

# Convergence

*A publication for students and alumni of DePaul University's MALS and IDS Programs*  
Winter 2013

## DePaul's MALS/IDS Programs to Host AGLSP Conference in Oct. 2013

Susan Jacobs, Associate Director

DePaul's MALS and IDS Programs have enjoyed a long and productive membership in the **Association of Graduate Liberal Studies Programs (AGLSP)**. This professional association draws MALS programs from throughout the US and Canada, and provides a vibrant consortium where universities share best practices and a forum for graduate student publication and presentation. DePaul's MALS/IDS Director, Dr. David Gitomer, was president of the AGLSP for the past two years. His leadership brings the AGLSP Annual Conference to DePaul for the 2013 meeting. DePaul's MALS and IDS Programs will host the 2013 AGLSP Annual Conference at the beautifully restored historic Blackstone Hotel, from Oct. 10-12, 2013.

We are very excited and proud to host the conference, which will showcase DePaul students and faculty and Chicago; more importantly, our MALS and IDS students



agls-p  
ANNUAL CONFERENCE

At the beautifully restored historic  
**BLACKSTONE  
CHICAGO HOTEL  
RENAISSANCE**  
**October 10-12, 2013**  
Chicago, Illinois

Hosted by DePaul University's  
Master of Arts in Liberal Studies &  
Master of Arts and Science in Interdisciplinary Studies

**DEPAUL  
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**Urban Gateways: Immigration  
and the Global City**

MALS/IDS partners with AGLSP to host the 2013 Annual Conference.

PHOTO BY JOSEPH VOYES

Photo: Chicago immigration protest, May 2006. Joseph Voyes, Creative Commons.

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### Get Involved in the AGLSP

DePaul University's MALS/IDS Program is a member of the Association of Graduate Liberal Studies Programs (AGLSP), an international organization of over 120 institutional members

that share a common interest in graduate-level liberal education primarily serving adult students. The Association of Graduate Liberal Studies Programs is a forum for the exchange of

information and ideas among Graduate Liberal Studies Programs, their students, their alumni, and other programs of related curricula and goals. DePaul's MALS/IDS Director David Gitomer

recently served as the AGLSP President. For information regarding AGLSP activities and publications, go to <http://www.aglsp.org>.

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# Director's Letter



Hello friends,

This newsletter contains wonderful images and portraits in words of some of our students—explorers of the vast worlds of interdisciplinary learning. Working with these students and learning

from their intellectual adventures is one of the great joys of directing MALS and IDS.

We're hoping that some of our students and others in the DePaul community will consider participation in the upcoming annual conference of the Association of Graduate Liberal Studies Programs. We have the honor of hosting this year's conference, to be held October 10-12 at the magnificent Renaissance Blackstone Hotel in Chicago's South Loop. The theme will be "Urban Gateways: Immigration and Global City." Information on page 3 of this *Convergence* newsletter lays out the theme in greater detail. We are hoping to get proposals which deal with the ways that immigrant communities in cities act now as nodes in a global cultural, economic and political network.

If you're thinking about submitting a proposal, the most important thing is to focus on a specific idea or phenomenon. Generally, conference papers are 20 minutes long. To stick to this time limit, your paper will need to be 10-12 pages of double-spaced text; you don't want to be racing through the paper. Your paper topic should be highly specific, which means that if you're adapting it from something you've already written, you may need to present just one part of the original paper, or leave out some of the supporting

details to cover the main points.

The proposal itself (which might be an abstract of a previously written paper) should be one or two paragraphs. It should state the topic clearly, talk about how it advances previous work on the topic or breaks new ground, describe the kind of research methods used, and suggest the main conclusions. By all means use visual materials via PowerPoint if those will make your presentation more clear or vivid, but avoid "death by PowerPoint" if the only reason you're employing the screen is to project an outline of your points. If your paper is accepted for presentation, be sure to practice delivering it, so you can feel comfortable with it and bring out the highlights in a natural way.

In the case of the upcoming AGLSP conference, there are a variety of topics related to immigration, cities, ethnicity that could be considered. But unlike other conferences, the AGLSP does consider high-quality proposal on topics unrelated to the conference theme. This allows graduate liberal studies students and alums to showcase interesting projects they're working on. Please feel free to contact me if you're a student or alum and thinking of putting together a proposal for this exciting conference.

