LAS and Education faculty are working together to observe Mikva Challenge’s Project Soapbox high school curriculum. More collaborative research projects are described on page 10.

Photo credit: Mikva Challenge
NOTES FROM THE DEAN

The explicit subject of one article—translation—sets the theme for the issue. “Translation” means, literally, “carrying across,” as in the “carrying across” of meaning from the source to the target language. However, as Professor Will McNeill notes on page 4, translation is never merely “a technical enterprise of substituting one word for another.” It is a dialogue, a negotiation of meanings during which you learn as much about your own language as you do about the other. As such, translation is an apt analogy for the work our colleagues and students do in the spaces not only between different languages and cultures but also between disciplines and between classroom and world.

Wesleyan University President Michael Roth, the author of Beyond the University: Why Liberal Education Matters, told students this past spring that the goal of every college graduate should be to “translate” what they’ve learned in class, be it a history or religion or biology class, into “something that was never part of that class.” This capacity, he notes, is developed through “inquiry unbound by discipline.” By design, study and teaching in LAS are fundamentally interdisciplinary, committed to the proposition that problems and puzzles are best understood when we look at them from many angles and through many lenses. Accordingly, LAS faculty have been ready participants in the university’s Innovation Through Collaboration initiative discussed on page 10. In the last 18 months, 26 faculty from 14 departments received funding to work on 17 collaborative research and curricular development projects with colleagues from across the university.

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The arrival of our new dean, with his multidisciplinary background, international training, and track record of successful forward-looking leadership, positions us well to do just this—and more! Please read more about Dean Guillermo Vásquez de Velasco on page 14 and join me in welcoming him to DePaul!

Meanwhile, I invite our interim dean, Lucy Reinhardt, to introduce the issue—and I thank her for her service to our college during the past 18 months.

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Office of Alumni Relations
alumni.depaul.edu
(800) 437-1898

College of Liberal Arts and Social Sciences
las.depaul.edu
lasdeansoffice@depaul.edu

Editor
Marilyn Ferdinand

Editorial Contributor
Melissa Smith (LAS MA ’12)

Designer
Courtney Yoelin (LAS MA ’14)

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ALUMNA PROMOTES PEOPLE AS OUR GREATEST RESOURCE

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JESSICA DANGLES’ TIPS FOR INTERNATIONAL WORK:

GET OUT OF YOUR COMFORT ZONE.
Working directly with individuals from other cultures can be extremely rewarding.

SPEAK THE UNIVERSAL LANGUAGE OF FRIENDSHIP.
Language barriers can be difficult, but being friendly and open is something that translates in every culture.

LEARN TO THINK AND DO YOUR HOMEWORK.
Research and critical-thinking skills are assets in whatever you choose to do.

GIVE TO GET.
Expect to “do good,” but discover that you will receive much more than you are able to give.

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THE ECHO OF TRANSLATION

LAS FACULTY TRANSLATORS DISCUSS THE CHALLENGES AND CREATIVITY OF THEIR WORK

Avid readers have access to the best novelists, poets, playwrights, philosophers, historians and social scientists the world over thanks to the efforts of dedicated translators. Translation is an art that requires patience and a keen understanding of the languages and cultures with which the translator is working, offering practitioners unique challenges and joys.

HEIDEGGER

William McNeill, professor in the Department of Philosophy, is a scholar and translator of the works of German philosopher Martin Heidegger. A recent project is a translation, done in collaboration with Julia Ireland, assistant professor of philosophy at Whitman College in Walla Walla, Wash., of Heidegger’s main lecture courses on the German poet Friedrich Hölderlin.

“We find Heidegger’s readings on poetry to be thought-provoking and extremely rich, and also the most challenging kind of material to have to translate because there’s so much interpretation involved,” McNeill says. “You have to develop a feel for literature, for poetry, for poetic language. It’s not just a technical enterprise of substituting one word for another.” McNeill finds translating Heidegger particularly complicated because “he takes the German language and does weird things with it, changes it a lot, transforms it a lot, creates a lot of new words and new concepts.”

McNeill cites Heidegger’s own thoughts on translation: “He talks about how translation is a dialogue with the foreign. And because our own language is already foreign—English is infused with Latin and Greek—there’s a sense in which we also already think in a Greek way and we think in a Latin way, but without really knowing or understanding that. Rightly done, the process of translation can help make us more sensitive about our own language.”

