



updated 1/2/2017

Yellow = FY@broad
Application deadline **Nov. 15, 2016**

Focal Point Seminars (LSP 112) Winter Quarter 2017

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Class	Instructor	Time/Campus	Description
Anne Sexton: Confessional Poet	Laura Durnell <i>Writing, Rhetoric & Discourse</i>	MW 9:40-11:10 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.
Apartheid in 20th- Century South Africa	Clement Adibe <i>Political Science</i>	MW 11:20-12:50 Lincoln Park	As we reflect upon the last century from the vantage point of the 21st century, apartheid stands out as one of the most intriguing and oppressive political ideas and practices of the 20th century. Developed by the Afrikaners of South Africa, apartheid emphasized the "separateness" of races as the organizing principle of social, religious, economic and political life in a multinational state. For nearly half a century, apartheid was enforced through a combination of laws, religious indoctrination, socialization and, above all, the pervasive use of coercion. In 1994, following several decades of sustained domestic and international opposition, the policy and practice of apartheid officially ended in South Africa. This course will focus on two important areas of inquiry. The first is how to explain the emergence of apartheid as the predominant form of political organization in 20th-century South Africa. The second focus of the course will be on the lessons humanity can

			draw from the apartheid experiment as we continue our prolonged quest for meaningful and harmonious co-existence of peoples and cultures within the framework of one political entity.
Art & Technology	Jeff Carter <i>Art, Media & Design</i>	T*Th 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.
Artistic Influences in Contemporary Mural Art	Mark Elder <i>Art, Media & Design</i>	T*Th 9:40-11:10 Lincoln Park	This class will concentrate on mural painters and their influence in the art world through history. Mural making has been around as long as humankind. This class will explore the influences that affected the great muralists starting with Giotto, Michelangelo, and Raphael. In turn, the student will examine their effects on later muralists such as Benton and Siqueiros. Then finally, the student will see how these muralists affected the contemporary muralists (local and international) like William Walker, Richard Haas, Olivia Gude, and of course Banksy.
Battlestar Galactica & the Post-9/11 Universe	Rebecca Johns-Trissler <i>English</i>	MW 2:40-4:10 Lincoln Park	The 1970s cult classic sci-fi television show <i>Battlestar Galactica</i> showed humans at war with their cyborg creations, the Cylons – and asked viewers to question just what it is that makes us human. In the months after the terrorist attacks of September 11th, however, producers Ronald D. Moore and David Eick re-imagined the show as a statement not just on our common humanity, but on the questions faced by democratic societies, governments, and militaries in the aftermath of acts of terrorism. This course will introduce students to the 2003 mini-series and all four seasons of the Moore/Eick version of <i>Battlestar Galactica</i> (2004-9) with an eye towards understanding the relevant historical, political, religious, cultural, and aesthetic lenses by which we can analyze the show. Students will engage with their own writing by comparing the events of the show to a real-life historical event, coming away with a better understanding of <i>Battlestar Galactica</i> as a post-9/11 cultural touchstone. PLEASE NOTE: The readings occasionally refer to episodes we will watch later in the quarter; I cannot guarantee a spoiler-free experience.
Capitalism & Democracy	Katherine Ibat-Arens <i>Political Science</i>	MW 1:00-2:30 Lincoln Park	What is the relationship between capitalism and democracy? Western free-market (laissez faire) capitalism is argued to free individual actors to pursue personal gain, offering opportunity for all. At the same time, as this way of doing business comes to dominate countries across the globe: 1) more and more wealth and resources