Warm Regards,

David Gitomer, Ph.D.  
Director, MALS/IDS



PHOTOS BY SUSAN JACOBS AND DR. DAVID GITOMER

## Convergence

*A publication for students and alumni  
of DePaul University's MALS and IDS  
programs*

**Editor:** Susan Jacobs

**Design:** Lauren Dorman

**Writer/Editor:** Angelina Mendez



## Save the date! Oct. 10-12, 2013

Cities have always been gateways to new dreams. For past and present global migrants, ethnic enclaves beckon with foods, houses of worship, and shops that provide the atmosphere of home, and buffer the transition to hybrid identity.

But how does the immigration experience differ today from that of the past? What factors drive immigration today, and what new forms of urban culture do they create? How do economic, political and social issues impact the urban immigrant experience?

The 2013 AGLSP Conference in Chicago will explore immigrant life in cities large and small through history, the social sciences, literature, and the arts.

## AGLSP Conference, 2013 *continued from page 1*

will take leadership roles in building what promises to be a most excellent conference. The theme of our conference is “Urban Gateways: Immigration and the Global City.”

Since all AGLSP members work from interdisciplinary platforms, our call for papers will encourage a wide range of interdisciplinary contributions from graduate programs throughout DePaul and member universities. We expect papers to cross the curriculum via explorations of immigration and subjects including communication, politics, socio-economics, geography, art, literature, architecture, religion, and of course, since this is Chicago, food. A Call for Papers is posted at [www.aglsp.org](http://www.aglsp.org), and we actively invite proposals and student volunteers. Current students and alumni are all encouraged to participate not only in the conference, but throughout the year by submitting papers to *Confluence*, the AGLSP Journal of Graduate Liberal Studies. Winners of the Confluence Writing Award will be honored at the conference.

To give an example of previous conference themes, the October 2012 AGLSP Conference at Reed College in Portland, OR, featured “The Crisis of the Book: Worlds of Opportunity, Worlds of Change.” Reed offers an active book-making program, and

Portland is home to an incredible variety of thriving bookstores, including the famous Powell’s Books. The keynote speakers included Michael Powell, owner of Powell’s Books, Molly Raphael, former president of the American Library Association, and Xan Arch, collection development librarian at Reed College. Concurrent presentations, which ran throughout the conference, included panel discussions on the history of print, new theories for literature in the digital age, social media as the new scriptorium, digital media’s influence on gender and power, and examinations of how technology has changed the shape of human narrative. Participants at AGLSP conferences enjoy the stimulation of workshops, presentations, and related excursions throughout the host city.

Consider submitting a presentation proposal or taking advantage of the opportunity to attend the conference. We’ll be calling on DePaul’s incredibly varied interdisciplinary community to introduce our guests to Chicago’s fascinating global convergence of neighborhoods and DePaul’s thriving nucleus of inter-related urban studies. And we look forward to showing off the excellent work of our current and past MALS/IDS students and faculty.



A Sample of Chicago's Gateways:  
Chicago Stock Exchange, Chinatown,  
Union Stockyards, Little Village



PHOTO FROM MARRIOTT/CHICAGO BLACKSTONE HOTEL

Chicago's historic "Blackstone Chicago Hotel," site of the 2013 AGLSP Annual Conference hosted by DePaul's MALS/IDS Programs: Oct. 10-12, 2013

## What's it like to attend the AGLSP Conference?

Susan Jacobs, Associate Director

Soon we'll launch the full promotion of the upcoming 2013 AGLSP Conference, which MALS/IDS will host at the Blackstone Hotel next autumn. If you haven't attended an academic conference before, we can give you an idea of what to expect and, hopefully, an idea of why this is such a big deal for DePaul's MALS/IDS students, faculty, and staff.

Academic conferences are always devoted to whatever unifying mission brings the member organizations together. In the case of AGLSP, the association brings together graduate liberal studies programs from universities around the US and Canada. The AGLSP conference is unique in that in addition to faculty and administrative contributions, current students and alum are also encouraged to present their work. Each year, the university that hosts the AGLSP Annual Conference selects a theme that draws from that university's areas of specialization, some unique cultural or geographical entity, or some social phenomenon associated with that school. For instance, in Oct. 2012, Reed College in Portland, OR, focused on the history

and future of the book; in 2011, Skidmore College in Saratoga Springs, NY, explored the importance of water across the disciplines; the year before, Rollins University in Orlando, FL, focused on the interaction between technology and the imagination. When AGLSP comes to DePaul, our theme will explore Urban Gateways: Immigration and the Global City. Go to [aglsp.org](http://aglsp.org) for Calls for Papers and learn more specific presentation details.

