Welcome to North Central College’s Integrative Curriculum!

In the following pages you will learn about some special features of the first-year seminar at North Central and how it contributes to a set of programs designed to promote connected learning. We hope that this information will help guide your planning for 2018-2019.

Have questions?

Please don’t hesitate to contact your advisor, or Lisa Long, Dean of College Programs and Special Assistant to the Provost, at lalong@noctrl.edu.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>ENG 125 1</td>
<td>Paustian, M.</td>
<td><em>The Globalization of Care</em></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ENG 125 2</td>
<td>Jackson, J.</td>
<td><em>Place and the Self in Literature, Film, and Culture</em></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ENG 125 3</td>
<td>Brodhead, J.</td>
<td><em>Cities and Cinema</em></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ENG 125 4</td>
<td>Roy, S.</td>
<td><em>East is East, West is West: Representations of India in Western Popular Culture</em></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ENG 125 5</td>
<td>Crawford, C.</td>
<td><em>Image and Truth</em></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ENG 125 6</td>
<td>Crawford, C.</td>
<td><em>Image and Truth</em></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>IDS 125 1</td>
<td>Bard, N.</td>
<td><em>Just outside of Paris: Despair and Hope in the French Cités</em></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>IDS 125 2</td>
<td>Stone, H.</td>
<td><em>Take a Second Look</em></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>IDS 125 3</td>
<td>Fontana, M.</td>
<td><em>The Archaeology of Warfare</em></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>IDS 125 4</td>
<td>Kotsko, A.</td>
<td><em>Deals with the Devil</em></td>
<td>7</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>IDS 125 1</td>
<td>Kotsko, A.</td>
<td><em>Deals with the Devil</em></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IDS 125 2</td>
<td>Tatro, K.</td>
<td><em>The Voice</em></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IDS 125 3</td>
<td>Patterson, S.</td>
<td><em>Wherever We Go, There We Are</em></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IDS 125 4</td>
<td>Thalmann, G.</td>
<td><em>An Interdisciplinary Study of Coffee</em></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IDS 125 5</td>
<td>Barberis, D.</td>
<td><em>Science Today</em></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>IDS 125 6</td>
<td>Takahashi, C.</td>
<td><em>Japanese Visual Culture and Popular Media</em></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>IDS 125 7</td>
<td>Mark, A.</td>
<td><em>The Politics of Disasters</em></td>
<td>9</td>
</tr>
</tbody>
</table>
Curricular Connections in the First Year—FYE, English, and the First-Year Interdisciplinary Seminar

Three features of general education that you will hold in common with other first-year students will be the First-Year Experience course and offerings in English and Interdisciplinary Studies, gateway experiences that will help to prepare you for college-level inquiry. First-year students will take FYE 100, English 115, Composition, and IDS 125, First-Year Seminar. Students with ACT scores of 28 and above are eligible for a single course combining writing and interdisciplinary study, English 125, First-Year Seminar (accelerated; offered Fall term only). First-Year Seminars (125) for the current academic year are described in this brochure to assist you in selecting preferences among a variety of interdisciplinary topics taught by faculty from across the College.

Composition and the First-Year Seminars

The following course descriptions highlight the composition sequence that begins in the first year in combination with FYE 100 and advances into the junior year with ENG 315, where a student’s major provides new experiences and methods upon which to build life-long writing practices and habits of thinking.

ENG 115:

This course offers a gateway to developing writing and critical thinking skills through the study and practice of planning, drafting, and revising arguments for particular aims. You will learn to summarize, analyze, interpret and question selected readings through class discussion and writing, with an emphasis on rhetoric in the disciplines. You will also explore college-level research, including the use of the Internet and databases. This course fulfills 1/2 of Composition.
**ENG 125: First-Year Seminar**
For students with an ACT score of 28 or higher, this gateway course combines a focus on argument and writing with the interdisciplinary aims of IDS 125. This First-Year Seminar may be offered by a single instructor or may link a faculty member from the English department with a faculty member from a second department. Topics will vary by section, but all courses will include an emphasis on rhetoric, research, and interdisciplinary perspectives. The course fulfills both 1/2 of Composition and the Interdisciplinary Requirement.

**ENG 315:**
This *junior-level* advanced writing course extends skills introduced in English 115, ENG/IDS 125, and in the General Education experience. Drawing upon interdisciplinary readings and practicing cross-disciplinary writing and revision, you will examine specific areas of study arising out of your majors and out of the larger academic and non-academic communities around you. Using critical inquiry and dialogue, you will focus on the value of writing with others from a variety of fields to address complex public problems. This course completes the Composition Requirement.

