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# Focal Point Seminars (LSP 112)

## Spring Quarter 2014

Yellow = FY@broad

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Class	Instructor		Description
<b>Abraham Lincoln in Film</b>	Mark Pohlad <i>History of Art &amp; Architecture</i>	MW 9:40-11:10  Lincoln Park	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?
<b>Anne Sexton: Confessional Poet</b>	Laura Durnell <i>Writing, Rhetoric &amp; Discourse</i>	MW 11:50-1:20  Loop	Our life stories and confessions define who we are and spotlight our aspirations. But most importantly, they can also lead us to discover our real selves and our true vocations. Often when Anne Sexton is mentioned, an individual’s first response to define her is “poet”; however, the study of Sexton offers a deeper understanding into the many concentrations of Liberal Studies and life overall. This Focal Point Seminar does not solely rely on the lens of literature. Instead, it focuses on Sexton’s art and life and questions how one’s life affects vocation and how vocation affects a person’s life as well as the lives of others. Students will be led to contemplate how professions in the arts, business, academics, religions, sciences, and political arenas relate to Sexton’s poetry and life. In addition, students will reflect on and connect their own life experiences and academic studies toward their future vocations. Along with the requirements of the seminar setting, course notebook, and final course essay, students will also have opportunities to present their own stories and confessions through their choice of non-fiction, fiction, visual or performance art, poetry, or music.
<b>Bio-Inspired Design: Nature &amp; Built Environments</b>	Brian Sundermeier <i>Psychology</i>	MW 11:20-12:50  Lincoln Park	Evolutionary biologist E.O. Wilson has claimed that humans have an inherent need to affiliate with nature. If this is true, what are the implications for living and working in our usual boxlike nature-deprived environments? How would

			designing with nature in mind affect our health, emotions, performance, and creativity? What would we gain by having windows overlooking nature scenes, potted plants, natural light, and furniture based on natural shapes? Would “artificial” nature have the same impact as the real thing? To help answer these and related questions we will read essays and articles, have in-class discussions, write papers, visit buildings in the Chicago area, and come up with design and research projects. For the final project, students will design their own built environments based on principles learned in this course.
<b><i>Brown v. Board of Education</i></b>	Joan Lakebrink <i>Education</i>	TTh 11:20-12:50 Lincoln Park	The Supreme Court case <i>Brown v. Board of Education</i> , Topeka, Kansas, 1954, will be used as a focus for exploring the concept “separate but equal.” The U.S. system of jurisprudence will be one lens through which to study this phenomenon. Separateness within a society will be examined from the African American point of view in its historical context from colonial times to the present. The legal decisions, history, political discourse and literature will be used to help understand the African American status in the U.S.A.
<b>Burning Man &amp; American Festival Subculture</b>	Jason Winslade <i>Writing, Rhetoric &amp; Discourse</i>	F 12:00-3:15 Lincoln Park	The Burning Man Festival, held yearly in the Black Rock Desert of northern Nevada, boasts an attendance of over 50,000 people. Representing a hybrid of spiritual, cultural, and political philosophies, the festival features an entire week of art, performance, ritual, community, and extravagant display, centered on a gargantuan wooden effigy that is burned at the festival’s climax. The festival and its participants promote an ethos that encompasses notions like radical participation, de commodification, radical self-reliance and self-expression, a gifting economy, and the principle of “leave no trace.” This class will locate the festival within a history of American progressivism and community experimentation. We will investigate the American festival scene, additionally focusing on Neo-Pagan, New Age and other spirituality-based festivals as well as music festivals from Woodstock to Lilith Fair to Lollapalooza, placing them in a cultural and historical context, and discussing the socio-political movements and communities these festivals have spawned outside festival space. In this course, we will attempt to address how festival culture either subverts or reinforces mainstream cultural values and how participants at these festivals strive to create unique socio-political, spiritual, and artistic identities.
<b>Chocolate, Coffee: Ethical Sourcing of Food</b>	Christie Klimas <i>Environmental Science</i>	TTh 9:40-11:10 Lincoln Park	Fair trade and ethical trade are both responses to a desire for more ethical principles in food sourcing as well as a growing concern about the social conditions under which food is produced and distributed. While fair trade and ethical trade share a common commitment to social development, their methods and goals differ, though both can be included under the umbrella term of ethically sourced food. The recent growth in ethically sourced food has captured

