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Yellow = FY@broad
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Focal Point Seminars (LSP 112)

Spring Quarter 2017

Office of the First-Year Program

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

Class	Instructor	Time/Campus	Description
The 50+ Year History of Doctor Who	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. Students will engage with their own writing through reviews of both specific shows as well as their own favorites. Students will come away with a better understanding of the role of Doctor Who in cultural history, become more thoughtful and engaged media critics, and view television with a more critical eye.
<u>Note:</u> This section has an extended class period to accommodate screenings.			
The Battle of the Little Bighorn	Robert Meyer <i>English</i>	TTh 2:40-4:10 Lincoln Park	On June 25, 1876, a pivotal event in American history, and specifically in the history of interactions between Native Americans and Americans of European heritage, took place. On this occasion, the U.S. Seventh Cavalry, commanded by Lt. Colonel George Armstrong Custer, was defeated by Sioux and Cheyenne warriors in what is now southern Montana. Sometimes referred to as the Battle of the Little Bighorn, Custer’s Last Stand, or The Battle of the Greasy Grass (a translation of the Sioux name for the location), this incident has been the subject of numerous debates, several films and countless books and articles. In this course, we will examine what is known about the major players, the cultural context and the historical ramifications of this remarkable confrontation. In so doing, we will strive to increase our understanding of 19th century America, and to develop insight about the cultural, political and other forces that shape our views of the past and the present.

<p>Buddhism in America</p>	<p>Lori Pierce</p> <p><i>African & Black Diaspora Studies</i></p>	<p>MW 11:20-12:50</p> <p>Lincoln Park</p>	<p>The history of Buddhism in the US can be traced back to the late 19th century, marked by both the arrival of Asian immigrants to the West Coast and Hawai'i, and the presence of Asian Buddhist teachers at the first World's Parliament of Religion held in Chicago in 1893. Since then, the experiences of Asian and Asian American Buddhists parallels the experiences of White Americans who adopted and subsequently adapted Buddhism for their own spiritual and religious purposes. At mid-century, second and third generations Asian American struggled to retain close ties to their cultural traditions even as White American artists, writers and musicians were using Buddhist tropes and symbols to embellish their work. By the last decades of the 20th century, Buddhist images and iconography were well integrated into American popular culture and Buddhist institutions representing every school and tradition in the world also existed in the United States. In this course we will examine these three waves of Buddhism and address the question— what is American about Buddhism in America? How have American cultures and values influenced the growth and development of Buddhist institutions? And, how have Buddhist beliefs and customs affected American culture. Although this course will not teach the philosophical concepts and religious principles that constitute the dharma, we will explore the development of Buddhist ethics in the context of social justice movements that address social inequality, race and gender discrimination, and environmentalism.</p>
<p>Burning Man & the American Festival Subculture</p>	<p>Jason Winslade</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>F 12:00-3:15</p> <p>Lincoln Park</p>	<p>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 festival's climax. The festival and its participants promote an ethos that emphasizes radical self-expression, decommodification, 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>China in Chinese & American Social Media</p>	<p>Li Jin Modern Languages</p>	<p>MW 2:40-4:10 Lincoln Park</p>	<p>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.</p>
<p>The Crack of the Bat: Writers & Writing on Baseball</p>	<p>Justin Staley <i>Writing, Rhetoric & Discourse</i></p>	<p>TTh 2:40-4:10 Lincoln Park</p>	<p>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.</p>
<p>Creativity & Adversity</p>	<p>Lin Kahn <i>Psychology</i></p>	<p>MW 9:40-11:10 Lincoln Park</p>	<p>This class will strengthen creative resources in response to life's universally shared experience of adversity. Through the 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, Mikhail Baryshnikov, and Misty Copeland 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 natural resource, creativity related to a thought provoking psychological model and religious view, and Freud's positive healthy defense mechanisms. The interdisciplinary course culminates in a self-designed transcending work of art through any medium.</p>