**IDS 125: The First-Year Interdisciplinary Seminar**
Students enrolling in ENG 115 will fulfill the Interdisciplinary Requirement through an Interdisciplinary Studies Seminar, IDS 125. You will find that this course offers an introduction to sustained integrative and interdisciplinary inquiry, preparing you to address complex problems that require input from more than one field. You will be introduced to the next phase of critical thinking and reflective reading skills developed in FYE and in other 100-level classes that will help you to enter a world in which communication across specializations and the ability to place topics in multiple contexts play an increasingly significant role in the professions.

Please note that you may not receive credit for both ENG 125 and IDS 125 as their goals and outcomes are overlapping. There will, however, be many additional opportunities to pursue interdisciplinary interests in the form of individual courses, minors, and majors if this approach to study is appealing to you.

**The First Year and Academic Culture**
Progress in college-level coursework is often linked to a student’s interest and initiative in talking with others about ideas and paper projects. Faculty at the College believe FYE 100, First-Year Seminars, 100-level courses, and related cultural events provide you with a superb introduction to academic life. Faculty look forward to talking with you both in class and during their office hours. Be encouraged to initiate conversations with faculty. It’s a good way to feel more connected and in charge of your learning experience.
Fall Term 2018: ENG 125

English 125-1
TTH 8:00 a.m.—9:50 a.m.

“The Globalization of Care”
We are living in an age of international community: college students from across the United States organize on behalf of child soldiers in Uganda, rock concerts raise funds for hurricane victims in Puerto Rico, and proceeds from bottled water sales build wells for villages in India. In the twenty-first century, care has indeed gone global. This extended network of care has been met with intense celebration and equally intense critique. This course will explore that tension through a variety of lenses including literature, film, history, journalism, and political science. This interdisciplinary approach will prepare students from a variety of majors to think through issues of global inequity, international ethics, and cosmopolitan responsibility in sophisticated ways.

English 125-2
TTH 10:00 a.m.—11:50 a.m.

“Place and the Self in Literature, Film, and Culture”
This seminar is concerned with how our experience of place affects our understanding of ourselves and others. What we think is true, beautiful, or right may well depend on where we were raised, whether that place experienced war or trauma, relative wealth or precarity, diversity or homogeneity. The writer Don DeLillo argues that “the shape and fate of a culture determines the shape and fate of the self.” In order to explore this and other claims, we will read 21st fiction and narrative non-fiction, view films such as The Florida Project, Black Panther, and Lady Bird, and closely consider our own and others’ perspectives on place in relation to who we think we are. Across the term, we will focus on communities that foster creative collaboration and a sense of belonging. Students will visit Chicago and attend several cultural events in order to better relate to places perceived as familiar and “other.” Our writing projects will include a short memoir, research on a culture other than our own, and a final project that explores how studying place critically can encourage deeper empathy and connection.

English 125-3
MWF 1:20 p.m.—2:30 p.m.

“Cities and Cinema”
What does Blade Runner tell us about Los Angeles, or Rear Window about New York, or Godzilla about Tokyo? Although the depictions are fictional, our knowledge of cities around the world is often based on images we see on the screen. Looking closely at both American and foreign movies, we’ll explore the ways various cities are represented. We’ll focus on comparing the way film studies and urban studies scholars debate, research, and write about these film portrayals, while incorporating writing instruction appropriate for an honors composition course.
In this course we will explore the politics behind the representations of India in various media such as films, literature, and news. We will examine these representations through the lenses of English literature and history. How do these representations relate to the actual country India? What is the difference between the way India is represented by the West and the way India is represented by Indians? What can we deduce from these differences in representation? We will try to answer these questions by looking at texts such as Wes Anderson’s *Darjeeling Limited* alongside Bollywood films, British and postcolonial Indian novels, and news reports of current events in India alongside various historical documents.

“Image and Truth”

An old adage says, “A picture is worth a thousand words,” but says nothing of the truth or honesty of those thousand words. The image has always enjoyed a privileged relationship to the truth that, given recent technological developments, has been put in jeopardy. The readings and writing assignments for this course will focus on the possibility (or even necessity) of images to reveal the truth of the world around us. Using television programs, movies, and even social media, this course asks students to question if images have an obligation to represent the truth of objective reality or whether their constructedness denies the possibility of arriving at anything like complete honesty or realism.