ARABIC LITERATURE

Nesreen Akhtar Khavari, associate professor and director of the Arabic program in the Department of Modern Languages, serves as the editor of a new series on Arabic literature and language published by Michigan State University Press. “The purpose of this series is to publish English translations of Arabic literature from less commonly translated regions of the Arab world,” says Akhtar Khavari. “We invite the writers and readers in these countries to help identify the literature that really tells the story of the place and the people.”

Akhtar Khavari, herself a member of the Jordanian Writers Society, decided to start the series by translating a collection of poetry by the prominent Jordanian poet Tayseer al-Sboul from Arabic into English. That volume was followed by translation of a novella by the same writer that deals with the Six-Day War with Israel, together with several short stories. “Al-Sboul talks about his own feelings. He talks about political parties. He talks about censorship in Jordan. The story is very representative of the Arab world at the time, and also mirrors what’s happening now.”

Lesser-known works are also part of the program. “For example, I translated the Arabic poems of Rumi with a co-translator, an American poet,” says Akhtar Khavari. “Rumi is famous in the West, but only his Persian poems are translated.”

THE DERRIDA SEMINARS

Michael Naas, professor in the Department of Philosophy, and Pascale-Anne Brault, professor and director of the French program in the Department of Modern Languages, have long been immersed in the works of French-Algerian philosopher Jacques Derrida. Between them, they have translated nine volumes of his work. For the last eight years, they have been part of a long-term project to translate all of Derrida’s seminars. For 42 years, Derrida would come to class with a fully written-out text of 20 to 30 pages in length. Taken together, these lectures fill 42 400-page books on the history of philosophy known only to those who attended the seminars. “Because they were meant as teaching instruments, they really do show a different aspect of Derrida, the pedagogue,” Naas says.

The translation team includes three faculty from DePaul—Brault, Naas and Elizabeth Rattensberg, associate professor of philosophy and director of the comparative literature program. The volumes are published by University of Chicago Press; the series editors are Geoffrey Hennington (Emory) and Peggy Kamuf (University of Southern California). “Every summer we get together at the I&C Archives in Normandy, France, where Derrida’s papers are housed, to discuss and work on the translations with graduate students from our various institutions,” Naas says. “The hope is to train the next generation of translators of Derrida’s seminars. We’ve published four of them, and it takes a good year to do one. So, there’s another 40 years to go.”

ECO AND OTHER ITALIAN THINKERS

Caterina Mongiat Farina, associate professor and director of the Italian program in the Department of Modern Languages, researches questions of language, rhetoric and identity in Italian literature at the beginning and end of modernity. “Translation is, in a way, part of this effort,” she says. “When I translate, I’m very focused on how the new language will shape a new identity and a new world for the book.”

Among Mongiat Farina’s translations is Italian writer Umberto Eco’s seminal book “How to Write a Thesis.” Umberto Eco is best known in this country as the novelist who wrote “The Name of the Rose,” but he was also well known as a philosopher, semiotician and professor. Says Mongiat Farina, “I was immediately excited about the opportunity to translate this manual, because it’s a book that I myself used in the early 2000s to write my own undergraduate thesis.”

Mongiat Farina brought her skills as a native Italian speaker with more than a decade of education and teaching in the United States to the task. Her co-translator, Geoff Farina, a native English speaker who teaches at DePaul’s School of Music and has an MA in writing, offered a native ear for the language of the final, translated version. “Having a native speaker in both languages is ideal because you can establish through your dialogue the negotiation that you need between the two languages and two worlds,” she says. “This is a classic manual, first published by Eco for his students in 1977, it continues. “We wanted to be faithful to it, but we also wanted to write something exciting and relevant to our own students.” Mongiat Farina gives an example of the type of translation issues they faced. “In our translation, Eco says, ‘I’m trying to demonstrate here how to cook a meal with meat and potatoes, not with gourmet ingredients.’ The original language doesn’t talk about meat and potatoes, which are not iconic dishes in Italy. Instead, he talked about dried figs and exotic fruits. We constantly had to think and be creative with solutions for expressions like these, so the dried figs became meat and potatoes.”

For more LAS faculty publications, turn to page 13.
Learning outside the classroom box

What makes for a great education? Classroom lectures, labs, papers, and tests may be what older graduates remember. But today, technological advances have opened up incredible new ways for students to learn. The DePaul Online Teaching Series, winner of the 2012 Sloan Consortium Award for Excellence in Faculty Development for Online Teaching, helps train faculty to become successful facilitators of online learning. With the support of this program and the Faculty Instructional Technology Services staff, LAS Faculty have developed fully online courses, but also many “hybrid” courses, which blend classroom instruction with online learning. For busy students who may be juggling a full course load and an internship or job, hybrid courses offer a chance to optimize how and when they learn. For faculty, hybrid courses encourage new delivery methods and creative assignments as well as increase the opportunities to engage with students inside and outside the classroom.

