MAKING THE ACADEMIC CONNECTION: THE FIRST YEAR SEMINAR

2012-2013
(revised 3/21/2013)
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 2012-2013.

Have questions? Please don’t hesitate to contact your advisor, or Francine Navakas, Director of Integrative Programs and Associate Academic Dean, x5285.
## COURSE OFFERINGS

### FALL 2012

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Making Connections: An Overview

First-Year Experience, Cultural Events, and Integrative First-Year Courses at NCC
In connecting classroom work to academic events of campus-wide interest, you are joining a larger dialogue within the college community, learning how writing, reading, and critical thinking apply across North Central's curriculum, to your post-graduation goals, and to the public dialogues that inform our lives. Such skills will prove important to your success in all classes and will help you to become an active participant in the wider local, national, and global communities of the 21st century.

Coordinated Summer Reading Program
A first step in fostering those goals will begin before you arrive on campus. The summer reading introduces students to our commitment to educate for the purpose of developing informed, involved, principled and productive citizens and leaders through a curriculum emphasizing leadership, ethics, values, and service. This summer’s reading, Will Allen’s The Good Food Revolution: Growing Healthy Food, People, and Communities, is the first shared experience for incoming students. It will also be the subject of conversations throughout your initial days on campus with FYE and continuing into the academic year, in its connections to classes, current events, speakers, and co-curricular activities.

Fall FYE 100 Course
During Welcome Week and for your first seven weeks at North Central, you will take the Fall FYE 100 course along with other first-year students. Your faculty advisor, with the assistance of a student academic leader, will invite you into conversation and study around a contemporary case study, promoting engagement with real-world ethical and global issues raised by the case study and by summer readings. In the process you will also become acquainted with curricular and co-curricular opportunities to connect your goals and passions with programs, majors, minors, and other resources aimed at maximizing your academic and leadership potential.
Making Connections: An Overview

The Verandah Experience
Among the most potentially valuable kinds of enriching experiences are those that involve extended interaction between students and faculty in contexts outside the traditional classroom setting. Such verandah experiences enable students and professors to communicate about ideas, issues and life at a depth not possible under the constraints of syllabi and time slots. During North Central’s D-Term and at other times throughout the year, short-term, one-credit courses offer an opportunity to follow a favorite pursuit, explore an issue, experience a new setting, or otherwise enrich your NCC experience in the company of a professor and your peers. Check out announcements for this year’s offerings.

General Education
First-year students will encounter a dynamic general education program that offers an interdisciplinary and integrative approach to education. Core courses from across the curriculum introduce students to the liberal arts and sciences. Interdisciplinary components of the core make connections among areas of study to enrich insight and to reveal alternative ways of seeing. Later, these skills, methods, and approaches to learning will be reinforced at the upper level with an emphasis on advanced writing, intercultural study, and leadership, ethics, and values themes as they complement the majors.

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 team-taught First-Year Seminar will link a faculty member from the English department with a faculty member from a second department. Topics will vary by section (see pages 12–14 for this year’s offerings), 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 both 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.
**Interdisciplinary Studies: The First-Year Seminar**

**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 the 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.
The Writing Center
Located across from the library on the second floor of Larrance Academic Center, the Writing Center is another site for the kinds of informal exchanges that lead to successful first year experiences. Writing Center tutors—undergraduates majoring in disciplines across the College and informed about NCC’s integrative, interdisciplinary curriculum—are well prepared to assist you as you draft writing projects for the seminar and other courses. The Center’s motto, “Writers without Borders,” expresses the interdisciplinary nature of study at NCC and describes our effort to support writing across the curriculum. Make use of this resource; many teachers require a visit or two during the term.