AGLSP conferences begin with a Preconference Workshop day on the Thursday of the event. These workshops are geared towards MALS program directors and administrators, and topics include subjects like curriculum-building, dealing with administrative challenges, program marketing, new trends and innovations, incorporating social media as a community-builder, and so on. Participants share best practices and examine program areas in need of improvement. As the Workshop activities conclude, other participants begin to arrive to the conference hotel, getting ready for the Opening Reception that evening. The hosts and association directors welcome everyone to the conference, which leads into a presentation

by a keynote speaker or panel of speakers to officially kick off the conference presentations.

The presentations begin early on the Friday of the conference. The day starts with breakfast at 8, followed by multiple 90-minute Concurrent Sessions that usually run until around 5 p.m. These moderated sessions usually bring together several subject-related speakers who share their papers with interested participants. Presenters include students and professors from many universities and sometimes professionals in related fields. Many of the presenters use PowerPoint presentations, and some bring handouts and other ancillary materials. The host, along with AGLSP, works hard to create stimulating combinations of related speakers; lively conversation between panelists and audience is always encouraged. Participants enjoy the flexibility of moving from presentation to presentation according to their interests; details about each presenter and their materials are included in the conference programs each participant receives upon registration.

After a day full of presentations, participants take a break and then gather for the association Banquet. Once everyone has enjoyed their

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# Attending the AGLSP Conference

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meal, the association presents Faculty and Confluence Awards, which are sometimes then followed with entertainment. In Portland, after the awards, we were treated to a terrific juggling act and a view of some of Portland's "Extreme Bikes" brought by several students.

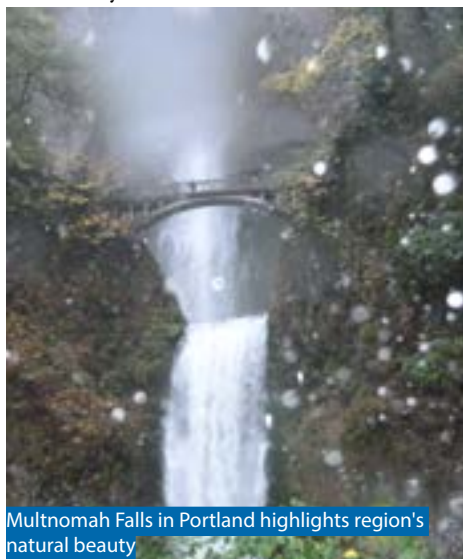
Saturday begins with breakfast, a short Annual Business Meeting for the AGLSP member administrators, and then one more Concurrent Session that runs from 10:30 – noon. The Conference then adjourns, and many guests take their leave; but the activities don't end quite yet. The host institution offers an afternoon excursion that may or may not relate to the conference theme.

Last year in Portland, participants were invited to take a 6 hour tour of the Royal Gorge area along the Columbia River, led by two Reed College Science professors. In 2011 at Skidmore, guests were treated to a tour of Saratoga Springs' actual springs, and we tasted many varieties of the natural spring water that have drawn people to the area for hundreds of years. We're not sure yet what DePaul's excursion will include, but given the fantastic ethnic diversity of Chicago, we know we will focus on specific neighborhoods and their culture. We will also find a way to show off our Lincoln Park campus to interested participants.

We'll be holding our conference in the beautifully restored Blackstone Hotel on

Michigan Ave. But participants are not held hostage; in all of the conferences we've attended, folks take time to get out and explore on their own. In Portland, the Governor Hotel was across the street from about a hundred food carts covering several city blocks. We were just 3 blocks from the famous Powell's Books and a bit beyond that, one of the world's biggest and most varied farmer's markets. You can be sure that when people travel, they satisfy both their intellectual and cultural hungers to enjoy the best of the local offerings. We are certain that our guests will explore the many walking-distance attractions of downtown. They'll be able to visit Millennium Park, the Museum Campus, the Art Institute, the Spertus Museum of Judaica, and many of the neighborhoods they'll learn about. Our office will be preparing transportation and neighborhood guides so that our guests will find their ways around the city.