Bradley Hoot, assistant professor of Spanish in the Department of Modern Languages, was a prime mover behind developing the hybrid versions of DePaul’s basic Spanish courses. “The idea was that the department wanted to modernize our courses and offer additional flexibility to students,” he explains. “Research shows that what’s important in language learning is using the language,” he says. “You can take the stuff like grammar and vocabulary that doesn’t require being in a classroom and put it online. Students get all these stored resources, so they’ve got access to every grammar explanation given over the course, and can work at their own pace.”

In addition, online resources can be integrated into the class, such as explanatory videos with annotations, scripts and subtitles and quizzes that can be taken immediately after viewing the videos to assess comprehension. Effectively, the traditional language lab has moved online. However, notes Hoot, “We still have a language lab, now called the language learning center, which has been reconceptualized into a multipurpose, multiuse space for hosting tutoring, clubs and special events.” This social space gives students another way to share language learning face to face.

R. Noam Ostrander, associate professor and chair of the Department of Social Work, has been teaching Human Behavior and the Social Environment and Adult Psychopathology as hybrid courses for five years. He says, “Often I use the hybrid modality to essentially set up a flipped classroom, which means that students are getting the theories and the vast majority of the content on their own through various modules or assignments connected to them. Then, when we’re in class, we are freed up to practice the skills and apply the theory.”

The first hybrid class Associate Professor of Spanish Juana Goergen taught was a course on Latin American culture and communication. Students worked online outside of class using interactive video games, video documentaries, films, songs and interviews. Goergen narrated PowerPoint presentations to serve as online lectures for the class.

In their classroom, the students practice their Spanish through oral presentations and discussions about their digital assignments.

They also offer their reactions to topics covered in the text for the course. “For example, we start with geography and climate and how that affects culture,” Goergen says. “The online geography game, which is part of a series of video games designed for higher education, confronts the students with their knowledge of Latin American geography and asks them to consider how Chile’s or Ecuador’s location on the path of the St. Andreas Fault affects the political or economic stability,” says Goergen.

Adjusting to change

Ostrander has learned a lot about teaching hybrid courses over the years. “There are myriad ways that one can structure the online portion,” he explains. “You can develop narrated PowerPoints and video-recorded lectures. I haven’t gotten that fancy.” He has used a scavenger hunt within the Diagnostic and Statistical Manual of Mental Disorders to acclimate students to the manual, as well as videos that ask students to match the disorders depicted with specific diagnostic criteria. Other tools he uses include clinical videos available on YouTube or a TED Talk.

“I was nervous that I’d spend a lot of time doing tech support. But as I quickly found out, my students had more experience with online or distance learning than I did,” Ostrander says. “This is a generation where the sensory experience is important,” Goergen reflects. This became very apparent when she had her students write a rap for a module on education. “In this rap, the students are saying, ‘Stop telling us about the Roman Empire, show us the Roman Empire,’” she continues. “So for me, the hybrid modality has allowed me to show the students that you can hear those moments, that you can see those moments and be part of it. I did it as an experiment, but I was so overwhelmed with joy when I saw how enthusiastic they were.”

“Students are natural researchers,” Goergen enthuses. “They are Googling everything. They are permanently engaged. Whenever they do their oral presentations, they include a video or another documentary or game that I didn’t know about. So it enriches me, it enriches the rest of the class.”

Game-changing learning

Ostrander is sold on the value of hybrid education, particularly for his social work students. “Social work is very much a practice-learning field, so to be able to come together and really just work on applying the material, that part has been fantastic,” he says. “It’s great to have students work in groups and create their own little communities of practice where they can think more deeply about the material and struggle through it and have more time for dialogue.”

The goal and pride of the teacher is to reach the heart of a student,” Goergen asserts. “I say it for my peers, but it’s what I said to myself when I converted my classes to a hybrid format. If we want to serve our students and our disciplines well, we need to accommodate our teaching practice to the times in which we are living.”
**ACCESS ART**

**Under a new DePaul-Art Institute partnership, undergraduates get unlimited free access to the museum**

DePaul faculty and students know the perks of having Chicago as their classroom. The opportunities to learn about and teach everything from Latino culture to the history of surgery are as close as a CTA ride to one of the city’s many cultural institutions. However, one premier Chicago museum has been harder to access. The Art Institute of Chicago (AIC) is mere steps from DePaul’s Loop campus, but its entrance fee and limited free days have discouraged budget-conscious students from exploring it regularly.