Phone: 630-637-5351

Oesterle Library
North Central College’s library resources provide exceptional opportunities to pursue research through a wide and constantly developing array of information technologies. You will also discover the opportunities for primary research available through the North Central College archives, the benefits of inter-library loan, and the many ways in which library instruction and the support of the library staff will help you to extend your research competencies into life-long practices. Consult the Library web page, http://library.noctrl.edu, for continuing updates on services, new databases, and other acquisitions as well as colloquia and other opportunities to continue the conversation about faculty, staff, and student research interests.
Choosing a Topic

Students and faculty in First-Year Seminars will explore in depth a topic from many angles: What values, beliefs, and assumptions are behind a given claim? Why do people differ in their understanding of related issues? What might differing arguments about a subject and different methods of approaching problem-solving contribute to understanding? How can interdisciplinary study be used to enter important debates about the past, present and future? How do we communicate about a subject in informed and ethically aware ways, taking into account the contributions of different professions and disciplines? Such questions typify inquiry taken up in the First-Year Seminars.

You will identify preferences for seminar topics you find interesting and faculty whose departmental methods you’d like to get to know better. But know that all the seminars present topics broadly, drawing on liberal arts questioning to study writing, reading, and critical thinking. Whatever the topic, then, you should make progress as a writer, reader, critical thinker and researcher, working with your instructor to locate aspects of the topic of particular interest and relevance to you.

In conjunction with instruction provided by Oesterle Library, First-Year Seminar teachers, along with FYE, English, and 100-level course faculty, will foster the development of research competencies at North Central. No one should graduate from college in the 21st century without strong information literacy skills, and the seminars provide many opportunities for you to apply those skills with increasing confidence.
First-Year Seminars:
Fall Term, 2012: ENG 125

**English 125-1**
MWF 9:20 a.m.—10:30 a.m.

S. Roy, ENG
A. Afullo, Visiting Fulbright Lecturer

“Representations of Africa”
Since the 19th century, when it was called the ‘Dark Continent’ Africa has been a part of the Western imagination. Today it is regarded simultaneously as a land of extraordinary natural beauty and a place of political chaos and danger. In this class we will examine representations of Africa to learn about the politics behind the representation by watching films and reading literary and political texts about Africa. The goal is not to agree or disagree with the representations, but to question them and understand the politics behind these representations and the reactions against them. In the process of researching this topic, we will learn strategies for conducting research and writing effective arguments.

**English 125-2**
MWF 10:40 a.m. —11:50 a.m.

J. Jackson, ENG
J. Stanley, SPC

“It’s the End of the World as We Know It: Reading and Writing the Post-Apocalypse”
Robert Downey Jr. recently expressed his belief that “Everything is never going to be okay.” Across the 20th and 21st centuries, humanity has endured countless traumas: epidemics, global depressions, the Holocaust, the use of nuclear bombs, world wars and war on terror, and a rising tide of natural disasters/climate crises. Pop-culture reflects deep anxieties, but also captures the urge to start from scratch, somehow escaping history (or even being human) through its stories of zombies, end-times predictions, or disaster films with their happy endings. Students will read, write, and think critically about what some call the post-apocalypse. If everything awful has already happened, how can the world be re-made? Are ethical, peaceable futures possible? With what knowledge, ethics, and hope for change do we imagine the world “after”?"
"Chicago and the Movies"
Chicago and the suburbs have been the setting of some of the most well-known American films of the past thirty years, including *Dark Knight*, *The Untouchables*, *The Blues Brothers*, and *Ferris Bueller’s Day Off*. But it’s also the setting for the basketball documentary *Hoop Dreams*, key scenes in Hitchcock’s *North by Northwest*, and a film noir based on a real Chicago murder, *Call Northside 777*. In this course we’ll consider both better and lesser-known Chicago movies, exploring how film has defined Chicago and how Chicago has been portrayed on film since Charlie Chaplin made comedy shorts for Essanay Studios in 1915.