We'll be counting on our fascinating MALS and IDS students to participate as presenters, volunteer to organize the sessions, and to act as impromptu city guides throughout the conference. You are our most valuable and interesting assets, and your enthusiasm and expertise will go miles in welcoming our 2013 AGLSP Annual Conference guests to Chicago and DePaul.



Multnomah Falls in Portland highlights region's natural beauty



Food pods lined up in downtown Portland

## Spring Celebration of Graduates

*"Do not go where the path may lead, go instead where there is no path and leave a trail."*

Ralph Waldo Emerson

This past May, MALS and IDS celebrated a large graduating class at our Spring Celebration of Graduates, Undergraduates and Alumni. Our students' uniquely individualized programs indeed lead to diverse explorations beyond DePaul. We applaud the culminating work of our recent graduates:

Princess Beck

Kate Camerano

Frank Chaten

Amelia Garcia

Zellencia Harris

Keena Lemons

Laura McLaughlin

Rhonda Parrow

Paulette Pierre

David Sakala

Jeff Tangel

Dana Turner



MALS/IDS Students and Alumni celebrate our 2012 Graduate Students.

## DePaul's MALS/IDS: Turn Here to Exit the Beaten Path!

Susan Jacobs, Associate Director

Janet Kidd, in *Chicago Tribune*, May 18, 2012 article "Charting a Different Course," begins by saying "Getting an MBA is still the logical step toward the corner office, but more students are veering off the beaten path. Business schools increasingly are offering a wide range of specialized degrees or partnering with sibling departments within their universities to mix business and a host of other disciplines." Let's extend our academic and professional definition of interdisciplinary studies and describe how DePaul University's (<http://www.depaul.edu/Pages/default.aspx>) interdisciplinary MALS and IDS programs stand on their own.

DePaul's Master of Arts in Liberal Studies (MALS) (<http://las.depaul.edu/mals/index.asp>) and Master of Arts/Science in Interdisciplinary Studies (IDS) (<http://las.depaul.edu/ids/index.asp>) have inspired students from diverse educational and professional backgrounds to develop innovative degrees for several decades. And, as our alum Laura McLaughlin (IDS 2012) says in the *Tribune* article, our graduates

do have to explain their unique degrees to prospective employers, that is, unless they're off launching their own corporations, as Laura has done (<http://theglassrooster.com/>). MALS and IDS students, within the parameters of each program, may draw from multiple areas throughout the University to construct their own Master's Degree programs.

According to our program guidelines, each individual curriculum must be truly interdisciplinary. Students choose from a variety of 12- or 13-course options (48 or 52 credit hours); they may choose no more than six courses from any particular school or discipline, and no more than five from DePaul's Kellstadt School of Business.

Our students have proposed and completed some incredibly creative academic and professional study programs. Some students start with a very fixed notion of the exact courses they intend to take, and have already identified a professional or academic niche they intend to fill. For instance, Kiel Moses (IDS 2009) knew from the start that he wanted to combine disability studies with improv comedy and psychology courses. In addition to traditionally offered courses, he

added internships with Piven Theatre, Second City and Improv Olympics. He pulled in a couple of courses in disability studies from a neighboring university, and leveraged his self-constructed degree to support his successful candidacy to a PhD program in New York.



Kiel Moses, IDS 2009

Other students use their studies to pursue avenues of thought they have longed to explore. Dr. Frank Chaten (MALS 2012), a physician, decided after 20 years of practicing pediatric critical care medicine, that parts of his brain needed to be reawakened by studying issues apart from his narrow field of work. He discovered what he refers to as the challenge of choosing unanticipated paths. While his thesis

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brought him back to medical issues relating to tissue donation, he combined courses in philosophy, religion, ethics and literature to support his thesis. Scroll through our blog and check into our issues of Convergence to read many more profiles of who our students are and what they've done.



