



Updated 2/25/2015

# Focal Point Seminars (LSP 112)

## Spring Quarter 2015

Yellow = FY@broad  
Application deadline **Feb. 15, 2015**

Office of the First-Year Program: 773.325.7573 ♦ [firstyr@depaul.edu](mailto:firstyr@depaul.edu)

Class	Instructor	Time/Campus	Description
<b>Abraham: Father of Faiths</b>	Jaime Waters <i>Catholic Studies</i>	MW 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.
<b>Anne Sexton: Confessional Poet</b>	Laura Durnell <i>Writing, Rhetoric &amp; Discourse</i>	M 6:00-9:15 PM Lincoln Park	Our life stories and confessions define who we are and spotlight our aspirations. But most importantly, they can also lead us to discover our real selves and our true vocations. Often when Anne Sexton is mentioned, an individual's first response to define her is "poet"; however, the study of Sexton offers a deeper understanding into the many concentrations of Liberal Studies and life overall. This Focal Point Seminar does not solely rely on the lens of literature. Instead, it focuses on Sexton's art and life and questions how one's life affects vocation and how vocation affects a person's life as well as the lives of others. Students will be led to contemplate how professions in the arts, business, academics, religions, sciences, and political arenas relate to Sexton's poetry and life. In addition, students will reflect on and connect their own life experiences and academic studies toward their future vocations. Along with the requirements of the seminar setting, course notebook, and final course essay, students will also have opportunities to present their own stories and confessions through their choice of non-fiction, fiction, visual or performance art, poetry, or music.
<b>Art &amp; Technology</b>	Jeff Carter <i>Art, Media &amp; Design</i>	TTh 9:40-11:10 Lincoln Park	This course will examine the presence and impact of technology in modern and contemporary visual art, exploring and defining "technology" from various perspectives and contexts. We will examine how and why many artists have utilized the technologies of medicine, communication, entertainment, industry and the military, how these various and often contradictory paradigms of technology are articulated by specific artworks, artistic practices and art

			movements of our time, and the degree to which technology exerts an influence over all aspects of visual art, from content and aesthetics to production, presentation, and the viewing experience.
<b>Chicago: City on the Make</b>	Salli Berg Seeley <i>Writing, Rhetoric &amp; Discourse</i>	MW 11:20-12:50 Lincoln Park	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.
<b>China in Chinese &amp; American Social Media</b>	Li Jin <i>Modern Languages</i>	MW 2:40-4:10 Lincoln Park	This course is designed to develop students' intercultural knowledge and critical thinking skills to understand how and why China is portrayed distinctly in Chinese and American media. Students will read select materials about China from books, American media, and the translated version of Chinese media, with a view to understanding what is happening in contemporary Chinese society, how and why salient social issues in China are reported divergently in state-run as compared to unofficial media (e.g., social media) in China and in media based in China as compared to those based in the U.S. Drawing on the reading materials, students will participate in active class discussions to deepen their cultural understanding and share critical views. The focus of the course is Chinese philosophy, sociology, and journalism in China as imperative forces shaping how Chinese media report on social issues in China.
<b>Chocolate, Coffee, Gold: Ethical Sourcing in a Global Marketplace</b>  (FY@broad; by permission only)	Christie Klimas <i>Environmental Science</i>	TTh 9:40-11:10 Lincoln Park	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 ethically sourced items. Visits to fair trade production facilities in Lima will allow students to

