

Fall 2021 First Year Seminars

Portraiture

Ivan Drpic, Associate Professor of History of Art

What does it mean to depict a person? And how might culturally specific notions of individual identity inform the making of images we call portraits? This first-year seminar grapples with such questions through a wide-ranging exploration of portraiture as a genre in the Western tradition, from antiquity to the present. We will examine a variety of images, including marble busts and oil paintings, photographs and death masks, coins and religious icons, and of course, selfies, in order to gain a deeper understanding of the changing relationship between personhood and visual representation across history. While attending to the diverse forms, functions, and meanings of portraiture, we will also investigate issues surrounding the authority and agency of images; the concept of physiognomic likeness; self-fashioning and self-display; and the interconnections among gender, race, class, and identity.

ARTH 100 301

R | 0145PM-0445PM | JAFFE BUILDING 104

Fulfills: Sector III: Arts & Letters

Forensic Neuroscience

Daniel Langleben, Professor of Psychiatry

Progress in behavioral neuroscience and brain imaging techniques, such as functional and structural Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) has forced the courts to reconsider the role of behavioral sciences in courtroom decision-making. The goal of this course is to enable students to understand and interpret the use of behavioral neuro evidence in the justice system. The course will introduce the students to the relevant behavioral neuroscience constructs, principles of brain imaging and rules of scientific evidence. Students will be asked to use this introductory knowledge to critically evaluate the use of brain imaging and other behavioral neuroscience techniques as evidence in representative legal cases. For each case, students will serve as neuroscience experts for the defense or prosecution and prepare, present and defend their testimony against the opposing team. Through this course, students will develop the ability to critically evaluate brain imaging and other neuroscience data in forensic and legal settings.

BIBB 050 301

F | 0145PM-0445PM | LEIDY LAB 109

Fulfills: Sector V: Living World

Your Brain on Food

Amber Alhadeff, Assistant Professor of Neuroscience

What motivates us to eat? Why do many of us eat even in the absence of hunger? How do our food preferences and habits form? And how can eating transition from regulated to dysregulated? This seminar class investigates these questions and many others, with a focus on how our brains regulate food intake. We will explore the neuroscience behind eating, as well as the genetic, psychological, social, cultural, and societal influences that shape our behavior. Through readings, assignments, and class discussions, we will navigate the biological forces behind normal eating, as well as how eating becomes disordered in diseases like obesity and eating disorders. Through this course, students will learn about behavioral neuroscience research from human and animal studies and will develop critical thinking, reading, and writing skills. There are no prerequisites except for a love of food.

BIBB 090 301

M | 0330PM-0630PM | LEIDY LAB 109

Fulfills: Sector V: Living World

Structural Biology & Genomics

Jeffery Saven, Professor of Chemistry

This course will explain in non-mathematical terms how essentially all biological properties are determined by the microscopic chemical properties of proteins. It will also explain how research results,

especially those of structural biology, are presented to its various audiences.

CHEM 022 301

TR | 0830AM-0930AM | CHEMISTRY BUILDING B13

Fulfills: Sector VII: Natural Sciences & Mathematics

Quantum & the Computer

Max Mintz, Professor in CIS

This First Year Seminar is designed to be a very introductory exposition about Quantum Computation and Quantum Information Science. There are no formal physics, mathematics, or computer science prerequisites. It is meant primarily for first year students in SAS and Wharton, who have an itch to learn about a beautiful subject that intrinsically unites quantum physics, computation, and information science. The structure of the course will be lecture-based using small-team based exercises for evaluation. The enrollment will be limited to 20 students. First year standing.

CIS 181 301

TR | 1200PM-0130PM | MOORE BUILDING 212

Fulfills: Sector VII: Natural Sciences & Mathematics

Inescapable Classics

Ralph Rosen, Professor of Classical Studies

The legacy of Greco-Roman traditions in Western culture is everywhere apparent. Whether in the realm of political or legal systems, philosophical and scientific discourse, mythological dreamscapes, psychology, literary genre or aesthetics, the contribution of Greek and Roman culture is routinely invoked sometimes to admire, other times to lament and even deplore. It forms a highly complex narrative of reception and influence, shaped by historical contingencies, individual talents and temperaments, and continually shifting conceptions of what these contributions actually were. This seminar will trace the evolution of the Classical tradition, in all its varied and inconsistent manifestations, primarily (but not exclusively) through the visual arts. It will be a museum-based course, organized around four important Philadelphia museums or collections: (1) The Penn Museum (for ancient artifacts), (2) Penn's manuscript collection within Van Pelt Special Collections (where we will examine original manuscripts of the Medieval and Renaissance periods that transmit Classical culture), (3) The Philadelphia Museum of Art, and (4) The Pennsylvania Academy of the Fine Arts, both of which house many examples of painting and sculpture deeply informed by the Classical tradition.

