to define freedom; developing a unique understanding of historical change that arose from religious and Enlightenment sources; and defining identity at the intersection of slavery, racism, and resistance. The class will examine each of these subthemes using the disciplinary tools of social and cultural history, literary studies, and liberation theology. By reading primary documents from 18th-century black writers students will rethink commonly held assumptions about freedom, something that late-18th-century black writers had to define even as they argued for its universalism and transcendence. The course will also explore the perplexing question how an enslaved people could absorb the religion of their masters while simultaneously transforming that religious tradition to fit their cultural and spiritual needs and even to rely upon their new religious perspective as inspiration for political action.
The Inquisition	Ana Schaposchnik <i>History</i>	TTh 2:40-4:10 Lincoln Park	This class will address the academic study of the Inquisition, as well as representations of this institution in literature and film. When was the Inquisition created? For how long were the tribunals active? In what aspect was the Inquisition trial different from a secular trial at the same place and time? What are the differences between Medieval and Modern? Are literary depictions of the Inquisition accurate? What about movies? These questions will be answered in this course, through a combination of readings (primary/secondary sources), discussions, analysis of visual materials, and written assignments.

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.
Langston Hughes	Amor Kohli <i>African & Black Diaspora Studies</i>	MW 11:20-12:50 Lincoln Park	In this course, we will study the works of the important African American writer Langston Hughes. Although Hughes is most associated with the Harlem Renaissance of the 1920s, he continued to be a significant figure on the American and international literary scenes well through the 1960s. Hughes published in a wide array of literary genres including poetry, fiction, memoir, drama, and newspaper columns. He maintained close contact and collaborated with musicians, visual artists and political figures as well as writers from the United States, Latin America, the Soviet Union, Africa, and the Caribbean. In this class students will read deeply in order to gain a sense of the scope of Hughes's vibrant life and of the literature that came out of it. There will be a heavy focus on the reading and analysis of poetry, reflecting Hughes's prominence as a major African American poet.
Liberal Learning in the 21st Century: What Are You Doing Here?	Caryn Chaden <i>English</i>	W 6:00-7:30 PM Lincoln Park	This seminar invites you to examine the enterprise you signed up for when you enrolled at DePaul: liberal learning. We will take three broad perspectives: philosophers' ideas about the subject, literary and historical texts that demonstrate this approach, and your own research on various majors and professions. This work will provide a context for your own education at DePaul. What do you have to gain from combining the breadth of Liberal Studies with the depth of a major? This seminar will give you opportunities to address this question from multiple perspectives and help you shape your own education. Week to week we will alternate between assigned texts and a structured exploration of your own potential learning path. As a hybrid course, you will complete weekly on-line assignments which provide a foundation for activities we will engage in together
<u>Note:</u> This is a hybrid section, taught part online and part in class; class will meet weekly for 1.5 hours.			

