



Focal Point Seminars (LSP 112)

Winter Quarter 2018

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Yellow = FY@broad
Application deadline **Nov. 1, 2017**

Office of the First-Year Program

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<p>9/11 LSP 112-223</p>	<p>Scott Hibbard <i>Political Science</i> TTh 9:40-11:10 Lincoln Park</p>	<p>This course will examine the events and history surrounding the terrorist attacks of September 11, 2001. It will begin with a theoretical discussion about the nature of religious violence and terrorism, before turning to the attacks themselves. The course will then move to an in-depth analysis of both the origins of Al-Qaeda and the development of counter-terrorism strategies in the 1990s. The course will also review the response by the U.S. Government to the attacks, competing interpretations of the events, and the different ways in which survivors and family members have sought to commemorate their losses. The course will also examine the symbolism of 9/11 in contemporary American politics, and the impact upon Arab Americans here at home. Finally, we will re-evaluate the events of 9/11 in light of the Invasion of Iraq, and the ongoing military operations in South Asia and the Middle East.</p>
<p>Abraham Lincoln in Film LSP 112-231</p>	<p>Mark Pohlad <i>History of Art & Architecture</i> TTh 1:00-2:30 Lincoln Park</p>	<p>This course will examine the production and reception of Hollywood films about Abraham Lincoln including how the films reflect history, how they function as cultural artifacts, their place in the history of film, and their representation of women and African Americans. The class concentrates on four films—D. W. Griffith’s <i>Lincoln</i> (1930), John Ford’s <i>Young Mr. Lincoln</i> (1939), John Cromwell’s <i>Abe Lincoln in Illinois</i> (1940), and Steven Spielberg’s recent <i>Lincoln</i> (2012). Films with Lincoln characters will also be considered but with less emphasis, e.g., the Shirley Temple film <i>The Littlest Rebel</i> (1935), and Tim Burton’s <i>Abraham Lincoln: Vampire Hunter</i> (2012). Through intensive reading, discussion, writing, and group work, students will engage the question: What do Hollywood films about Abraham Lincoln say about American culture—about us?</p>
<p>Advertising in America: From A to Zuckerberg LSP 112-508</p>	<p>Kenneth Krimstein <i>Communication</i> TTh 3:10-4:40 Loop</p>	<p>In many ways the history of advertising, especially in America, is the history of the development of modern technological society in the 20th Century. The move, from the earliest forms of “patent medicine” advertising, seen in “Huck Finn,” or “The Wizard of Oz,” for example, through the Yellow Press ads of the Hearst era, to early radio and mass communication, through mass magazines, television, into the digital age, is a reflection of the people, the times, and the struggle to make sense of the modern world. What worked? What didn’t work, and why? These questions reflect on American history, design, governmental regulation, writing, and creativity. Making connections between historical needs and wants introduces psychology, ethics, politics, economics, and business theory and practice. Through primary and secondary research and</p>

		sources, as well as group oriented design projects, with a strong emphasis on the development of critical writing that embodies a personal tone of voice, the course will forge critical thinking, case-making, and innovative skills that will form the foundation of being not only a strong student, but also a thoughtful member of an ethical society.
Anne Sexton: Confessional Poet LSP 112-207	Laura Durnell <i>Writing, Rhetoric & Discourse</i> MW 11:20-12:50 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 LSP 112-211	Clement Adibe <i>Political Science</i> MW 1:00-2:30 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 LSP 112-212	Jeff Carter <i>Art, Media & Design</i> MW 1:00-2:30 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.