“Just Outside of Paris: Despair and Hope in the French Cités”

Some of the most vibrant cultural production from contemporary France comes from those living in its most marginalized spaces: the large housing projects (“cités”) on the outskirts of Paris and other urban
areas. While creative and robust, the music, literature, and film that comes out of these areas tends to be fairly negative and caustic in tone. Does it have to be? In this course, we will consider evidence from fiction, film, other cultural products, and sociological studies that claim to represent this environment. We will look at evidence of and reasons for despairing over the experience of living "outside of Paris," and, at the same time, investigate some indicators or pathways of hope. Our approaches will borrow insights from the fields of literature, sociology, ethnography, and film studies.

Interdisciplinary Studies 125-2
TTH 10:00 a.m.—11:50 a.m.

“Take a Second Look”
Sight is something we often just accept, and respond with ‘seeing is believing,’ or avoid argument by saying ‘it’s all in the eye of the beholder.’ At the same time most of us accept that there are visual competencies that need to be taught and critiqued. Our encounters with what we see often surprise us and these experiences refuse easy explanation and interpretation. In this class we will explore how a variety of disciplines and people in careers of all sorts discourse about and use image-making as part of their practice and how they communicate and persuade.

Interdisciplinary Studies 125-3
MWF 2:40 p.m.—3:50 p.m.

“The Archaeology of Warfare”
This course examines how the archaeological record can be used to identify the occurrence of warfare throughout history. Students will be learning about various types of warfare & violence in a variety of prehistoric & historic cultures, the role of violence in the development of social complexity, and briefly discuss more modern examples of war, including violence in cinema & video games.

Interdisciplinary Studies 125-4
MWF 12:00 p.m.—1:10 p.m.

“Deals with the Devil”
IDS 125 is designed to introduce you to interdisciplinary inquiry, to develop your ability to think and read critically, and to hone your research and writing skills. This version of the course will focus on the question: What does it mean to sell your soul to the devil? Our focus will be on the legend of Faust, which has played a decisive role in modern European culture. After briefly tracing the roots of the figure of the devil to its biblical and early Christian roots, we will explore the legend of Faust (which is based on a real historical individual) and its legacy in drama, literature, music, and film.
Winter Term 2019: IDS 125

Interdisciplinary Studies 125-1  A. Kotsko, SGB
MWF 8:00 a.m.—9:10 a.m.

“Deals with the Devil”
IDS 125 is designed to introduce you to interdisciplinary inquiry, to develop your ability to think and read critically, and to hone your research and writing skills. This version of the course will focus on the question: What does it mean to sell your soul to the devil? Our focus will be on the legend of Faust, which has played a decisive role in modern European culture. After briefly tracing the roots of the figure of the devil to its biblical and early Christian roots, we will explore the legend of Faust (which is based on a real historical individual) and its legacy in drama, literature, music, and film.

Interdisciplinary Studies 125-2  K. Tatro, MUS
MWF 9:20 a.m.—10:30 a.m.

“The Voice”
The human voice has been described as a site where the physical, the personal, and the social converge, a form of expression that is both highly individual and also shaped by a variety of cultural norms and practices. In this first-year seminar, we will approach the human voice from two perspectives, looking at it as a physical mechanism that produces musical sound and as an important part of a person’s identity, particularly with regard to gender. Drawing from voice science and vocal pedagogy, we will learn about the intertwining of arts and science expertise in the investigation of vocal health, function, and musicality. Incorporating research from the humanities, we will think about how we come to expect certain voices to sound masculine or feminine and why. Through our interdisciplinary study over the course of the term, we will explore questions such as: what is the voice? How is an individual voice shaped by cultural factors? Can we listen impartially to vocal expression? What does it mean to have a voice?

Interdisciplinary Studies 125-3  S. Patterson, SGB
TTH 10:00 a.m.—11:50 a.m.

“Wherever We Go, There We Are”
Starting with the student's own self, body and mind, and broadening out in concentric contexts through the suburbs, Chicago and its region, the US, North America, the globe and finally out into the entire cosmos, we will explore the notion of "place." Short readings, videos, audio, images and students' own experiences will be the "texts" we explore as we begin to use the notion of place as a means for organizing how we understand ourselves, our communities, and the material world around us.

Interdisciplinary Studies 125-4  G. Thalmann, ACC
MWF 10:40 a.m.—11:50 a.m.

