Assistant Professor Morag Kersel uses unmanned aerial vehicles to survey an archaeological looting site in Jordan. Learn more on pages 2-3.

Photo by A.C. Hill, Follow the Pots Project
Anthropology professors explore archaeological opportunities in the field

Human remains, lambs shell bracelets and broken pots litter the surface of a looted burial site in Fifa, Jordan. Thieves illegally ransack sites to find burial pots, discarding other artifacts that have little to no value on the black market. Field archaeologist Morag Kersel, assistant professor of anthropology, examines the path of these objects in the Follow the Pots Project, a multi-year research initiative that monitors the archaeological looting of this early Bronze Age (3600-3200 B.C.) site using unmanned aerial vehicles, such as hexacopters and remote-controlled planes.

“These artifacts have been looted because they are highly prized in the antiquities market,” Kersel says. “I’m trying to track how these artifacts go from the ground to the consumer.” By conducting ethnographic interviews and pedestrian surveys of the site, Kersel hopes to determine strategies to lessen looting in the area.

“This site has been looted since the 1980s,” she notes. “People often ask if there is really anything left to loot, and that’s a fair question.” Kersel believes people are re-excavating old tombs as well as new sites for more pots. “When stuff gets looted, there’s a little pile of dirt,” she explains. “But [individuals were] buried side by side, so there’s probably another cyst tomb covered up by the back dirt pile.” One day, Kersel hopes to test her hypothesis by excavating at the site.

When she is not in Jordan, Kersel divides her time between the U.S. and Israel, where she co-directs the Galilee Prehistory Project, which was launched by the University of Chicago’s Oriental Institute. The Galilee Prehistory Project includes an excavation and a field school for DePaul and high school students. The small Chalcolithic (4600-3600 B.C.) farmstead of Marj Rabba off the beaten path in the Lower Galilee, Israel, has been relatively untouched, and that’s a luxury Kersel appreciates. “It’s great because everything you discover is pristine,” she asserts. “It’s the way archaeology should be.”

Closer to home, Michael Gregory, visiting assistant professor of anthropology, does what he calls “backyard archaeology” by leading a field school in Maywood, Ill., where he and his students explore the community’s African-American heritage. While originally invited by the city to look at an Underground Railroad site, the group has since gone on to examine what they believe to be Civil War-era abolitionist Zebina Eastman’s property, as well as one of Maywood’s oldest homes, built in the 1880s. Among the findings have been the byproducts of coal-fired furnaces, animal bones, glass, toys and more. “It’s work in progress,” he says. “There are a lot of ideas, but we’re still waiting for the dust to settle to figure out what it all means.”

New ground-penetrating radar equipment set to debut this spring will facilitate Gregory’s work, not only in Maywood, but also with Chicago’s Civil War Camp Douglas, where he and his students hope to assist the Camp Douglas Restoration Foundation in identifying whether areas of the former Union prisoner-of-war camp are still intact. “With ground-penetrating radar, you can cover fairly large areas quickly to get an idea of what might be below the surface and then figure out what your excavation strategy will be,” he says. “Hopefully, we’ll be able to pick up if there are construction signatures and camp-related features like foundations, privies and sump pits.” In addition to his work in Maywood and with the restoration foundation, Gregory hopes to bring students to explore the Lincoln Park community. “There was a huge cemetery,” he says. “Supposedly, the burials were removed, but I’m betting there are still a lot left. We wouldn’t be able to excavate, but we could use radar to survey small areas to see where burials still exist and what their below-ground image looks like.”

From excavations in the Chicagoland area to adventures abroad, the possibilities for practical applications of archaeology are endless. “There are interesting things to explore in Chicago archaeologically,” Gregory says. And while some of the challenges Kersel faces can be frustrating, she feels blessed to do what she loves. “I’m very privileged to be allowed to work in Jordan,” she adds. “I have a lot of fun.”
An average day for Jennifer Eckert (LAS MA ’06), supervising editor at National Geographic Learning, might be brainstorming ideas for the next edition of a social studies textbook or managing the publication process for a manuscript. She might talk to an explorer in Israel about her research, reach out to a mapmaker for a special project on ancient river valley civilizations or work with the video production department to create interactive content on ancient Rome. “That’s the great thing about this job—every day is different,” Eckert says.