			<p>have become concentrated in the hands of fewer and fewer people, and 2) there is less opportunity for democratic participation of workers (through unions, for example) and small business (as opposed to big business). Conversely, in non-democratic or semi-democratic Asian countries (as well as a few European welfare democracies) where “unfettered” capitalism has yet to completely take root, there is a more equitable distribution of wealth throughout society and workers have a greater voice in economic processes. Clearly there are other forms of capitalism than the Western (U.S.) free-market model, but what are they and how do they compare? These issues are explored through a critical examination of the intellectual history of notions of capitalism and democracy in core texts. This is stimulated via class discussion, debates and weekly “think pieces” (short essays prompted by a critical question relating to class readings and lectures).</p>
<p>Chicago: City on the Make</p>	<p>Salli Berg Seeley</p> <p><i>Writing, Rhetoric & Discourse</i></p>	<p>W 6:00-9:15 PM</p> <p>Lincoln Park</p>	<p>Nelson Algren’s long, broken-hearted love poem to Chicago was eventually published in 1951 as a slim volume entitled <i>Chicago: City on the Make</i>. Algren writes that “[i]t isn’t hard to love a town for its greater and its lesser towers, its pleasant parks... Or for its broad and bending boulevards... But you can never truly love it till you can love its alleys too.” Algren takes us through those alleys, tracing the city’s more unsavory history from its prairie swampland days through the immediate post-WWII era. This is Algren’s Chicago, seen through his unique lens and lyrically written in his particular take on late 1940’s slang. We will be studying <i>City on the Make</i> as a work of prose poetry and as a political treatise celebrating nonconformity in a period in American history when submission to social and political conventions was the status quo. We will also be comparing Algren’s perspective with more traditional and objective historical accounts and uncovering the truths and myths about the colorful characters inhabiting politics, pop culture, and the underground of Chicago’s past.</p>
<p>China’s Environmental Challenge</p> <p>(FY@broad; by permission only)</p>	<p>Phillip Stalley</p> <p><i>Political Science</i></p>	<p>TTh 9:40-11:10</p> <p>Lincoln Park</p>	<p>Since opening its doors to the outside world in 1978, no country has climbed the economic ladder as quickly as China. Although this rapid growth has lifted a quarter of a billion people out of poverty and returned China to prominence on the international stage, it has also placed a tremendous strain on the natural environment. In terms of air pollution, sixteen of the twenty most polluted cities in the world are in China. Over two-thirds of Chinese cities suffer from water shortages. The concern of many both inside and outside of China is that the current rate of environmental damage is not sustainable and threatens to reverse many of the achievements of the recent decades. This class will introduce you to China and, in particular, familiarize you with the causes and consequences of China’s environmental challenge. We will visit Beijing, China’s political and cultural capital, whose rich history dates back more than 3,000 years. During our nine-day stay, we will meet with environmental experts and average citizens so that</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 China during spring break. 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 extended to: 11/15/2016.</p>			

<p>In place of LSP 112, students in the Honors Program receive credit for an Honors Approved Elective.</p>			<p>you can better appreciate the Chinese perspective on environmental protection. We will also explore neighborhoods, visit museums, and tour some of China's most famous cultural sites such as the Great Wall, Tiananmen Square, Forbidden City, and Summer Palace. You will leave the course with a better understanding of the world's most important rising power and the challenges it faces as it seeks to cement its role as a 21st century superpower.</p>
<p>Climate Change & the Media</p>	<p>Bala Chaudhary <i>Environmental Science & Studies</i></p>	<p>MW 11:20-12:50 Lincoln Park</p>	<p>The focal point of this seminar is the portrayal of climate change in the media. The coverage of climate change 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 climate change? The seminar will finish by giving each student a chance to be a journalist.</p>
<p>Cloning & Biotechnology (2 sections)</p>	<p>Terry Fitzpatrick <i>Biological Sciences</i></p>	<p>MW 8:00-9:30 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>William Gilliland <i>Biological Sciences</i></p>	<p>T 1:00-4:15 Loop</p>	
<p>Disney's World</p>	<p>Janelle Walker <i>First-Year Program</i></p>	<p>TTh 11:50-1:20 Loop</p>	<p>The influence of Disney in shaping American culture from the 1950's onward is undeniable. In this course, we will explore the depths and subtleties of this influence by looking at selected original Disney “texts” – movies, characters, theme parks, attractions, merchandise, and official publications – from the perspectives of several disciplines. Starting from a historical perspective, we will see not only how Disney's development has been affected by historical and political movements in the US, but also how Disney has portrayed these movements and historical figures, and the complicated relationship between changing times and changing Disney</p>

			texts. Through the lens of Gender Studies, we will look at Disney’s treatment of femininity, masculinity, and sexuality, while Disney portrayals of race, ethnicity, and world cultures will be examined from a Cultural/American Studies perspective. Readings and class discussions will explore how American worldview in general is shaped by Disney creations. Lastly, we will look at the influence of Disney architecture and design on “real” urban spaces and the built environment. How do “Main Street USA” at Walt Disney World and Disney’s utopian town of Celebration influence our thinking about our own towns and cities? How and why has the Disney model of clean, uncomplicated tourism spread to so many other American sites?
Domestic Workers in the U.S. Economy & Beyond	Carolina Sternberg <i>Latin American & Latino Studies</i>	MW 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.
Emerging Diseases: The Human-Wildlife Connection	Dennis Meritt <i>Biological Sciences</i>	MW 11:20-12:50 Lincoln Park	The course is an examination of human-wildlife diseases as a consequence of human intrusion into wild places. Global warming, associated climate change, increased global trade and travel, deforestation and urbanization have resulted in more human contact with wildlife. The course examines what factors may have contributed to in an increase in newly emerging diseases that normally are restricted to wildlife, rarely crossing to humans. The course will focus on those human-wildlife diseases of current concern. Students will have the opportunity to read, analyze and write summary discussion papers for weekly class presentation and discussion. Each student will have the opportunity to participate and share their views in each class. Information for these assignments will be taken from readings in a variety of disciplines. These include, but are not restricted to, the study of infectious disease, veterinary medicine, engineering, computer science, natural history, wildlife management, conservation, economics and philosophy. Students will be assessed based on their attendance, class participation, performance on quizzes and examinations, as well as on a final research paper and associated oral presentation.
Endangered Species and Habitats	Dennis Meritt <i>Biological Sciences</i>	MW 2:40-4:10 Lincoln Park	This course will work to develop a definition of “endangered” and see how well the definition works as it applies to a range of life forms, including plants, animals, and natural habitats. The course will explore the probable causes of endangerment, consider the impact of our own species as well as that of natural occurrences,