Devil in the White City	Janet Hickey <i>English</i>	MW 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.
The Emigrants: Image, Text, Trauma	Steve Harp <i>Art, Media & Design</i>	MW 2:40-4:10 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 20th century. 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.
FIFA & the World Cup	Philip Meyers <i>Political Science</i>	MW 1:00-2:30 Lincoln Park	When it comes to quadrennial sports celebrations, the modern Summer Olympics paved the way, with nations and competitors uniting to demonstrate great athletic ability for the world to see—and with medals awarded to the best. That wildly innovative idea was quickly and globally embraced, soon thereafter triggering a new “team-sport” entity known as the World Cup. Hosted initially by Uruguay in 1930, soccer’s World Cup was spawned. Its concept followed the Olympics, contested once every four years, and evolved into the planet’s most glorious event. The World Cup is about countries who battle, over one month’s time, to achieve immortal greatness, with an entire nation welcoming 32 qualifying teams within its borders and allowing millions to savor soccer’s different cultures. Students will study the World Cup’s origin, history and future—from a sole soccer festival to a showcase that facilitates players’ careers, endorsements and branding as well. After grasping the tournament’s history, students will delve into both the economics and politics of the World Cup—why host nations are selected, and what are the defining reasons of those decisions. Is it to “expand” the game, or

			might there be deeper factors? Politics, corruption, racism, sexuality, anti-Semitism and economics are only several factors why a country is granted custodianship of sports' crown jewel competition. Concluding our study, the class will effectuate a simulated bidding to become a future tournament host, absorbing all the factors learned over the quarter. That exercise will culminate with student submitting a writing that focuses on the effects in that country's perspective, and soccer as a whole.
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 11:20-12:50 Lincoln Park	Climate change is one of the most important environmental problems facing the world today. In this course, we will investigate the strength of scientific evidence that climate change is occurring. We will also investigate the evidence for various ways that it is affecting humans and ecosystems, such as how species that live in hot places have been shifting north. We will also be evaluating proposed solutions to the problem of climate change. We will address issues beyond that of scientific evidence. Communication about the issue is important to creating change—how do the news media cover the issue of climate change, and are people becoming informed? Also, how is a person's motivation to change affected by risk perception and sense of place, phenomena studied by psychologists? Besides the news media, art and literature are important means of communication. What have artists and writers done to communicate their concerns? Can art and literature motivate people to change in a way that merely learning the science can't?
Food & Politics	Cathy May <i>Political Science</i>	TTh 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.

<p>Frank Lloyd Wright: From Visionary to Scoundrel and Back</p>	<p>Melinda Wright <i>Public Service</i></p>	<p>M 9:00-12:15 Loop</p>	<p>Frank Lloyd Wright was one of the most famous—and infamous—thought leaders of his time. He broke the box and broke the rules of architecture, and society. This course explores 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 examines Wright’s formal and informal education and training and how his thoughts on art and architecture influence our present day homes. We examine how his views on ideal communities are still seen as cutting-edge and how his designs are focused on a deep respect for the environment. We 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. We see several of Wright’s architecture first hand.</p>
<p>Gender, Race & Class in the City</p>	<p>Sanjukta Mukherjee <i>Women’s & Gender Studies</i></p>	<p>TTh 2:40-4:10 Lincoln Park</p>	<p>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.</p>
<p>Generation X</p>	<p>Molly Andolina <i>Political Science</i></p>	<p>TTh 9:40-11:10 Lincoln Park</p>	<p>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</p>

			the attitudes and actions of their adulthood. We'll end with a comparison of X'ers to their successors – the DotNet generation.
Globalization	Maureen Sioh <i>Geography</i>	MW 2:40-4:10 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.
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.
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.
Hobbits, Hippogriffs & Heroes: Fantasy in Literature, Culture & Society	Scott Paeth <i>Religious Studies</i>	MW 1:00-2:30 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.