<p>This course is limited to students accepted into the <b>FY@broad</b> program within Study Abroad, and will be followed by an excursion to <b>Peru</b> during early summer. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: <a href="http://studioabroad.is.depaul.edu">http://studioabroad.is.depaul.edu</a> or click <a href="#">here</a>. <b>Application deadline: 2/15/2015.</b></p> <p><u>Note:</u> In place of LSP 112, students in the <u>Honors Program</u> receive credit for HON 102: History in Global Contexts.</p>			<p>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. We will partner with the Instituto Bartolomé de las Casas in Lima to explore the historical, social, political, and environmental realities associated with mining on indigenous lands. We will meet with some of the individuals affected by the mining and hear their stories and how they are working for change. During the ten days in Peru, we will travel from Lima to locations that include the Central Highland town of Huancayo, the catacombs in San Juan de Lurigancho district of Lima, the Nor Yauyos-Cochas Landscape Reserve, and artisan workshops for producing fair trade jewelry, painted glass, weaving, and carved gourds. Accommodations include hotels and conference centers. We will experience traditional Peruvian food and drink including traditionally cooked <i>pachamanca</i>, a fire-cooked mixture of potato, legumes, and meat. Students will have the opportunity to try ceviche and guinea pig.</p>
<p><b>Cloning &amp; Biotechnology</b></p>	<p>Alissa Wlodaver <i>Biological Science</i></p>	<p>TTh 2:40-4:10 Lincoln Park</p>	<p>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.</p>
<p><b>Comics &amp; Culture</b></p>	<p>Jason Winslade <i>Writing, Rhetoric &amp; Discourse</i></p>	<p>F 12:00-3:15 Lincoln Park</p>	<p>The culture of comic books, while always popular, has become much less of a fringe phenomenon in recent years, due in no small part to the recent explosion of superhero films and the centrality of Comic-Con in San Diego. In this course, we will look at the history of the medium of the comic book and its influence, both positive and negative, on youth culture in America. We will examine how comics began to be taken more seriously in the 1980s as “graphic novels” and how the popular imagination has since utilized comic book culture as a way to productively fantasize, redefine identity, particularly with regards to gender, race and class, challenge contemporary values and raise issues through readership, creative content, fandom and cosplay. Though we will focus primarily on the superhero genre, we will also examine other genres such as the personal memoir, as well as independent work from prominent authors. Students will be welcome to bring their own preferences and interests to the class to explore more deeply</p>

			the material that provokes their own fandom, through readings, discussions, creative projects and a field trip to the C2E2 convention.
<b>The Crack of the Bat: Writers &amp; Writing on Baseball</b>	Justin Staley <i>Writing, Rhetoric &amp; Discourse</i>	TTh 11:20-12:50 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, Grantland Rice, 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 all explored the nuances and intricacies of the game. Baseball is a game with the racial and social motifs of American history woven into it, and to this day, arguments persist about the importance of the game in America, and what it reveals about our changing society. In this course, students will read and analyze, through poems, fiction, and essays, the emotionally and socially loaded themes of baseball such as baseball as game, as myth, and how race and culture impinge on the sport. Students will also analyze baseball from a rhetorical perspective, exploring arguments centered on statistics and the Hall of Fame, baseball as a business, and baseball as a social, racial, and cultural institution in America and abroad.
<b>Creativity &amp; Adversity</b>	Lin Kahn <i>Psychology</i>	MW 1:00-2:30 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.
<b>The Cuban Missile Crisis</b>	Felix Masud-Piloto <i>History</i>	TTh 2:40-4:10 Lincoln Park	The main theme of this seminar is the Cuban Missile Crisis of October 1962. The crisis will be analyzed from the perspective of the three main protagonists: Cuba, the U.S.S.R., and the U.S. Emphasis will be placed on the causes and consequences for the crisis for each of the countries involved, as well as the myths and realities associated with the crisis.
<b>Deep South to South Side: Chicago's Black Migration Narratives</b>	Bayo Ojikutu <i>English</i>	MW 10:10-11:40 Loop	The course will critically track the development of a continuous, provocative, and culturally distinct narrative of migration as undertaken by those Black Americans who journeyed northward from their agrarian, oppressive Deep

