



Spring Quarter 2007
Interdisciplinary Studies Program
Focal Point Seminar
Course Listing

Focal Point Seminar Courses are available only to First-Year students. Students must successfully complete ENG 103 before they are able to take a Focal Point Seminar Course.

Vampires

TTH 11:50-1:20 LOOP Anderson, Christine

The vampire myth has been represented in many contexts, including folklore, historical individuals and mass media. Today, vampires are alive and well in the form of the “good” vampire Blade, the mortal vampire adversary Buffy, and the various vampire characters found in Anne Rice’s vampire chronicles. Why do we have a macabre fascination with vampires? In this course, students will be challenged with the task of answering this question. The goal is to gain an understanding of why the vampire myth, an obvious fiction, persists and will continue to be “undead” as long as it serves a purpose. The course will focus on Anne Rice’s novel, “The Vampire Lestat,” by which students will think critically on how the main character and his experiences may be metaphors for psychological, social, cultural, religious and philosophical concerns.

Plato’s Republic

TTH 8:30-10:00 LOOP Bell, Jeremy

Jamaica: Beyond Sun, Sex and Sea

MW 1:10-2:40 LPC Bennett, Natalie

This course explores the history of representations of Jamaica from 17th century until today. Through a close examination of selected historical documents, fiction, scholarly research, film, and music, students will learn to “see” Jamaica, not as just a place for North American tourists to visit, but also as an idea, a process, a product, and an identity.

Big Brother

TTH 3:10-4:40 LPC Bennett, Susan

Individual privacy is a significant and complex problem. New technologies have made it increasingly easier for other to learn about each of us, without our knowledge or even our consent. Often, however, we willingly provide personal information for convenience (e.g., buying goods on the Internet) and other benefits (e.g., grocery store discount cards). Furthermore, we often believe we can increase safety by forgoing privacy: the City of Chicago plans to install surveillance cameras on most streets in Chicago, for instance. On a national level, there are plans to merge multiple datasets (commercial ones such as credit rating agencies and public ones such as local police records) to develop profiles of terrorists and determine who should not be allowed to board a plane. Should Americans be more concerned about their privacy? What types of information are available about us

– and to whom are they available? Have we invited Big Brother into our lives without realizing it? The goal of the course is to gain an understanding of the political and social aspects of privacy issues, of your own values on privacy, and privacy policies congruent with your values.

Documentary Photography as Historical Record

TTH 9:10-10:40 LOOP Boruch, Michael

Can all photographs of the past now be classified as “documents”? What are the meanings associated with this overused word? Most photographs do record the physical look of a world no longer. Why were some seized upon as icons of their day and others ignored? What did they convey to their contemporary audiences? Why are some, the work of obscure independents, now celebrated and collected by archivists and museums? Applying our existing knowledge of history and cultures to the reading of photographs, we hope to do more than confirm our existing beliefs. They help us understand our ancestors and how they placed themselves in their societies. A major goal in this course will be to extend our skills in reading visual information (Visual Literacy). Reading extends beyond the literal and physical. Are there multiple levels on which some images should be read? How does the composition, the placement of subjects within the photograph, impact their effectiveness? Is the image also a metaphor (for us or for its contemporary viewer), a link to a bigger cultural message? These complex issues are set within a medium becoming less difficult and more accessible as product and as practice available to all. Dissemination is instant and by anyone over the Internet. It is also a medium whose truthfulness is increasingly undermined by ease of digital manipulation. How do we know if a photo is honest, a document in the truest sense? All forms of photography will be studied: portraiture, news media; projects commissioned by corporations, governments or initiated by individuals, and the personal work of amateurs.

My Place in Nature: Urban Wilderness and Ecological Restoration

TTH 1:30-3:00 LPC Bramble, Judy

What is your relationship with nature? The Chicago region includes some of the most diverse nature in the state, significant not only in the variety of habitats represented, but also the number of threatened and endangered species within its boundaries. We will examine the nature and value of biological diversity from scientific, cultural, aesthetic, ethical and historical perspectives. We will follow a case study in ecological restoration that has become a national model for citizen action and has resulted in an unlikely controversy, pitting nature lovers against each other as they challenge each other's vision of nature. You will participate in ecological restoration as you reconsider your relationship with nature and your own vision for the future.