			<p>the attention of both public and businesses: the fairtrade market accounts for \$400 million in retail sales each year in Europe and the U.S. Does this growth in ethically sourced food mean that core labor rights and human rights standards of food producers worldwide are improving? What do the different labels mean? How are guidelines different for ethical trade and fair trade? How does ethically sourced food use my money to improve the lives of those who produce my food? Using chocolate, coffee and other foods, students will compare and contrast the sourcing of common food items and their ethically sourced counterparts. For example, how does ethically sourced coffee (fair trade or ethical trade) differ from conventionally produced coffee (defined as coffee production that does not take into account social or environmental standards)? Do small coffee farmers genuinely benefit with ethical sourcing? How do fair trade and ethical trade chocolate differ in terms of their environmental impacts?</p>
<p><b>The Crack of the Bat: Writers &amp; Writing on Baseball</b></p>	<p>Justin Staley</p> <p><i>Writing, Rhetoric &amp; Discourse</i></p>	<p>MW 2:40-4:10</p> <p>Lincoln Park</p>	<p>More than any other sport, baseball has inspired writers to try to capture the essence of the game, as well as those who play and watch it. Beyond the staples of baseball journalists and essayists such as Roger Kahn, Roger Angell, Grantland Rice, and Bill James, writers as diverse as novelists Nelson Algren, Sherman Alexie, Annie Dillard, John Updike, and Philip Roth, and poets William Carlos Williams, Amiri Baraka, May Swenson, Carl Sandburg, and Robert Frost, have all explored the nuances and intricacies of the game. Baseball is a game with the racial and social motifs of American history woven into it, and to this day, arguments persist about the importance of the game in America, and what it reveals about our changing society. In this course, students will read and analyze, through poems, fiction, and essays, the emotionally and socially loaded themes of baseball such as baseball as game, as myth, and how race and culture impinge on the sport. Students will also analyze baseball from a rhetorical perspective, exploring arguments centered on statistics and the Hall of Fame, baseball as a business, and baseball as a social, racial, and cultural institution in America and abroad.</p>
<p><b>The Cuban Missile Crisis</b></p>	<p>Felix Masud-Piloto</p> <p><i>History</i></p>	<p>TTh 11:20-12:50</p> <p>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><b>Deep South to South Side: Chicago's Black Migration Narratives</b></p>	<p>Bayo Ojikutu</p> <p><i>English</i></p>	<p>TTh 1:30-3:00</p> <p>Loop</p>	<p>The course will critically track the development of a continuous, provocative, and culturally distinct narrative of migration as undertaken by those Black Americans who journeyed northward from their agrarian, oppressive Deep South home(s) during the first half of the 20th Century, and settled in the</p>

			industrial commercial Northern land of promised socioeconomic opportunity – in this case, Chicago. We will encounter this specific narrative as it morphed across mediums and communicative modes: from the Mississippi Delta blues/swinging Louisiana jazz aural traditions to the canonical literary offerings of Richard Wright, to Lorraine Hansberry’s iconic stage play, <i>A Raisin in the Sun</i> and the Daniel Petrie’s 1962 film adaptation thereof, to the commercially prominent hip hop music produced out of the city’s South & West Sides at the chasm between 20th & 21st century. Further, we will consider the manner in which this narrative’s chronicling has been afforded context by forces beyond the literal and figurative “boundaries” of Chicago and the Great Migration experience – forces and circumstances of global, intercontinental, and national portent.
<b>Devil in the White City</b>	Janet Hickey <i>English</i>	TTh 9:40-11:10 Lincoln Park	This course introduces students to the Gilded Age of Chicago when circumstances, personalities, and influence converged to accomplish a seemingly impossible feat: the construction of the 1893 Columbian Exposition. We will view this vibrant era in Chicago’s history through the lens of the book <i>The Devil in the White City</i> , which captures the ambitious spirit of the city in the telling of the construction of the World’s Fair. We will examine not only the civic leaders and architects who designed the Fair, but we will also explore the literature of the period and how it reflected or reacted to the dynamic forces in society. We will try to answer such questions as: How was the role of American cities changing? What was the effect of urbanization on the common person? Did urbanization increase a sense of isolation among city inhabitants? During the second half of the course, we will investigate how the building of the 1893 Columbian Exposition laid the groundwork for the city we enjoy today.
<b>Domestic Workers in the U.S. Economy &amp; Beyond</b>	Carolina Sternberg <i>Latin American &amp; Latino Studies</i>	TTh 9:40-11:10 Lincoln Park	Domestic workers, the army of housekeepers, caregivers, and nurses, enable millions of Americans to go to their jobs every day. Yet, despite constituting this needed and growing workforce, they suffer from few labor protections and abusive working conditions. Drawing on theoretical debates as well as recent case studies from the US and around the world, this course will examine: a) the contemporary processes of globalization and economic restructuring that enable this type of work, b) the nature of this type of employment, and c) the issues and challenges faced by domestic workers as well as nascent organizing efforts and legal solutions to problems this pool of workers face daily.
<b>Drugs &amp; Society</b>	Justin Maresh <i>Chemistry</i>	MW 11:20-12:50 Lincoln Park	Drug use, either directly or indirectly, affects everyone. Very few topics generate as much debate as the role of drugs in our society. For example, should drug abuse be prevented by increasing enforcement of drug laws or by making young people more aware of the potential dangers of drugs? Is drug abuse caused by heredity, personality, or the environment? Is drug abuse a medical, legal, or social