In developing social studies textbooks for grades K–12, Eckert enjoys tapping into the vast resources of the National Geographic Society. Most recently, she had the opportunity to speak with emerging explorer and archaeologist Jeffrey Rose about his theory of human migration—one that, if proven, would alter the way we understand how civilization emerged from Africa. “For social studies, when you are working on a world history textbook, you are covering all different eras in human development,” she says. “That work went along with a particular area that we were covering.”

With the advent of the e-book, the world of educational publishing is changing. Not only does Eckert work on developing print material, but she also produces exclusive web content to enhance the features of the textbook. “Kids are so tech savvy now that teachers are always trying to keep their interest in class,” she notes. “If you give them an iPad and have them learn from the textbook. “Kids are so tech savvy now that teachers are always trying to keep their interest in class,” she notes. “If you give them an iPad and have them learn from that, it will probably keep their attention a little more than a textbook will.” Pictures become avenues for further information, educational links can be embedded into the pages and videos can illustrate the content in a way that words cannot describe.

Still, Eckert believes one of the biggest challenges in educational publishing today is creating content for schools nationwide due to varying state standards. “We can’t afford to develop specific books for each state, so we develop books for the states with the biggest markets,” she says. Eckert then universalizes the concepts as broadly as she can while still meeting specific state requirements. “You have to walk a fine line,” she adds.

Eckert credits her DePaul experience for providing her with the tools she needed to tailor editorial content. “I thought if I knew a little bit more about the background theory that goes into teaching writing, it would strengthen my abilities as an editor,” she recalls. The Master’s in Writing and Publishing Program at DePaul did just that. Eckert was able to take a range of classes in pedagogy, creative writing and rhetoric. “I learned how to break things down for students and the reasons behind these breakdowns.”

At the end of the day, Eckert feels lucky that she works in a field about which she is passionate. “I’m always learning something new,” she says. “I am continually furthering my education and my knowledge. I work in subject areas that are really interesting to me, so I love the fact that I get to learn more about history every day.”

Jennifer Eckert’s Words to Live By:

Don’t let fear hold you back.

Walk into your fears instead of running away from them.

Learn to compartmentalize projects.

To avoid feeling overwhelmed, break large projects or responsibilities into smaller parts and focus on them one at a time.

Always follow the golden rule.

When interacting with others, always treat them in the manner in which you would like to be treated.
Employability of LAS students | INSIGHTS

Liberal arts education boosts employability

Ed Childs, assistant director and career specialist for LAS at the Career Center, recalls being questioned about his major when he was a student in the 1980s. “People asked, ‘What are you going to do with a degree in rhetoric?’ I’d answer, ‘I’m going to be rhetorical,’” he recalls. All kidding aside, this concern is just as relevant today as it was more than 20 years ago—maybe even more so. With the rising cost of higher education, parents want to know that their child will be employable after graduation, no matter what their major.

Although some liberal arts students may not know it, they are really attractive to employers in almost all industries and fields,” says Lynne Copp, faculty director of the University Internship Program. “Liberal arts students have the abilities that employers want: how to communicate clearly, think critically, be creative and solve complex problems. These competencies are embedded within the curricula of a liberal arts education, and students are learning them in the classroom every day, through oral presentations, research and investigative work, papers and team projects.”

Still, merely possessing the desired competencies is not enough—students must know how to articulate their abilities and demonstrate to employers how their studies translate to the needs of the organization. The Career Center can help by providing myriad resources to students and alumni alike, including career assessments, advising appointments and workshops, practice interviews, internship opportunities and more. “We have everything that a student could possibly need for success now and after they graduate,” Copp says. “They just need to take advantage of it.”