“An Interdisciplinary Study of Coffee”
Coffee—the aroma, the caffeine jolt, the prerequisite to a morning's routine. What are its features and what practices underpin its journey to the consumer? According to the International Trade Centre, over
$15 billion of coffee was exported in 2010. This course looks at the relationship between coffee and society through a variety of academic disciplines beginning with the farmers growing the beans, and following its path to the ultimate consumer for that “first cup of coffee in the morning.” The course will look at coffee through multiple perspectives, including historical, social, financial, health, and ethics. Research activity will be complemented by hands-on opportunities in coffee packaging and a conference with nationally known coffee experts.

Interdisciplinary Studies 125-5  
D. Barberis, SGB  
MWF 1:20 p.m.—2:30 p.m.

“Science Today”  
Science is everywhere present in our daily lives, often generating controversy and headlines in the news. From arguments over cloning, genetically modified foods, or nuclear missile defense, many of the major issues of the day emerge from the worlds of science and technology. This course will address some of these cases in order to explore two larger questions. First, it will help students understand what science is, as both a social and an intellectual enterprise. Second, it will discuss what role it plays—and should play—in our society. No previous scientific knowledge is required in order to take this course.

Interdisciplinary Studies 125-6  
C. Takahashi, MCL  
TTH 2:00 p.m.—3:50 p.m.

“Japanese Visual Culture and Popular Media”  
While large areas of Japanese pop culture remain inaccessible to those unable to speak or read the language, this course covers a wide swath of popular texts, products, and media that make up much of mainstream and alternative culture in Japan today. We will study visual, musical, and multi-media products of the Japanese culture industry with an eye towards making meaningful comparisons with the flow of the popular in different countries. The study of Japanese popular culture using the insights from art, anthropology, economics, literature, media and film studies, and sociology illustrates not only the role and impact popular culture has on Japanese and international societies, but also the changing character of media, capitalism, fan communities, and culture. In line with the broad emphasis on studying the human condition in all its variability, on the multidisciplinary study of power and cultural production, and on the multicultural ramifications of collective works of the human imagination, the course gives students much to reflect on when thinking about the dynamic relationship between pop cultural contents/products and society.

Interdisciplinary Studies 125-7  
A. Mark, PSC.  
MWF 2:40 p.m.—3:50 p.m.

“The Politics of Disasters”  
When a natural or manmade environmental disaster occurs, it affects more than just the landscape. In this course, we will investigate the impact of international and domestic disasters from the perspectives of political actors, victims, and the general population. We will discuss how local and national political actors work together (for better or worse) to prepare for and respond to crises, and how these actions influence the views of the general public. We will also compare different perspectives on victim relief, and how the law has changed with regards to psychological, environmental, and personal property damages.
“Wherever We Go, There We Are”
Starting with the student's own self, body and mind, and broadening out in concentric contexts through the suburbs, Chicago and its region, the US, North America, the globe and finally out into the entire cosmos, we will explore the notion of "place." Short readings, videos, audio, images, and students' own experiences will be the "texts" we explore as we begin to use the notion of place as a means for organizing how we understand ourselves, our communities, and the material world around us.

Spring Term 2019: IDS 125

“Gender, Sexuality, and Nationalisms in Contemporary Spain”
With an emphasis on close reading of a variety of texts and media (including novels, poetry, theater, film, comic books, music, painting, and photography), this course will explore the legibility of gender and sexuality in artistic works published from the period of Spain’s transition to democracy in 1975 following 36 years of fascist oppression through the present. Special attention will be directed toward minoritized bodies and sexualities in light of Spain’s multifaceted nationalist discourses (Catalonia’s separatist movement, for example), narratives of immigration from the African continent, the complex linguistic and cultural identities of Spain’s autonomous regions (including Catalonia, Galicia, and the Basque country), and the nation’s political and artistic attempts to engage with the relatively recent historical trauma of a fascist military dictatorship. Students will engage with varied theoretical texts and critical discourse as we explore authors and artists with origins throughout Spain and work toward a broader understanding of how gender and sexuality intersect with other forms of identification including race, ethnicity, citizenship, etc. Texts originally published in Spanish, Galician, Basque, or Catalan will be provided in translation.