Until now.

Under a new Art Institute University Partner Program, which was funded with unrestricted gifts to the College of Liberal Arts and Social Sciences, all undergraduates have been granted membership, with full access to the museum’s general and special exhibits, lectures and programs, as well as its libraries. In addition, the twice-yearly DePaul University Nights will offer alumni, faculty, students, staff and their guests free entry and a chance to hear DePaul faculty and students present lectures and workshops. The first such event was held May 26 (see page 15), and another is planned for this fall.

Joanna Gardner-Huggett, associate professor and chair of the History of Art and Architecture Department, is thrilled about DePaul’s new status as an Art Institute University Partner. “Given the encyclopedic nature of the museum, just about every culture, every geography, every chronology is represented,” she says. “We have 15 faculty who teach about the art of just about every continent and every time period, so it’s also very important for us to be able to show that comprehensive art world to students. What’s really important for students is having access to objects to study them closely.”

Delia Cosentino, associate professor of the history of art and architecture, who initiated the proposal to develop the partnership, agrees. “Students have been very responsive to standing before a work of art. Whether it’s a sculpture in the pre-Colombian collection or a painting in the American Art section, students recognize that you cannot fully understand a work of visual culture until you are actually confronting it face to face.”

The program has quickly become a crucial resource for DePaul’s First-Year Program. As soon as DePaul confirmed its partnership in October 2015, many Chicago Quarter classes took advantage of the opportunity, including Read and Walk Chicago, Chicago’s Black Cultural Renaissance, Sculpture in Chicago and Chicago’s Natural and Built Environments. This coming fall, incoming first-year students will be invited to the second DePaul University Night, scheduled for Sept. 22.

John Shanahan, associate dean, director of the Liberal Studies Program and associate professor of English, sees benefits for all DePaul students, not just those studying the visual arts. “There are lots of different ways students can appreciate the riches at the Art Institute,” he says. “College of Computing and Digital Media students, like their LAS peers, might be interested in digital arts, as well as works in more traditional formats. Law students might consider issues of intellectual property or forgery. Students in the Driehaus College of Business can study how to assess value or understand the global art market. In addition, DePaul recently created a museum studies minor, and the unlimited access for undergraduates provides them with a perfect opportunity to dig deep into the workings of AIC as an institution.”

Gardner-Huggett adds that it is very important to numerous disciplines to develop skills of visual observation. “There are professors in medical schools who take their students to spend two hours with an object, and then carefully describe it as practice for how they might read an X-ray or an MRI,” she says.

Cosentino says, “I think the fact that all of the undergraduates across the colleges have access reminds us that visual culture is an essential component of a life well lived. It’s something I think St. Vincent de Paul himself would have said is important.”
Digital Humanities: Can reading experiences be quantified? For John Shanahan, associate dean, director of liberal studies and assistant professor of English, Robin Burke, professor of computing in the College of Computing and Digital Media, and Megan Bilal, associate university librarian for information technology and discovery services, the answer is “yes!” Their collaboration, the Reading Chicago Reading project, grew out of the English Department’s participation in the Chicago Public Library’s One Book, One Chicago program, which invites Chicago-area residents to read the same book at the same time. “To me, CPL’s One Book program appeared to be a repeating way to take the literary pulse of the city,” says Shanahan. The project combines years of circulation data with data about books loaned during multiple seasons of the One Book program. The research team works with students and faculty that help inform librarians and others about promotional efforts and citywide reading patterns. Among the project’s numerous grants is a digital humanities startup grant from the National Endowment for the Humanities. Shanahan says, “We can get insights into how various segments of the population of a diverse metropolitan area elect to read, or not read, a common text.”

Analytic Research Training: “Doing Good through Data” is a graduate certificate program in public service research and analytics and a series of new courses they’re calling The Practicum in Equity Research. “Fernando has a really existing class in health equity where he takes his students through some advanced statistical skills,” says Condon. “We’re developing a similar course at the graduate level.”