Advertising and Children

TTH 10:10-11:40 LPC Bronstein, Carolyn

Advertising to children provokes constant debate. Children and teenagers today are prime targets for advertisers who seek unfettered access to the \$200 billion in direct purchases and influenced spending that the child market generates. On the other side of the fence, however, stand parents, researchers, and consumer groups who seek to understand the real physical, psychological and social effects of the barrage of advertisements directed at

our youth. The current regulatory climate favors advertisers over children, but new research into growing problems such as childhood obesity and the commercialization of childhood signal an opportunity for social change. This course examines the issue of advertising to children, and considers how we ought to regard children in an increasingly consumption-oriented society.

Gaming and Games of Chance

T 5:45-9:00 LPC Chin, William

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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.

Modern Makeovers: Transforming Ourselves and Our Environments

MW 10:50-12:20 LPC Davis, Laura

Although the “fab five” from “Queer Eye for the Straight Guy” might fade from our memories, this television program taps into the power of creativity, the magic of alchemy as well as the never-ending striving for improvement and progress. Using photographs, television, magazines, plays, novels as well as historical readings, this course will begin in mid-nineteenth century Britain and move through time and space over the last 150 years to investigate this compulsion to “makeover.” We will study “makeovers” as ritualized performance, as spiritual conversions, in its bodily and technological dimensions, and spatially as home improvement and urban revitalization. With so many varied meanings and forms, can we find connecting links that give “makeovers” their consistency and power? What emotions, sensory perceptions, aesthetic tastes, spiritual traditions, scientific practices, values and judgments are produced and mobilized? What is a ritual? How have “ordinary” people, governmental agencies and community, religious and racially-identified groups propelled transformations in specific places and times? We will pay special attention the role of culture as an agent employed in the service of reform. Students will also choose a makeover to critically analyze and present their discoveries.

World Fairs

TTH 10:10-11:40 LPC Demissie, Fassil

The emergence of ethnographic museums and world fairs as distinctive products of modern societies came into being with the rapid explosion in intellectual energy of the "Enlightenment" period. Their distinctive configuration, mode of operating and the

discursive knowledge was stamped by the culture of the very societies that gave rise to these important modern institutions. How and why did these institutions emerge? Why did they assume the forms and structures that they did? What were the key processes that shaped their development? What role did they play in colonial empires?

Prisons and Education

TH 5:45-9 LPC Diaz, Edith

This course will increase awareness of the development of criminals in our society by reviewing major theories on criminal traits along with socially and environmentally developed or constructed criminals. We will look at the nature of incarceration and then what occurs within the prison system and hear from individuals who have worked, researched or lived on the inside of the prison system. We will also discuss rehabilitation and education programs within the prison system and the arguments in support and not in support of these types of programs. We will also thoroughly discuss the impact of incarceration or imprisonment on family, neighborhood and community. We will end the course by lecturing on reentry and reintegration challenges for institutions, society and ex-offenders. In the course you will also have the opportunity and be expected to visit the Cook County Sheriff's Office's Department of Community Supervision and Intervention where we will visit Human Resources Development Institute's Pre-Release Center program which houses male detainees in a therapeutic community within the jail facility.

Artistic Influences in Contemporary Mural Art

TTH 8:30-10:00 LPC Elder, Bro. Mark

This class will concentrate on mural painters and their influence on the art world in history. Mural making has been around as long as humankind. This class, in a general sense, will explore the influences that effected the great mural painters such as Giotto, Rapheal, and Michelangelo. In turn, the student will see how these works influenced later artists such as Benton, Siquieros, and others. Finally it can be shown how these influences affected present day artists (both local and international) such as Weber, Wyland, Gude, and others. This course will be presented by slide lecture, films, discussion, field trips to mural sites, and small projects.