<p>Battlestar Galactica & the Post-9/11 Universe</p> <p>LSP 112-215</p>	<p>Rebecca Johns-Trissler <i>English</i></p> <p>MW 2:40-4:10 Lincoln Park</p>	<p>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.</p>
<p>Capitalism & Democracy</p> <p>LSP 112-503</p>	<p>Kathryn Ibata-Arens <i>Political Science</i></p> <p>MW 1:30-3:00 Loop</p>	<p>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 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>LSP 112-227</p>	<p>Salli Berg Seeley <i>Writing, Rhetoric & Discourse</i></p> <p>TTh 11:20-12:50 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>Climate Change & the Media</p> <p>LSP 112-224</p>	<p>Bala Chaudhary <i>Environmental Science & Studies</i></p> <p>TTh 9:40-11:10 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</p> <p>(2 sections)</p>	<p>LSP 112-201</p> <p>Terry Fitzpatrick <i>Biological Sciences</i></p> <p>MW 8:00-9:30 Lincoln Park</p> <hr/> <p>LSP 112-208</p> <p>Jessica Pamment <i>Biological Sciences</i></p> <p>MW 11:20-12:50 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>The Cuban Missile Crisis</p> <p>LSP 112-235</p>	<p>Felix Masud-Piloto <i>History</i></p> <p>TTh 2:40-4:10 Lincoln Park</p>	<p>The main theme of this seminar is the Cuban Missile Crisis of October 1962. The crisis will be analyzed from the perspective of the three main protagonists: Cuba, the U.S.S.R., and the U.S. Emphasis will be placed on the causes and consequences for the crisis for each of the countries involved, as well as the myths and realities associated with the crisis.</p>
<p>The Cultural Evolution of Sherlock Holmes</p> <p>LSP 112-225</p>	<p>Barbara Tilley <i>Writing, Rhetoric & Discourse</i></p> <p>TTh 9:40-11:10 Lincoln Park</p>	<p>Sherlock Holmes. It is not necessary to say much more because the name of this detective is known to the world as the greatest who ever lived. Yet, what insight do we really have about this character and his creator. Sir Arthur Conan Doyle, trained as a medical doctor, brought this icon to life in 1887 with the first Holmes and Watson story, “A Study in Scarlet.” From then on Doyle published four novels, and 56 short stories concerning the infamous duo of Sherlock Holmes and Dr. Watson. Doyle introduced readers to the criminal mastermind, Dr. Moriarty, and a range of fascinating characters, including “the Woman,” in the form of</p>

		<p>Irene Adler in the short story “A Scandal in Bohemia.” Since the publication of the first story, people have been adapting Doyle’s stories to the stage, to the screen, and even to art, including illustrations of Holmes, himself. More interestingly, real life scientists, forensic detectives, and police officers have used Holmes’s deduction techniques in their own work to track down criminals and to solve crimes. The Sherlock Holmes stories offer the unique position of showing the cultural flavor of the time in relation to gender politics, racial issues, and class matters in British culture and society in the nineteenth century. Moreover, the Holmes character is a striking figure whose adaptations over the centuries reflect changes in the way that crimes have been examined and solved, including the use of forensics and modern technology. This course will explore the most celebrated and iconic detective in fiction in relation to Sir Arthur Conan Doyle’s original Sherlock Holmes’ stories, historical and theoretical material concerning class, race, and gender issues explored in the nineteenth through twenty-first centuries, and true-life crimes in which the detective and forensic techniques of Sherlock Holmes are applied by real-life police officers and scientists to solve difficult crimes.</p>
<p>Disney’s World LSP 112-504</p>	<p>Janelle Walker <i>First-Year Program</i> MW 1:30-3:00 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 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?</p>
<p>Domestic Workers in the U.S. Economy & Beyond LSP 112-209</p>	<p>Carolina Sternberg <i>Latin American & Latino Studies</i> MW 11:20-12:50 Lincoln Park</p>	<p>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.</p>

<p>FIFA & the World Cup</p> <p>LSP 112-219</p>	<p>Philip Meyers <i>Political Science</i></p> <p>MW 4:20-5:50 Lincoln Park</p>	<p>When it comes to quadrennial sports celebrations, the modern Summer Olympics paved the way, with nations and competitors uniting to demonstrate great athletic ability for the world to see—and with medals awarded to the best. That wildly innovative idea was quickly and globally embraced, soon thereafter triggering a new “team-sport” entity known as the World Cup. Hosted initially by Uruguay in 1930, soccer’s World Cup was spawned. Its concept followed the Olympics, contested once every four years, and evolved into the planet’s most glorious event. The World Cup is about countries who battle, over one month’s time, to achieve immortal greatness, with an entire nation welcoming 32 qualifying teams within its borders and allowing millions to savor soccer’s 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.</p>
<p>Galileo vs. the Church: Lessons from the Age of Intransigence</p> <p>LSP 112-236</p>	<p>Anuj Sarma <i>Physics</i></p> <p>TTh 2:40-4:10 Lincoln Park</p>	<p>The trial of Galileo has often been cast as a cosmic conflict between the worlds of science and religion. Yet there were many factors – personality clashes, professional rivalries, contemporary religious and social pressures – that led to, and had an impact on, the trial. By critically examining the Galileo trial through the eyes of contemporary and later scientists, historians, ecclesiastical figures, philosophers and biographers, this course will examine the myriad influences that culminated in the indictment and recantation of Galileo. In a larger context, this course will draw upon the lessons from which the trial to examine the conflict between science and religion, the impact of such a conflict on individuals and society, and the consequences for those individuals and society as a whole, both contemporaneously and in the future.</p>
<p>Gambling & Games of Chance</p> <p>LSP 112-801</p>	<p>William Chin <i>Mathematical Sciences</i></p> <p>T 6:00-9:15 PM Lincoln Park</p>	<p>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.</p>