CLST 006 301

T | 0145PM-0445PM | VAN PELT LIBRARY 625

Fulfills: Sector III: Arts & Letters

Percy Jackson and Friends

Sheila Murnaghan, Professor of Classical Studies

Most modern people first encounter the ancient world, not in the classroom, but in early pleasure reading and other forms of play, whether in myth collections like D'Aulaires' Book of Greek Myths or fantasies like the Percy Jackson series or video games like Apotheon. This seminar will examine the presence of classical myth and ancient history in young people's culture from the nineteenth century, when classical myth was turned into children's literature by Nathaniel Hawthorne and Charles Kingsley, to the present day, both in traditional literary forms and in newer media such as cartoons, video games, and fan fiction. Topics to be considered include: how stories not originally intended for children have been made suitable for child audiences; the construction of ancient counterparts for modern children; what kinds of children - in terms of class, race, and gender - adult authors envision as the natural audience for classical material and what they hope those children will get out of it; the ways in which young people have claimed that same material and made it their own; and the role of mythical figures in the development of modern identities. Along with the material that we read and discuss together, each student will have the opportunity to present and write about a classically-inspired work for children or young adults that is of particular interest to them.

CLST 007 301

TR | 1015AM-1145AM | DAVID RITTENHOUSE LAB 3N6

Fulfills: Sector III: Arts & Letters

Rome & America

Campbell Grey, Associate Professor of Classical Studies

This course explores a range of social structures and contexts, cultural understandings and intellectual practices where the influence of Roman exemplars is discernible in both historical and present-day America. It presents students with Roman and American materials placed in explicit or implicit dialog with one another: e.g., descriptions and discussions of political processes and structures; attitudes towards games, public entertainments, and communal cohesion; rhetorics and vocabularies of public space. Among other tasks and projects, students will stage a 'reimagination' of the Constitutional (Philadelphia) Convention of 1787, which resulted in the United States Constitution. They will also emulate ancient moralists and satirists, who attacked Rome's 'Bread and Circuses' culture, by focusing their attention upon comparable practices in modern America.

CLST 029 301

MW | 0145PM-0315PM | CLAUDIA COHEN HALL 392

The Making and Remaking of U.s. Schools

Rand Quinn, Associate Professor of Education

What is the purpose of schooling? Why does education seem to be in a constant state of reform? How best to close the entrenched and pernicious opportunity gaps that characterize school systems in the United States? In this first-year seminar, we will consider and debate these questions as we explore the history and politics of schooling in the U.S. over the last half-century. Topics include political movements for racial justice in schools, policy and legal efforts addressing equal opportunity, the rise of standards-based reform, school choice dilemmas, and community control of schools. Our goal is to develop a deeper understanding of the processes by which U.S. society constructs, prioritizes, and addresses education.

EDUC 145 001

TR | 1015AM-1145AM | EDUCATION BUILDING 212

Fulfills: Sector IV: Humanities & Social Sciences

Topics in Literature: Science and Sexuality

S. Pearl Brilmyer, Assistant Professor of English

Is sexuality a set of natural biological drives or is it something social, something we learn? To what extent do our early childhood experiences or cultural ideas such as gender roles inform how we come to understand our sexual identity? Did gay people always exist or, as some historians argue, is the idea of "homosexuality" the product of nineteenth-century science, which "invented" the very concept? In the course we will read important works in gender and sexuality studies, the history of science, and science fiction in order to ask whether it is possible to construct a "science" of sexuality. Philosophers, scientists, and novelists we will read include Sigmund Freud, Wilhelm Reich, Michel Foucault, and Octavia Butler.