Imagining Armageddon

T 5:45-9:00 LPC Garfield, Robert

Beginnings and endings are major themes in literature, poetry and art. The origins of, and the end of, the world are themes which especially have engaged imaginative thinkers through the ages. This interest extends also to the medium of motion pictures. The end of the world is not only a fascinating idea in itself, but readily lends itself to the most visual of all media, motion pictures. The proposed course will be an intensive study of some of these films, bringing students to an understanding of why film-makers' visions of the ultimate catastrophe varied so greatly and how these reflected the real times in which they lived. Besides viewing selected films, students will have background reading regarding when and where a film was made and the cultural currents present. Thus, a viewing of "On The Beach" will require reading about the Cold War and the fear of nuclear annihilation. Students will also study some basic examples of film technique in order to understand how such extraordinary images could be created.

Little Man in Russian Literature

MW4:00-5:30 LPC Ginzburg, Liza

Russian Literature of the 19th century is a panorama of portraits of “little men:” in the Romantic, realistic, and even existential works of the greatest Russian writers: Alexander Pushkin, Mikhail Lermontov, Alexander Karamzin, Nikolai Gogol, Fedor Dostoevsky, and Anton Chekhov. A little man lives in the capital and in provinces; he vainly attempts to become a hero – and ends as a superfluous man. Instead, a heroine takes the leading place in the Russian artistic works of the 19th century.

Voluntary Motherhood

MW 3:30-5:00 LPC Graf, Ron

Voluntary motherhood was the first “Call to Arms” concerning the right of women to control their reproductive destinies during the late 19th century. Initially meant to protect women from forced sex in and out of marriage, the movement in the 20th century included the call for access to contraceptive information, the right to limit family size, and fair access to reproductive technology, etc. The abortion issue is only the latest in a series of public debates about whether women have the right to choose to be mothers or not to be mothers. As society moves to decide whether parenthood is a right for men and women, whether single or married, heterosexual or homosexual, the history of the voluntary motherhood movement serves as a lesson about the changing status of women and the nature of family in society.

The Celtic Diaspora – Irish & Scottish Identities

TTH 1:30-3:00 LPC Hague, Euan

This course will focus on the historical, political and cultural geographies of the Celtic diaspora. There is growing interest in Celtic Studies at an academic level and DePaul University has recently established a minor in Irish Studies. Celtic peoples and places are traditionally associated with the non-English areas of the United Kingdom, namely Ireland, Scotland and Wales. Other definitions include the English county of Cornwall and areas of France such as Brittany. This course will focus primarily, however, on the contemporary politics and cultural practices of Celtic communities outside Europe – primarily those in the United States. The course will be designed to appeal to a broad range of students, critically examining the social constructions of race, ethnicity, diaspora communities and the development and perpetuation of ethnic stereotypes in films like *Braveheart*.

Katrina: Race, Religion and Community

TTH 11:50-1:20 LPC Hinton, Rosalind

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This course uses three different religious studies approaches to explore forces of nature such as Hurricane Katrina and the destruction and recovery of a major American city. Section One uses an environmental religion approach and situates the Katrina event in the cultural and environmental history of the bio-region. Section Two takes a sociology of religion approach to the Katrina event and explores sociological issues such as race, class, and gender in the destruction, rescue and recovery efforts in New Orleans. It will

explore the necessary ingredients in making a healthy American community. Section Three turns to Judaism, Buddhism, and Christianity for answers. It will explore the resources from these traditions that help individuals cope and build communities and cities that are diverse, economically vibrant, ecologically sustainable, and racially just.

Environment and Health

M 9-12 LPC Holm, Karyn

This course is designed to introduce students to the influence of environments including natural environments, built environments, and social environments on health. Factors such as climate, weather, population density, air quality, water quality, green space, physical structures (homes, schools, offices), safety, noise, traffic, and lifestyle (diet and exercise) will be discussed and linked to the health of individuals, families and/or communities. In addition, within the context of the final paper/project, students will be asked to identify and discuss health/illness implications of a particular environment, noting actual or potential strategies to ensure that a particular environment is conducive to health.