			discuss possible solutions, and explore ways people can become involved and affect a long-term solution.
Evolution & Intelligent Design	Scott Paeth <i>Religious Studies</i>	TTh 2:40-4:10 Lincoln Park	This course explores the controversy surrounding the relationship of the theory of Intelligent Design to the field of Evolutionary Biology. Through the examination of the theological, scientific, social, and cultural ideas and symbols that define this issue, students will analyze the question of what it is that defines both religion and science, and what, if any, distinction there is between the two.
FIFA & the World Cup	Philip Meyers <i>Political Science</i>	TTh 4:20-5:50 Lincoln Park	When it comes to quadrennial sports celebrations, the modern Summer Olympics paved the way, with nations and competitors uniting to demonstrate great athletic ability for the world to see—and with medals awarded to the best. That wildly innovative idea was quickly and globally embraced, soon thereafter triggering a new “team-sport” entity known as the World Cup. Hosted initially by Uruguay in 1930, soccer’s World Cup was spawned. Its concept followed the Olympics, contested once every four years, and evolved into the planet’s most glorious event. The World Cup is about countries who battle, over one month’s time, to achieve immortal greatness, with an entire nation welcoming 32 qualifying teams within its borders and allowing millions to savor soccer’s different cultures. Students will study the World Cup’s origin, history and future—from a sole soccer festival to a showcase that facilitates players’ careers, endorsements and branding as well. After grasping the tournament’s history, students will delve into both the economics and politics of the World Cup—why host nations are selected, and what are the defining reasons of those decisions. Is it to “expand” the game, or might there be deeper factors? Politics, corruption, racism, sexuality, anti-Semitism and economics are only several factors why a country is granted custodianship of sports’ crown jewel competition. Concluding our study, the class will effectuate a simulated bidding to become a future tournament host, absorbing all the factors learned over the quarter. That exercise will culminate with student submitting a writing that focuses on the effects in that country’s perspective, and soccer as a whole.
Gambling & Games of Chance	William Chin <i>Mathematical Sciences</i>	T 6:00-9:15 PM Lincoln Park	Two of the popular played games of chance are blackjack (twenty-one) and poker. These games form the most interesting examples of games of chance where risky decisions can profitably be made based on probability theory and game theory. Of particular interest is the theory and practice of card-counting in blackjack, and the mathematics and psychology of poker strategy. We shall deal with the basics of such analyses and indicate how they have been developed. Some requisite rudimentary probability theory statistics and their foundations will be introduced. The theory shall be reified with examples, concrete problems and live play, all tied in with mathematical and psychological theory. We will examine these and other games of chance, focusing on how they are played with positive expectation (or not). Fallacies regarding gambling and their psychological bases will be discussed in

			the context of games, and generalized to other decision-making processes. Moral, cultural and legal issues surrounding gambling will also be addressed.
Going Green: Digging up Roots, Finding Treasures	Mary Miritello <i>Writing, Rhetoric & Discourse</i>	T*Th 8:00-9:30 Lincoln Park	Our culture is caught up in a movement to “go green.” This phrase has become everything from a marketing slogan to a philosophy of living in the 21 st century. But is “going green” something new, after all? This seminar will help students uncover the roots of our relationship with nature. In the process of our learning journey together, we will uncover many treasures, searching for answers to this question: “How and why has nature been the place where the disciplines of literature, art, and science have intersected for many centuries?” Course readings will enable students to explore these intersections and develop questions of their own, fostering a spirit of inquiry and wonder about the natural world. We will ask: How did the first and second generation of nature writers in America pave the way for today’s debates and discussions about our relationship with nature? How might our relationship with the natural world help us to define happiness and a life well-lived? Students who enroll in this course will develop the analytical and reflective skills to help them appreciate the genre of nature writing and the relationships that scientists and artists have cultivated with the natural world.
Harry Potter & the Hero’s Journey	Christine Reyna <i>Psychology</i>	MW 9:40-11:10 Lincoln Park	This course will explore what many consider the most timeless and universal myth of the “hero’s journey” through the stories of Harry Potter. The Hero’s Journey (Campbell, 1949) is at the heart of most major mythologies and religions the world over. Its universal themes present a roadmap for personal and spiritual transformation from innocence, to call to action, challenge, abyss, revelation, transformation and ultimately rebirth. Through examining and discussing the stories and characters of Harry Potter we will deeply dissect the stages of the hero’s journey and compare these themes with other myths and stories from ancient civilizations, classic literature and popular culture to examine how these themes reflect the human experience in modern times and how they have remained timeless. In this process, students will have the opportunity to explore their own lives and reflect on how literature can serve as a guide to their own personal journey of transformation and initiation. Note: Students are expected to be familiar with the seven books in the Harry Potter series <i>before</i> the start of class.
Harry Potter: Welcome to Hogwarts	Heather Easley <i>Sociology</i>	T*Th 9:40-11:10 Lincoln Park	One of the most successful book series of all time is more than just a book series, as we will examine in this course. J.K. Rowling’s masterpiece, “Harry Potter” provides readers with the opportunity to examine a fictional world through the lens of modern disciplines. We will examine our own interpretations of the world of Harry Potter through the disciplines of Sociology, Philosophy, Religion, and Business. As Harry Potter has taken on a life of its own within our Muggle world, we’re able to see the impact such a work has on today’s economic and religious