<p>How to Feed 7 Billion?</p>	<p>Anthony Ippolito <i>Biological Sciences</i></p>	<p>T 6:00-9:15 PM Lincoln Park</p>	<p>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?</p>
<p>Hurricane Katrina</p>	<p>Thomas Krainz <i>History</i></p>	<p>MW 8:00-9:30 Lincoln Park</p>	<p>This course will examine the different narratives concerning Hurricane Katrina, New Orleans, and the Gulf Coast. The class will progress through a range of primary and secondary sources, introducing students to a variety of disciplines and methodologies. The class will generally progress from primary to secondary sources during the quarter. Students will grapple with newspapers (both news items and columns), weekly periodicals, oral interviews, videos, photography, memoirs, film, political tracts, historical accounts, and in-depth investigative reporting. By exploring these different sources, by asking plenty of critical questions, and by thinking about the material through discussions and writings, students will by the end of the quarter have an understanding of strengths and weakness of each source material and methodology. This will be a reading intensive class.</p>
<p>Imagining Ireland: Travel Literature</p>	<p>Barbara Schaffer <i>Women's & Gender Studies</i></p>	<p>TTh 4:20-5:50 Lincoln Park</p>	<p>For this program, students will look at the many reasons people travel and write about their experiences. We will read, and of course, write, about the journey we will take to Dublin and the journeys you have taken. Our particular focus will be on travel literature on County Dublin (Réigiúin Átha Cliath)—Dublin and its environs. What is it that makes people want to travel to there? How is it imagined in our minds, and what do we hope to find when we go there? These are some of the questions we will be asking, as we read classic and contemporary pieces of travel writing during the classroom portion of the class. We will explore Celtic Ireland in story and in reality, the image of the “Celtic Tiger,” and its cultural and social influences on travelers of all sorts, and the writings of those whose roots remain there. And then... we will experience and retrace some of those very steps of those travel writers, as we explore Dublin on our own. We’ll visit sites such as Trinity College and the Book of Kells, the Dublin Writers Museum, the National Museum, and more. We will have guest lectures from experts in the field of travel writing and tourism, and we will take day trips to the sites of pre-historic Ireland, to name a few of <u>our</u> activities.</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 Ireland 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: 2/1/2017. In place of LSP 112, students in the Honors Program receive credit for an Honors Fine Arts Elective.</p>			

Inequality of Life Expectancy in Chicago	Judith Singleton First-Year Program	TTh 1:00-2:30 Lincoln Park	<p>Life expectancy is influenced by geography, location and neighborhood. In the city of Chicago, life expectancy varies by 17-20 years depending on where you live. With a service learning component that will focus on a Chicago neighborhood, this course seeks to explore and examine disparities in life expectancy in Chicago. The class aims to teach students about how to conduct ethnographic research and write about their experiences. Questions the course will address include: What is ethnography? What is critical ethnography? How do I form an argument and use evidence I've collected to write an ethnographic paper? How do I use and integrate theory with ethnography?</p>
James Joyce & Samuel Beckett: Dubliners in Paris	David Gardiner <i>English</i>	MW 2:40-4:10 Lincoln Park	<p>This course explores the complex relationship between two major writers of the twentieth century, the Dubliners James Joyce and Samuel Beckett. It studies a sample of their works, from critical essays, to short stories, to novels, and plays in order to grasp the continuities and contradictions within both authors' oeuvres. This course examines Joyce and Beckett's relationship and the ways in which the two predominantly defined modern and postmodern writing. In addition, we will focus on Dublin at the turn-of-the-century and Paris in the late 1920s and 1940s, a time when both were living as "Irish cosmopolitans" in France. In addition to grasping the absorbing literary cultures of both Dublin and Paris, we will address the significance of both authors' works – works which question the elevated and the everyday, the difficulty of communication and writing, the habits of our daily life, and the nature of our existence. This intertextual course combines history, biography, literary and philosophical inquiry asking such questions as: What is the nature modern literature? What significance does "exile" contribute to art? What constitutes modernist/postmodern writing? What is the lasting influence of these authors on contemporary literature? Wherever possible, coursework will be supplemented with multimedia materials, including plays, films and interactive works.</p>
Langston Hughes	Amor Kohli <i>African & Black Diaspora Studies</i>	MW 11:20-12:50 Lincoln Park	<p>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</p>