Capitalism and Democracy

MWF 10:50-11:50 LPC Ibata-Arens, Kathryn

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? Is less democracy really better for egalitarian distribution of wealth and resources? Which should come first (or at all) in the developing world – opening to Western capitalism or opening to the Western form of democracy? Can greater democracy lead to better economic outcomes, and vice versa? These issues are explored through a critical examination of the intellectual history of notions of capitalism and democracy in core texts. The two main texts of this course have opposing views about how good capitalism and democracy are for society. Each side will be offered equal time and consideration. This is stimulated via class discussion, debates and weekly “think pieces” (short essays prompted by a critical question relating to class readings and lectures).

From Folk Rock to Rock Folk: 1950s Culture

MWF 12-10 LPC Isackson, R.J.

Our American musical history of the second half of the 20th century corresponds to our social and historical progress. From the folk music of the 1950s, sung by the Weavers, Odetta, and Miriam Makeba, to the music of the Woodstock generation, the music

connects with pleas for fair employment practices, protests against racial and social inequality, to differences between life in urban and suburban America. The Civil Rights movement can be traced in song. The course will focus on the connection between our country's heritage and how music both reflects and affects our history. There will be readings from at least two texts.

Jesse Jackson & the Rainbow/PUSH Coalition

TTH 10:10- 11:40 LPC Johnson, Valerie

This course will examine the life and work of Rev. Jesse L. Jackson and his attempt to build a Rainbow Coalition, a coalition of the disaffected – minorities, immigrants, whites, peace and environmental activists, the young, the old, the poor, women, lesbians and gays, the disabled, family farmers, and labor. The central theme of the course revolves around factors that impede or facilitate a Rainbow Coalition. The first part of the course will examine the early years of Jesse Jackson and aspects of his up-bringing that impacted his personality traits, and identity as a leader of the oppressed. Part two places the historical context of the Rainbow Coalition ideology in the civil rights movement. In doing so, it focuses on the manner in which the civil rights movement effectively challenged the cultural hegemony of the white ruling elite, igniting radical participation in every area of institutional life. Key to this focus will be an examination of Jackson's association with Dr. Martin Luther King and the Southern Christian Leadership Council (SCLC), his early activism for social and economic justice, and the founding of PUSH (People United to Serve Humanity). The third part of the course examines the social, political and economic impetus for a Rainbow Coalition, Jackson's subsequent 1984 and 1988 presidential campaigns, the Rainbow Coalition campaign platform, and the support and oppositional forces associated with this effort. The concluding section of the course will examine Jackson's activism during the post-campaign years, his continuing association with the Democratic Party, and the current state of the Rainbow Coalition. During 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. Jesse Jackson.

Yoga Sutras

TTH 10:10-11:40 LPC Johnston, Guillemette

This course is based on the text *Yoga Sutras* of Patañjali. This text provides the authoritative exposition of classical Yoga and underlies all yoga practice as it currently exists in India and throughout the world. Students will compare two versions of the same text translated and interpreted by different authors. In addition, students will become familiar with the philosophy of the yoga sutras as well as with a number of Sanskrit terms that are used to define this philosophy, even in common, modern-day English. Topics will include the Sanskrit words for nonviolence, truthfulness, non greediness, sexual continence, ignorance, meditation, yoga-devotion, moral principles, bliss, etc. In addition, the class will address the forces of corruption in Yoga, as well as the eight limbs of yoga, basic *asanas* (or poses), and *pranayama* (breathing techniques). Finally, the class will incorporate *Siddhartha*, a

classic text in the literary tradition of western responses to yoga and other eastern philosophies.

Animals in Science

MW 3:30-5 LPC Kozlowski, Dorothy

This course will examine the use of animals in science from a variety of different perspectives. The focus of this course is not solely to debate the pros and cons of the use of animals in research but to understand the fundamental arguments presented by each side of the debate and to understand the origins and development of this controversy.