			during our face-to-face meetings. The hybrid nature of the course complements the combination of personal exploration and shared readings.
The Life, Work & Impact of Alan Turing	Margaret Poncin <i>Writing, Rhetoric & Discourse</i>	TTh 1:00-2:30 Lincoln Park	Alan Turing (1912-1954) is known for his pioneering work on computers, artificial intelligence, and cryptanalysis, especially cracking Germany's Enigma Code during WWII. This work gained him fame in the fields of computer science and mathematics as well as recognition as a war hero. These contributions, however, did not save him from persecution by the British government for the "crime" of homosexuality for which he was sentenced to a series of hormone injections, a treatment often referred to as "chemical castration." Two years after his arrest, barred from his work and publicly humiliated, Turing died of apparent suicide. In this course, we will explore Turing's work, which has influenced a number of different fields ranging from artificial intelligence, to linguistics, to games, and we'll look at his life and the art it has inspired, especially through film. Of particular interest will be the invention of the Turing Test, what it teaches us about the possibilities of artificial intelligence, and—perhaps more importantly—what it teaches us about the possibilities of being human.
The Little Man in Russian Literature	Laura Urbaszewski <i>Modern Languages</i>	TTH 9:40-11:10 Lincoln Park	Russian Literature of the 19th century is a panorama of portraits of "little men," in the Romantic, realistic, and even existential works of the greatest Russian writers: Alexander Pushkin, Mikhail Lermontov, Alexander Karamzin, Nikolai Gogol, Fedor Dostoevsky, and Anton Chekhov. A little man lives in the capital and in provinces; he vainly attempts to become a hero – and ends as a superfluous man. Instead, a heroine takes the leading place in the Russian artistic works of the 19th century.
On Revolution	Joseph Weiss <i>Philosophy</i>	MW 11:50-1:20 Loop	This course is an examination of revolution as a distinct form of political action. Its aim is to understand what exactly defines a series of events as a revolution, and to identify the various sorts of motives that have historically brought about such movements. The course is primarily concerned with the set of philosophical issues involved in these questions, but the project is carried out through an investigation of historical and sociological analyses of specific revolutionary movements. The course is divided into four parts. The first examines the classical theories of revolution. The second compares the American and French Revolutions as paradigm cases of two basic types of revolutionary movements, political and social revolutions. The third part takes the framework developed in the second and employs it in an examination of several of the most important 20th-century revolutions, e.g.: Russia (1917), Algeria (1954-62), Iran (1978-79), and South Africa (1948-90). And finally, the fourth part investigates the various mundane forms of resistance to power that have set the stage for its eventual overthrow.

Opera & Revolution	Lucia Marchi <i>Modern Languages</i>	MW 1:00-2:30 Lincoln Park	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.
Pompeii: Hidden City	Catherine Zurybida <i>History of Art & Architecture</i>	MW 2:40-4:10 Lincoln Park	The course will use the ancient Roman city of Pompeii as its focal point. The city offers an enormous amount of evidence for study from a wide variety of perspectives. It affords students the opportunity to synthesize a) art and architecture, b) city planning, c) social and political history, d) archaeology, and e) the ethics of conservation in a world heritage site under threat, as well as processes of knowing the past, including ancient written sources, archaeological evidence and art historical analysis. The course will employ some of the new mapping technologies that scholars in the humanities are exploring. In our culture we work often with mathematical data and textual sources, but objects, images, maps and other visual resources are crucial to creating an integrated understanding of a historical place or moment.
The Power of the Image: The New Normal	Alex Naylor <i>Writing, Rhetoric & Discourse</i>	TTh 1:00-2:30 Lincoln Park	We will explore the implications of our image culture, including images' expanding roles and ease of access, all facilitated by the Digital Revolution and nanotechnology. Images, sometimes accompanied by text, create meaning and influence the individual and society. Their ubiquity on expanded platforms is a mainstream phenomenon. What is the chemistry between words, symbols and pictures to inform, entertain, and especially to persuade? We will use compositional and contextual tools to analyze visuals. For “real world grounding,” we will examine personal, familial/tribal, and institutional gazes. Discussion of different genres of image power will include traditional image roles, an individual's personal and 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—the role of “timeliness.” Classwork will involve individual and group activities. Students should leave the class with a better understanding of image power and a questioning attitude of the role it plays in our society.