ENGL 016 302

TR | 0145PM-0315PM | WILLIAMS HALL 319

Fulfills: Sector III: Arts & Letters

Topics in Literature: Premodern Women

David Wallace, Professor of English

Remember Me: Premodern women

Premodern women, like all women, wondered what would remain of them in the future. How, if at all, would they be remembered? Most women found that their best hope of being remembered lay in behaving badly: that is, in ways that would provoke someone to write. They also found that the rise of universities, a great leap forward for men, brought a corresponding decrease in women's educational opportunities. In this course we will see how a range of courageous, enterprising, and ingenious women met the challenges of their time, in England and Italy, 1100-1700. We will meet women who achieved

remarkable things before the rise of university culture: Hildegard of Bingen, musician, natural scientist, and cosmographer; Christina of Markyate, runaway bride; Marie de France, who wrote a werewolf story, and Heloise, Europe's most famous lover. St Rita of Cascia (c. 1381-1457), who outlasted a violent husband, has a shrine at 1166 South Broad Street, Philadelphia. Margery Kempe, mother of fourteen children, went on epic pilgrimages and wrote her own life story; Julian of Norwich assured her that all shall be well, and could not believe that God would damn anyone. Gaspara Stampa (1523-1554) and Veronica Franco (1546-1591) were brilliant Venetian courtesans, poets and sex workers. Elizabeth Carey wrote an English play on Miriam, Queen of Jewry; Sarra Copia Sallam (1592-1641) grew up Jewish in Venice and learned ancient Greek, Latin, and Hebrew. Margaret Cavendish, Duchess of Newcastle (1623-1673) wrote feminist science fiction, and exploited the power of her own beauty. These premodern texts may be studied in and of their own time, or as they emerge into print and public consciousness in later centuries, including our own. The first assignment will ask you to write your own life story in the third person as a short (500 word) saint's life. The second and third assignments will be short essays and the fourth a longer one, with some research component; there will be no midterm or final.

ENGL 016 303

MW | 0145PM-0315PM | VAN PELT LIBRARY 629

Fulfills: Sector III: Arts & Letters

The Fantastic Voyage From Homer to Science Fiction

Scott Francis, Associate Professor of French & Francophone Studies

Tales of voyages to strange lands with strange inhabitants and even stranger customs have been a part of the Western literary tradition from its inception. What connects these tales is that their voyages are not only voyages of discovery, but voyages of self-discovery. By describing the effects these voyages have on the characters who undertake them, and by hinting at comparisons between the lands described in the story and their own society, authors use fantastic voyages as vehicles for incisive commentary on literary, social, political, and scientific issues. In this course, we will see how voyage narratives as seemingly distant as Homer's *Odyssey* and Pierre Boule's *Planet of the Apes* fit into a bigger tradition of speculative fiction. We will determine what the common stylistic elements of speculative fiction are, such as the frame narrative, or story-within-a-story, and what purpose they serve in conveying the tale's messages. We will see how voyagers attempt to understand and interact with the lands and peoples they encounter, and what these attempts tell us about both the voyagers and their newly-discovered counterparts. Finally, we will ask ourselves what real-world issues are commented upon by these narratives, what lessons the narratives have to teach about them, and how they impart these lessons to the reader. Readings for this course, all of which are in English or English translation, range from classics like the *Odyssey* and *Gulliver's Travels* to predecessors of modern science fiction like Jules Verne and H. G. Wells to seminal works of modern science fiction like Pierre Boule's *Planet of the Apes*, Karel Čapek's *War with the Newts*, and Stanislaw Lem's *Solaris*. We will also look at how films like *Planet of the Apes* (1968) and *20,000 Leagues Under the Sea* (1954) or television shows like *Star Trek* and *Futurama* draw upon literary or cinematic models for their own purposes. Students will also have the opportunity to examine and present on pieces from the Mark B. Adams Science Fiction Collection at Penn's Kislak Center for Special Collections, Rare Books, and Manuscripts, which comprises over 2,000 volumes of science fiction, speculative fiction, and fantasy. This course is meant not only for SF fans who would like to become better acquainted with the precursors and classics of the genre, but for all those who wish to learn how great works of fiction, far from being intended solely for entertainment and escapism, attempt to improve upon the real world through the effect they have on the reader.