The course will begin by looking at the history of science with attention placed primarily on how discoveries in science have been made in the past. This will lead to an examination of the origins of the use of animals in research. The next few weeks will be spent examining the origin of the animal rights movement as an organized entity. During this time, we'll also examine some philosophical, psychological, and evolution-based questions such as: Why do people question science? Do animals feel? What is a human's place in the animal kingdom? How are the answers to these questions affected by cultural, moral, and religious beliefs? The next portion of the course will examine how animals are used in science today – the organizations involved in governing their use and protection, alternatives to the use of animals in science, as well as an overview of how the use of animals has benefited science and society. The course will end by examining the current pros and cons in the animals in research debate in the context of all that has been previously discussed in the course.

Brown Versus the Board of Education

TTH 3:10-4:40 LPC Lakebrink, Joan

The Supreme Court case *Brown v. Board of Education*, 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 USA.

Linking College to Career Success

MW 9:10-10:40 LOOP LaVan, Helen, and Burgard, Karen

This course will focus on how students may successfully connect their college experience and academics to a future career path and lifelong learning. Course content is taken from psychology, sociology, education, student/career development and management literature. This course is somewhat experiential, in that there are role-plays, student presentations, interviews for information, etc. It is also a student development course, with the goals of: reducing barriers to four-year graduation; linking majors to career areas; maintaining an optimized grade point average; and continuing future education.

Terrorism: Theory and Practice

MWF 1:10-2:10 LPC Layton, Azza

Through focused study of the CIA, this course will explore the phenomenon of terrorism in general and state-sponsored terrorism in particular. This course analyzes the claim that the United States, through the CIA, has been responsible for fomenting terrorism around the world. Through readings, written assignments, group projects, Internet research, class presentations and discussions, students will analyze cases of CIA overt and covert operations. We will examine the methods by which the CIA contributed to the waves of military dictatorships, starting with Iran's in 1953. We will explore the "unfamiliar U.S. Foreign Policy," cases of undeclared war against other countries in order to influence political and economic conditions-undeclared war cloaked in covert operations, where the U.S. government funds, trains, and aids oppressors to terrorize their own population. Does the U.S. government conduct low intensity conflict operations, which involve assassinations, torture, rape, acquiring information by all means, police operations against citizens, undermining democratically elected governments, and destroying and/or contaminating land and water sources? If so, when and why does this happen? Under what circumstances does the CIA do this? And why are such operations limited to Asia, Africa, and Latin America and not Europe?

The Films of Alfred Hitchcock

TTH 10:10-11:40 LPC Long, Douglas

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. We will focus especially on the films *Rear Window* (1954) and *Psycho* (1960).

Sexual Orientation and the Law

MW 1:10-2:40 LPC Lysik, David

This seminar is a selective introduction to the legal treatment of sexual orientation in the United States. The class will investigate the interaction between the law and broader attitudes about sexual orientation by exploring how social, cultural and political forces shape, and are shaped by, legal doctrine. Students will examine the subject from several legal perspectives, including constitutional, criminal, family and nondiscrimination law.

Rigobera Menchu

TTH 3:10-4:40 LPC Martinez, Susana

This seminar will focus on the accomplishments and controversy surrounding one of Latin America's most well known human rights activists. Rigoberta Menchú was born in Guatemala and is of Mayan descent. She first came to international prominence following the 1983 publication of her testimonio, or memoir, that has been translated to more than 11 languages. Her book chronicles in compelling detail the violence and misery that she and her people suffered during Guatemala's brutal civil war. The book focused world attention on Guatemala's human rights violations and led to her being awarded the Nobel Peace Prize in 1992. In 1999, a book by the anthropologist David Stoll challenged the veracity of key details in Menchú's account, generating a storm of controversy. In this

seminar, students will read and discuss Menchú's moving story, watch documentaries, and become informed about the role of the U.S. in Guatemala.

Memory and Repression in Latin America

TTH 8:30-10 LPC Masud, Maria

The recent history of Latin America has been marked by cycles of political and social repression – the “dirty war” in Argentina, the military coup in Chile, the “death squads” in Central America, among others – have generated a rich documentation of books, articles, films, and desperate public calls for justice, i.e.: the mothers of the Plaza de Mayo. These diverse sources seek to explain how those repressive forces overthrew democratic governments and of their action for consequences for civil society. Likewise, they document the attempts by groups and individuals in those respective societies to find processes that would bring justice to the individuals directly and indirectly affected by the repression.