Puritans & Witches: The Salem Witchcraft Trial in American Culture	John Burton <i>History</i>	TTh 9:40-11:10 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 19th and 20th centuries.
The Real CSI: Forensic Science & Media Depiction	Rachel Scott <i>Anthropology</i>	MW 2:40-4:10 Lincoln Park	This course explores the portrayal of crime scene investigation in popular media and introduces students to the fields of the history of science, forensic science, and media studies. It employs a historical framework, beginning with the depiction of forensic science in 19th-century detective fiction (particularly the Sherlock Holmes stories). For the early 20th century, we focus on the Leopold and Loeb case, a murder that occurred in Chicago in 1924, and consider the ways in which crime and its investigation are represented in the news. Finally, we examine the current popularity of forensic-based television programs and their impact (the so-called “CSI effect”) on the use of forensic evidence in the courtroom and on student expectations in the classroom. Throughout the course, a series of in-class lab activities introduces students to modern forensic methods so that they can compare the depiction of forensic science to its reality. Key questions that we address include: How has the field of forensic science developed over time? What is the relative value of the real and the representational? And what does the portrayal of forensic science in popular media tell us about larger social concerns?
Reparations: Does Society Owe the Oppressed?	Valerie Johnson <i>Political Science</i>	T 6:00-9:15 PM Lincoln Park	This course examines reparation payments in four cultural, racial/ethnic, and geographical contexts, and explores the conditions by which groups or persons are compensated for atrocities committed through governmental policies and practices. Does society owe the oppressed? Under what conditions? Students will explore the historical experiences of Malaysians, Jews, African Americans, and the Japanese, and the factors facilitating or impeding reparations.
Samurai in History, Literature & Popular Culture	Kerry Ross <i>History</i>	M 6:00-9:15 PM Lincoln Park	This course explores the ways that Japan’s iconic warrior class, the samurai, has been understood throughout Japanese history and in literature and popular culture. To build a foundation for our understanding of the samurai, several themes will be explored, including the political and economic relationship of the samurai to the land and private property, the evolution of samurai ethics and values (<i>bushidō</i> , or “the way of the warrior”), and the domestication of the samurai during the early modern period. Students will engage with a wide variety of

			<p>primary sources such as legal documents, autobiographies, and philosophical treatises. Readings and discussions of literature and popular culture will introduce students to various, often contradictory, representations of the samurai class. Starting with canonical works of Japanese literature that deal with the samurai class, students will explore the images of the samurai not only as idealized military heroes and paragons of virile masculinity but also as corrupt government officials and degenerate gamblers. Popular culture will provide the third venue for the investigation of the samurai. In this section students will study portrayals of samurai in film and anime to try to understand the longevity of this symbol of Japanese culture.</p>
Streets & Urban Planning	Heather Smith <i>Geography</i>	M 6:00-9:15 PM Lincoln Park	<p>The City of Chicago has 4,456 miles of streets and 2,131 miles of alleys. How do these public realms or “outdoor rooms” shape the character of the place? What are the ideologies that have shaped these streets over time? What urban design characteristics make these streets successful? What makes them fail? Who is responsible for caring for all of the complex functions that happen in these spaces? Who are the audiences and users? These are some of the questions we will explore in this course, taking a new urbanist approach to street design. We will explore at least three types of streets: the network, the boulevard and the major urban thoroughfare looking at key details of how those public realms or outdoor rooms are shaped employing a multicultural perspective and using a multidisciplinary approach. By the end of this course, students will be able to: understand the history and purpose of traditional street design; understand how Modernism impacted street design and articulate critiques of this movement; identify different types of street networks, boulevards and major urban thoroughfares and articulate their uses and benefits; understand the methodology and practice underlying the last 60 years of transportation planning and engineering; make recommendations for streets that serve a balance of users from pedestrians to cyclists to emergency responders; and see how streets are viewed from a variety of community perspectives.</p>
Stuff: The Material Culture of Everyday Life	Jane Baxter <i>Anthropology</i>	TTh 11:20-12:50 Lincoln Park	<p>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</p>