<p>Godzilla vs. Them: Comparing Cultures through Pop-Culture Icons LSP 112-802</p>	<p>Larry Mayo <i>Anthropology</i> Th 6:00-9:15PM Lincoln Park</p>	<p>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.</p>
<p>Harry Potter & the Hero's Journey LSP 112-203</p>	<p>Christine Reyna <i>Psychology</i> MW 9:40-11:10 Lincoln Park</p>	<p>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.</p>
<p>Hollywood’s Golden Year, 1939 LSP 112-228</p>	<p>Douglas Long <i>Communication</i> TTh 11:20-12:50 + Lab: F 12:30-3:00 Lincoln Park</p>	<p>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. Note: This section has a Friday “lab” period for film screenings.</p>
<p>Imagining Ireland: Travel Literature (By permission only) LSP 112-252</p>	<p>Barbara Schaffer <i>Women’s & Gender Studies</i> TTh 4:20-5:50 Lincoln Park</p>	<p>In this class, 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 Ireland and the journeys you have taken. Our particular focus will be on travel literature on the Republic of Ireland, one of the most beautiful and historically complex countries in the world. What is it that makes people want to travel to there? How is it imagined</p>

<p>This course is limited to students accepted into the FY@broad program and will be followed by a trip to Ireland during spring break. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to abroad.depaul.edu or click here.</p> <p>Application deadline 11/1/2017.</p> <p>In place of LSP 112, students in the Honors Program receive credit for an Honors Fine Arts Elective.</p>	<p>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. And then, we will experience and retrace some of the very steps of those travel writers, as we explore Ireland on our own. We'll visit sites such as Trinity College, Doolin (the center of traditional music), The Cliffs of Moher, "Yeats country," and more. We will have guest lecturers, explore remnants of early Irish history, and even be there on St. Patrick's Day!</p>	
<p>Irish Culture in Chicago: From Mrs. O'Leary to Mayor Daley</p> <p>LSP 112-216</p>	<p>Janet Hickey <i>English</i></p> <p>MW 2:40-4:10 Lincoln Park</p>	<p>This course will provide an overview of how the Irish culture brought to Chicago by 19th-century immigrants has woven itself into the fabric of Chicago city life. In many ways, the Irish represent the experience of the various ethnic groups who came to Chicago between the late 19th century and the 21st century, rising from poverty to the highest level of political, cultural and religious life. Along the way, the Irish intersected with many of these other groups, but they were always united in their struggle against social injustice. We will investigate the Irish community from historical, cultural, religious and literary perspectives. We will answer questions such as: What are the myths surrounding Irish culture in Chicago? What are the realities? Who are the personalities – historical, political, and religious – that have impacted the city's culture? How does Irish American literature reflect the American experience? Why has Irish culture enjoyed a resurgence in the last two decades? Students will be required to visit the Irish American Heritage Center, located on the city's northwest side, once during the quarter.</p>
<p>The Israeli-Palestinian Conflict: Prospects for Peace</p> <p>LSP 112-230</p>	<p>Daniel Kamin <i>International Studies</i></p> <p>TTh 11:20-12:50 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>Jerusalem: The Making of a Holy City</p> <p>(By permission only)</p> <p>LSP 112-251</p>	<p>Lisa Mahoney <i>History of Art & Architecture</i></p> <p>MW 2:40-4:10 Lincoln Park</p>	<p>Jerusalem has always been one of the most coveted cities in the world, although it lies on no major road, contains few natural resources, and has but a single perennial spring. In this course we will come to appreciate why. Such an endeavor begins in the classroom with the study of original remains from c. 3000 BCE to today—contemporary texts, art and architecture, and artifacts—and the histories, cultures, confrontations, and innovations that they reveal. The reward of ten weeks of rigorous work is a full picture of a fascinating city. But one cannot really know Jerusalem without <i>studying it</i> and <i>traveling to it</i>. Thus, this endeavor ends in Jerusalem itself, where we will learn what it is to be on the Haram al-Sharif and under the glint of its Dome of the Rock, to stand before the Western Wall and mark its Herodian stones, and to be in the Church of the Holy Sepulcher and trace its 900 years of pilgrimage practices.</p>
<p>This course is limited to students accepted into the FY@broad program and will be followed by a trip to Jerusalem during spring break. Students will also receive two credit</p>		