			climate. We will also discuss the content of the literature with a focus on gender, family, stratification, poverty, the idea of destiny, love, identity, choice, and the classic and ultimately important, good vs. evil.
Hollywood's Golden Year, 1939	Douglas Long <i>Communication</i>	MW 2:40-4:10 + Lab: F 12:30-3:00 Lincoln Park	For decades, film writers have identified 1939 as the “greatest year” of Hollywood filmmaking, largely due to the high number of classic films released that year, including <i>Gone with the Wind</i> , <i>Mr. Smith Goes to Washington</i> , <i>Stagecoach</i> , and <i>The Wizard of Oz</i> . As scholars, we can use these films as texts to study in a number of ways. From historical perspectives, we can look at these films in relation to the Great Depression that preceded them and the world war which was already brewing in Europe while the U.S. was questioning its neutrality status. From sociological and gender studies perspectives, we can trace the portrayal of non-white and female characters in an era where those social roles were seen much differently than today. And from film scholarship, we can see this as the height of the studio system, where filmmaking was churned out in factories modeled on Henry Ford's assembly lines and where new technologies like Technicolor were bursting onto the scene. And the “factory” workers included some of the most iconic film actors of all time: Clark Gable, Bette Davis, Cary Grant, Greta Garbo, James Cagney, Judy Garland, Mickey Rooney, Henry Fonda, James Stewart, Laurel & Hardy, W.C. Fields, etc.
<u>Note:</u> This section has a Friday “lab” period for film screenings.			
I, Robot: Imagining/ Engineering Robotic Autonomy (two co-taught sections)	Robin Burke <i>Computing & Digital Media</i> John Shanahan <i>English</i>	T*Th 11:20-12:50 Lincoln Park	This course takes an interdisciplinary approach to the concept of the “robot”: a man-made autonomous creature. Students will explore how works of myth, literature and popular culture have imagined the benefits and pitfalls of such creations. At the same time, students will take an engineering perspective on the robot question by constructing robots and writing software to animate them. By combining the study of imaginative works with practical experience with robot programming, the course encourages students to explore the tension between the history of literary and mythic conventions for projecting human characteristics onto machines and the real-world challenges of reliably realizing such capabilities. Faculty from two different fields will teach this course. Students will see directly examples of interdisciplinary dialogue, and will understand the varieties of intellectual engagement that makes intellectual creativity possible.
The Inquisition in History, Literature & Film	Ana Schaposchnik <i>History</i>	T*Th 2:40-4:10 Lincoln Park	This class will address the academic study of the Inquisition in Spain, Portugal and their South American colonies, as well as representations of this institution in literature and film. When was the Inquisition created? For how long were the tribunals active? In what aspect was the Inquisition trial different from a secular trial at the same place and time? What are the differences between Medieval and Modern? Are literary depictions of the Inquisition accurate? What about movies? These questions will be answered in this course, through a combination of readings