Dr. David Gitomer, Dir. of MALS/IDS and Dr. Frank Chaten, MALS 2012

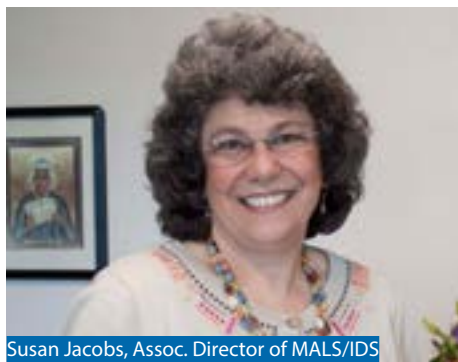
As a program administrator and academic advisor, I am well aware of the challenges our working adult students face. They juggle family, work, and academics as they push forward. They deal with financial stress, daily life, and ongoing questions of what their efforts will lead to. Graduate studies are rigorous, and our economy promises uncertain outcomes. So, back to that question: how do our students market their unique interdisciplinary degrees?

Whether our students are trying to progress in a given field, switch careers, or are pursuing personal enrichment, they use our programs' flexibility to strengthen not only what they can offer the workplace, but also to enhance their own sense of personal fulfillment. So while our degrees are not comparable to the known qualities of an MBA, CPA, or other traditional degrees, our students can articulate very specific individualized skill sets and critical thinking skills that more traditional graduates haven't yet exercised. And our students are well-supported by DePaul's Career Center (<http://careercenter.depaul.edu/>) and academic advisors from the students' first proposals to culminating projects—each student is well supported in their efforts to enter whatever the next stage is they wish to explore.

Our students don't just "think outside the box." They create new paradigms, they see more possibilities, and they know how to combine varied problem-solving options that are most definitely marketable. If you think of our economy as similar to any career-changing adult who must rethink, retool, and redirect, those students who step beyond the expected and create their own directions are uniquely qualified to add to that corporate setting as it also changes paths.

I think that if we look at economic trends in relation to educational cycles, these forces are always aware of each other, but not always in sync. Over the past 10 years, we've seen seismic shifts in technology jobs, corporate structures, evolving new industries—with economic stressors, it seems almost impossible to predict what professions will be in demand. We can't all be managers; we can't all be CEOs; and we certainly can't all be one of anything. MALS/IDS graduates are those students who recognize that various blends of the many possible areas of expertise are going to be very useful in the evolving marketplace.

When our 2012 graduates gathered for an afternoon celebration, hearing about their different backgrounds, goals, and accomplishments was so encouraging, not just because of how unique each was, but because of how each graduate had actualized individualized ideas and intentions. Each of our students can market unique outlooks and skill sets; MALS and IDS produces active thinkers and successful doers.



Susan Jacobs, Assoc. Director of MALS/IDS

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**densejoyousmodern.com**





Angelina Mendez and Ava Emilie Mendez-Bautista,  
b. Dec. 1, 2012

## Program Assistant Update

Angelina Mendez, Program Assistant

This time last year, I was busily finishing my second quarter in the Early Childhood Education MEd Program and settling into the MALS/IDS office and adjusting to life as a career changer. This year, I've been adjusting to another life change!

Working on my second Masters degree has been difficult and rewarding. I was initially uncertain about my career change, but knew I could make this decision succeed. I became engaged in my coursework, spending more time reading and learning about my new craft. (In fact, I spend hours on Pinterest pinning lesson and organization ideas for my future classroom!) I was able to work in a variety of classrooms this past year, from a PreK class in an childhood center, to a bilingual Kindergarten class in CPS, to a 2nd grade class in a charter school. All of my experiences taught me much more about children's development and learning and gave me more of the confidence I need for my future teaching career.

Autumn Quarter was very difficult for me, though, as my schedule became hectic and I was preparing to have my first child in

December. Carrying a full course load while working here and preparing for the baby was quite a challenge. However, I was able to compartmentalize the different parts of my life pretty well, and cope with the common problem of not having enough hours in the day. I was able to work and interact with students, get tasks completed, and learn more about our programs. I was able to get to my classes and engage with my classmates regarding new material and clinical experiences. I was able to sit at home and wonder about my family's new structure. Although the quarter was challenging, it was very fulfilling.

Since the quarter finished, I have been surprised to find the other areas of my life settling down. This was also a challenge, because I was used to constantly moving and getting things done, as many of our students are accustomed to! While the pace in the office slowed considerably when the quarter ended, I was glad to continue learning about the programs and our students. I'm excited now when students come to me with questions or requests and I know how to help them; I'm happy to know that I've become more efficient at my job and have become a support to our students. I take great pride in this as I take

my leave, knowing that I have a sort of home waiting when I return.