FREN 200 401 | COML 200 401

TR | 0145PM-0315PM | FISHER-BENNETT HALL 16

Fulfills: Sector III: Arts & Letters | Cross Cultural Analysis

Research: From Curiosity to Knowledge

Alain Plante, Professor of Earth and Environmental Studies

How does one act on curiosity about the physical and living world and the human cultures in it? This seminar will use case-study and brainstorming approaches to explore how people generate and define

good questions, pitting curiosity against ignorance, and practice research to answer these questions in a wide range of disciplines, from the humanities and social sciences to natural sciences and engineering. We identify common components (e.g., evidence, method) and how they differ among a broad spectrum of phenomena and human behavior, and how might we observe and trace patterns in them to find new ideas and answers. We will also highlight field-specific approaches for translating evidence into knowledge. The seminar will be structured around readings, discussions, active learning activities and field trips to active research sites on campus (e.g., labs, archives and museums). Our goal is to enable students to participate in and appreciate how research is performed in a range of areas, as a stimulus to using the arts of observation and questioning for whatever might be their own objects of curiosity.

FRSM 002 301

[R | 0145PM-0445PM | COLLEGE HALL 315A](#)

Fulfills: Sector VII: Natural Sciences & Mathematics

Jews and China: Views From Two Perspectives

Kathryn Hellerstein, Professor of Germanic Languages

Jews in China??? Who knew??? The history of the Jews in China, both modern and medieval, is an unexpected and fascinating case of cultural exchange. Even earlier than the 10th century. Jewish trader from India or Persia on the Silk Road, settled in Kaifeng, the capital of the Northern Song Dynasty, and established a Jewish community that lasted through the nineteenth century. In the mid-nineteenth century, Jewish merchants, mainly from Iraq, often via India, arrived in China and played a major role in the building of modern Shanghai. After 1898, Jews from Russia settled in the northern Chinese city of Harbin, first as traders and later as refugees from the Bolshevik Revolution and Russian Civil War. In the first decades of the twentieth century, a few Jews from Poland and Russia visited China as tourists, drawn by a combination of curiosity about the cultural exoticism of a truly foreign culture and an affinity that Polish Jewish socialists and communists felt as these political movements began to emerge in China. During World War II, Shanghai served as a port of refuge for Jews from Central Europe. In this first-year seminar, we will explore how these Jewish traders, travelers, and refugees responded to and represented China in their writings. We will also read works by their Chinese contemporaries and others to see the responses to and perceptions of these Jews. We will ask questions about cultural translation: How do exchanges between languages, religions, and cultures affect the identities of individuals and communities? What commonalities and differences between these people emerge? Jews in China??? Who knew??? The history of the Jews in China, both modern and medieval, is an unexpected and fascinating case of cultural exchange. Even earlier than the 10th century. Jewish trader from India or Persia on the Silk Road, settled in Kaifeng, the capital of the Northern Song Dynasty, and established a Jewish community that lasted through the nineteenth century. In the mid-nineteenth century, Jewish merchants, mainly from Iraq, often via India, arrived in China and played a major role in the building of modern Shanghai. After 1898, Jews from Russia settled in the northern Chinese city of Harbin, first as traders and later as refugees from the Bolshevik Revolution and Russian Civil War. In the first decades of the twentieth century, a few Jews from Poland and Russia visited China as tourists, drawn by a combination of curiosity about the cultural exoticism of a truly foreign culture and an affinity that Polish Jewish socialists and communists felt as these political movements began to emerge in China. During World War II, Shanghai served as a port of refuge for Jews from Central Europe. In this first-year seminar, we will explore how these Jewish traders, travelers, and refugees responded to and represented China in their writings. We will also read works by their Chinese contemporaries and others to see the responses to and perceptions of these Jews. We will ask questions about cultural translation: How do exchanges between languages, religions, and cultures affect the identities of individuals and communities? What commonalities and differences between these people emerge?

GRMN 026 401 | JWST 026 401

[TR | 0145PM-0315PM | VAN PELT LIBRARY 626](#)

Fulfills: Sector II: History & Tradition | Cross Cultural Analysis

Why College?

Jonathan Zimmerman, Professor of History in Education

This course will explore controversies and dilemmas surrounding American colleges, from their birth into

the present. What is the purpose of “college”? How have these goals and objectives changed, across time and space? What should college do, and for whom? And how can colleges be reformed to meet their diverse purposes and constituencies? Topics of discussion will include affirmative action, “political correctness,” fraternities and sororities, sexual assault and safety, online education, and the recent trend towards “college for all.” First-year students only.