Real Cavemen

T 5:45-9 LPC Mayo, Larry

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.

Archaeology in Film and Television: Global Culture and Climate

W 5:45-9:00 LPC McInnis, Heather

The global climate is changing and human activities are contributing to that change! In this course, we will critically examine the implications of humans on their environments through the media of film and archaeological and environmental science literature. How have humans impacted the world's climates and environments? How have these interactions caused changes in the environment and what form did these changes take? A variety of research issues will be addressed, including approaches and methods for studying past human ecosystems, changes in cultural and natural landscapes, responses to environmental change, historical perspectives on humans and the environment, and the effects of agriculture and complex societies on the environment. Using popular and documentary films, we will explore how archaeology provides insights into past human-environment relationships and ultimately offers strategies to understanding our contemporary global environment.

Karl Marx

MWF 9:40-10:40 LPC McIntyre, Michael

Communism is dead and so is Karl Marx. But Marx wrote very little about communism; his main concern was to understand capitalism. This class will attempt to understand Marx as an analyst and critic of capitalism. In addition to understanding Marxian

economics, this means understanding Marx's contributions to the understanding of alienation, exploitation, class, politics, and ideology. Students expecting either an indoctrination in communist ideology or a denunciation of the evils of Marxist doctrine should stay away. Students wanting to critically understand the works of this thinker are welcome.

Endangered Species

TTH 3:10-4:40 LPC Meritt, Dennis

This course will work to develop a definition of "endangered" and see how well the definition works as it applies to a range of life forms, including plants, animals, and natural habitats. The course will explore the probable causes of endangerment, consider the impact of our own species as well as that of natural occurrences, discuss possible solutions, and explore ways people can become involved and affect a long-term solution. Students will take periodic quizzes and examinations, write a major term paper, and give an oral presentation

Disability Culture

TTH 3:10-4:40 LPC Meyer, Karen

This course will address the mosaic movement of the 1990s, which focused on people with disabilities. This segment of our population is the largest and fastest growing minority group in the nation. Disability is one culture that anyone can be a part of at anytime. In order to understand this, the course will explore a variety of disability related topics. Each week a major theme will be addressed, a theme designed to teach individuals about aspects of the disability movement, one which represents every race, ethnic, religion, age and socio-economic group

The Battle of Little Big Horn

TTH 11:50-1:20 LPC Meyer, Robert

On June 25, 1876, a pivotal event in American history, and specifically in the history of interactions between Native Americans and Americans of European heritage, took place. On this occasion, the U.S. Seventh Cavalry, commanded by Lt. Colonel George Armstrong Custer was defeated by Sioux and Cheyenne warriors in what is now southern Montana. Sometimes referred to as the Battle of the Little Bighorn, Custer's Last Stand, or The Battle of the Greasy Grass (a translation of the Sioux name for the location), this incident has been the subject of numerous debates, several films and countless books and articles. In this course, we will examine what is known about the major players, the cultural context and the historical ramifications of this remarkable confrontation. In so doing, we will strive to increase our understanding of 19th century America, and to develop insight about the cultural, political and other forces that shape our views of the past and the present.

African American Science Fiction

TTH 8:30-10 LPC Moody-Freeman, Julia

This course explores the genre of science fiction written by African American writers. The course will examine issues of race, gender, class, and sexuality in these writings through the lens of several disciplines and perspectives: literary criticism, history, race

and ethnic studies, women's and gender studies, as well as the politics of publishing. Readings include short fiction in the anthology *Dark Matter*, which features fantasy fiction from the late 1880s to late twentieth-century, and novels by acclaimed science fiction writers Octavia Butler and Samuel R. Delany.