			(primary/secondary sources), discussions, analysis of visual materials, and written assignments.
James Joyce & Samuel Beckett: Dubliners in Paris	David Gardiner <i>English</i>	T*Th 2:40-4:10 Lincoln Park	This course explores the complex relationship between two major writers of the twentieth century, the Dubliners James Joyce and Samuel Beckett. It studies a sample of their works, from critical essays, to short stories, to novels, and plays in order to grasp the continuities and contradictions within both authors' oeuvres. This course examines Joyce and Beckett's relationship and the ways in which the two predominantly defined modern and postmodern writing. In addition, we will focus on Dublin at the turn-of-the-century and Paris in the late 1920s and 1940s, a time when both were living as "Irish cosmopolitans" in France. In addition to grasping the absorbing literary cultures of both Dublin and Paris, we will address the significance of both 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.
Love	Scott Moringiello <i>Catholic Studies</i>	T*Th 1:00-2:30 Lincoln Park	If we were to point to what is most important in our lives, we would point to the things we love. Yet we would also be hard pressed to define love. In this course, we will explore love in representative texts from literature, philosophy, and Christian theology. We will also explore how these texts continue to influence contemporary authors.
Machiavelli: His Words & His World	Caterina Mongiat-Farina <i>Modern Languages</i>	T*Th 11:20-12:50 Lincoln Park	Niccolò Machiavelli (1469-1527) is arguably one of the most controversial writers of the Western canon. For example his <i>Discourses</i> , a commentary on Livy's <i>Histories</i> that praise the Roman Republic in opposition to the later Empire, have been hailed as the forerunners of modern democracy, while his political pamphlet <i>The Prince</i> has been condemned as the ideological root of twentieth century totalitarianisms. According to Albert Russell Ascoli, such polarized readings result from the common mistake of isolating Machiavelli's writings from their historical context and changing "his always qualified, always historically grounded precepts into abstract, universal rules of conduct." Through the close reading of a number of Machiavelli's writings, from his infamous <i>The Prince</i> to his comedy <i>The Mandrake Root</i> , from his <i>Florentine Histories</i> to his <i>Letters</i> , and with the aid of leading Renaissance scholars, this course aims at giving students the opportunity to understand and interpret Machiavelli's thought in its historical context. Although the course and its texts are all in English, students will have the chance to familiarize themselves with a few famous terms and passages in the original Italian texts.

Mexico City: Image & Imagination	Delia Cosentino <i>History of Art & Architecture</i>	MW 9:40-11:10 Lincoln Park	<p>This class looks at Mexico City across time and from different angles, starting with its foundations as Tenochtitlan, the capital of the great Aztec civilization, to its status as a throbbing, mega-metropolis at the beginning of the 21st century. Lectures, discussions and assignments will focus on history, urban planning, religion, architecture, public art, and literature over time, and in doing so, untangle some of the complicated threads which enrich and complicate the capital city of this neighbor nation.</p>
<i>Moby-Dick</i>	Keith Mikos <i>English</i>	MW 3:10-4:40 Loop	<p>It's been hailed as "the supreme American novel," "the source and the inspiration of everything that follows in the American literary canon," and "one of the strangest and most wonderful books in the world." No other American masterpiece can really compare to Herman Melville's <i>Moby-Dick</i> in terms of its influence, its jaw-dropping intelligence, and, well, its weirdness. Nearly everyone knows about Captain Ahab's obsessive quest to kill a monstrous and terrifying white whale, but far fewer recognize the more important plot of young Ishmael's quest to know what that white whale actually is. From descriptions of whaling gear minutia and the rarities of marine biology, to sprawling speculations on the effects of science, society, and art, to deep meditations on God, good, and evil, this novel is as much a record of human culture as it is an influential contributor to it. Our seminar will unify methods of history, literature, art, religious studies, philosophy, and ecology to present the novel as a foundational "textbook" for critical and creative thinking. We will use these multiple perspectives to determine Melville's world, addressing topics like the rise of industry and global expansion, Native removal and African slavery, scientific innovations and increasing secularism, and shifts in artistic forms and narrative styles. Readings will draw from Melville's contemporaries and their common sources, including mythology, the Bible, and classical philosophy. We will also discover the many ways <i>Moby-Dick</i> has remained relevant today by viewing adaptations and works inspired by the novel, along with secondary sources addressing concepts of race, travel, the environment, and popular culture.</p>
Mysticism: Past to Present	Benjamin Frazer-Simser <i>Philosophy</i>	MW 1:30-3:00 Loop	<p>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.</p>