			<p>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.</p>
Thomas Jefferson's Scrapbooks	Jonathan Gross <i>English</i>	MW 1:00-2:30 Lincoln Park	<p>This course on Thomas Jefferson's Scrapbooks will consider Jefferson's literary tastes as they reflect his attitude towards nation, family, and romantic love. Jefferson greeted visitors to the White House in corduroys and slippers. How did this ostentatiously democratic style reflect views expressed in his writings? In what ways did Jefferson's "Declaration of Independence" inaugurate a new political style connected to the Republican party he helped found? What was Jefferson's attitude towards the Supreme Court, Federalism, and his predecessor John Adams? To answer these questions, we will read the scrapbooks he put together for his grand-daughters, focusing on themes of nation, family, and romantic love. Jefferson's poems about dating, marriage, death, --his "Ode on Potatoes", on July 4th, on libertinism, sentimentality, toothaches and even elegies to George Washington and Alexander Hamilton-- give us insight into his sense of humor and the broad range of his interests. We will read poems by Thomas Moore, Peter Pindar, Robert Burns, Anna Barbauld, Helen Maria Williams, novels by Richard Wright (<i>Native Son</i>) and William Styron (<i>Confessions of Nat Turner</i>) to get some purchase on Jefferson's views on orientalism, race, architecture, democracy and other themes that reflect the transition from the Enlightenment to the Age of Romanticism. One leitmotif of this course is that Jefferson was America's first Romantic, and the course will investigate the meaning of Romanticism as a critical term that might be applied across the disciplines of literature, architecture, and political writing.</p>
The Thousand & One Arabian Nights	Warren Schultz <i>History</i>	MW 9:40-11:10 Lincoln Park	<p>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</p>

			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.
Women's Confessions	Laura Durnell <i>Writing, Rhetoric & Discourse</i>	TTh 9:40-11:10 Lincoln Park	Many artists and writers have incorporated autobiographical narratives into their work but women often face criticism for it with the common term being “narcissistic.” However, scholars Sidonie Smith and Julia Watson prefer the term “life narrative” instead of “autobiographical.” In their anthology <i>Interfaces: Women, Autobiography, Image, Performance</i> , fellow scholar Domna C. Stanton points out that the autobiographical “constituted a positive term when applied to [male writers and artists], but... had negative connotations when imposed on women’s [work]... and has effectively served to devalue their [work].” Why is that, and is that so? In this class we will explore and discuss your answers to this question through the art and writing of Frida Kahlo, Maya Angelou, Anne Sexton, Sylvia Plath, Erica Jong, Francesca Woodman, and Kathryn Harrison. We will also read critical essays about the subjects and confession as an artistic method by both genders while diving into how history, sociology, psychology, religion, and gender archetypes play their part in both validating and invalidating women’s perspectives.
The World of Doctor Who	Alan Ackmann <i>Writing, Rhetoric & Discourse</i>	TTh 1:00-2:30 Lincoln Park	Students will explore the world of Doctor Who (both classic and contemporary), focusing both on episode arcs and issues raised by the themes and context of the series. Using a variety of intellectual approaches, students will increase their understanding of the show and its surrounding scholarship, and gain experience crafting their own arguments as part of an emerging scholarly community.
The World of the Maya	Elizabeth Martinez <i>Latin American & Latino Studies</i>	MW 1:00-2:30 Lincoln Park	The Maya—are they caricatures or a civilization? In recent years, and especially as the end of 2012 drew near, much hoopla was made of the Mayas’ foretelling the “end of the world” through their extensive calendar that ended on a date equal to our December 21, 2012. Jokes were made as the date came and went, and as a result this ancient civilization of the American continent was derided and dismissed as superstitious and childish. Meanwhile, no consideration was given to researching Mayan (and other native indigenous nations’) legacy, achievements, intelligence, and of course, their system of calendars, developed hundreds of years before European arrival. This course will introduce students to this major civili-

			<p>zation's ways of knowing, philosophy and science, and provide an opportunity to explore how other hemispheres have orientations different from that of Western Civilization. By implanting a new orientation from European thought, indigenous orientation/philosophy was dismissed and in fact, outlawed. Despite lack of consideration and teaching about these civilizations in Western system basic education, their philosophy/system has endured, passed on through teachings by elders in the Mesoamerican region of the continent, and ancient records (which are still plentiful) have been the subject of meticulous studies by scholars. Mayan astronomy, math, philosophy, language, society and history/existence will be examined through several readings. Students will have an opportunity to learn to "see" from new perspectives, to examine how ethnic groups become the "other" of conquering forces and histories, and to evaluate these new ideas by giving careful consideration to sources informing the readings, and by creating arguments, with examples, to explain the new information acquired.</p>
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