"Exploring World War I through History and Literature: An Interdisciplinary Look at the Forgotten War"
In recent years, American culture has been deeply interested in World War II—perhaps so interested that we have nearly forgotten what used to be known as “The Great War.” World War I (1914-1918) marked the beginning of the modern world and forever changed humanity’s understanding of war. This course examines the war from varying and distinct points of view. First and foremost, we will consider experiences of participants. Readings include eyewitness accounts, some from American nurses on the frontlines, another, from a German student who enlisted out of patriotism.
Fall Term, 2012: ENG 125

English 125-5
TTH 10:00 a.m. —11:50 a.m.
R. Guzman, ENG
J. Walters, CSC

“Reading the Movies”
This first-year seminar examines short stories and novels that have been made into movies, comparing how the two different media convey various elements of good story telling. Students will be introduced to the craft of movie making and will do background research on topics related to how movies portray certain universal themes, such as human relationships. They will also read samples of media criticism to learn how to effectively write about film. Through this course students will learn about film while increasing their ability to think critically, analyze artistic works, conduct research, and write clearly and persuasively.

English 125-6
TTH 2:00 p.m.—3:50 p.m.
K. Johnson, ENG
B. Janacek, HST

“Encountering Secret Identities”
One of the enduring qualities of human experience is the notion of identity. We hear a lot today about “identity theft” but before there were photographs, fingerprints, social security numbers, even mirrors, individuals attempted to reinvent themselves for a whole host of reasons. In addition to this dimension of identity, there is also the problem of self-identity. How do we identify ourselves? By our last name? By our work? By our race? By our religion? These questions have all been answered “yes” at times and by “no” at other times, and that in itself tells us that how we identify ourselves and others is a moving target, complicated by personality, social, cultural and sometimes even magical forces. In this course we will survey how individuals in the past explored the psychological problem of identity in historical examples such as witch hunts and in novels, plays and poetry.
Interdisciplinary Studies 125-1  J. Carballo, EDN
MWF 9:20 a.m.—10:30 a.m.

"The Brain-Body Connection: An Interdisciplinary Look at the Impact of Exercise"
This seminar will focus on the research of John J. Ratey, MD and the book Spark: The Revolutionary New Science of Exercise and the Brain ©2008. We’ll examine the effects of regular exercise on learning, stress, anxiety, mood, attention, addiction, and aging. A unique feature of the research that we’ll be considering is the case study arising out of one Naperville school district’s approach to fitness and learning. This topic has broad appeal for students in Education, Wellness, Psychology, Biology and Exercise Science or any student interested in the connection between exercise and the brain.

Interdisciplinary Studies 125-2  J. Carballo, EDN
MWF 8:00 a.m.—9:10 a.m.

"The Brain-Body Connection: An Interdisciplinary Look at the Impact of Exercise”
This seminar will focus on the research of John J. Ratey, MD and the book Spark: The Revolutionary New Science of Exercise and the Brain ©2008. We’ll examine the effects of regular exercise on learning, stress, anxiety, mood, attention, addiction, and aging. A unique feature of the research that we’ll be considering is the case study arising out of one Naperville school district’s approach to fitness and learning. This topic has broad appeal for students in Education, Wellness, Psychology, Biology and Exercise Science or any student interested in the connection between exercise and the brain.
Interdisciplinary Studies 125-3                      M. Regan, ENG
MWF 1:20 p.m.—2:30 p.m.

“Interdisciplinary Study of Modernism”
What does it mean to be “modern?” The term refers to a historical
period between approximately 1912 and 1945, but also to the
enduring legacy of this period: the feeling of being “up-to-date” with
the world. This course draws on reading strategies from three distinct
disciplines—philosophy, literary studies, and gender studies—to
investigate the modern subject. Looking across a variety of media,
including journalism, poetry, painting philosophy and film, we will
develop an understanding of the spatial-temporal structures of life in
the modern world. This conceptualization of life during the modern
period will allow us to contemplate a further question: What elements
of modernism continue to organize our so-called “postmodern” society
today?

Interdisciplinary Studies 125-4                      N. Rivera, PSY
TTH 10:00 a.m.—11:50 a.m.