In addition to its year-round services, the Career Center will offer events exclusively tailored toward liberal arts students and alumni March 10-14, 2014. Sample sessions include how to network, portfolio reviews, and information on government and nonprofit career opportunities. Also, attendees will have the chance to have professional headshots taken. “The conventional is simply less appealing for LAS students, but there is more pressure for these students to figure it out,” Childs says. “That’s why we are hosting this event.”

Childs believes liberal arts students do not fully understand their potential, and it is his job to provide them with the structure they need to succeed. “Innovation comes from this college,” he says. “You have everything from anthropology to women’s studies. A lot of DePaul’s mission is embodied in the College of Liberal Arts and Social Sciences.”

Career Resources for Alumni

Whether you are looking to get involved to help others or need assistance with your own career, the Career Center and the Office of Alumni Relations have plenty of resources available.

Alumni Career Conference Calls

Each month, participate in free conference calls covering various career-related topics. Information on upcoming calls can be found at alumni.depaul.edu/events.

Alumni Sharing Knowledge (ASK)

ASK is a network of volunteer alumni and friends who serve as career mentors for alumni and students alike. Visit resources.depaul.edu/ask for more information.

Corporate Connectors

Alumni volunteer as resources for individuals who are looking to apply to or have recently joined their organizations. Learn more at alumni.depaul.edu/corporateconnectors.

Career Chat via Google Hangouts

Chat with career specialists in the Office of Alumni Relations every Tuesday and Thursday afternoon, 1-3 p.m. CST. Send your basic career-related questions to username dpalumni.acs.

Career Week

Come back to campus for a full week of career-related events from Feb. 9 to Feb. 15, 2014. Check careerweek.depaul.edu for a complete listing of events.

Life After LPC

Explore career options and resources specifically tailored for liberal arts students from March 10 to March 14, 2014. Updated details will be available at careercenter.depaul.edu.

Four percent of graduates are employed in the manufacturing sector.

Thirty-six percent of graduates are employed in the nonprofit or government sectors.

Sixty percent of graduates are employed in a service industry.

Fifty-five percent of 2012 graduates completed an internship during their time at DePaul. This includes departmental internships, the University Internship Program, student teaching and practicums.

Seventy-one percent of all 2012 LAS graduates are employed and/or pursuing advanced studies six months after graduation.

Eighty-seven percent of 2012 LAS master's degree recipients are employed and/or pursuing advanced studies six months after degree completion.

Eighty-six percent of LAS master's degree recipients are employed full or part time.

Eighty-six percent of 2012 LAS master's degree recipients are in a new or better job.

Eighty-seven percent of 2012 LAS master's degree recipients are in graduate school.

Eighty-six percent of 2012 LAS graduates are employed and/or in graduate school six months after degree completion.

Eighty-six percent of humanities graduates are employed full or part time.

Eighty-one percent of social science graduates are employed full or part time.

Eighty-four percent of interdisciplinary studies graduates are employed full or part time.

$36,742 is the average salary for LAS undergraduate degree recipients.

$48,002 is the average salary for LAS master's degree recipients.

$17,596 is the average salary for LAS master's degree recipients.

Of 2012 LAS master's degree recipients, 87% are in graduate school.

Of 2012 LAS master's degree recipients, 20% are in graduate school.

Eighty-six percent of 2012 LAS master's degree recipients are in a new or better job.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-seven percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-seven percent of LAS undergraduate degree recipients are employed and/or pursuing advanced studies six months after degree completion.

Eighty-six percent of LAS undergraduate degree recipients are employed and/or in graduate school six months after degree completion.

Eighty-six percent of LAS undergraduate degree recipients are employed full or part time.

Eighty-six percent of LAS undergraduate degree recipients are in a new or better job.

Eighty-six percent of LAS undergraduate degree recipients are in graduate school.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients are employed and/or pursuing advanced studies six months after degree completion.