			<p>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.</p>
<p>Nuclear Waste Disposal: The NIMBY Dilemma of the 21st Century</p>	<p>Kelly Tzoumis <i>Public Policy Studies</i></p>	<p>T*Th 1:00-2:30 Lincoln Park</p>	<p>The safe disposal of our nuclear waste in the United States has become a NIMBY problem causing a significant public policy dilemma – how should we dispose of nuclear waste in the United States? Nuclear waste is continuously being generated by nuclear power plants, weapons facilities, and other generators like hospitals, pharmaceutical companies and research institutions. This course will explore the public policy problems posed for disposing of this waste and discuss the environmental, safety and health as well as the political and ethical implications. Environmental justice issues impacting Native Americans will be included. Nuclear waste disposal policies that are covered in the course include low-level, transuranic, and high-level nuclear waste. Students will be required to compare information in tone, quality and accuracy from a variety of both primary and secondary sources.</p>
<p>Occultism & Culture</p>	<p>Jason Winslade <i>Writing, Rhetoric & Discourse</i></p>	<p>F 12:00-3:15 Lincoln Park</p>	<p>This course explores occultism as a Western mode of thought and practice based on hiding and revealing esoteric knowledge. For some, occultism consists of mystical and magical acts meant to uncover the secrets of the universe or achieve personal goals. For others, it is a doorway to secret societies and conspiracy theories. We will examine how these ideas pervade our popular culture and everyday life, from the notion of initiation to the practice of ritual magick, in contexts such as historical and contemporary politics, popular media, art and literature.</p>
<p>Performance Art: Body & Self</p>	<p>Gagik Aroutiunian <i>Art, Media & Design</i></p>	<p>MW 1:00-2:30 Lincoln Park</p>	<p>This course will introduce students to Performance Art with a special emphasis on artists whose work has explored the relationship between the body and self. A brief history of Performance Art in the 20th Century will be surveyed in order to provide a context for understanding the main focus of the course, an examination of selected contemporary performance artists who create interdisciplinary hybrid forms (incorporating sound, movement, text, experimental theatre, sculpture, photography, electronic media) that explore the properties and limits of the human body and the self and identity within the context of contemporary social, cultural, political and economic factors. The list of possible subjects for examination includes such prominent artists as Joseph Beuys, Marina Abramovic, Matthew Barney, Orlan, Ana Mendieta, Stelarc, Guillermo Gomez-Peña, and others.</p>

			Intensive reading, discussions, demonstrations, research papers and a final group performance project will be the components of this class.
<p>Pilgrimage, Religion & Popular Culture: Abrahamic Paris</p> <p>(FY@broad; by permission only)</p>	<p>David Wellman</p> <p><i>Religious Studies</i></p>	<p>MW 11:20-12:50</p> <p>Lincoln Park</p>	<p>This course examines the phenomenon of pilgrimage as a religious, cultural, historical and ethical phenomenon in the context of modern Paris, while exploring current efforts being made by Jewish, Christian, Muslim and Atheist Parisians to build bridges across boundaries of difference. The aim of this course is to explore some of the competing approaches to the work of interreligious engagement and apply these learnings to modern cultural phenomena, work that will prepare students to take their own pilgrimage during their time in Paris. This trip will provide its participants with a cultural experience inaccessible to the typical tourist. The class will explore the modern city of Paris through the lens of four living communities—the Union Libérale de Paris’ Copernic Synagogue; Église Saint Merry; La Grande Mosquée de Paris; and a constellation of Parisian Atheists. This trip will give students the opportunity to encounter Judaism, Christianity, Islam and Atheism through the eyes of Parisians on the ground as a lens to understanding how people across the European Union negotiate the challenges of living in a 21st-century pluralistic Europe. At the same time, this trip will examine the roots of the very tangible tensions that currently exist among religious and secular Parisians and the efforts that have been made to address the gulfs which have been forged by French Islamophobia, anti-Semitism and the ongoing conflicts between secular and religious French citizens who are culturally tied to Christianity. These explorations will take place in the context of one of the most important, diverse and culturally vital cities in Europe, whose art, architecture and cuisine continues to inspire generations across the globe.</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 France during spring break. 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 extended to: 11/15/2016.</p> <p>In place of LSP 112, students in the Honors Program receive credit for HON 104: Religious Worldviews & Ethical Perspectives.</p>			
<p>Prospects for Peace in Israel & Palestine</p>	<p>Daniel Kamin</p> <p><i>International Studies</i></p>	<p>TTh 2:40-4:10</p> <p>Lincoln Park</p>	<p>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.</p>
<p>The Psychology of Fairy Tales</p>	<p>Guillemette Johnston</p> <p><i>Modern Languages</i></p>	<p>TTh 11:20-12:50</p> <p>Lincoln Park</p>	<p>With a strong emphasis on a literary approach, this course proposes to analyze fairy tales of diverse cultures in light of their psychological significance. Using theoretical perspectives developed from Jungian and Freudian psychology, we will bring out, on one hand, the basic role of fairy tales in portraying the development of individual maturity, and, on the other hand, the typical though universal themes found repeatedly in tales from different cultures.</p>

<p>Samurai in History, Literature & Popular Culture</p>	<p>Kerry Ross <i>History</i></p>	<p>MW 11:50-1:20 Loop</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>Science & the Search for Extra-Terrestrial Intelligence</p>	<p>Joseph Phillips <i>Computing & Digital Media</i></p>	<p>MW 10:10-11:40 Loop</p>	<p>Proof of the existence of a naturally-occurring, extra-terrestrial intelligence would be both one of the greatest scientific discoveries and a unique, self-affirming cultural development. As a scientific discovery, it would offer us our first opportunity to study and exchange knowledge with a civilization formed by a completely different natural history. Culturally it would give us an “existence proof” that at least one other technological society has so far staved off self-annihilation. Both the cultural and scientific payoffs of the successful search for extra-terrestrial intelligence have enthralled the public and have influenced politics and pop-culture. This course will cover the Search for Extra-Terrestrial Intelligence from multiple scientific perspectives: chiefly those of physicists, chemists and biologists. We will also cover science-based cultural and political views of SETI.</p>
<p>Sexual Orientation & the Law</p>	<p>David Lysik <i>Religious Studies</i></p>	<p>TTh 3:10-4:40 Loop</p>	<p>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>
<p>Social Protest: Language that Moves Us</p>	<p>Tricia Hermes <i>Writing, Rhetoric & Discourse</i></p>	<p>MW 1:00-2:30 Lincoln Park</p>	<p>We’ve all witnessed the changes caused by recent social protest movements around the globe. The ideas that are shaped, voiced, followed or refuted echo those from the past. These social movements were and are definitively rhetorical. This course looks at the relationship between rhetoric and social movements from a historical and contemporary perspective. We look at the rhetoric that surrounds these protests—both from the protestors and the resisters, from the text to the</p>