HIST 104 301

MW | 0330PM-0500PM | FISHER-BENNETT HALL 323

Fulfills: Sector II: History & Tradition

Africa in World History

Lee Cassanelli, Associate Professor of History

This seminar examines Africa's connections--economic, political, intellectual and cultural--with the wider world from ancient times to the 21st century, drawing on a diverse sample of historical sources. It also explores Africa's place in the imaginations of outsiders, from ancient Greeks to modern-day development "experts." Whether you know a lot or almost nothing about the continent, the course will get you to rethink your stereotypes and to question your assumptions about the importance of Africa in world history. First year students only.

HIST 106 301

MW | 0330PM-0500PM | VAN PELT LIBRARY 305

Fulfills: Sector II: History & Tradition | Cross Cultural Analysis

Private Life in China

Si-yen Fei, Associate Professor of History

Underneath the grandeur of empires, war, revolutions, history eventually is about people's life. This seminar explores how the boundaries of private life in China intersect with the public arena and how such an intersection has significantly re-shaped Chinese private life between the 16th century and the present. The first half of the seminar will explore how the private realm in late imperial China was defined and construed by Confucian discourses, architectural design, moral regulation, cultural consumption, and social network. Moving into the twentieth century, the remaining part of the seminar will examine how the advent of novel concepts such as modernity and revolution restructured the private realm, particularly in regard to the subtopics outlined above. Organizing questions include: How did female chastity become the center of a public cult which then changed the life paths of countless families? How did the practice of female foot-binding intersect with marriage choices, household economy, and social status? How did print culture create a new space for gentry women to negotiate the boundaries between their inner quarters and the outside world? What was the ideal and reality of married life in late imperial China? How did people's life change when the collective pursuit for Chinese modernity placed romantic love, freedom to marry and divorce at the center of public debates? How was “Shanghai modern” related to the emerging middle class life style as evidenced in advertisement posters? How has the ideal of gender equality been re-interpreted and realized under the Communist regime? How have the current market reforms reformulated the contours of private life in China? First-year students only.

HIST 106 303

T | 0145PM-0445PM | VAN PELT LIBRARY 526

Fulfills: Sector II: History & Tradition | Cross Cultural Analysis

Addiction: Understanding How We Get Hooked and How We Recover

James McKay, Professor of Psychology in Psychiatry

We will investigate the evolution of scientific theories and popular beliefs regarding the causes of addiction in the 20th and 21st centuries, and how they have shaped treatment approaches to these disorders. We will examine the crack cocaine epidemic of the 1980s and the current opioid epidemic, and consider sociocultural and political factors that contributed to the onset of and reaction to these crises. Finally, we will discuss research into the neurobiological, psychological, familial, social, and political factors that initiate and sustain addiction, and the efficacy of various treatment approaches.

HSOC 031 301

WF | 0145PM-0315PM | FISHER-BENNETT HALL 141

Fulfills: Sector IV: Humanities & Social Sciences

Cane and Able: Disability in America

Beth Linker, Associate Professor in the History of Medicine

Disability is a near universal experience, and yet it remains on the margins of most discussions concerning identity, politics, and popular culture. Using the latest works in historical scholarship, this seminar focuses on how disability has been experienced and defined in the past. We will explore various disabilities including those acquired at birth and those sustained by war, those visible to others and those that are invisible. For our purposes, disability will be treated as a cultural and historical phenomenon that has shaped American constructions of race, class, and gender, attitudes toward reproduction and immigration, ideals of technological progress, and notions of the natural and the normal.

HSOC 041 401 | STSC 041 401

MW | 0145PM-0315PM | CLAUDIA COHEN HALL 493

Fulfills: Sector II: History & Tradition

Epidemics in History

David Barnes, Associate Professor in the History of Medicine

The twenty-first century has seen a proliferation of new pandemic threats, including SARS, MERS, Ebola, Zika, and most recently the novel coronavirus called COVID-19. Our responses to these diseases are conditioned by historical experience. From the Black Death to cholera to AIDS, epidemics have wrought profound demographic, social, political, and cultural change all over the world. Through a detailed analysis of selected historical outbreaks, this seminar examines the ways in which different societies in different eras have responded in times of crisis. The class also analyzes present-day pandemic preparedness policy and responses to health threats ranging from influenza to bioterrorism.