			South home(s) during the first half of the 20th Century, and settled in the industrial commercial Northern land of promised socioeconomic opportunity – in this case, Chicago. We will encounter this specific narrative as it morphed across mediums and communicative modes: from the Mississippi Delta blues/ swinging Louisiana jazz aural traditions to the canonical literary offerings of Richard Wright, to Lorraine Hansberry’s iconic stage play, <i>A Raisin in the Sun</i> and the Daniel Petrie’s 1962 film adaptation thereof, to the commercially prominent hip hop music produced out of the city’s South & West Sides at the chasm between 20th & 21st century. Further, we will consider the manner in which this narrative’s chronicling has been afforded context by forces beyond the literal and figurative “boundaries” of Chicago and the Great Migration experience – forces and circumstances of global, intercontinental, and national portent.
<b>Devil in the White City</b>	Janet Hickey <i>English</i>	TTh 4:20-5:50  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.
<b>Domestic Workers in the U.S. Economy &amp; Beyond</b>	Carolina Sternberg <i>Latin American &amp; Latino Studies</i>	TTh 11:20-12:50  Lincoln Park	Domestic workers, the army of housekeepers, caregivers, and nurses, enable millions of Americans to go to their jobs every day. Yet, despite constituting this needed and growing workforce, they suffer from few labor protections and abusive working conditions. Drawing on theoretical debates as well as recent case studies from the US and around the world, this course will examine: a) the contemporary processes of globalization and economic restructuring that enable this type of work, b) the nature of this type of employment, and c) the issues and challenges faced by domestic workers as well as nascent organizing efforts and legal solutions to problems this pool of workers face daily.
<b>Ethics of Memory: Religion, Politics &amp; Commemoration of the Dead</b>	Yuki Miyamoto <i>Religious Studies</i>	TTh 11:50-1:20  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



			<p>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.</p>
<p><b>The Eurozone Crisis &amp; the Future of Europe</b></p>	<p>Erik Tillman <i>Political Science</i></p>	<p>MW 11:20-12:50 Lincoln Park</p>	<p>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.</p>
<p><b>Film &amp; Photography in the Nuclear Age</b></p>	<p>Chi Jang Yin <i>Art, Media &amp; Design</i></p>	<p>TTh 2:40-4:10 Lincoln Park</p>	<p>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</p>

			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.
<b>The Films of Alfred Hitchcock</b>	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>Rear Window</i> (1954), <i>Vertigo</i> (1958) and <i>Psycho</i> (1960).
<b>A Focus on Climate</b>	Sarah Richardson <i>Biological Sciences</i>	TTh 1:00-2:30  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."
<b>Food Politics: Hunger &amp; Power</b>	Nancy Turpin <i>First-Year Program</i>	TTh 10:10-11:40  Loop	Control of food is the most basic form of political power and one often overlooked in histories. Food politics is a field of enquiry beginning to have a broader audience beyond scholars, scientists, researchers and food activists. In recent years many consumers have become better informed about their diminishing ability to feed themselves properly in the global world. This class engages students to make best possible use of reading-writing-discussion intensive course format around the theme of controlling food supply to hold political control. Who is hungry and who is not? What is the changing nature of hunger in a post-industrial world, where obesity can be symptomatic of dangerous malnourishment because of poverty and unequal availability of food. Readings and perspectives will be multi-disciplinary from close examination of historical famines and "false famines" to the food science of "modern" food

			production (green revolution, chemical fertilizers, herbicides/pesticides), to the GMO-genetically modified organism debate, to synthetically enhanced foods and finally to local initiatives that are making “urban agriculture” a fact of life in the great post-industrial urban areas. Course readings and discussion will be organized around three scales of politics and food supply, global, national and local. We begin with sections on global markets, consideration of international relief as another kind of “market.” We follow the global scale to reflection on the national scale of food emergencies and food equity and conclude the course with examination of local responses to food disparity. By the end of the class we will understand some of the ways the local is affected by larger scale contexts. Come with an appetite to know more about it.
<b>Frank Lloyd Wright</b>	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.
<b>Gender, Race &amp; Class in the City</b>	Sanjukta Mukherjee <i>Women &amp; Gender Studies</i>	MW 2:40-4:10  Lincoln Park	What do London, Mumbai, L.A., São Paulo, New York, Algiers and Paris have in common? What are the similarities and differences between how a middle-class professional woman in Mumbai, a Latino migrant worker in California, a queer woman in Toronto and an Arab man in Paris experience the city? Some scholars are arguing that cities across the world are becoming increasingly similar due to the cross-border flows of peoples, cultures, media images, money and ideas. At the same time some cities continue to symbolize all that is “modern” and “developed” while others remain associated with “chaos, poverty, inefficiency and corruption.” Based on case studies from across the globe this course will take an interdisciplinary approach to introduce students to the changing role of cities in a globalizing world, new contours of inequalities that have emerged in them and how different people and communities are mobilizing in response to these changes. One of the main questions we will examine is how and why <i>different</i> people based on their social location and identities (in relation to