			reading and analysis of poetry, reflecting Hughes's prominence as a major African American poet.
Majestic Michelangelo	Susan Solway <i>History of Art & Architecture</i>	TTh 11:20-12:50 Lincoln Park	This course focuses on the extraordinary life, times, and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the so-called Italian Renaissance, an age that witnessed the flourishing of an expanded artistic, scientific, and humanistic culture. His lasting masterpieces include some of the most famous artworks of all times: the <i>Pietà</i> , <i>David</i> , <i>Moses</i> , the frescoes of the Sistine Chapel, and the Vatican church of St. Peter's. Who was this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and created works that profoundly influenced and transformed Western culture? What cultural forces shaped his thoughts and molded his values? Why has this incomparable individual come to personify his age to the extent that his name has become synonymous with it? Our class seeks to answer these and other questions and to understand Michelangelo as a creator whose brilliant achievements define, reflect, and illuminate the time, place and culture in which he lived. It focuses on a man whose immense and diverse talent, intelligence, and reverence for classical art left a lasting mark on the art of future ages up to the modern period.
Malcolm X	Chernoh Sesay <i>Religious Studies</i>	TTh 2:40-4:10 Lincoln Park	This course examines the life and meaning of Malcolm X in his own lifetime and considers discussions about the significance and impact of his legacy. It will interrogate the idea that Malcolm X/El-Hajj Malik El-Shabazz represented a militant black racist who supported racial segregation and sought violent retribution against racist white people. The course will explore Malcolm's life and legacy by using the tools from three different academic disciplines: literary studies, history, and cultural studies. Students will use biography and literary analysis to investigate Malcolm's life from his own perspective and they will think about how Malcolm's religious and political perspectives change in important ways over the course of his rich but short life. Students will consider how historians have explained Malcolm's importance relative to the Civil Rights Movement, the Black Power Movement and African American Islam. This historical discussion that contextualizes Malcolm's life will allow the class to loop back to biographical and autobiographical questions of Malcolm's life raised by a literary studies approach. Students will then utilize their biographical and contextual understanding of Malcolm's life to discuss how films shape the memory of Malcolm and inform discussions about the importance of his legacy for thinking about race, gender, and social activism.

<p>The Many Faces of Berlin</p>	<p>Julia Woesthoff <i>History</i></p>	<p>TTh 4:20-5:50 Lincoln Park</p>	<p>Berlin is one of the most dynamic and interesting cities within Germany due to its particular political, cultural and historical background: as the former and current capital of the country, its peculiar history as a divided city within a divided country, and last not least its multicultural past and present. “The Many Faces of Berlin” will introduce students to the more well-known aspects of the city’s history, including the evolution of its large Jewish community and the devastating impact of World War II. It will also focus, however, on the less well-known postwar developments of labor migration, the growing Turkish-Muslim community and the imprint it has left on the city. During the course, we will be exploring the following questions: Why did Germany attract such a large number of immigrants? What made Berlin in particular such a popular destination? Why did many immigrants stay? Where did they settle? How did the native population react to these developments? Overall, how has this evolving multiculturalism shaped the city? During our time in Berlin following the Spring Quarter, we’ll be visiting sites where momentous political decisions were made, such as the old Reichstag—now once again the seat of the German federal government—and explore what happened to the many structures that housed a multitude of Nazi offices that decidedly shaped the face of the city. We want to explore just as much, however, the traces of the old neighborhoods of the Jewish community before moving on to the postwar period and the new arrivals in Berlin.</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 Germany 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.</p> <p>Application deadline <u>extended</u>: 2/15/2017.</p> <p>In place of LSP 112, students in the Honors Program receive credit for HON 102: History in Global Contexts.</p>			
<p>On Revolution</p>	<p>Bill Martin <i>Philosophy</i></p>	<p>T 6:00-9:15 PM Lincoln Park</p>	<p>“Revolution” and related terms are much overused in our society, now often associated with consumer goods, as in a “revolutionary” new laundry detergent or braking system for a car, etc. Then again, certainly there are “revolutions in production,” as Marx put it, where there are truly new things and new ways of doing things. Are there moments when something new emerges in other areas of life, for instance politics, science, or art? Is there anything “new under the sun”? If so, are these now things of the past, is the age of revolution finished? In politics there was a series of revolutions that defined the modern period, from the English Revolution of 1642, to the American and French Revolutions of 1776 to 1789. Compared to the French Revolution, it is sometimes argued that the American Revolution was not a “real” revolution, featuring, as it did, a horrifyingly-brutal slave system in half of its territory. Despite this, there did seem to be some elements of the American Revolution that were genuinely new, “historical contributions” so to speak. Is there a way to form a philosophical model of the “new,” such that this question can be pursued in a systematic way? Before getting into heavily loaded political questions, it may help to ask about the new in science and art. When Einstein brought forward his theories of special and general relativity, for example, it was said that he “overthrew” the</p>