HSOC 048 401 | STSC 048 401

MW | 0145PM-0315PM | DAVID RITTENHOUSE LAB 4C2

Fulfills: Sector II: History & Tradition

Medical Missionaries and Partners

Kent Bream, Associate Professor of Clinical Family Medicine and Community Health

Global health is an increasingly popular goal for many modern leaders. Yet critics see evidence of a new imperialism in various aid programs. We will examine the evolution over time and place of programs designed to improve the health of underserved populations. Traditionally categorized as public health programs or efforts to achieve a just society, these programs often produce results that are inconsistent with these goals. We will examine the benefits and risks of past programs and conceptualize future partnerships on both a local and global stage. Students should expect to question broadly held beliefs about the common good and service. Ultimately we will examine the concept of partnership and the notion of community health, in which ownership, control, and goals are shared between outside expert and inside community member.

HSOC 059 301

W | 0145PM-0445PM | HARNWELL COLLEGE HOUSE M10

Fulfills: Sector I: Society

Contemporary Italian Culture

Julia Heim, Lecturer in Italian Studies

This course will introduce students to a number of social, cultural, and political trends and issues in contemporary Italy. Through investigations of news media, social media, literature, television, film, and scholarly works, we will begin exploring the Italian contemporary cultural discourse surrounding the topics of Feminism, the Italian #MeToo movement, Italian Black Lives Matter, Citizenship and Immigration, LGBTQIA+ rights and representations, fashion, food and globalized notions of "Made in Italy," criminality Italian style, Populism and politics. Research based cultural studies and media studies approaches to these topics will give us insight into the various ways that cultural production and political discourse shape notions of national identity and social belonging in the Italian context. All readings and

screenings will be in English or have English subtitles; no prior knowledge of Italian or Italy is required.

ITAL 100 401 | CIMS 014 401 | COML 107 401

TR | 0330PM-0500PM | WILLIAMS HALL 301

Fulfills: Sector III: Arts & Letters | Cross Cultural Analysis

Proving Things: Analysis

Florian Pop, Professor of Mathematics

This course focuses on the creative side of mathematics, with an emphasis on discovery, reasoning, proofs and effective communication, while at the same time studying real and complex numbers, sequences, series, continuity, differentiability and integrability. Small class sizes permit an informal, discussion-type atmosphere, and often the entire class works together on a given problem. Homework is intended to be thought-provoking, rather than skill-sharpening. Students must enroll in both the seminar (MATH 202.301, shown below) and one of the labs (MATH 202.101 or 102) immediately below.

MATH 202.101 (lab) |T| 0700pm-0900pm

MATH 202.102 (lab) |R| 0700pm-0900pm

MATH 202 301

MWF | 1200PM-0100PM | DAVID RITTENHOUSE LAB 2C8

Sound!

Jairo Moreno, Associate Professor of Music

Sound plays a central role in defining species, cultures, societies, historical times, places, expressive practices and languages, and all manner of technologies. Our seminar will explore those roles, studying sound as a material, as a medium for cultural and societal order (and disorder), as a history-defining phenomenon, as locus for establishing senses of place, as matter for expressive practices, including music, language, and vocality, and as it shapes and is shaped by technologies. We are motivated by a point made by anthropologist Claude Lévi-Strauss about the enigma that sound and silence posit to the existence of the human and how that enigma guides enduring but troubling distinctions between the human and the non-human, nature and culture.

MUSC 016 301

TR | 1200PM-0130PM | LERNER CENTER (MUSIC BUILDING CONF

Fulfills: Sector III: Arts & Letters

Music in Urban Spaces

Molly McGlone, Associate Director and Assistant Dean for Academic Affairs

Music in Urban Spaces is a year-long experience that explores the ways in which individuals use music in their everyday lives and how music is used to construct larger social and economic networks that we call culture. We will read the work of musicologists, cultural theorists, urban geographers, sociologists and educators who work to define urban space and the role of music and sound in urban environments, including through music education. While the readings make up our study of the sociology of urban space and the way we use music in everyday life to inform our conversations and the questions we ask, it is within the context of our personal experiences working with music programs in public neighborhood schools serving economically disadvantaged students, that we will begin to formulate our theories of the contested musical micro-cultures of West Philadelphia. This course is over two-semester where students register for .5 cus each term (for a total of 1 cu over the entire academic year) and is tied to the Music and Social Change Residential Program in Fisher Hassenfeld College House which will sponsor field trips around the city, if possible. While the future of education for this coming year remains unknown, we will volunteer with music and schools in West Philadelphia virtually and in-person as we are able. The course typically concludes with a community concert and as social distancing allows we will ensure multiple points of community connection through shared music, video, presentations, and concerts.