Aristotle's Ethics

TTH 10:10-11:40 LOOP Moore, Holly

As one of the founding texts of Western philosophy and political theory, Aristotle's *Nicomachean Ethics* remains a critical part of our contemporary social and political context. Never one to shy away from any question, Aristotle examines human virtue (i.e., what it means to be a good person) – both its acquisition (how do we become good?) as well as its range (what are the virtues?). Reading this text directly, we will explore such concepts as habit, decision, justice, equity, courage and friendship. Throughout the course we will have the chance to compare Aristotle's thought to that of different literary, historical and cultural sources. In addition, we will aim to understand in more detail what is at stake in the Aristotle's assertion of two different definitions of the human: that is, as the "rational animal" and as the "political animal." Students with an interest and/or background in political theory, philosophy, social sciences and law, and liberal studies and the humanities in general will be especially well-suited to this course.

Alternative Fuels

MWF 9:40-10:40 LPC Morsch, Layne

The United States uses more fuel per capita than any other country on earth. Several recent reports predict that fuel usage will continue to rise as will the U.S. reliance on other countries for fossil fuels. By critically exploring alternative fuels usage in the past and scientific relationship between fuel and the environment, students will be asked to examine their own values and propose how they will use fuel in the present and in the future. Students in the course will look at: science of alternative fuels, the impact that different fuels have on environment, the economic impact of different fuel technologies – for corporations and for consumers, political factors affecting the use of different fuel technologies, ethics involved in using different fuel sources, and personal ethics and how they relate to energy and the environment.

Leisure in America

TTH 1:30-3:00 LPC Owen, Laura

This seminar will explore the meaning of leisure through the multiple lenses of economics, history, sociology, and American Studies. This exploration will include both quantitative and qualitative analyses of leisure focusing on questions of how leisure is measured and depicted, its relationship to consumption, and its role in expressing/shaping identity. Students will read from a variety of literatures and present/discuss these readings in class. Students will also engage in various hands-on assignments regarding the measurement of leisure, the ways in which people use leisure time, and the depiction of leisure in art and other images. Film clips and observation of leisure activities may also be incorporated on a limited basis. For a final project, students will be asked to develop one of their response papers into a longer essay or to relate their image analysis to one of the other themes developed in the course.

Symmetry, Asymmetry & the Imagination

TTH 1:30-3:00 LPC Pereira, Peter

Symmetry, or near symmetry, abounds in the world around us. You can see it in natural objects such as butterflies, beehives, animals, the human body, fruits and nuts, flowers, snowflakes, waves, or geological formations. You can see it in artistic productions such as paintings, sculpture, poems, novels, or musical compositions. You can see it in cultural artifacts such as textiles and carpets, decorative patterns, corporate logos, technological inventions, architecture, tiling, or agriculture. And you can see it in scientific theories about molecules, crystals, genes, primitive organisms, astronomy, gravitation, electricity, or the human psyche. While these topics are often studied separately, we will try to look at them from a common perspective. During the first week, we will look at the world around us, describing and analyzing what we see. Then, for about 3 weeks, we will take an abstract look at symmetry considering questions about types of symmetry, relations between various symmetries, combinations of symmetries, harmony and proportion, fuzzy symmetries, and anti-symmetries. Though this will introduce a mathematical perspective, no special knowledge of mathematics beyond that required of any entering freshman will be assumed. After this, we will apply this abstract knowledge to a variety of phenomena that reflect students' interests, considering approaches to symmetries in various cultures. (Islamic art, Yemeni textiles, Turkish carpets, Navaho blankets, Mayan architecture, Hindu sculpture, Japanese origami, African masks, impressionist paintings, Renaissance music, or Pythagorean philosophy are all possibilities.) Finally, in the last portion of the course students will be asked to construct something – perhaps a poem, a model, a musical composition, an art object, a computer program, or an essay – and then to analyze its symmetrical or asymmetrical properties. These constructions will be critiqued by the rest of the class and could become part of the student's portfolio.

Martin Luther King and Malcolm X: Friends or Foes?

TTH 11:50-1:20 LOOP Rivers, Christina

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 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.

Frank Lloyd Wright

TTH 1-2:30 LOOP Simo, Gloria

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.

The New German Cinema

MW 3:30-5:00 LPC Suglia, Joseph

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." The most exciting films of the German New Wave will be screened. The course will be conducted exclusively in English. No knowledge of German is required.