			technology—and define social movement, watch its progress, and explain the specific rhetorical strategies that movements generally take on. By the end of the course, you should be familiar with several specific social movements and have a better understanding of the rhetorical construction of social protest. We will read and analyze the writings of several authors on different social activist movements throughout history from the Declaration of Independence to the taking down of the Confederate Flag. Students will write and revise several essays, including their own personal protest essay and a medium-length research-based argument on an issue of their choice that draws on both popular and scholarly sources.
Spies	David Welch <i>English</i>	MW 2:40-4:10 Lincoln Park	Synthesizing materials from the disciplines of literature, film, history, and political science, this course will introduce students to the historical and current roles of spies in both international relations and the American consciousness. Students will survey the history of espionage across cultures, examine representations of spies in popular culture, and think critically about the role of the intelligence community in contemporary society.
State Use of Violence	Susan Bennett <i>Public Policy Studies</i>	MW 4:20-5:50 Lincoln Park	U.S. citizens are often appalled by news that a government has used force against its own citizens. Recent examples include actions of Muammar Gaddafi’s administration during the recent uprising in Libya and actions by Assad’s administration in the current civil war, including the possible use of chemical weapons. It seems the very antithesis of the purpose of government. Yet, in most countries it is government that has a legitimate “right” to use violence or force for certain purposes and within the boundaries set by a constitution, laws, and/or democratic principles. This course examines the U.S. government’s use of violence and coercion during labor strikes to explore the circumstances under which the government has taken such action and the arguments used to justify that action. The rationales used have varied over time, but are similar in nature: to maintain social order, to establish “law and order,” to protect the “American way of life,” and to protect national security. Two significant labor conflicts/strikes occurred in Chicago during the Gilded Age (late 19th century): the Haymarket bombing and trial and the Pullman strike. Examining these two events in depth and comparing them with other labor conflicts will provide an empirical base for thinking about the government’s use of violence and coercion. The course will conclude with a comparison of the Gilded Age with contemporary society, dubbed by some commentators, the “second Gilded Age.” Based on these events, how would one assess the legitimacy of the U.S. government’s use of violence and coercion: has it been within the constraints of the constitution and national laws; has it violated any democratic principles; who has benefited from it; and who has borne the costs? What are the similarities and differences in the state’s use of violence and coercion during the two Gilded Ages?

<p>Talk Show: The Art of Conversation from Plato to Fallon</p>	<p>Sarah Fay <i>English</i></p>	<p>F 9:30-12:45 Lincoln Park</p>	<p>In this seminar, you'll explore the art of conversation. Conversation has served as the basis for human interaction and connection since the ancient Greeks (if not before). If language makes us human, then "talk" defines us. In this class, you'll examine how conversation dictates the norms, successes, and failures of our society. It serves as the basis for TV talk shows, printed interviews, many novels, some poetry, most music, interpersonal relationships, and social conflict. As in all Focal Point Seminars, you'll read primary works and secondary sources. You'll engage in seminar behavior and investigate the art of conversation via a multidisciplinary approach, i.e., through literature, media, visual art, history, journalism, linguistics, music, and pop culture.</p>
<p>Walt Whitman in a Changing America</p>	<p>Evan Edwards <i>Philosophy</i></p>	<p>TTh 8:00-9:30 Lincoln Park</p>	<p>Walt Whitman is one of the most significant poets in American history. Living through the largest period of territorial expansion in the history of the nation, one of the country's first major international military conflicts, and America's most dramatic crisis of national unity, the Civil War, Whitman attempted to capture the contradictions, evolution, and spirit of this fledgling democracy in his poetry. His major work, <i>Leaves of Grass</i>, containing just twelve poems, was first published in 1855. Over the course of the next half-century, Whitman revised these poems, and added new ones, as he attempted to synthesize the American experience as it unfolded. His other significant publication, <i>Specimen Days and Collect</i>, brought together prose essays and journal entries from the course of Whitman's life that explained his poetic theory, political philosophy, and philosophy of history. In addition to its artistic value, Whitman's poetry and prose works present a theory of democracy that remains relevant today. For Whitman, a democratic nation cannot achieve fulfillment without at first conceiving of itself poetically. The central problem of democracy, for Whitman, is the tension between the unity of a nation and the radical freedom of its individuals. For Whitman, it is through poetry that this tension can be most clearly conceived. In this course, we will read Whitman's writings to get a sense of what his understanding of democracy entails, and think together about how his work can help us understand our own contemporary crises in democracy.</p>
<p>Women in the Arab World</p>	<p>Jumana Khalifeh <i>Sociology</i></p>	<p>MW 9:40-11:10 Lincoln Park</p>	<p>The central theme of this course is to examine the emergence of Arab Feminism through literary works representing different genres of literature: i.e., novels, short stories, & poetry. This will serve as an introduction to the Arab world and culture for students who have little or no background on either. By analyzing feminist literature written by Arab women (original works), students can put into perspective and appreciate difference in the realms of ideas, culture, literature and family. This will help students question and reevaluate cultural perceptions of Arab women and examine issues of gender, class, education, nationalism, and religion in these literary works.</p>