“Discovering the Contexts of Human Development”
Human development is shaped by multiple layers of influence. The
influence of family, community, culture, society and generation will be
discovered through a variety of lenses. In this interdisciplinary
seminar, students will use methods arising out of such fields as
psychology, sociology, anthropology, education, and the arts to
examine and reflect on their own developmental experiences.
Interdisciplinary Studies 125-1                      D. Phares, ENG
MWF  8:00 a.m.—9:10 a.m.

"Once Upon a Time: An Interdisciplinary Study of Folklore and Fractured Fairy Tales"
Throughout history, folk and fairy tales have extended beyond their relatively simply narratives and concrete morals, illuminating the cultures who originally fashioned them and the people who continue to admire and adapt them. In this class, we will be examining them as complex cultural constructions and looking at the ways that literature, film, art, religion, and history have exploited this genre both to instruct people about dominant mores and to satirize those same customs and values. We will examine how these old narratives are re-imagined, adapted, and critiqued in our own time, and how the “morals” of these stories become more elusive, and the notion of living “happily ever after,” more problematic.

Interdisciplinary Studies 125-2                      M. Regan, ENG
MWF 9:20 a.m.—10:30 a.m.

“An Interdisciplinary Study of Modernism”
What does it mean to be “modern?” The term refers to a historical period between approximately 1912 and 1945, but also to the enduring legacy of this period: the feeling of being “up-to-date” with the world. This course draws on reading strategies from three distinct disciplines—philosophy, literary studies, and gender studies—to investigate the modern subject. Looking across a variety of media, including journalism, poetry, painting philosophy and film, we will develop an understanding of the spatial-temporal structures of life in the modern world. This conceptualization of life during the modern period will allow us to contemplate a further question: What elements of modernism continue to organize our so-called “postmodern” society today?
“Politics and Film”
Many film conventions were born in films with explicit political content. More popular favorites either have their roots in novels or long-told fables that have political themes. More typically, films tend to reflect or reinforce political ideas of the day, as well as societal values. The integrating value of a film course is its strongest contribution to understanding politics. It demonstrates that political phenomena cut across disciplines. Single discipline approaches to understanding politics cannot be seen in isolation as valuable ways of analyzing the various facets of human political and social existence. To this end, this course will examine the political content of films, especially films on political subjects like war and peace, revolution, electoral politics, racism, and feminism.

“The Joke’s on Whom? Humor, Ethics, and Power”
What makes us laugh, and why? What does our laughter reveal about our ethical position in the world? People often talk about jokes being made at so-and-so’s “expense.” What does a joke cost the person or group who is the “butt” of it? When is comedy an agent of positive social change, and when is it an instrument of oppression? How does the impact of a joke change depending on the power and privilege of the person who makes it? These questions and others will be explored in this interdisciplinary seminar, where students will practice and hone their skills in critical thinking, research, and writing. The course’s analytical approaches draw from comic theory, theatre and performance studies, television and film studies, cultural studies, critical theory, and literary studies.
“The 1950s: An Interdisciplinary Study of the Decade”
This seminar will explore images of the 1950s, both those arising out of American nostalgia for a simpler time and those that reveal a more complex reality behind the highly popularized façade. Such topics as family, home, working America, the American dream, and America’s place in the world will be viewed through such lenses as performance studies, communication, sociology, literature, and history. Students will encounter the decade through its literature, especially drama, through memoirs, advertising, media, and other accounts of the social reality and through scholarly analysis, providing students with opportunities to further their skills in critical thinking, reading, research, and writing.

“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.