Communicating Science: Writing training for student scientists is usually limited to formatting. Tim French, assistant professor of chemistry, knows that working scientists need more. “One skill we want all of our graduates in chemistry to have is the ability to communicate clearly and accurately scientific facts,“ French says. Enter Sarah Read, assistant professor of writing, rhetoric and discourse. The pair received a collaboration grant to co-develop and co-teach Science Writing and Communication for master’s students in the chemistry department. They work concurrently in the classroom. “Sarah will lecture for a little bit, I’ll lecture and oftentimes we’ll interject in each other’s discussion with the students,” French explains. “For example, she’ll talk about something from the rhetorical perspective and then ask, ‘What are some of the specific things you’ve seen in chemistry journals?’”

The larger picture of what we’re doing is really a model that can hopefully be adapted across different departments in the College of Science and Health and possibly into the undergraduate curriculum,” says Read.

Can Our Political System Be Saved? Many people across the United States have been asking themselves this question as they’ve watched extreme rhetoric and actions crowd out civil discourse and compromise. As the Bob Dylan song goes, “The times they are a-changin‘,” but what do the rhetoric and actions signify for our civic life and our country? Ben Epstein, assistant professor of political science, is captivated by the idea “that this could be the first election in a very long time, maybe the first election ever, that could actually change the balance of power in all three branches at the same time.” The new president will propose a nominee to the Supreme Court, possibly changing its ideological makeup, and the Democratic Party could take control of the U.S. Senate. “That’s just a really historically amazing thing to comprehend,” he says.

Molly Andolina, associate professor of political science, counts the political behavior of young people among her areas of expertise. The 2016 election cycle has revealed to her common misperceptions about young people, and it has forced her to consider how the rhetoric and actions crowd out civil discourse and compromise. Many people across the United States have been asking themselves this question: as they’ve watched extreme rhetoric and actions crowd out civil discourse and compromise. As the Bob Dylan song goes, “The times they are a-changin‘,” but what do the rhetoric and actions signify for our civic life and our country? Ben Epstein, assistant professor of political science, is captivated by the idea “that this could be the first election in a very long time, maybe the first election ever, that could actually change the balance of power in all three branches at the same time.” The new president will propose a nominee to the Supreme Court, possibly changing its ideological makeup, and the Democratic Party could take control of the U.S. Senate. “That’s just a really historically amazing thing to comprehend,” he says.

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Students attend college to learn from expert faculty the life- and career-enhancing knowledge that will help them earn their degrees and inform their post-graduation years. But where do faculty turn when they need help in their continuing pursuit of knowledge? In the College of Liberal Arts and Social Sciences, they turn to the Social Science Research Center (SSRC).

Established in 2008 after more than a decade of discussion and planning, the SSRC was initially envisioned by former LAS Charles “Chuck” Suchar as a consulting service for faculty in the social sciences. Over its eight years of existence, the SSRC has evolved into what its director, Greg Scott, calls “a scholarship and creative activity support center” for faculty throughout the college.

“Our bread and butter is working with individual faculty one on one,” Scott says. “We work with about 100 or so LAS faculty a year.”

Scott emphasizes that the SSRC has a strong focus on capacity-building, that is, helping faculty enhance their ability to evaluate and address their research questions and choose among various research methodologies. “We can help them to organize the data and analyze it, report on it and get creative with it. If we don’t know exactly what to advise, then we spend time figuring it out,” he explains.

For example, Scott says, a researcher may want to do a visual analysis of 2,000 Instagram photos that provides very precise detail about the structural attributes of the photos. “We may know exactly how to do that, but we’ll spend a week learning best practices when it comes to analyzing visual data from large, open-access data sources. Then, we’ll present the faculty with a background document along with a sort of tutorial on how to do it.” The center also may help faculty construct effective grant applications to fund the research and provide copyediting for grant proposals, journal articles and book drafts, as well as expertise in writing and submitting protocols for research involving human subjects.

The nuts and bolts of research may be at the heart of the SSRC’s mission, but its ability to bring people together is also crucial. “Our ability to help them organize is important, but the potential to bring people together is key,” Scott says. “This is where we really get it.”

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IN MEMORIAM: ELLIN M. KELLY
Ellen M. Kelly, professor emerita in the Department of English, died Feb. 20 in Evanston, Ill., at the age of 91. Ellen joined the faculty in 1968 and taught until her retirement in 1992. She was a scholar of the life and works of St. Elizabeth Ann Seton, founder of the Daughters of Charity of St. Vincent de Paul. For many years, Ellen volunteered for DePaul’s Special Collections and Archives, bringing the precision of a scholar to her accessioning work. She generously established the Ellen M. Kelly, Ph.D. Endowed British Literature Award, a scholarship for advanced English literature. Ellen will be in residence at the Folger as a Mowat Mellon Long-term fellow during the 2016-17 academic year.