			<p>problem? Are the dangers of some drugs over-exaggerated? Are drugs that treat disease over-prescribed and over-marketed? Three million children in the US take stimulant drugs to help them focus; do these drugs actually help? There are no clear answers to any of these questions, yet the positions we take as a society have profound effects on our safety, health, and economy. This course will guide students in deciphering controversies surrounding drugs and society; locate and evaluate sources of information; and formulate written and verbal arguments to support various positions.</p>
<p><b>Environmental Consciousness</b></p>	<p>Christine Skolnik <i>Writing, Rhetoric &amp; Discourse</i></p>	<p>TTh 10:10-11:40 Loop</p>	<p>Are you environmentally conscious? Do you think those around you are sufficiently aware of environmental issues? How can we raise awareness? How well informed is the general public? Is high density urban living good or bad for the environment? Is it better to buy a new hybrid vehicle or hold on to the old clunker? How do people acquire good environmental habits? Why do some people resist going “green”? Do political and economic forces hurt or help the cause? Do advertisers exploit the “green” trend? What do you care about and value most in the natural environment? What is worth sustaining? What kind of future do you envision for yourself and for future generations? This course examines a wide variety of environmental issues from a humanities perspective incorporating scientific, philosophical, psychological, and spiritual approaches. Readings, lectures, and discussions will combine a review of scientific data with an introduction to alternative approaches to environmental challenges and a consideration of personal and communal values. Students will investigate the environmental crisis from a pragmatic point of view but also think critically about problems and solutions through various disciplinary the lenses, bringing their own disciplinary interests and personal passions to the table. This course will combine local knowledge with global perspectives on the environment. Students will become familiar with various local environmental initiatives taking advantage of resources in Chicago and the Lincoln Park Campus.</p>
<p><b>Ethics of Memory: Religion, Politics &amp; Commemoration of the Dead</b></p>	<p>Yuki Miyamoto <i>Religious Studies</i></p>	<p>TTh 11:50-1:20 Loop</p>	<p>This course explores collective memory not only as a source of group identity among political communities, but also as their ethical foundation. Our primary focus is therefore to evaluate commemoration of mass deaths from the interrelated perspectives of history, politics, religion, and ethics across the regions. In doing so, students will gain insights into their own identities, traditions, political allegiances, religious and ethical sensibilities. To this end, the course is divided into three sections: Part One discusses the importance of commemoration by examining the relations between collective memory and group identity: Why do some deaths matter fundamentally to one group while remaining irrelevant to others? Part Two investigates commemoration as the</p>

			confrontation and convergence of politics and religion, focusing on the concept of “civil religion.” Part Three treats contested memories, examining the following three historical events/commemorations: the Nanjing Massacre of 1937; the 1945 atomic bombings of Hiroshima and Nagasaki; and the glorification of the war dead from 1867 through 1945 at the Yasukuni Shinto shrine in Tokyo. Calling into question the “ownership” and entitlement to memories of the dead, this course prepares students to reevaluate their own identities and traditions, and the role of collective memory in forming those identities and traditions.
<b>Evolutionary Biology at the Movies</b>	Ronald Edwards <i>Biological Sciences</i>	TTh 2:40-4:10  Lincoln Park	The course addresses movies as representatives of human concerns. Students are required to watch films as homework, and course time is reserved for analysis through discussion, responsive writings, presentations, and peer review. The main activity of the class is to research and present the connections between a specific set of biological information with a specific set of films. All narrative (story-telling) concerns values and inherent conflicts among people; these values and inherent conflicts arise from the confluence of nature and culture. This course provides a means to investigate that confluence using a specific form of narrative (cinema) and a specific model for human behavior (sociobiology, evolutionary psychology). Both of these terms, “human nature” and “culture,” are often mentioned but rarely used critically. In this course, they are given close, disturbing scrutiny. The goal is to move beyond the traditional and non-productive construction of Nature/Nurture and for the students to begin the life-long process of individually constructing how biology and values are intertwined in the context of culture.
<b>Film &amp; Photography in the Nuclear Age</b>	Chi Jang Yin <i>Art, Media &amp; Design</i>	MW 2:40-4:10  Lincoln Park	How do nuclear images affect our daily life and global culture? How does nuclear technology affect the human race? This class uses film and photography to explore the context of the development of the Atomic Bomb and the infrastructure of the Manhattan Project, and to examine the response by the public during the Cold War period. Class content includes how photography and film served as documentary and artistic expression during and after the dropping of the bombs on Hiroshima and Nagasaki. In all cases, we will focus on how the bomb and its representation were approached from a variety of social, national, political, and aesthetic points of view.
<b>The Films of Alfred Hitchcock</b>	Douglas Long <i>Communication</i>	TTh 9:40-11:10 plus LAB: F 12:30-3:00  Lincoln Park	The films of Alfred Hitchcock have probably been analyzed, and in more ways, than those of any other director in history. The reason is likely that Hitchcock’s visual and thematic palettes often delved into the deep ravines of the human psyche, causing the audience to self-explore in a way that is, paradoxically, both uncomfortable and exciting. In this course we will approach some of his great