“Music and Politics”
This course explores the relationship between music and the political world through scholarship from several academic disciplines. With a focus on popular music since the 1950s, we will engage in analysis related to potential effects of music on attitudes and behaviors, censorship, intellectual property rights, and propaganda. Particular emphasis will be placed on the interrelationship between music and issues relating to race, class, gender and sexual orientation.
“The Rise of Visual Culture and the Graphic Novel”
This course explores the power of visual culture in today’s society, specifically through the lens of the graphic novel genre. This rich visual tradition of story-telling combines bold images and text that deal with contentious issues including war, racism, identity, gender and love. Through social, cultural, psychological, and aesthetic studies of several primary works, students will develop visual literacy that can be applied to the graphic novel and visual culture more broadly. While our focus will be on American graphic novelists, we will be examining graphic narratives from across the globe, including *Maus*, *Watchman*, *V for Vendetta*, and *Manga*.

“An Interdisciplinary Study of Teen Films”
This course offers an interdisciplinary study of American films about and for teenagers. We’ll examine universal themes about adolescence in the movies, including identity, gender, and sexual development; group behavior and conformity; and generational conflict. Students will also apply cultural studies and historical perspectives, looking at how selected films reflect their eras of production. Lastly, the course will examine teenagers as a distinct audience. Issues such as the business of film and marketing strategies designed to reach teenagers will be discussed.

“MOVING PICTURES: Film, Social Issues, and Action”
This interdisciplinary course studies important films which educate people and often urge them to take action on social issues. A variety of films and issues will be explored, though the focus will be on homelessness and displacement. Students will learn about film reviewing, as well as doing more in-depth studies about the relationship of film and social issues. Basic film techniques and approaches to writing and structuring movies will be discussed, and students will also have the opportunity to serve people who are homeless, hungry, or displaced.
Interdisciplinary Studies 125-4                         B. Janacek, HST
MWF 12:00 p.m.—1:10 p.m.

"Can Art Change the World?"
For centuries, artists have asked the question, “Can art change the world?” Many have said no, that art exists for itself and for no other purpose, but some artists completed their work with the belief that their art would inspire others to change existing social, political or economic inequities or injustices. This course will consider artists and the historical contexts in which they worked, focusing on visual and literary artists who produced works of art that were intended to make their world a better place.

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

"Once Upon a Time: An Interdisciplinary Study of Folklore and Fractured Fairy Tales"
Throughout history, folk and fairy tales have extended beyond their relatively simple narratives and concrete morals, illuminating the cultures who originally fashioned them and the people who continue to admire and adapt them. In this class, we will be examining them as complex cultural constructions and looking at the ways that literature, film, art, religion, and history have exploited this genre both to instruct people about dominant mores and to satirize those same customs and values. We will examine how these old narratives are re-imagined, adapted, and critiqued in our own time, and how the “morals” of these stories become more elusive, and the notion of living “happily ever after,” more problematic.
Interdisciplinary Studies 125-6  
C. Kukla, BUS  
TTH 10:00 a.m.—11:50 a.m.  

"The Power To Choose: How Media and the Internet Influence Consumer Behavior"  
Why do we buy? Has the internet changed consumer behavior? This interdisciplinary seminar will examine the impact of the media and the internet on the decisions made by consumers in the United States and globally. Students will consider the process of decision-making and how consumer choices differ among groups based on gender, age, income, and ethnic and nationality subcultures. This course will explore the influence of old and new media on consumer decisions and analyze related ethical issues, including consumer stereotyping and the influence of media, marketing and the internet on society in general and children in particular.

Interdisciplinary Studies 125-7  
J. Brodhead, ENG  
TTH 2:00 p.m.—3:50 p.m.  

Chicago and the Movies"  
Chicago and the suburbs have been the setting of some of the most well-known American films of the past thirty years, including Dark Knight, The Untouchables, The Blues Brothers, and Ferris Bueller's Day Off. But it's also the setting for the basketball documentary Hoop Dreams, key scenes in Hitchcock's North by Northwest, and a film noir based on a real Chicago murder, Call Northside 777. In this course we'll consider both better and lesser-known Chicago movies, exploring how film has defined Chicago and how Chicago has been portrayed on film since Charlie Chaplin made comedy shorts for Essanay Studios in 1915.