“Deals with the Devil”
IDS 125 is designed to introduce you to interdisciplinary inquiry, to develop your ability to think and read critically, and to hone your research and writing skills. This version of the course will focus on the question: What does it mean to sell your soul to the devil? Our focus will be on the legend of Faust, which has played a decisive role in modern European culture. After briefly tracing the roots of the figure of the devil to its biblical and early Christian roots, we will explore the legend of Faust (which is based on a real historical individual) and its legacy in drama, literature, music, and film.
“Good Dreams, Bad Robots: Science Fiction and Social Change”
Science fiction has always been both an escape from and a response to the real world, a world that has placed its wager on scientifically-determined progress. From *War of the Worlds* to *Black Mirror* the art of science fiction has oscillated between the poles of utopia—fantasizing that the discoveries of modern science might end human suffering and make real the failed promises of religion—and the dystopic realization that the troubles we know now might very well pale in comparison to those of the brave new worlds we are rapidly bringing into existence. Interrogating recent history through the lens of science fiction allows us to learn that history in a bracing manner and prods us to turn a critical eye to the vexed questions of our future and to the complex relations between the realms of science, politics, and society.

“Globalization and Society”
Considering that 95% of the world’s population resides outside the US, it is ethically imperative for our students to develop knowledge to navigate the complexities and ambiguities of a fast-changing world. The course will invite the students to expand their thinking horizons beyond the physical borders as well as identify a broader domain to develop a cognitive and moral purpose. Globalization is profoundly remaking social structure and transforming the lives of people in every corner of the planet. Our personal lives are linked to increasingly dense networks of global interrelations, as the integration of societies, economies, and cultures fundamentally transform human life. The concept of globalization is contested, meaning there are different and competing understandings of what the term represents and how to assess the process. Regardless of how we perceive globalization, it occupies an increasingly prominent place in the social sciences and humanities, and even in the natural and applied sciences, and for a very good reason: it is impossible to understand the world in the early 21st century without understanding globalization and its consequences. This course will survey the history of globalization, global economy, political globalization, transnational civil society/transnational social movements, globalization and culture, globalization and gender/race/ethnicity, globalization and the environment, transnational migration, global conflicts, and global inequalities. The course attempts to assist students in developing the critical thinking/analytical skills and historical perspective necessary to examine their own deeply held assumptions regarding the social world and apply a broad inquiry to provide explanations for phenomena associated with globalization.

“Popular Culture in the Modern Middle East”
In this course we will contextualize and analyze graphic novels, cartoons, and music videos produced by authors and artists originating in the Middle Eastern and North Africa region. Students will be challenged to read these visual and verbal texts according to the values represented by the various cultures involved (both creation/reception and target cultures). A variety of critical lenses will be employed to help students develop an analytical perspective and vocabulary for discussing such works. Film studies, gender theory and other respected critical approaches (e.g., Said’s Orientalism) will be introduced to help inform student
“Good Dreams, Bad Robots: Science Fiction and Social Change”
Science fiction has always been both an escape from and a response to the real world, a world that has placed its wager on scientifically-determined progress. From War of the Worlds to Black Mirror the art of science fiction has oscillated between the poles of utopia—fantasizing that the discoveries of modern science might end human suffering and make real the failed promises of religion—and the dystopic realization that the troubles we know now might very well pale in comparison to those of the brave new worlds we are rapidly bringing into existence. Interrogating recent history through the lens of science fiction allows us to learn that history in a bracing manner and prods us to turn a critical eye to the vexed questions of our future and to the complex relations between the realms of science, politics, and society.

“Islands of Imagination”
Why do islands hold such a special place in our popular imagination, whether as fantasy vacation destinations or as sites of unique mystery and horror? (think Lord of the Flies, or more recently, “Lost”) We’ll explore the various ways in which “islands,” “islanders,” and “island life” have been defined, and how these images have in turn defined what it meant to live on a “continent.” How has the significance of islands changed in response to technological and economic development, and what do islands now represent in our era of jet travel and Facebook? We’ll explore these questions through a variety of media, including historical monographs, novels, and film. We will use class meetings to discuss and debate these works and their connections to other class readings. Class requirements will include short in-class writing assignments, longer essays and research papers, and group presentations and reports. Your active involvement in all class activities will provide the basis for successful completion of the course.

“Wherever We Go, There We Are”
Starting with the student's own self, body and mind, and broadening out in concentric contexts through the suburbs, Chicago and its region, the US, North America, the globe and finally out into the entire cosmos, we will explore the notion of “place.” Short readings, videos, audio, images, and students' own experiences will be the “texts” we explore as we begin to use the notion of place as a means for organizing how we understand ourselves, our communities, and the material world around us.