Eighty-six percent of LAS undergraduate degree recipients are employed full or part time.

Eighty-six percent of LAS undergraduate degree recipients are in a new or better job.

Eighty-six percent of LAS undergraduate degree recipients are in graduate school.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients are employed and/or pursuing advanced studies six months after degree completion.

Eighty-six percent of LAS undergraduate degree recipients are employed full or part time.

Eighty-six percent of LAS undergraduate degree recipients are in a new or better job.

Eighty-six percent of LAS undergraduate degree recipients are in graduate school.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients are employed and/or pursuing advanced studies six months after degree completion.

Eighty-six percent of LAS undergraduate degree recipients are employed full or part time.

Eighty-six percent of LAS undergraduate degree recipients are in a new or better job.

Eighty-six percent of LAS undergraduate degree recipients are in graduate school.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.

Eighty-six percent of LAS undergraduate degree recipients have full-time or part-time employment or internships.
Popular romance finds a place in academia

In what has typically been a woman’s world, Eric Murphy Selinger, popular romance scholar and English professor at DePaul, is somewhat of a novelty. While many of his female colleagues are criticized as being antifeminist for their interest in the romance genre, that’s not the case for Selinger. “[For me,] as a male reader and scholar, that has just never come up,” he says.

Selinger, executive editor of the Journal of Popular Romance Studies and board of advisors member for the Popular Romance Project, has always been interested in love as a literary subject, which he studied initially in American poetry. He started reading popular romance because he needed a break.

“I wanted to read something that was fun, optimistic and enjoyable that was not related to my teaching,” he says. Helen Fielding’s “Bridget Jones’s Diary” and Sarah Bird’s “The Boyfriend School” opened a whole new genre for Selinger.

“After two or three years of reading these novels strictly for pleasure, I started to think this would teach well,” he says. Now, seven years later, Selinger’s popular romance class fills immediately with students eager to explore the idea of love in works ranging from Christian inspirational novels to paranormal romances and beyond. “There’s a lot of thinking that goes on in popular romance novels,” he explains. “Love and relationships are in a state of transformation right now, and if you want to watch those transformations in action, popular romance novels are a great place to look.”

Sales indicate that, whether readers want to examine the state of love in society or just need to escape the doldrums of everyday life, they voraciously devour romance books. “It’s a multibillion-dollar industry of books written by women for women, mostly edited by women,” says Laurie Kahn, project director of the Popular Romance Project. “And yet it’s dismissed by so many people.” Through this project, Kahn hopes to get at the core of romance fiction. “How is it that these archetypical stories have lasted thousands of years?” she asks.

Assisted by more than $900,000 in National Endowment for the Humanities grants, the Popular Romance Project is helping those interested in romance narratives connect through four key elements: a feature-length documentary entitled “Love Between the Covers,” an interactive website created by the Roy Rosenzweig Center for History and New Media, an academic symposium sponsored by the Library of Congress and a series of library programs organized by the American Library Association. The website, popularromanceproject.org, is currently live and streaming snippets of Kahn’s interviews and blog posts, while other elements of the project are set to roll out in 2014 and 2015.

The Popular Romance Project hopes to create a space where readers, scholars and authors can seamlessly interact with one another, but Sarah S.G. Frantz, member of the board of advisors for the project, understands some people will still have reservations about the validity of the field. “I don’t know that it’s possible to change people’s perceptions,” she says. “It would be nice, but popular romance does just fine by itself whether people continue to sneer at us or not.”

When Selinger started seriously studying romance, he wanted to transform perceptions of the genre radically. Now, he sees Frantz’s stance. “If we can get to a point where it’s no longer necessary to offer a class on popular romance fiction than it is on mystery, detective or fantasy fiction, I would be happy,” he says. “I don’t need to convert everybody, but I need to open up a space. I think we are well on our way to doing that.”