			works from the perspectives of several disciplines, including psychology, gender roles, and music. We will focus especially on the films <i>The Lady Vanishes</i> (1938), <i>Rear Window</i> (1954), <i>Vertigo</i> (1958) and <i>Psycho</i> (1960).
<b>Food and Politics</b>	Catherine May <i>Political Science</i>	MW 2:40-4:10  Lincoln Park	This course explores the relationships and connections between food and politics. Politics may be defined as “who gets, what, when, why, and how.” This definition points to the underlying power relationships inherent in the political. To study the politics of food is to study the power relationships involving food. In other words, food may be understood as a type of language, reflecting cultural values, political practices, ideological perspectives, and the socialization process. Through an investigation of food, students will be able to explore the world of politics.
<b>Frank Lloyd Wright</b>	Melinda Wright <i>Public Service</i>	M 9:00-12:15  Loop	This course will explore the life, philosophy and work of one of the most creative and distinctive architects of the 19th and 20th centuries. Frank Lloyd Wright had many interesting views of the world that still influence us. The course includes the biographic study of his life and career. From an educational perspective, we will examine his formal and informal education and training and explore how his thoughts on art and architecture influenced the way that our homes look today. We will examine how his views on ideal communities are seen as idealistic and how his designs are focused on a deep respect for the environment. We will explore how his religious and ethical philosophy shaped the way he lived his life and how this perspective was also shaped by the major historical events of his day. The historical perspective will also look at Mr. Wright’s personal philosophy in comparison to and in contrast with several of his contemporaries.
<b>Gambling &amp; Games of Chance</b>	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.

<p><b>Genetically Modified Crops</b></p>	<p>Anthony Ippolito <i>Biological Sciences</i></p>	<p>T 6:00-9:15 PM Lincoln Park</p>	<p>The focus of this course will be on the promise and controversy surrounding genetically modified (bioengineered) crops. Proponents of the technology claim that the way to feed a burgeoning work population is to produce genetically engineered crop plant for higher nutritional and energetic content and disease resistance. Also, genetically modified crops can be used to reclaim polluted lands and water supplies. Opponents insist that scientists are “playing God” with the food source and force these crops on the human population without completely understanding the health or environmental consequences; they believe that agricultural biotechnology companies are not only interested in the profits but are also seeking to control the food supply of developing nations, the citizens of which would benefit the most from the technology. As with many debates of this nature, both sides likely have viable points.</p>
<p><b>Global Warming &amp; the Media</b></p>	<p>Mark Potosnak <i>Environmental Science</i></p>	<p>MW 1:00-2:30 Lincoln Park</p>	<p>The focal point of this seminar is the portrayal of global warming in the media. The coverage of global warming demonstrates the good, the bad and the ugly of how complicated environmental problems are communicated to the general public. We will spend the first part of the course exploring the science of climate change to gain “inside” knowledge about the topic. Then we will critically evaluate the attempts of the media to reduce the complexities and uncertainties associated with climate change science into attention-grabbing stories by focusing on three issues. (1) Do the media ignore the complexity of the underlying science when striving for a headline—do they “get the story right?”? (2) The subtle and not-so-subtle use of the media by biased groups to shape the public’s opinion. We will also delve into new media and topics such as astroturfing (coordinated, fake grassroots campaigns on the internet). (3) How does a good journalist deal with the imperative to tell both sides of the story while not giving undue weight to the beliefs of the small proportion of scientists that are skeptical of global warming? The seminar will finish by giving each student a chance to be a journalist.</p>
<p><b>Globalization</b></p>	<p>Carolyn Breitbach <i>Geography</i></p>	<p>F 9:15-12:30 Lincoln Park</p>	<p>This course provides an introduction to the some of the ideas behind the practices we understand as globalization. Not so long ago, few people lived in cities, only valuable goods were traded over long distances, and most people knew their own local settings intimately and little, if anything, about the rest of the world. Our circumstances are radically different, and it is the transition from the “traditional” world to the “modern” world that is the subject of this course. This transition – complex, varied and uneven as it is – cannot be properly understood without an understanding of its geography, and how the relations between power, knowledge and space enter into the heart of modernity. If we are to reflect critically on our own world and to intervene responsibly in its</p>