I'm also eager to begin this new phase of life. Parenthood was always daunting to me, but I realize I have life experience that I didn't have a few years ago. As I've aged, I've also grown as a person; I've acquired much knowledge, for example, from my education courses, and I feel prepared to understand what's going on at different times in my baby's life and can grow with her. I feel more stable now with my place here so that I can move away for a short time and come back refreshed and still knowledgeable. School will be waiting for me when I return in the spring, so I'm not nervous about that. In fact, this is one of the calmer periods in my life, surprisingly.

A reassurance for our students here: though I will be out of touch for a while, you will still have access to support and information as you've always had from the rest of our staff. You will still receive answers to your questions and requests quickly and everyone here is happy to help you. Thanks for making this past year fulfilling for me; I look forward to coming back soon and working with you all!



## What Our Students are Saying...



"One of the things that stood out to me was that the program was directed for people who love to learn." - Zellencia Harris



"I felt that having a curriculum that I was able to tailor to my specific interests was important." - Anna Kamelhair



"As an Interdisciplinary Studies student, I think one of the other responsibilities that you bring to the table is asking questions and I ask a lot of questions and I have no problem digging for answers. I never ever waited for a response and that was fantastic because a lot of times when you have a question, you don't need the answer two weeks from now; you need it right now. And I always got that, no matter where I went within DePaul. I was amazed, actually ... You have a responsibility to bring into that program a curiosity." - Laura McLaughlin



"Some people ask what I study ... people are so excited by what I'm studying and what I'm doing and [they think] this is a real education. ... Some people do get it." - Madeline Runstrom



"Just saying that I am studying in an Interdisciplinary Studies program engages people from the beginning because they're intrigued." - Dima Budron



"What this program allows me to do is pursue what I'm passionate about at this point and allows me to investigate several of these paths that I'm considering. ... I think having a grasp on Interdisciplinary Studies, I'm able to immerse myself in different contexts and think and challenge my intellectual curiosity in different ways. I find that that is a valuable tool to challenge me to ... consider different ways of approaching problems." - Ryan O'Connor

PHOTO COURTESY OF MADELINE RUNSTROM

Moving every three months is the medium through which I create the artwork of my interdisciplinary self.

## Living An Interdisciplinary Life

Madeline Runstrom, IDS Student

I have moved 13 times in the last six years. MOVE 0: I grew up on a horse farm in rural Colorado surrounded by rodeo culture, endless grass, being alone, and god-like clouds. MOVE 1-8: I did my undergraduate degree at New York University in downtown Manhattan. There I was immersed in human achievement, black clothing, the people of the world, and dark man-made canyons. MOVE 5: I studied abroad in Accra, Ghana amidst goats, barely-there infrastructure, laughter, and constant sunrises and pineapples. During school breaks I spent my time with my best friends who were in a rock band signed to a major label. Being with them during segments of national tours, I experienced the land of America, the rock culture of letting go and having fun, and the magical, mystical experience of music. I graduated with an interdisciplinary degree in philosophy, psychology, religious studies, and studio art. MOVE 9: Afterwards, I settled down for a year waitressing in Colorado until my mind knew where to move next. I decided that I was not ready for the hyper-specialization of a PhD, and I wanted more interdisciplinary studies and the city in my veins again. DePaul University was a perfect fit

with their flexible IDS program, their general psychology MA courses, their top-notch continental philosophy department, and the extraordinary city of Chicago. MOVE 10-13: I started DePaul in the winter quarter of 2012. I also got a puppy and married my best friend. His job requires that he be in Colorado, so going to DePaul means that I am away from my family. I move back and forth during school breaks, like I have my entire life, in order to live with my loved ones as much as possible.

At DePaul I study philosophical psychology and psychological philosophy to examine why people do, think, and feel the things they do. In essence, I look at different theories of the human condition. While the topic may seem vast, my mind works theoretically. I enjoy getting messy, and becoming overwhelmed. Where many people see separations, I see similarities. During my studies, I find myself building specific frameworks in which to think about my self and my world. I like to break down unquestioned constructs and re-mold them into something useful. As a result, school for me is not about learning information. It becomes a way of being that I use to experience my life in particular ways. And my life in turn becomes a case study that I examine academically. I do not just study

interdisciplinarity; I am interdisciplinary. My 13 moves are the physical representation of this constant shifting perspective between experiencing life and processing it through school. I am constantly moving, so that I may ceaselessly attempt to evolve beyond what I already am.