In the fall, a brand-new issue of Creating Knowledge debuted, and the sixth edition of this comparatively reviewed student research journal brought many firsts. An adjusted selection process allowed each home unit to determine the best paper for publication, several students submitted papers from foreign language departments and the journal nearly doubled in length.

“This volume is representative of the fact that there are 20 different disciplines or programs,” says Warren Schultz, editor-in-chief of the journal and LAS associate dean. “It’s just a sampling that reflects the vibrancy of the college.”

Senior Audrey Cook won the essay prize in the Student Art History symposium with her paper, “Alameda: A Space for Race, Class and Power,” but she didn’t stop there. “I had a good professor who encouraged me to keep going when I wanted to shut off and not think about it again,” says Cook. Delia Cosentino, associate professor in the history of art and architecture department, provided Cook with the motivation she needed to submit to the journal. “I saw her paper evolve in great ways over the course of the months that we worked together,” she says.

From English to Italian, Keilah Blohm (LAS ’13) demonstrated her language skills through her paper, “Da Urbino a Roma. I due scopi della Madonna col Bambino di Raffaello.” From Urbina to Rome: The Two Aims of the Madonna with Child by Raphael). “It’s good for people to see something in a different language,” she says. “It really highlights how impressive the foreign language programs at DePaul really are.” Blohm painstakingly fine-tuned her paper with the guidance of Caterina Mongiat Farina, assistant professor of Italian. “We continuously reviewed the nuts and bolts of Italian grammar and usage—from gender and number agreement to verb tenses, from idioms to the use of grave and acute accents,” Mongiat Farina recalls. “She quickly mastered a substantial amount of new and specialized vocabulary in Italian (through this process).”

Student scholarship can also explore new avenues within a field, much like junior Donzel Leggett’s paper, “The Road to Recognition: The Struggle for Black Identity in U.S. Catholic History,” Casarella explains. “These two disciplines are not brought into conversation with one another very often.” Creating Knowledge allows students to briefly experience life as an academic, and though Leggett intends to pursue an MBA, he appreciates this opportunity. “It’s rare to have a piece of your undergraduate work published,” Leggett says.

These are just a few examples of the impressive student work featured in the journal. For more information on Creating Knowledge or to request a copy, please contact Warren Schultz at wschultz@depaul.edu. Visit bit.ly/HU2xV to view the journal online.
Center for Black Diaspora and African and Black Diaspora Studies program commemorate anniversaries

The Center for Black Diaspora is celebrating its 20th anniversary, while the African and Black Diaspora Studies program marks its 10th year. To commemorate these milestones, special programming will examine the current state of African and Black Diaspora Studies. This programming kicked off on Sept. 25 with a guest lecture by Michael Gomez, professor of history and Middle Eastern and Islamic studies at New York University, entitled “There Is (Yet) Confusion: Challenging a Challenged Scholarship on Africa and Its Diaspora.” “These milestones reflect developments in the field and how far DePaul has come,” says Sandra Jackson, professor of women’s and gender studies and director of the Center for Black Diaspora. In the spring, the center and the program will co-sponsor a one-day colloquium to examine future directions of the field. For information on these events and more, visit las.depaul.edu/diaspora.

Honorable Mentions snags second place in NCHC Annual Newsletter Contest

The Honors Program’s quarterly newsletter, Honorable Mentions, won second place in the 2012-13 National Collegiate Honors Council Annual Newsletter Contest in the student-published electronic category. Last year, the newsletter won first place in the same category. “[Winning this award] really drives us to continue doing a good job and think of new ideas,” adds Jennifer Kosco, adviser and assistant director of the Honors Program. Honorable Mentions is a student-produced journal co-edited by Jewell and Lisa Plachy, senior in the College of Computing and Digital Media. “We set the bar pretty high for ourselves,” adds Jennifer Kosco, adviser and assistant director of the Honors Program. Honorable Mentions is a student-produced journal co-edited by Jewell and Lisa Plachy, senior in the College of Computing and Digital Media. Each issue features content about honors activities, events, awards and news. Visit bit.ly/1bKFoQo to learn more.