			race, class, gender, sexuality, nationality, religion, etc.) experience the city <i>differently</i> . We will use weekly class lectures, readings, group exercises and films to critically understand how cities are both shaped by <i>and</i> shape processes of global change, and the specific implications of these changes for particular places, peoples and communities.
<b>Generation X</b>	Molly Andolina <i>Political Science</i>	TTh 9:40-11:10 Lincoln Park	This course will explore the political culture of Generation X (the post-Baby Boomer generation). We will discuss how and why X'ers differ from older Americans – and the political consequences of these differences. We will review popular conceptions of X'ers, which includes reading the book that spawned the name, and then take some time to learn about how social science scholars study generations and then apply this to the socializing experience of X'ers youth and the attitudes and actions of their adulthood. We'll end with a comparison of X'ers to their successors – the DotNet generation.
<b>Global Warming &amp; the Media</b>	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.
<b>Globalization</b>	Carolyn Breitbach <i>Geography</i>	MW 9:40-11:10 Lincoln Park	This course provides an introduction to the some of the ideas behind the practices we understand as globalization. Not so long ago, few people lived in cities, only valuable goods were traded over long distances, and most people knew their own local settings intimately and little, if anything, about the rest of the world. Our circumstances are radically different, and it is the transition from the “traditional” world to the “modern” world that is the subject of this course. This transition – complex, varied and uneven as it is – cannot be properly understood without an understanding of its geography, and how the relations between power, knowledge and space enter into the heart of modernity.

			If we are to reflect critically on our own world and to intervene responsibly in its future, we need to understand how certain ideas became “globalized,” and the impact of these ideas in the physical transformation of space and society.
<b>Happiness</b>	Sheryl Overmyer <i>Catholic Studies</i>	MW 11:20-12:50 Lincoln Park	The question, “How can I be happy?” and the quest to answer that question are our common journey this focal point course. We’ll investigate this question as asked and answered by three different disciplines: psychology, philosophy, and theology. Our central question gives rise to related questions such as: (i) what are the potential constitutive elements of happiness? (ii) is happiness fully achievable – if so, how? and if not, why not? (iii) is happiness subjective, objective, or both? (iv) what does happiness have to do with morality? (v) how do friendship and the flourishing of the social good impact happiness? Students are asked to formulate their own informed responses to the course’s central theme at its conclusion.
<b>Harry Potter: Welcome to Hogwarts</b>	Heather Easley <i>Sociology</i>	MW 11:50-1:20 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.
<b>Hawaii: Kingdom, Territory, State</b>	Lori Pierce <i>American Studies</i>	MW 11:20-12:50 Lincoln Park	This course will explore the political, economic and social development of Hawai’i. Although the tourist gaze has long defined Hawai’i as a vacation destination, Hawai’i is a unique example of some of the ramifications of colonialism. The course will examine several moments in the history of Hawai’i by examining a series of Hawaiian concepts: <i>ho’ohuli mana’o</i> (conversion); <i>malama ‘aina</i> (loving and caring for the land); <i>ku’e</i> (political resistance and sovereignty).
<b>Heroes &amp; the Heroic in History &amp; Literature</b>	Eugene Beiriger <i>History</i>	TTh 9:40-11:10 Lincoln Park	From Homer to Herodotus, religious texts to comic books, heroes and their deeds have fired human imaginations and inspired cults and hero worship. They inspire us with their words, deeds, and courage. They are worthy of emulation and provide us with the means to measure our own successes and failures. They rise and they fall. They are challenged by both superheroes and antiheroes. They are extraordinary and they are ordinary. They include the marble heroes of myth and the flesh-and-bones heroes of 9/11. This course will examine some attempts to define the heroic, then look at seminal figures of the past few hundred years. The central idea is to explore the notion of the hero as metaphor and assess the