Moliere

TTH 11:50-1:20 LPC Suozzo, Andrew

This course examines the comedy of Molière in its relationship to the society of seventeenth-century France. It addresses such issues as class (im)mobility, libertinism, religious hypocrisy, feminism, and the notion of the "honest man." It considers how, through humor, Molière addressed some of the most compelling issues of his time, and it also illustrates in the case of *The Misanthrope* how, throughout the last three centuries, different epochs have reinterpreted this play, sometimes providing diametrically opposed interpretations. The course suggests the ambiguity and complexity of Molière's theater, which does not readily lend itself to facile interpretations.

Revolution

TTH 10:10-11:40 LPC Thompson, Kevin

This course is an examination of revolution as a distinct form of political action. Its aim is to understand what exactly defines a series of events as a revolution, and to identify the various sorts of motives that have historically brought about such movements. The course is primarily concerned with the set of philosophical issues involved in these questions, but the project is carried out through an investigation of historical and sociological analyses of specific revolutionary movements. The course is divided into four parts. The first examines the classical theories of revolution. The second compares the American and French Revolutions as paradigm cases of two basic types of revolutionary movements, political and social revolutions. The third part takes the framework developed in the second and employs it in an examination of several of the most

important twentieth century revolutions: Russia (1917), Iran (1978-1979), and South Africa (1948-1990). And finally, the fourth part investigates the various mundane ways in which power has been and continues to be resisted and that has set the stage for its eventual overthrow.

Sugar in World History & American Economy

MWF 12-1 LPC Tikoff, Valentina

This seminar will introduce students to the complex historical and contemporary dimensions of a ubiquitous commodity: sugar. In particular, students will study the ways that sugar has fundamentally shaped the development of much of the Western hemisphere (especially the Caribbean), from the transatlantic slave trade to the Cuban Revolution and beyond. The course also will explore the continuing legacies and debates over the impact of sugar on domestic public and environmental policy in the U.S. today.

Plato/ Platonic Love/ Love Poetry

MWF 8:30-9:30 LPC White, David

This course consists in a close reading of the two Platonic dialogues analyzing the nature of love: the *Symposium* and the *Phaedrus*. The approach to love developed in these dialogues will be contrasted with parallel expressions in the lyrical poetry of Sappho on love, loss of love, and individual emotions, as well as modern poetic statements concerning these themes by Amy Lowell and Emily Dickinson. The purpose of the course is to present a powerful and influential philosophical perspective on love and to compare that perspective with evocative and penetrating poetic visions of the same reality. The primary topics covered will be: the place of sexuality in love, the importance of communication through discourse between the lover and the beloved, and the status of emotions in the love-relationship. The popular notion of "Platonic love" will also be closely scrutinized by reading the dialogues from which this notion was distilled and determining just how "Platonic" the notion of "Platonic love" really is.

Humor and Cultural Identity

W 9:40-12:55 LPC Wilson, Midge

This class will explore how humor can both harm and empower members of different non-dominant cultures, whether defined by their gender, religion, race/ethnicity, sexual orientation, disability, etc. The inherent tensions between issues of so-called political correctness, the limits of taste and tolerance, and the forbidden-like nature of what makes something funny will be critiqued. Students will be required to keep weekly journals in response to questions posed by the instructor about issues of humor and cultural identity. In addition, there will be two short research papers, one of which has a classroom presentation associated with it. So bring your funny bone and put on your thinking cap to dissect an amusing but serious subject.

Occultism and Culture

TTH 1:30-3 LPC Winslade, Jason

This course explores occultism as a Western phenomenon, consisting of magical and mystical practices that penetrate everyday life. For some practitioners, it is a religion; for others, a form of self-exploration and actualization; and for still others, a site of personal

politics and activism. We will discuss the structures and philosophies of the secret society, of initiation as a cultural performance, and the practice of ritual magick in its various forms. We will trace the connections between magick, Wicca, secret societies, and popular culture, in texts ranging from the dollar bill to *Buffy the Vampire Slayer*.

Film/ Photography/ Nuclear Age

TTH 11:50-1:20 LPC Yin, Tzu Ching

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.