			future, we need to understand how certain ideas became “globalized,” and the impact of these ideas in the physical transformation of space and society.
<b>Greenwich Village, 1913</b>	Amy Tyson <i>History</i>	TTh 2:40-4:10 Lincoln Park	In this course we will explore New York City’s first “bohemian” hotspot: Greenwich Village in the year 1913. Through a history game called “Greenwich Village 1913: Suffrage, Labor, the New Woman” we will travel back in time as historical characters, and will grapple with progressive demands for social change. An array of multidisciplinary readings and sources will undergird and inform our “time travels,” broadly grounding us in the politics, culture, geography, and history of progressive era New York City.
<b>Hawaii: Kingdom, Territory, State</b>	Lori Pierce <i>American Studies</i>	TTh 1:00-2:30 Lincoln Park	This course will explore the political, economic and social development of Hawai’i. Although the tourist gaze has long defined Hawai’i as a vacation destination, Hawai’i is a unique example of some of the ramifications of colonialism. The course will examine several moments in the history of Hawai’i by examining a series of Hawaiian concepts: <i>ho’ohuli mana’o</i> (conversion); <i>malama ‘aina</i> (loving and caring for the land); <i>ku’e</i> (political resistance and sovereignty).
<b>High, Pop, Counter, Sub: Critical Studies in Japanese Cultures &amp; Translation</b>	Linda Chessick <i>Modern Languages</i>	MW 9:40-11:10 Lincoln Park	This course will explore issues of identity in modern Japan by examining a broad range of Japanese cultural products and practices in the 20th and early 21st century, including manga and memoirs, fiction, art and anime. As we consider these works from the perspective of disciplines such as literary criticism, religious studies, film studies and art history, we will pay special attention to the interplay between modernity and tradition, and examine translation as a tool for critical interpretation. <u>Note</u> : No prior knowledge of Japanese language is required.
<b>“I Shop Therefore I Am”: The Ethics of Consumption</b>	Ashley Bohrer <i>Philosophy</i>	MW 1:00-2:30 Lincoln Park	Conceptual artist Barbara Kruger’s slogan “ <i>I shop therefore I am</i> ” is a play on the philosopher René Descartes’ declaration: “ <i>I think therefore I am</i> .” It challenges us to consider the way in which we define ourselves in and through our consumer habits. From this perspective, shopping is more than just a way to pass the time or to find useful things to buy, it impacts on who we are becoming and the world we are creating. In this course, students will be challenged to think about the ethical issues that surround consumption. The course will be divided in roughly three sections, namely: “Fashion,” “Food” and “Fun.” In section 1 we will be studying a wide variety of phenomena such as fashion trends, but also the ways in which we change our bodies by means of cosmetic procedures, cosmetic products, or tattoos. Section 2 will explore the ethical implications of food production and consumption. In section 3 we will explore our reliance on technological products and services for our social interaction, pleasure and sense of community. The course will challenge students to think about the environmental, social and political implications of these consumer habits, and as such, stimulate a thorough ethical interrogation of who we are becoming when we shop.

<b>Identity, Freedom &amp; the Origins of African-American Spirituality</b>	Chernoh Sesay <i>Religious Studies</i>	MW 1:00-2:30  Lincoln Park	<p>By focusing on the late-18th-century English-speaking black writers who first published work in Great Britain and the United States, this course will examine the origins of African American spirituality. Students will explore three major subthemes addressed by these early writers: criticizing slavery but also having to define freedom; developing a unique understanding of historical change that arose from religious and Enlightenment sources; and defining identity at the intersection of slavery, racism, and resistance. The class will examine each of these subthemes using the disciplinary tools of social and cultural history, literary studies, and liberation theology. By reading primary documents from 18th-century black writers students will rethink commonly held assumptions about freedom, something that late-18th-century black writers had to define even as they argued for its universalism and transcendence. The course will also explore the perplexing question how an enslaved people could absorb the religion of their masters while simultaneously transforming that religious tradition to fit their cultural and spiritual needs and even to rely upon their new religious perspective as inspiration for political action.</p>
<b>In Cold Blood: A Study of American Violence</b>	Margaret Nellis <i>Writing, Rhetoric &amp; Discourse</i>	MW 3:10-4:40  Loop	<p><i>In Cold Blood</i>, Truman Capote's account of a mass murder for no motive or profit, has come to exemplify the seemingly random, meaningless crime that became symptomatic of America in the 1960s. Implicit in the story of the Kansas killings are larger questions about the social dislocations of the sixties and the failure of conventional morality to explain away the senseless violence we read about daily. This seminar will examine the influence the book has had on psychological studies of mass murderers, on the media's role in covering sensational crimes and on society's attitudes toward capital punishment. We will also look at the ethical questions raised by Capote's friendship with the two killers. Through discussion and writing we will attempt to understand the complexity of American violence.</p>
<b>Joan of Arc</b>	Karen Scott <i>Catholic Studies</i>	TTh 1:00-2:30  Lincoln Park	<p>The life of Joan of Arc in its historical context allows us to examine more broadly the varied roles women have played in religion, politics, the military, literature and the arts through the ages and in different social environments.</p>
<b>The Kennedy Presidency</b>	James Brask <i>Liberal Arts &amp; Social Sciences</i>	M 6:00-9:15 PM Lincoln Park W 5:45-9:00 PM Loop	<p>The facts surrounding the assassination of the 35th president, John F. Kennedy, remain the subject of enduring speculation, fantasy, and mystery. This course examines four areas: 1) the presidency of John F. Kennedy; 2) the argument against conspiracy; 3) the argument that a conspiracy existed and the controversy over the participants, content, and scope of that possible conspiracy; 4) the current state of research into the question of who may have killed Kennedy and why.</p>