			<p>previous model of Newtonian mechanics. For most “physics” questions in everyday life, however, the Newtonian model works fine, so what does this idea of a revolution in physics mean? In the arts, I would like to specifically focus on twentieth-century music, not only Western classical music, but also the emergence of jazz and transformations in jazz, and the same for rock music. Finally, if we are able to develop a model, or some proposals for models, I would like to look at the major revolutions on the twentieth century, especially those in Russia and China, and, lastly, I would like to ask if it is possible that the “age of revolutions” is somehow “over,” or if revolutions in politics are still possible.</p>
<p>Opera & Revolution</p>	<p>Lucia Marchi <i>Modern Languages</i></p>	<p>MW 1:00-2:30 Lincoln Park</p>	<p>Mozart’s <i>The Marriage of Figaro</i> – one of the greatest masterworks of opera – was created in 1785, in the stormy years between the American and the French Revolutions. How much did the ideas of liberty and equality play a role in the opera? And how was the work received by audiences around Europe? This class explores Mozart’s opera and its libretto (by Lorenzo Da Ponte) in the context of the cultural and historical climate of the time. Through the analysis of the aesthetics of Italian opera we will try to understand how a “revolutionary” message could be projected on an operatic stage, and what was the function of opera in promoting political and social change.</p>
<p>The Pilgrimage of Peace & Justice</p>	<p>Ken Butigan <i>Peace, Justice & Conflict Studies</i></p>	<p>M 6:00-9:15 PM Lincoln Park</p>	<p>The ancient ritual of pilgrimage, found in many cultural and religious contexts, is a meaningful journey undertaken for the purpose of transformation. This course will use the theory and cross-cultural practice of pilgrimage (drawing from a range of religious and non-religious contexts) to: (1) explore how initiatives for peace and justice are journeys for transformation and meaning, and (2) identify and engage tools derived from this framing, which students can use to explore the potential for transformation in the journey of their lives, their communities, and their world. This course will use resources from three disciplines to understand the pilgrimage of peace and justice: ritual studies, religious studies, and nonviolence studies.</p>
<p>Pompeii: Hidden City</p>	<p>Catherine Zurybida <i>History of Art & Architecture</i></p>	<p>TTh 4:20-5:50 Lincoln Park</p>	<p>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,</p>

			maps and other visual resources are crucial to creating an integrated understanding of a historical place or moment.
The Real CSI: Forensic Science & Media Depiction	Rachel Scott <i>Anthropology</i>	MW 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?
Scotland, Mo Chridhe [My Heart]	Heather Easley <i>Sociology</i>	TTh 11:20-12:50 Lincoln Park	Scotland is a country that has been subjected to a great deal of historical study, both of the accurate and inaccurate variety (our deepest apologies to the late, great William Wallace). In this course, we will examine this fascinating civilization from an historical lens as well as a more modern application of both political science and sociology. We will discover how the 18th-century Jacobite Uprising, which led to the Battle of Culloden in the Scottish Highlands, impacted the Scots hundreds of years ago, and how those events still have an impact on Scotland today. The recent referendum vote regarding Scottish independence from Great Britain is deeply rooted in Scottish history. We will examine how Scottish politics and culture were impacted and targeted by ethnocentrism and England’s powerful rule. We will also discuss the Scots’ place in the American Revolution, and how both events of the past and today’s modern society are forever intertwined with one seminal battle in 1746.
Sexual Orientation & the Law	David Lysik <i>Religious Studies</i>	TTh 11:50-1:20 Loop	This seminar is a selective introduction to the legal treatment of sexual orientation in the United States. The class will investigate the interaction between the law and broader attitudes about sexual orientation by exploring how social, cultural and political forces shape, and are shaped by, legal doctrine. Students will examine the subject from several legal perspectives, including constitutional, criminal, family, and nondiscrimination law.