<p>hours for ANT 397 – Travel/Study. For more information, go to abroad.depaul.edu or click here.</p> <p>Application deadline 11/1/2017.</p> <p>In place of LSP 112, students in the Honors Program receive credit for HON 102: History in Global Contexts.</p>	<p>Experiencing these very material things in their original if constantly-changing context brings to life the culture, history, and religions of this place—of the Bronze Age, Hellenistic, Roman, Byzantine, Fatimid, Crusader, Ayyubid, Mamluk, Ottoman, Palestinian, and Israeli people, of the Judaic, Christian, and Islamic faiths. Indeed, the result of this equation—of study and travel—is a nuanced appreciation of an immensely complicated city, a city that emerges as exceptional even as it is a paradigm of modernity in its multi-cultural and multi-religious makeup and conflicts.</p>	
<p>Judaism, Christianity & Islam in Modern Paris</p> <p>(By permission only)</p> <p>LSP 112-250</p>	<p>David Wellman <i>Religious Studies</i></p> <p>MW 11:20-12:50 Lincoln Park</p>	<p>How have the historical circumstances and narratives that have influenced Judaism, Christianity, and Islam in France served to inform the way these traditions are understood and practiced in 21st century Paris? What are the requirements for building sustainable bridges among individuals and communities associated with Judaism, Christianity, and Islam in the Parisian context, and what are the most effective organizations and individuals doing this work? This class will explore the modern city of Paris through the lens of three living communities - the Union Libérale de Paris’ Copernic Synagogue, Église Saint Merry, and La Grande Mosquée de Paris. The trip will give students the opportunity to encounter Judaism, Christianity, and Islam 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, we 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 continue to inspire generations across the globe.</p>
<p>This course is limited to students accepted into the FY@broad program 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 abroad.depaul.edu or click here.</p> <p>Application deadline 11/1/2017.</p> <p>In place of LSP 112, students in the Honors Program receive credit for HON 104: Religious Worldviews & Ethical Perspectives.</p>		
<p>Langston Hughes</p> <p>LSP 112-210</p>	<p>Amor Kohli <i>African & Black Diaspora Studies</i></p> <p>MW 11:20-12:50 Lincoln Park</p>	<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 reading and analysis of poetry, reflecting Hughes’s prominence as a major African American poet.</p>
<p>The Legacy of Rome</p> <p>LSP 112-507</p>	<p>Michael Tafel <i>History</i></p> <p>TTh 1:30-3:00 Loop</p>	<p>Even after the fall of the Roman Empire its influence continues to affect later generations. From the “Holy Roman Empire” to the revolutionary era of Alexander Hamilton and Napoleon, and from the Florentine Republic to Mussolini’s Fascism, Rome’s influence has persevered and still resonates with us today. Students will be challenged to access the magnitude in which ancient Rome really had an effect on these eras</p>

		through a variety of primary and secondary sources. In addition to political and intellectual influences, we will also observe how ancient Rome affected the art of later generations as well as our ideas of modern society and culture.
Machiavelli: His Words & His World LSP 112-229	Caterina Mongiat-Farina <i>Modern Languages</i> TTh 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.
Majestic Michelangelo LSP 112-237	Susan Solway <i>History of Art & Architecture</i> TTh 2:40-4:10 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.
Martin Luther King & Malcolm X: Friends or Foes? LSP 112-238	Christina Rivers <i>Political Science</i> TTh 2:40-4:10 Lincoln Park	For most Americans, Martin Luther King Jr. symbolizes the non-violent struggle to overcome racial injustice not only in the South, but across the nation and throughout the world. While King was indeed relentlessly committed to racial equality, his views on how to achieve that goal were far more complex than most Americans either realize or remember. For many Americans, Malcolm X symbolized a militant struggle for racial equality and black power "by any means necessary," including violent resistance. While Malcolm X was initially skeptical about peaceful resistance to violent racial oppression, his views were also more complex than many realize. In order to appreciate both of these leaders as well as