New World Pope Conference examines Pope Francis’s global impact

The Center for World Catholicism and Intercultural Theology (CWCT) welcomes students, scholars, journalists and peers to campus to discuss the topic “New World Pope: Pope Francis & the Future of the Church” Feb. 7-8, 2014. “Pope Francis has let it be known that it won’t just be business as usual,” says William Cavanaugh, director of CWCT and professor of Catholic studies. Pope Francis’ stances on war and poverty, as well as his willingness to tackle issues of clericalism in the church, offer a departure from previous Catholic leadership that Cavanaugh believes should be closely examined. He encourages those interested in these topics to “come and learn more” about whom he deems “the man of the year.” For information on this conference and other CWCT offerings, including World Catholicism Week, visit las.depaul.edu/cwct.

THE DEPAUL HUMANITIES CENTER - WINTER 2013

PLANNING THE GOOD DEATH
Wednesday, Jan. 29
6–8 p.m.
DePaul Student Center, Room 314
2250 N. Sheffield Ave.
Discuss what it means to confront dying with something other than mournful rage.

IN CONVERSATION WITH GREAT MINDS: CRISPIN GLOVER
Thursday, Jan. 30
6–8 p.m.
DePaul Student Center, Room 120
2250 N. Sheffield Ave.
Join Crispin Glover as he presents his one-hour “Big Slide Show,” followed by an on-stage conversation/interview and Q&A with the audience.

THE SACRIFICE OF ISAAC
Wednesday, Feb. 12
7–9 p.m.
St. Vincent de Paul Parish
1010 W. Webster Ave.
Explore stories of Abraham’s binding and near-sacrifice of Isaac and listen to a live musical performance of Benjamin Britten’s “Canticle II: Abraham and Isaac.”

THE HOOTEN HALLERS
Monday, March 10
7–9 p.m.
Cortelyou Commons
2324 N. Fremont St.
Examine ideas of mourning and art during a concert and on-stage interview with this Missouri-based band.

For more information on these events and others, visit las.depaul.edu/humanitiescenter.
Artwork from select tenured and tenure-track Art, Media and Design (AMD) faculty members adorn the walls of the newly renovated first floor of the John T. Richardson Library. These eight pieces were selected by the Art on Campus Committee and will be on display until next fall as part of a rotating exhibit. “This is a good opportunity to share what we do with the larger university and especially with the students,” says Gagik Aroutiunian, associate professor and head of AMD’s fine arts concentration. “Very often, they interact with us as teachers, but they are not fully aware of what we are doing outside the classroom.”

Aroutiunian’s painting, “To My Mother,” examines the contrast between the central image and the tumultuous environment, and pays homage to Aroutiunian’s mother, who was a child survivor of the Armenian genocide. “It’s a paradox that a person can be placed in an awful environment but still have the integrity to maintain kindness and goodness toward the world,” he explains. The photograph featured was the last picture taken of Aroutiunian and his mother before she passed away.

“Chinese Factory” by Chi-Jang Yin

“Run II” by Mary Ann Papanek-Miller

“Chinese Factory” by Chi-Jang Yin

“Run II” by Mary Ann Papanek-Miller

Just a few steps away is another mixed-media piece with various animal and toy images juxtaposed on a map of Seattle. In this piece, entitled “Run II,” Mary Ann Papanek-Miller, professor and AMD department chair, explores exactly what it means to run. “We run to things, we run away from things,” she says. “The idea of ‘Run’ itself is really about philosophical security issues and the innate responses to land between humans and animals.” As an avid reader, Papanek-Miller enjoys the temporary home for her piece. “Very often, my work comes from an appreciation of the literary world,” she says. “It feels good that my work is housed within that context.”