<p>Simple Heroes in Russian Literature</p>	<p>Liza Ginzburg <i>Modern Languages</i></p>	<p>Th 6:00-9:15 PM Lincoln Park</p>	<p>Russian Literature of the 19th century is a panorama of portraits of simple men in the Romantic, realistic, and even existential works of the greatest Russian writers: Alexander Pushkin, Mikhail Lermontov, Alexander Karamzin, Nikolai Gogol, Fedor Dostoevsky, Leo Tolstoy, Ivan Turgenev, and Anton Chekhov, among some others. A simple hero lives in the capital and in provinces; he vainly attempts to become a real hero – and fails, ending as a lonely, insignificant, superfluous man. Instead, a heroine takes the leading place in the Russian artistic works of the 19th century. Reading material of the course includes not only original works of poetry and prose, but also film and theatre versions of the studied texts. Inter-generic, synaesthetic approach, as well as gender study and psychology, enhance traditional interpretation of a literary text.</p>
<p>Soap Operas</p>	<p>Blair Davis <i>Communication</i></p>	<p>TTh 1:30-3:00 Loop</p>	<p>This course will use the phenomenon of the soap opera as a way of exploring larger issues of culture, literary studies and visual media. Soap operas have had a longstanding media presence across multiple forms – several soap operas that began on radio in the 1930s and 40s made their way to television in the 1950s, numerous programs that began on television in the 1970s are still ongoing decades later, while the 1970s soap opera Dark Shadows was recently adapted into a feature film. Furthermore, soap opera aesthetics have made their way into such diverse media forms as prime-time television dramas and comic books, as the combination of serialized narratives and melodramatic plot structures has proven increasingly popular among a wide range of audiences. Undertaking a threefold approach through cultural studies, literary studies and media studies, students will examine what soap operas can tell us about how we understand such issues as gender, class, race, sexuality, love and death. We will also use the soap opera as a way of analyzing how readers engage with imagery and meaning via the written word, and by comparison how representation is constructed in media such as film and television. Students will be required to participate regularly in class discussions with both the instructor and their peers, as we engage in close readings of a variety of literary and visual texts. Students will also “workshop” completed papers as well as work-in-progress with their peers and the instructor in various weeks as a way of building skills in essay outline and thesis development, preparation and editing of essay drafts, and the considerations involved in the use of primary and secondary sources.</p>
<p>Social Injustices in Prison: Race, Gender & Food</p>	<p>Barbara Tilley <i>Writing, Rhetoric & Discourse</i></p>	<p>TTh 11:20-12:50 Lincoln Park</p>	<p>Prison is not a place that most of us know anything about, nor do we want to know. Almost all people who go to prison disappear and become invisible because of their race, their gender, their age, their life experiences, and many other contributing factors that lead to the inherent erasure of self in an isolated com-</p>

			<p>munity. Moreover, we rarely hear from the prisoners themselves, and we certainly never hear their individual voices and why should we? What can prisoners teach us about our criminal justice system? What can we learn from their life experiences? Why should we listen to invisible people? How can they help us change the world and specifically the American prison system? This course attempts to answer these questions and others by examining the American prison system through social injustices committed against prisoners because of their race and gender. Moreover, this course also explores those social injustices that occur through the feeding of poor food, which is an insidious and little discussed way of controlling and punishing all prisoners. Students will read Erika Camplin's <i>Prison Food in America</i> (2016) and learn about how food—the most basic of necessities—is used as a means of manipulation and torture in prison. However, a revolution has occurred among American prisoners that this course will examine in detail: there is a food created by prisoners called “spread.” These meals are a medium through which prisoners find a sense of freedom and learn to trust one another, find a creative outlet through food, and create a community in prison. This course uses academic scholarship from sociologists, anthropologists, law, specifically civil rights law, and gender studies. As well students will read highly personal narratives by prisoners, and watch documentary films, which shed light on the social injustices that are experienced by people in the American prison system.</p>
The Trial & Death of Socrates	Ben Frazer-Simser	MW 10:10-11:40 Loop	<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>
The Walk/er	Heather McShane <i>Writing, Rhetoric & Discourse</i>	MW 1:30-3:00 Loop	<p>What happens when we go for a walk? What or whom do we encounter? What if we do more than just passively put one foot before the other? What if we consider walking as inspiring or even purposeful? In this course, we will investigate these questions and others as we look at the impacts of walking in literature, contemporary art, and sociopolitics. We will consider the works and actions of such people as writers Guy Debord, Frank O'Hara, Li Po, Robert Walser, and William Wordsworth; artists Marina Abramovic, Janet Cardiff, Tehching Hsieh, Richard Long, Bruce Nauman, Yoko Ono, and Adrian Piper; activists Mahatma Gandhi and Martin Luther King, Jr.; and oral historian Studs Terkel. We will read from Rebecca Solnit's seminal book on the history of</p>

			walking, <i>Wanderlust</i> . As a group and separately, we will walk. Additionally, walking will serve as the basis for a creative project and a research paper.
Women's Confessions	Laura Durnell <i>Writing, Rhetoric & Discourse</i>	MW 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 these questions 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 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 civilization’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.
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