		<p>their legacies, we must familiarize ourselves with the full scope of their views on dissent, democracy and race – a scope that extends well beyond their most commonly known speeches and writings. This course will concentrate on the evolution of M.L. King’s and Malcolm X’s views on race during the short-but-significant period between the early 1960s until 1968.</p>
<p><i>Moby-Dick: The Great American Novel?</i> LSP 112-217</p>	<p>Keith Mikos <i>English</i> MW 2:40-4:10 Lincoln Park</p>	<p>Herman Melville’s <i>Moby-Dick</i> is one of the greatest novels ever written. It is also one of the strangest! Never fully appreciated in its day—and harshly criticized for its provocative portrayals of sexuality, religion, and authority—readers now admire the novel’s bold originality, mind-bending meditations, and blasphemous humor. Nearly everyone has heard of Captain Ahab’s quest to <i>kill</i> the white whale, but far fewer know of Ishmael’s quest to <i>understand</i> it. That is our goal in this seminar. We will unify methods of history, literary analysis, comparative religion, philosophy, political science, and ecology to explore the novel from many different and unique angles and to identify its glaring relevance for readers today. We will illuminate Melville’s world by addressing topics such as imperialism, slavery, and orientalism, the rise of industry and scientific thinking, social alienation, and shifts in the visual arts. Readings will draw from Melville’s contemporaries and their sources, including Greek mythology, the Old Testament, and Classical philosophy. We will also discover the novel’s sustained influence by viewing adaptations and contemporary works it has inspired, along with critical commentary addressing race, politics, the environment, and popular culture.</p>
<p>The Mystery of the Middle Ages LSP 112-213</p>	<p>Lucia Marchi <i>Modern Languages</i> MW 1:00-2:30 Lincoln Park</p>	<p>Solve a 14th-century mystery with your knowledge of medieval history, politics, philosophy and art! This course is based on world-renowned Italian semiotician and writer Umberto Eco’s mystery novel <i>The Name of the Rose</i>. Written in 1980, the book became an instant best-seller thanks to its intriguing story and the richness of historical, philosophical and scriptural citations. In the class, we will enjoy the unfolding of the plot while also decoding the dense web of references with units on the arts, the idea of sacred and profane love, politics and philosophy in the Middle Ages. After having read <i>The Name of the Rose</i> as a representation of the past, we will also consider it as a product of our own time. As a splendid example of a postmodern novel, the book leaves us with only fragments of truth, which the reader can reassemble according to a multiplicity of interpretations.</p>
<p>Mysticism: Past to Present LSP 112-221</p>	<p>Benjamin Frazer-Simsler <i>Philosophy</i> TTh 8:00-9:30 Lincoln Park</p>	<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. Seeking to pass over and through the</p>

		<p>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>Occultism & Culture</p> <p>LSP 112-240</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>LSP 112-204</p>	<p>Gagik Aroutiunian <i>Art, Media & Design</i></p> <p>MW 9:40-11:10 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. Intensive reading, discussions, demonstrations, research papers and a final group performance project will be the components of this class.</p>
<p>Plato's Republic</p> <p>LSP 112-218</p>	<p>Michael Naas <i>Philosophy</i></p> <p>MW 2:40-4:10 Lincoln Park</p>	<p>In addition to offering the student an intimate understanding of one of the seminal texts of Western literature and thought, this class utilizes Plato's <i>Republic</i> in order to open up and examine a number of important philosophical themes in the Western tradition, thereby providing the student with a firm basis in philosophy and preparing him or her for further philosophical and literary studies.</p>
<p>The Psychology of Fairy Tales</p> <p>LSP 112-233</p>	<p>Guillemette Johnston <i>Modern Languages</i></p> <p>TTh 1:00-2:30 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>Refugees</p> <p>LSP 112-202</p>	<p>Thomas Krainz <i>History</i></p> <p>MW 8:00-9:30 Lincoln Park</p>	<p>This course will examine the treatment of refugees using three different academic disciplines: history, journalism, and film studies. The class will progress through a range of primary and secondary sources. Students will grapple with news articles and videos, historical accounts, United Nations' documents, book-length investigative reporting, and a documentary film. By exploring these different sources, by asking plenty</p>