While it is possible that my story appears abnormal, I have never felt strange in a room full of interdisciplinary students. I, just like all of us, giggle when I hear that question: "Wait...What exactly are you studying?" In an attempt to explain, I describe that some people create beautiful artworks in a coloring book (i.e. discipline specific education), while others create masterpieces from a blank piece of paper (i.e. interdisciplinary students). I am horrible at staying in the lines, and I am proud of it. I enjoy mixing things that "don't go together," by bridging together disciplines, academic topics, and areas of life. I like wrestling in the ambiguity and confusion of not knowing a right way to do things. It makes me feel like I am creating something real and worthy as I dwell on what to do next and become frustrated in my attempts. I can never predict the exact path I will use to complete my work, nor can I know how my creation will in turn affect me.

# Core Course Snapshot: MALS 405 Representations of the Body

Frida Kerner Furman, MALS Professor



In the last few decades, a veritable explosion of intellectual interest in the human body as a site of cultural meaning has taken place in the academy. No longer seen exclusively as a natural, physical, and universal reality, the body is now understood as being a deeply cultural symbolic construction. This course uses a multidisciplinary approach to explore the complexity of this evolving field of study; hence, we read in disciplines as diverse as history, medicine, religion, sociology, women's and gender studies, communications, and cultural studies.

The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture (to what extent is the body natural? cultural?), body and spirit (what does human "embodiment" mean? are we our physical bodies?), and how discourses of power converge in and on the body (gender/race/class/age/ability/sexuality).

MLS 405: Representations of the Body will offered Thursday evenings from 6-9:15 p.m. during Spring 2013.



PHOTOS SUPPLIED BY FRIDA KERNER FURMAN



## MALS/IDS Staff: Lauren Dorman, Student Assistant

Coming from Toledo, OH, a small industrial city and wanting an education from a place with a large design field, I began researching universities in the Chicago area. I was drawn to the fact that, though a large school, DePaul's professors are attentive to their students. I am an undergraduate student in the Art, Media & Design Program, with a concentration in Web-Based Art. I am expecting to graduate in spring of this year.

In the 2011-2012 school year, I began seeking jobs located in the Lincoln Park campus. Through my search and many job interviews I found the MALS/IDS Program. After two interviews with Susan Jacobs and Dr. Gitomer, I was hired in as a Student Assistant.

Working in the MALS/IDS Program over the past year has brought forth many great experiences. I've had the opportunity to interact with the students, attend numerous events, and we even began working on a video project for the program. I've also had the pleasure to work on various print/design projects within the program as well as its associated organizations. I service the program in many ways, from assisting students to editing *Convergence* to fixing our technical/web issues.



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The Career Center  
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Financial Fitness  
**[financialfitness.depaul.edu](http://financialfitness.depaul.edu)**

University Center for Writing-based  
Learning  
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Financial Aid

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financial-aid/pages/default.aspx](http://depaul.edu/admission-and-aid/financial-aid/pages/default.aspx)**

University Counseling Services  
**[studentaffairs.depaul.edu/ucs](http://studentaffairs.depaul.edu/ucs)**

LAS Graduate Office  
**[las.depaul.edu/people/  
graduateoffice](http://las.depaul.edu/people/graduateoffice)**

Alumni Association  
**[alumni.depaul.edu](http://alumni.depaul.edu)**

Alumni Sharing Knowledge (ASK)  
**[ask.depaul.edu](http://ask.depaul.edu)**

Study Abroad  
**[studyabroad.depaul.edu](http://studyabroad.depaul.edu)**

Student Legal Services  
**[sls.depaul.edu](http://sls.depaul.edu)**

University Libraries  
**[library.depaul.edu](http://library.depaul.edu)**

Office for Academic Advising Support  
**[oaas.depaul.edu](http://oaas.depaul.edu)**

Productive Student uServices (PLuS)  
**[studentaffairs.depaul.edu/plus](http://studentaffairs.depaul.edu/plus)**

Course Catalog  
**[sr.depaul.edu/coursecatalog](http://sr.depaul.edu/coursecatalog)**

Campus Events  
**[events.depaul.edu](http://events.depaul.edu)**

Student Involvement  
**[studentaffairs.depaul.edu/  
involvement](http://studentaffairs.depaul.edu/involvement)**