<p><b>Langston Hughes</b></p>	<p>Amor Kohli <i>African &amp; 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><b>Law &amp; Literature</b></p>	<p>Mary Ann Becker <i>Law</i></p>	<p>MW 1:30-3:00 Loop</p>	<p>In this class, students will examine predominantly legal or legally related narratives through multiple perspectives. This class will not be taught as a doctrinal law class requiring students to wade through dense legal doctrine. Instead, this class will focus on showing the students the infinite variety of stories in the law, how those stories have changed, and how different perspectives change the story. For example, students will analyze the cultural, dramatic, racial, historical, and judicial narrative in the main text used throughout the semester, <i>Snow Falling on Cedars</i>. Students will also use theoretical articles discussing and developing narrative and the law as well as short stories and <i>New Yorker</i> articles to understand and apply these different narratives. Each of these texts will be considered among a greater theme often associated with the law to determine how stories affect that way we see the world and how that vision affects the outcome of cases and decisions.</p>
<p><b>Literature of Place: Dublin, Ireland</b>  (FY@broad; by permission only)</p>	<p>Barbara Schaffer <i>Women's &amp; Gender Studies</i></p>	<p>TTh 4:20-5:50 Lincoln Park</p>	<p>This course explores historical and contemporary travel literature on Dublin, Ireland and the region surrounding Dublin. It contextualizes the readings within current theoretical literary and cultural perspectives, paying particular attention to the creation of place and of identity. Students will read "travel books" – memoirs, guidebooks, websites, and blogs, as well as a number of secondary critical works on Dublin from a variety of sources – in order to gain an understanding of how language and the rhetoric of travel is shaped by the traveler as a way of constructing meaning from the travel experience. The overall goal will be to develop a new way of thinking about the role of travel writing in producing meanings of place and personal identities, as well as reflecting upon multicultural meanings of experience. The course will be writing intensive, as students will not only wrestle with ideas emerging from assigned texts, but also have the opportunity to create their own travel narratives.</p>
<p>This course is limited to students accepted into the <b>FY@broad</b> program within Study Abroad, and will be followed by an excursion to Dublin during early summer. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: <a href="http://studioabroad.is.depaul.edu">http://studioabroad.is.depaul.edu</a> or click <a href="#">here</a>.  <u>Note:</u> In place of LSP 112, students in the Honors Program receive credit for the Honors Fine Arts Elective.</p>			

<p><b>The Many Faces of Berlin</b></p> <p>(FY@broad; by permission only)</p>	<p>Julia Woesthoff</p> <p><i>History</i></p>	<p>TTh 4:20-5:50</p> <p>Lincoln Park</p>	<p>This course illuminates various aspects of multiculturalism in 20th-century Germany with a particular focus on the country's metropolis Berlin. It is focused both on the developments connected to questions of migration and integration and on the ways in which scholars have made sense of them. Most European countries, including Germany, have tended to see themselves, until quite recently, as white, homogeneous, Christian communities, though all have long-standing histories of immigration. In particular, the increasing numbers of Muslim immigrants over the last decades have engendered major debates and conjured up images of a "clash of civilizations" that posits the Muslim and Western worlds as insurmountably different. These debates are not new, however. Berlin is particularly suited for exploring the longer history of ethnic and cultural diversity as the city has historically been a popular destination of many immigrant groups who have left their imprint on it in variety of ways. We will discuss various issues that have informed the debates about "strangers," such as the legacies of fascism, colonialism and post-colonialism, national identity, citizenship, issues of gender equality and sexuality, religion, as well as the changing urban landscape through the creation of immigrant neighborhoods. Taking both a broadly multidisciplinary approach that includes insights from the disciplines of history, anthropology, gender studies, architecture, and religious studies and applying it to the focused study of a city such as Berlin allows us to gain a more comprehensive perspective on debates about multiculturalism in the German context.</p>
<p>This course is limited to students accepted into the <b>FY@broad</b> program within Study Abroad, and will be followed by an excursion to Berlin during early summer. Students will also receive two credit hours for ANT 397 – Travel/Study. For more information, go to: <a href="http://studioabroad.is.depaul.edu">http://studioabroad.is.depaul.edu</a> or click <a href="#">here</a>.</p> <p><u>Note:</u> In place of LSP 112, students in the Honors Program receive credit for HON 102: History in Global Contexts.</p>			
<p><b>Multi-Racial Political Coalitions: Jesse Jackson to Barack Obama</b></p>	<p>Valerie Johnson</p> <p><i>Political Science</i></p>	<p>TTh 11:20-12:50</p> <p>Lincoln Park</p>	<p>This course will examine the life and work of Rev. Jesse L. Jackson, and his attempt to build a Rainbow Coalition – a multi-racial political and electoral coalition of racial and ethnic minorities, immigrants, peace and environmental activists, the young, the old, the poor, women, lesbians and gays, the disabled, family farmers, and labor. To the extent that President Barack Obama's bid for the presidency also represented a multi-racial coalition, we will also compare the composition of the Jackson and Obama coalitions, noting differences and similarities. Theories related to Jackson's failed bids for the presidency will serve as the basis of our comparison. Other multi-racial coalitions to be examined include: the Populist Movement and Harold Washington's 1983 electoral coalition. The central theme of the course revolves around factors that impede or facilitate multi-racial political coalitions. Toward the end of the quarter, students will visit the Chicago headquarters of the Rainbow/PUSH Coalition to attend a session of the "Saturday Morning Forum," and will have an opportunity to discuss the theme and content of this course directly with Rev. Jackson.</p>