		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 the strengths and weakness of each source material and methodology and a better understanding of the complex issues facing today's refugees. This will be an intensive reading course.
School Choice: Choose Wisely LSP 112-505	Ellen Van <i>Commerce</i> TTh 10:10-11:40 Loop	This course uses an interdisciplinary approach to examine the issues of school choice in American education. We will explore questions/debates regarding school choice from the perspectives of economics, history, and sociology. We will examine the following topics: benefits of education; brief history of U.S. education; current education system; rationale for school choice; types of school choice; and implementation of school choice. For each topic, we will explore relevant theories, methodologies, findings, prospective research topics, and policy implications through readings, students' writings, and through small and large group discussions and presentations. This class will improve students' abilities to read about current events in the press and to understand the issues the major debates regarding school choice in education.
Science & the Search for Extra-Terrestrial Intelligence LSP 112-501	Joseph Phillips <i>Computing & Digital Media</i> MW 10:10-11:40 Loop	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.
Scotland, Mo Chridhe [My Heart] LSP 112-226	Heather Easley <i>Sociology</i> TTh 9:40-11:10 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.
Social Protest: Language that Moves Us LSP 112-214	Tricia Hermes <i>Writing, Rhetoric & Discourse</i> MW 1:00-2:30 Lincoln Park	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 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.
The State Use of Violence LSP 112-222	Jumana Khalifeh <i>Public Policy Studies</i> TTh 8:00-9:30 Lincoln Park	This course examines two critical concepts: the state and violence. First, we will engage normative debates over the state as defeating or overcoming violence versus the state as normalizing and deepening violence. Second, we will explore two significant labor conflicts/strikes that 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 and protest/events will provide an empirical base for thinking about the government’s use of violence and coercion. The course will conclude with trajectories of state practices, especially current discussions about a transition from sovereign to post-sovereign modes of identity, power, and subjectivity. A comparison of the Gilded Age with contemporary society, with what some commentators have dubbed the “second Gilded Age,” will challenge us to think about our 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? We will incorporate historical accounts through both primary and secondary sources; sociological concepts of social order and social control; political science concepts of democracy and anarchy; and legal writings on appropriate government use of violence and coercion.
Talk Show: The Art of Conversation from Plato to Fallon LSP 112-234	Sarah Fay <i>English</i> TTh 1:00-2:30 Lincoln Park	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.
The Thousand & One Arabian Nights LSP 112-205	Warren Schultz <i>History</i> MW 9:40-11:10 Lincoln Park	This course has as its focal point the <i>Arabian Nights Entertainments</i> , also known as the <i>Thousand and One Nights</i> , and in the original Arabic as <i>Alf Layla wa Layla</i> . By any title, these stories—framed by the well-known tale of Scherazade—have enjoyed varied reputations over the centuries and across cultures. (Their role in popular American culture is well known: one need only look at the Disney <i>Aladdin</i> animated trilogy to see how these stories have permeated our entertainment medium.) Students will examine this literary work from a variety of academic perspectives, taking

		<p>advantage of the wealth of primary and secondary source material available. Starting with the earliest surviving collection of the stories, we will examine issues of provenance: where did these stories originate and when? We will study the stories as historical documents, asking what, if anything, they tell us about the societies in which they are set. We will delve into matters of religion, asking to what extent Islam influenced these stories. Finally, we will examine how these tales have been interpreted by subsequent societies, both Western and Arab.</p>
<p>Women's Working Lives</p> <p>LSP 112-206</p>	<p>Nila Ginger Hofman <i>Anthropology</i></p> <p>MW 9:40-11:10 Lincoln Park</p>	<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>
<p>Wonders, Cons & Scandals</p> <p>LSP 112-502</p>	<p>David Brenders <i>Communication</i></p> <p>MW 10:10-11:40 Loop</p>	<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>
<p>Zombie Apocalypse</p> <p>LSP 112-506</p>	<p>Ryan Peters <i>English</i></p> <p>TTh 11:50-1:20 Loop</p>	<p>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.</p>