			function and construction of the heroic. We will examine some of the critical approaches to these topics as well as case studies on figures such as Abraham Lincoln, Frederick Douglass, Jane Addams, Albert Einstein, Mahatma Gandhi, Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez, Nelson Mandela, and John Lennon, as well as fictional heroes like Paul Baumer ( <i>All Quiet on the Western Front</i> ), Charlie Chaplin's Tramp ( <i>City Lights</i> ), and everyday heroes from newspapers.
<b>High, Pop, Counter, Sub: Issues of Identity in Modern Japanese Culture</b>	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.
<u>Note:</u> No prior knowledge of Japanese language is required.			
<b>Hobbits, Hippogriffs &amp; Heroes: Fantasy in Literature, Culture &amp; Society</b>	Scott Paeth <i>Religious Studies</i>	TTh 2:40-4:10  Lincoln Park	This course examines the role that the fantasy genre has come to play in contemporary Western society, ranging from the literature that we read, to the movies we watch, to the games that we play. The increasing prevalence of the fantasy motif within society has broad-ranging effects on how we see ourselves and the world around us. In examining this theme, the course will explore the literary, sociological, anthropological, and religious dimensions of the fantasy genre.
<b>How to Feed 7 Billion?</b>	Anthony Ippolito <i>Biological Sciences</i>	TTh 11:20-12:50  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?
<b>Identity, Freedom &amp; the Origins of African American Spirituality</b>	Chernoh Sesay <i>Religious Studies</i>	MW 1:00-2:30  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.
<b>In Cold Blood: A Study of American Violence</b>	Margaret Nellis <i>Writing, Rhetoric &amp; Discourse</i>	MW 11:50-1:20  Loop	<i>In Cold Blood</i> , Truman Capote's account of a mass murder for no motive or profit, has come to exemplify the seemingly random, meaningless crime that became symptomatic of America in the 1960s. Implicit in the story of the Kansas killings are larger questions about the social dislocations of the sixties and the failure of conventional morality to explain away the senseless violence we read about daily. This seminar will examine the influence the book has had on psychological studies of mass murderers, on the media's role in covering sensational crimes and on society's attitudes toward capital punishment. We will also look at the ethical questions raised by Capote's friendship with the two killers. Through discussion and writing we will attempt to understand the complexity of American violence.
<b>Langston Hughes</b>	Amor Kohli <i>African &amp; Black Diaspora Studies</i>	MW 2:40-4:10  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.
<b>Liberal Learning in the 21st Century: What Are You Doing Here?</b>	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
<p><u>Note:</u> This is a <b>hybrid</b> section, taught part online and part in class; class will meet weekly for 1.5 hours.</p>			

			on-line assignments which provide a foundation for activities we will engage in together during our face-to-face meetings. The hybrid nature of the course complements the combination of personal exploration and shared readings.
<b>Mysticism: Past to Present</b>	Benjamin Frazer-Simsner <i>Philosophy</i>	TTh 1:30-3:00 Loop	This course will examine the mystical traditions within the world's great religions. Whereas there is much to separate the Occidental thought of Judaism, Christianity, and Islam from the Eastern traditions of Hinduism, Buddhism and Taoism, when the mystical strain within each of these traditions is considered, a surprising similarity of beliefs, practices and experiences become evident. The religious vision and expression of a Christian mystic might appear to be virtually equivalent to that of a Sufi mystic or a Hindu or Jewish mystic. The great mystics of the ages, including Plato, Plotinus, Pseudo-Dionysius, Meister Eckhart, Ruysbroek, St. Theresa, Hadewijch, Julian of Norwich, St. John of the Cross, Rumi, Lao Tzu, Chuang Tzu, and Bataille will be examined. This course will examine the history of both Occidental and Eastern mysticism along with its socio-political significance. Seeking to pass over and through the rational and speculative religious thought of the divine, mysticisms enter into an experience with what is often termed the <i>mysterium tremendum</i> , the awe-inspiring mystery. Existing beyond rational discourse, this experience can neither be adequately expressed in nor arise from out from a specific cultural, ethical, and biological background. It has its own structure, which can only be expressed in poetry, music, imagery, or in negative theology. Consequently, we will examine the mystical experience of both men and women from a variety of cultures.
<b>The New German Cinema</b>	Joseph Suglia <i>Writing, Rhetoric &amp; Discourse</i>	Th 6:00-9:15 PM Lincoln Park	The cinema is far too rich of a medium to be limited to entertainment. During the German Festival for Short Films in 1962, twenty-six young German filmmakers composed the <i>Oberhausen Manifesto</i> , which declared that a new cinema had come into being, the purpose of which was to unsettle one's established notions of the ways in which society and culture function. This seminar will focus on the origins and development of this "New German Cinema." Some of the most exciting films of the German New Wave will be screened and studied – by Alexander Kluge, Werner Herzog and Rainer Werner Fassbinder – but also the work of their deeply serious successor, Michael Haneke. The course will be conducted exclusively in English.
<u>Note:</u> No knowledge of German required.			
<b>The Parthenon &amp; Sacred Spaces</b>	Catherine Zurybida <i>History of Art &amp; Architecture</i>	MW 1:00-2:30 Lincoln Park	The Parthenon is one of the most recognized monuments in the western world. It is admired for the beauty of its architecture, the realism of its sculpture, and the ideas of an ancient society that it evokes. However, we seldom truly think of it as a religious building, and few people know what kinds of things happened there. In the same way, we seldom ask ourselves how certain places become holy, why temples are rebuilt on top of the ruins of temples, churches above