<p><b>The New German Cinema</b></p>	<p>Joseph Suglia <i>Writing, Rhetoric &amp; Discourse</i></p>	<p>Th 6:00-9:15 PM Lincoln Park</p>	<p>The cinema is far too rich of a medium to be limited to entertainment. During the German Festival for Short Films in 1962, twenty-six young German filmmakers composed the Oberhausen Manifesto, which declared that a new cinema had come into being, the purpose of which was to unsettle one's established notions of how art, society, and culture function. This seminar will focus on origins and development of this "New German Cinema." Some of the most exciting films of the German New Wave will be screened and studied – by Alexander Kluge, Rainer Werner Fassbinder, and Werner Herzog – but also the work of their deeply serious successor, Michael Haneke. The course will be conducted exclusively in English.  <u>Note:</u> No knowledge of German is required.</p>
<p><b>Opera &amp; Revolution</b></p>	<p>Lucia Marchi <i>Modern Languages</i></p>	<p>MW 9:40-11:10 Lincoln Park</p>	<p>Mozart's <i>The Marriage of Figaro</i> – one of the greatest masterworks of opera – was created in 1785, in the stormy years between the American and the French Revolutions. How much did the ideas of liberty and equality play a role in the opera? And how was the work received by audiences around Europe? This class explores Mozart's opera and its libretto (by Lorenzo Da Ponte) in the context of the cultural and historical climate of the time. Through the analysis of the aesthetics of Italian opera we will try to understand how a "revolutionary" message could be projected on an operatic stage, and what was the function of opera in promoting political and social change.</p>
<p><b>The Origin of Life</b></p>	<p>Richard Hudson <i>Biological Sciences</i></p>	<p>TTh 1:00-2:30 Lincoln Park</p>	<p>The origin of life is one of the greatest unsolved mysteries of science. Almost all scientists believe that life started in a manner consistent with the laws of chemistry and physics. However beyond this point, there is no consensus: there is a multitude of scenarios as to how this occurred, and each has certain strengths and clear weaknesses. This lack of consensus provides an excellent opportunity for critical thinking—the opportunity to compare scientific theories where the outcome of the competition is not yet known. The subject of the origin of life is not just the concern of scientists. Religion and philosophy are also involved in the search for this truth. This course will also investigate use this subject to explore the relation of science to these other disciplines.</p>
<p><b>The Outsider Artist</b></p>	<p>Michael Boruch <i>Liberal Arts &amp; Social Sciences</i></p>	<p>TTh 10:10-11:40 Loop</p>	<p>This class will examine visual expressions created by individuals judged, initially or always, as out of the mainstream of what we may call "professional artists." Outsider art includes many genres and goes by such names as "intuitive," "primitive," "folk art," "art of the insane," "art of the untrained," "art from children," and <i>Art Brut</i>. These "naïve" modes of expressions have offered a wellspring of visual alternatives to Western artists of the Modernist Era (1900-1980), whose influences we see in work of Europeans such as Picasso, Brancusi, and Dubuffet. American Regionalism of the 1930s borrowed much from Anglo-</p>

			American folk traditions. Field trips will be taken to local galleries specializing in art of this type.
<b>Panic &amp; Crash! Understanding Financial Crises</b>	Nathan Leahy <i>English</i>	MW 10:10-11:40  Loop	Financial crises are recurring and devastating events in American history. Less clear, even to economists, is how they happen, how they may be prevented, why institutions and individuals respond to them the way they do, and what these economic crises may suggest about prevailing social, economic, and cultural values. This course looks at representations of actual and imagined financial panics from the 19th through 21st century in American literature, film, documentary, and news reportage. Our focus will be on determining what “the economy” is in these works and how such representations foreground ethical questions relative to financial speculation, market regulation, and wealth distribution. We will also consider how representations of panicky markets raise broad philosophical questions about knowledge and belief. Along with the primary texts featuring crises and their effects we will read several excerpts drawn from works on economic history, behavioral economics, and philosophies of epistemology (how do we really know what we know), and critiques of Western capitalism.
<b>The Parthenon &amp; Sacred Spaces</b>	Catherine Zurybida <i>History of Art &amp; Architecture</i>	MW 1:00-2:30  Lincoln Park	The Parthenon is one of the most recognized monuments in the western world. It is admired for the beauty of its architecture, the realism of its sculpture, and the ideas of an ancient society that it evokes. However, we seldom truly think of it as a religious building, and few people know what kinds of things happened there. In the same way, we seldom ask ourselves how certain places become holy, why temples are rebuilt on top of the ruins of temples, churches above earlier churches, mosques on the site of synagogues, museums in the buildings that previously functioned as churches. This seminar will explore these ideas and connect them. We will not only understand the Parthenon better in knowing more about it, but understand the sacred spaces in our own culture more consciously.
<b>The Pilgrimage of Peace &amp; Justice</b>	Ken Butigan <i>Peace, Justice &amp; Conflict Studies</i>	W 6:00-9:15 PM  Lincoln Park	The ancient ritual of pilgrimage, found in many cultural and religious contexts, is a meaningful journey undertaken for the purpose of transformation. This course will use the theory and cross-cultural practice of pilgrimage (drawing from a range of religious and non-religious contexts) to: (1) explore how initiatives for peace and justice are journeys for transformation and meaning, and (2) identify and engage tools derived from this framing, which students can use to explore the potential for transformation in the journey of their lives, their communities, and their world. This course will use resources from three disciplines to understand the pilgrimage of peace and justice: ritual studies, religious studies, and nonviolence studies.