Chi-Jang Yin, associate professor and co-head of AMD’s media arts concentration, also appreciates the library as a space for artistic expression. “In the library, [students] can stop, look at something, think about it and then continue whatever they need to do,” she says. “I think that’s a very interesting moment—it’s a silent communication.” Yin considers a different kind of work atmosphere in her photograph, “Chinese Factory.” “At the time we were shooting that particular scene, it was toward the end of the day, but people were still working,” she remembers. “It was like it was 10 a.m. There’s no stop or rest for the work day.”

Five additional pieces are on display in the library, and Papanek-Miller relishes the exposure this showcase will bring. “This is a different type of audience that may look at our work and follow up with it through other venues throughout the city,” she says. “The arts are thriving at DePaul.”
The Longevity Seekers: Science, Business, and the Fountain of Youth

In “The Longevity Seekers: Science, Business, and the Fountain of Youth,” Theodore Anton, professor and acting director of the graduate program in writing and publishing, examines how a group of scientists believes the secret to a long life lies in the lab worm. “The Longevity Seekers” offers a behind-the-scenes look at this state-of-the-art research and the impact it might have on global public health, society, and even friends and family.

Presidentialism: Power in Comparative Perspective

In “Presidentialism: Power in Comparative Perspective,” Michael Mezey, professor of political science and former dean of the College of Liberal Arts and Sciences, offers a comprehensive cross-national study of the presidency, tracing the historical and intellectual roots of executive power and exploring in detail the contemporary forces that have driven a turn toward presidentialism.

The Ontology of Socratic Questioning in Plato’s Early Dialogues

Through careful analysis of the original Greek and a range of competing strands of Plato scholarship, in “The Ontology of Socratic Questioning in Plato’s Early Dialogues,” Sean Kirkland, associate professor of philosophy and director of graduate studies, brings to light a radical, proto-phenomenological Socrates, for whom “what virtue is” has always already appeared in one’s everyday experience of the world. “The Ontology of Socratic Questioning in Plato’s Early Dialogues” was selected as the Canadian Society for Continental Philosophy’s book of the year for 2013.

The Wages of History: Emotional Labor on Public History’s Front Lines

In “The Wages of History: Emotional Labor on Public History’s Front Lines,” Amy Tyson, associate professor of history, investigates how public history interpreters at Minnesota’s Historic Fort Snelling understand their roles and experience their daily work. Drawing on archival research, personal interviews and participant observation, she reframes the current discourse on history museums by analyzing interpreters as laborers within the larger service and knowledge economies.

“Scholarship support helped me stay focused on my studies”

Jason Knoespel (LAS ‘12) came to DePaul determined to get the most out of his college experience. As an undergraduate, he double majored in political science and economics, served as a resident advisor for Corcoran Hall and organized DemonTHON, a fundraising initiative for the Ann & Robert H. Lurie Children’s Hospital of Chicago. Now, as a graduate student in economics, he hopes to use his degrees to affect public policy and make a difference in the world. “It’s a way to enact results-driven change as opposed to theoretical change you might get in other fields,” he says. Yet, despite coming from a middle-class family, Knoespel would have been unable to attend the university without scholarship support. “Going to a private college wasn’t an easy or an automatic choice,” he explains.

Many students and their families face the same dilemma. To lessen the financial burden on students, the Many Dreams, One Mission Campaign is committed to raising $10 million to increase scholarship support for students in the liberal arts and sciences. As the Campaign enters its final year, 60 percent of that goal has been met. Any gift, no matter the size, makes an impact on the lives of deserving students. Gifts from alumni will also count toward All for DePaul, a participation challenge that seeks to engage 9,000 alumni donors this fiscal year. “We all hear about the student loan crisis,” Knoespel says. “At this point, every bit of financial aid helps. Scholarship support helped me stay focused on my studies.”

For more information on the Campaign, please contact Paula Starkey, director of development, at pstarkey@depaul.edu or (312) 362-6341.

To make a gift today, please visit giving.depaul.edu.
Stay connected to DePaul through our online communities, including Facebook, LinkedIn, Flickr, YouTube, Twitter and Instagram. Visit alumni.depaul.edu to sign up today.