			earlier churches, mosques on the site of synagogues, museums in the buildings that previously functioned as churches. This seminar will explore these ideas and connect them. We will not only understand the Parthenon better in knowing more about it, but understand the sacred spaces in our own culture more consciously.
<b>Real Cavemen</b>	Marco Aiello <i>Anthropology</i>	MW 1:00-2:30 Lincoln Park	This course will focus on a specific question regarding human evolution: Who were the so-called “cavemen,” and what is their relationship to modern humans? There are several important reasons for focusing on this particular topic in human evolution. One is to separate myth from reality with regard to these early beings who came to be popularly known as “cavemen.” A second issue is whether these beings are direct ancestors to modern humans, or a side branch that became extinct. A third concerns the issue of human diversity, which, during the last 200 years or so, many scientists have characterized as racial.
<b>The Real CSI: Forensic Science &amp; Media Depiction</b>	Rachel Scott <i>Anthropology</i>	TTh 9:40-11:10 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?
<b>Run Forrest Run</b>	Casey Bowles <i>First-Year Program</i>	M 5:00-8:15 PM Loop	Running seems like such a simple activity. Simply put one foot in front of the other at a quicker rate than normal and you are on your way. In addition to its perceived simplicity physically it also is an activity that many people have had experience with since they were young. People might reminisce about their experience running around the yard, chasing friends on the beach, and felt the rush that comes with moving at a greater speed than normal. However, as we got older the idea of running changed. Particularly for those involved with team sports, running might have shifted from being a fun activity to a form of punishment. Our passion for running diminished where it became a necessary

			<p>evil. Perhaps you are one of those people who swore they would never run again after being required to do so in physical education classes or as a participant in a team sport. Or maybe the amount of injuries you experienced running has made you steadfast in your decision to never run again. Despite our hostility towards running there are those that have a passion for the activity and truly believe that it is inherent within all of us to be runners. It is in our “DNA” to run and the more in touch we are with this notion the better we will come to know ourselves. This course will examine the endurance running community through several different lenses. Students will learn about the history of endurance running all the way through its current iteration. Students will examine this community from several perspectives and the reasons why people decide to participate in such a basic activity that pushes them to the limit.</p>
<p><b>Samurai in History, Literature &amp; Popular Culture</b></p>	<p>Kerry Ross <i>History</i></p>	<p>TTh 1:00-2:30 Lincoln Park</p>	<p>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 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>
<p><b>St. Francis of Assisi’s Pilgrimage of Peace</b>  (FY@broad; by permission only)</p>	<p>Ken Butigan <i>Peace, Justice &amp; Conflict Studies</i></p>	<p>W 6:00-9:15 PM Lincoln Park</p>	<p>Saint Francis of Assisi changed his world -- and invites us to do the same! In this Focal Point Seminar, students will discover the young man from Assisi, Italy who became a powerful peacemaker and spread a new way of life throughout the society of his time. We will get to know and learn from this spiritual pioneer whose compassion for others, love for the earth, and work for peace and reconciliation has inspired people everywhere for the last eight centuries. Together, we will embark on an exciting pilgrimage - first, by studying the moving life and work of Saint Francis during Spring Quarter at DePaul, and then by retracing the saint’s steps in Italy, from June 15 to June 24, visiting places</p>