Women's Working Lives	Nila Ginger Hofman <i>Anthropology</i>	TTh 9:40-11:10 Lincoln Park	<p>This course examines women's working lives through a number of perspectives, including original research at prearranged field sites. Students will conduct research on a particular aspect of women's working lives by choosing from a number of prearranged field sites, including attending meetings at a labor union, compiling working-life narratives of women living in a nursing home, and interviewing immigrant women about their working lives. Using the methods and knowledge of anthropology, history and women's studies, this course offers a deeper understanding of the sociohistoric and cultural processes underlying gendered labor practices through time and space. The aim of the course is to examine the ways in which labor is gendered by exploring such processes across socioeconomic and racial divides. Addressing the politics of gender, race and class, we will discuss how labor reflects the cultural values of a specific time and a place. The course will also address the effects of globalization and immigration on women's working lives.</p>
Wonders, Cons & Scandals	David Brenders <i>Communication</i>	TTh 10:10-11:40 Loop	<p>In this course we will investigate a number of fringe or alternative beliefs & how well they hold up under rational or scientific scrutiny. Whether it be alien abduction, satanic cults, fortune-telling, ESP, psychic healing, spontaneous human combustion, or the like, your favorite fringe belief will be discussed. An added benefit of the course will be to show the student how to be a more informed judge of the claims of others.</p>
World Fairs & Museums	Fassil Demissie <i>Public Policy Studies</i>	MW 4:20-5:50 Lincoln Park	<p>The emergence of ethnographic museums and world fairs as distinctive products of modern societies came into being with the rapid explosion in intellectual energy of the "Enlightenment" period. Their distinctive configuration, mode of operating and the discursive knowledge was stamped by the culture of the very societies that gave rise to these important modern institutions. How and why did these institutions emerge? Why did they assume the forms and structures that they did? What were the key processes that shaped their development? What role did they play in colonial empires?</p>
The World of Doctor Who	Alan Ackmann <i>Writing, Rhetoric & Discourse</i>	TTh 1:00-2:30 Lincoln Park	<p>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.</p>
Yoga Sutras	Guillemette Johnston <i>Modern Languages</i>	TTh 1:00-2:30 Lincoln Park	<p>This course is based on the text <i>Yoga Sutras</i> of Patañjali. This text is considered the authoritative exposition of classical yoga, and it underlies all yoga practice as it currently exists in India and throughout the world. Students will compare versions of the same text as translated and interpreted by different authors. In addition, students will become familiar with the philosophy of the <i>Yoga Sutras</i> as well as with a number of Sanskrit terms (words for nonviolence, truthfulness, non-greediness,</p>

			sexual continence, ignorance, meditation, yoga-devotion, moral principles, bliss, etc.) that are used to define this philosophy, even in common, modern-day English. The class will also address ethics by studying the forces of corruption in yoga, as well as look at the eight limbs of yoga, including basic <i>asanas</i> (or poses) and <i>pranayama</i> (breathing techniques). Finally, students will read <i>Light on Life</i> by B.K.S. Iyengar, a text linking the practice of yoga to its philosophical underpinnings by exploring the life and insights of a well-known contemporary yogi. Several hatha yoga sessions will provide students with first-hand experience of some of the practices of yoga.
Zombie Apocalypse	Ryan Peters <i>English</i>	T*Th 1:30-3:00 Loop	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 globalization, terrorism, disease, class and sexuality. We will first briefly study the origins of the zombie and the Medieval archetype of the “revenant,” before turning our full attention to contemporary depictions of zombies. We will trace the evolution of the zombie from Cold War symbol in the 1950’s & 1960’s, to the cipher for terrorism and apocalyptic fear it currently represents.