<p><b>Pilgrimage, Religion &amp; Popular Culture: China &amp; Japan</b></p>	<p>Angela Cedzich <i>Religious Studies</i></p>	<p>TTh 11:20-12:50 Lincoln Park</p>	<p>This course will explore pilgrimage as a prominent popular-religious phenomenon in China and Japan. Our approach will be inductive, that is, we will begin by observing pilgrimage in both cultures through a variety of sources and lenses. Our materials will include historical as well as modern, primary as well as secondary documentation, and span such diverse genres as religious propaganda (legendary accounts &amp; miracle stories), ritual, fiction, ethnographic description, and film. We will deal with examples from Buddhism, Daoism, Shintō, Confucianism and the ancient Chinese state religion—and the modern pilgrimage site of the memorial hall of Chairman Mao in Beijing. As we proceed in our investigation, we will also consider how the broad spectrum of pilgrimage phenomena may be inscribed into some larger theoretical framework such as the model proposed by Victor Turner.</p>
<p><b>Real Cavemen</b></p>	<p>Marco Aiello <i>Anthropology</i></p>	<p>MW 11:20-12:50 Lincoln Park</p>	<p>This course will focus on a specific question regarding human evolution: Who were the so-called “cavemen,” and what is their relationship to modern humans? There are several important reasons for focusing on this particular topic in human evolution. One is to separate myth from reality with regard to these early beings who came to be popularly known as “cavemen.” A second issue is whether these beings are direct ancestors to modern humans, or a side branch that became extinct. A third concerns the issue of human diversity, which, during the last 200 years or so, many scientists have characterized as racial.</p>
<p><b>Run Forrest Run</b></p>	<p>Casey Bowles <i>Education</i></p>	<p>M 5:45-9:00 PM Loop</p>	<p>Running seems like such a simple activity. Simply put one foot in front of the other at a quicker rate than normal and you are on your way. In addition to its perceived simplicity physically it also is an activity that many people have had experience with since they were young. People might reminisce about their experience running around the yard, chasing friends on the beach, and felt the rush that comes with moving at a greater speed than normal. However, as we got older the idea of running changed. Particularly for those involved with team sports, running might have shifted from being a fun activity to a form of punishment. Our passion for running diminished where it became a necessary evil. Perhaps you are one of those people who swore they would never run again after being required to do so in physical education classes or as a participant in a team sport. Or maybe the amount of injuries you experienced running has made you steadfast in your decision to never run again. Despite our hostility towards running there are those that have a passion for the activity and truly believe that it is inherent within all of us to be runners. It is in our “DNA” to run and the more in touch we are with this notion the better we will come to know ourselves. This course will examine the endurance running community through several different lenses. Students will learn about the history of endurance running all</p>

			the way through its current iteration. Students will examine this community from several perspectives and the reasons why people decide to participate in such a basic activity that pushes them to the limit.
<b>The World of the Maya</b>	Elizabeth Martinez <i>Latin American &amp; Latino Studies</i>	TTh 1:00-2:30 Lincoln Park	The Maya—are they caricatures or a civilization? In recent years, and especially as the end of 2012 drew near, much hoopla was made of the Mayas’ foretelling the “end of the world” through their extensive calendar that ended on a date equal to our December 21, 2012. Jokes were made as the date came and went, and as a result this ancient civilization of the American continent was derided and dismissed as superstitious and childish. Meanwhile, no consideration was given to researching Mayan (and other native indigenous nations’) legacy, achievements, intelligence, and of course, their system of calendars, developed hundreds of years before European arrival. This course will introduce students to this major civilization’s ways of knowing, philosophy and science, and provide an opportunity to explore how other hemispheres have orientations different from that of Western Civilization. By implanting a new orientation from European thought, indigenous orientation/philosophy was dismissed and in fact, outlawed. Despite lack of consideration and teaching about these civilizations in Western system basic education, their philosophy/system has endured, passed on through teachings by elders in the Mesoamerican region of the continent, and ancient records (which are still plentiful) have been the subject of meticulous studies by scholars. Mayan astronomy, math, philosophy, language, society and history/existence will be examined through several readings. Students will have an opportunity to learn to “see” from new perspectives, to examine how ethnic groups become the “other” of conquering forces and histories, and to evaluate these new ideas by giving careful consideration to sources informing the readings, and by creating arguments, with examples, to explain the new information acquired.