<p>This course is limited to students accepted into the <b>FY@broad</b> program within Study Abroad, and will be followed by an excursion to <b>Italy</b> during early summer. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: <a href="http://studioabroad.is.depaul.edu">http://studioabroad.is.depaul.edu</a> or click <a href="#">here</a>. <b>Application deadline: 2/15/2015.</b></p> <p><b>Note:</b> In place of LSP 112, students in the <u>Honors Program</u> receive credit for HON 102: History in Global Contexts.</p>			<p>where he built his movement of peace and spiritual transformation, including Rome and Assisi. Together, students and faculty will visit sites that ring with the spirit of Saint Francis in Assisi, Perugia, and Rome. Students will visit the Vatican, where Saint Francis received approval to establish the Franciscan order. Students will also take the opportunity to enjoy the beautiful Italian countryside, just as Saint Francis did. The program will explore the life and world of Saint Francis, study the power of pilgrimage, sharpen our own knowledge and skills as peacemakers, and experience the beauty and excitement of Italy!</p>
<p><b>The Trial &amp; Death of Socrates</b></p>	<p>Michael Naas <i>Philosophy</i></p>	<p>TTh 1:00-2:30  Lincoln Park</p>	<p>This course will focus on one of the most important trials, and, indeed, one of the most important events, in Western history and culture – the trial and death of Socrates. As a multi-disciplinary course combining philosophical, literary, and historical materials, we will look at the trial of Socrates from a variety of different perspectives - that is, as an historical event, as a drama at the center of some of the most beautiful and significant works of art in Western culture, and as the origin and inspiration for philosophy itself.</p>
<p><b>Werner Heisenberg: Uncertainty &amp; the Atomic Bomb</b></p>	<p>Carey Southern <i>Chemistry</i></p>	<p>MW 9:40-11:10  Lincoln Park</p>	<p>This course will focus on the person of Werner Heisenberg – a highly controversial figure in history. He was a renowned physicist, known for his development of quantum mechanics. He was also the head of the Nazi atomic bomb project. This course will address Heisenberg’s development of quantum mechanics, focusing on the importance of translating scientific discoveries to a non-scientific audience. The motivating forces in Heisenberg’s life that led to his decision to head the Nazi nuclear science program will be considered. The controversy surrounding his work on the fission project will also be addressed. The primary goal of these discussions is to reflect on situations in which nationalism or scientific discoveries come into conflict with personal ethics. Using the example of Heisenberg, various responses to these inner conflicts will be explored. Heisenberg’s life will be considered from scientific, historical, political, and philosophical points of view.</p>
<p><b>The World Cup: A Study of Sports’ Greatest Event</b></p>	<p>Philip Meyers <i>Political Science</i></p>	<p>MW 1:30-3:00  Loop</p>	<p>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</p>

			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.
<b>The World of Doctor Who</b>	Alan Ackmann <i>Writing, Rhetoric &amp; 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.
<b>Zionism &amp; the Israeli-Palestinian Conflict</b>	Daniel Kamin <i>International Studies</i>	TTh 11:20-12:50 Lincoln Park	In this course, we will study the conflict between modern Jewish nationalism and Palestinian nationalism in its many aspects by examining issues of roots and causes as well as the prospects for peace. Wider issues involving the Arab and Islamic world and the Jewish community will be explored for their impact on this conflict. Efforts at conflict resolution will be examined through exposure to diverse points of view. The course seeks to synthesize an examination of religion, nationalism, and ethnic identity in order to gain some insight into the possibilities for a peaceful resolution.
<b>Zombie Apocalypse</b>	Jaime Hovey <i>American Studies</i>	TTh 4:20-5:50 Lincoln Park	This course will look at how zombies are represented in different ways, at different historical moments, in novels, graphic novels, short stories, and films. Although there are several prototypical zombie novels in the nineteenth century, the zombie is a creature of late capitalism, representing twentieth and twenty-first century popular anxieties about immigration, disease, class, sexuality, gender, technology, race, national identity, and consumer culture, among other things. We will look at some origins of the idea of the zombie in Romantic and late Victorian literature, study imperialist accounts of Haitian voodoo that introduced the zombie in 1930s films, trace the evolution of the apocalyptic zombie during the Cold War and Civil Rights era, and analyze how zombie literature, films, and video games operate to criticize capitalism and consumer culture from the 1970s onwards.