NEW LAS DEAN NAMED
Guillermo Vásquez de Velasco, an international scholar, architect and urban planner with three decades of experience in higher education, assumed his new role as dean of LAS on July 1. Born and raised in Peru, Vásquez de Velasco most recently served as vice provost and professor of architecture at Ball State University in Muncie, Ind. He previously served as dean of the College of Architecture and Planning at Ball State from 2007 to 2015. From 2006 to 2007, he was executive associate dean and director of outreach for the College of Architecture at Texas A&M University in College Station. As an independent architect, he has designed works located in Peru, Belgium and Texas. He earned his doctorate in architecture from Delft University of Technology in the Netherlands.

MOWAT MELLON FELLOWSHIP
Megan Heffernan, assistant professor of English, was awarded a full-year Mowat Mellon fellowship at the Folger Shakespeare Library to support work on her project “Willing Minds: Gathered Writing, Material Epistemology, and the Early Modern Poetic Imagination.” This project recovers the formal dimensions of handpress-era books by tracing the development of the poetry collection as a tool for managing a new abundance of English lyrics. Heffernan will be in residence at the Folger as a Mowat Mellon Long-term fellow during the 2016-17 academic year.

BOREN AND FULBRIGHT SCHOLARS
Three LAS alumni and current students received awards in the 2015-16 Fulbright US Student Competition. Another two students won a Boren Award for International Study. Fulbright winners include Selma Ghalayoun (International Studies ’15) and Margo Steinhaus (International Studies ’16), both of whom won English teaching assistantships grants for travel to Turkey. Hannah Elsh (Geography ‘15) won a Fulbright Study/Research grant for travel to Dominica. Senior Joe Bencemo won a Boren Scholarship to study Arabic in Jordan for an academic year. Shaiza Loutfi (Political Science, French ’16) won a Boren Fellowship to perform an educational needs assessment of urban Syrian refugees in Turkey’s cities.

FRENCH LANGUAGE AND CULTURE AWARD
Clara Orban, professor of French and Italian, received the rank of Chevalier dans l’Ordre des Palmes Académiques in recognition of her academic career and involvement in French language and culture. The Palmes Académiques is a national order of France for distinguished academics and figures in the world of culture and education. She is pictured here with Vincent florans, consul general of France.

DEPAUL NIGHT AT THE ART INSTITUTE OF CHICAGO
On May 26, the Art Institute of Chicago (AIC) welcomed all DePaul students, faculty and staff to DePaul University Night. This is the first of a series of events for the DePaul community resulting from a new partnership with the AIC launched by LAS. Faculty and students from across the university offered short lectures in several galleries, discussing masterpieces and highlighting critical competencies needed in a variety of disciplines. For example, Craig Klugman, bioethicist and medical anthropologist in the College of Science and Health, used Edward Hopper’s iconic painting “The Nighthawks” to discuss visual thinking strategies in the health professions. Painting professor Matthew Giron discussed several artists’ strategies for representing light in oil paint, and Jackie Mack, an anthropology and art history double major, discussed how an ancient fragment of mosaic floor reflects its multicultural region. The Hunter Diamond Trio, from the DePaul School of Music, gave a special jazz performance in the Modern Wing.

BYZANTINE STUDIES DIRECTOR
Elena Boeck, professor of history of art and architecture, has been appointed 2016-17 director of Byzantine studies at Dumbarton Oaks Research Library and Collections in Washington, D.C., Harvard University’s internationally renowned center for the study of Byzantine and pre-Columbian civilizations and of landscape architecture. Boeck specializes in the arts of the medieval Mediterranean world.

DEPARTMENT OF GEOGRAPHY AWARD
The American Association of Geographers (AAG) has awarded DePaul’s Department of Geography its inaugural AAG Award for Program Excellence. This award honors a geography bachelor’s degree program at a U.S. college or university that has enhanced significantly the prominence and reputation of geography as a discipline and demonstrated the characteristics of a strong and engaged academic unit. DePaul’s Department of Geography was chosen in part for “developing a curriculum that advances urban social justice, community service, and geotechnology, diversifying its faculty membership and student body and engaging in local, national and international scholarly debates and research.”

IN BRIEF
YOUR GIFT MAKES A DIFFERENCE

DePaul’s mission centers on providing access to educational opportunities, teaching and learning, and engaging society. Your support helps DePaul secure the resources needed to fund the university’s most pressing needs, including financial aid and scholarships that attract and retain academically talented students from Chicago and around the world.

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