MUSC 018 401 | URBS 018 401

F | 0330PM-0515PM | CLAUDIA COHEN HALL 237

Fulfills: Sector IV: Humanities & Social Sciences | Cultural Diversity in the U.S.

Mideast Thru Many Lenses

Heather Sharkey, Professor of Modern Islamic History

This first-year seminar introduces the contemporary Middle East by drawing upon cutting-edge studies written from a variety of disciplinary perspectives. These include history, political science, and anthropology, as well as studies of mass media, sexuality, religion, urban life, and the environment. We will spend the first few weeks of the semester surveying major trends in modern Middle Eastern history. We will spend subsequent weeks intensively discussing assigned readings along with documentary films that we will watch in class. The semester will leave students with both a foundation in Middle Eastern studies and a sense of current directions in the field.

NELC 036 401 | CIMS 036 401

T | 0145PM-0445PM | FISHER-BENNETT HALL 139

Fulfills: Sector IV: Humanities & Social Sciences | Cross Cultural Analysis

First-year Seminar: Markets and Morality

Douglas Paletta, Assistant Dean for Academic Advising

Market exchange, where the seller provides a good or service at a price the buyer accepts, serves as a basic element of our society. It embodies certain values of freedom of exchange, and, when well-functioning, promotes economic efficiency. We also know there are illegal markets for human organs, an enormous amount of money is spent to influence our democratic elections, and that giving a friend a loan can change the dynamics of your relationship. Should everything be for sale? How should we balance the benefits and values of free market exchange with other values? What influence do markets have in shaping the way we relate to one another? This course will consider questions like these to explore when and what kind of moral limits should be placed on markets.

PHIL 043 301

TR | 0145PM-0315PM | PERRY WORLD HOUSE 108

Fulfills: Sector I: Society

Honors Physics I: Mechanics and Wave Motion

Elliot Lipeles, Associate Professor of Physics

This course parallels and extends the content of PHYS 150, at a significantly higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Classical laws of motion: interaction between particles; conservation laws and symmetry principles; rigid body motion; non-inertial reference frames; oscillations. Prerequisite: Benjamin Franklin Seminar. Credit is awarded for only one of the following courses: PHYS 008, 101, 150, 170. Students with AP or Transfer Credit for PHYS 101 or 150 who complete PHYS 170 will thereby surrender the AP or Transfer Credit. Students must enroll in both the seminar (PHYS 170.30, shown below) and one of the labs (PHYS 170.101, 102, 103 immediately below).

PHYS 170.101 (lab) |T| 0145PM-0345PM

PHYS 170.102 (lab) |W| 0145PM-0345PM

PHYS 170.103 (lab) |R| 0145PM-0345PM

PHYS 170 301

MWF | 1015AM-1115AM | CHEMISTRY BUILDING B13 M | 0145PM-0245PM | CHEMISTRY BUILDING B13

Fulfills: Sector VI: Physical World

Saints and Devils in Russian Literature and Tradition

Julia Verkholtantsev, Associate Professor of Russian and East European Studies

This course is about Russian cultural imagination, which is populated with “saints” and “devils”: believers and outcasts, the righteous and the sinners, virtuous women and fallen angels, holy men and their most bitter adversary – the devil. In Russia, where people’s frame of mind has been formed by a mix of Eastern Orthodox Christianity and earlier pagan beliefs, the quest for faith, spirituality, and the meaning of life has invariably been connected with religious matters. How can one find the right path in life? Can a sinner be redeemed? Should one live for God or for the people? Does God even exist? In

“Saints and Devils,” we read works of the great masters of Russian literature and learn about the historic trends that have filled Russia’s literature and art with religious and mystical spirit. Among our readings are old cautionary tales of crafty demons and all-forbearing saints, about virtuous harlots and holy fools, as well as fantastic stories by Nikolai Gogol about pacts with the devil, and a romantic vision of a fallen angel by Yury Lermontov. We will be in awe of the righteous portrayed by Nikolai Leskov and follow the characters of Fedor Dostoevsky, Leo Tolstoy and Anton Chekhov, as they ponder life and death and search for truth, faith, and love. In sum, over the course of this semester we will talk about ancient cultural traditions, remarkable works of art, and the great artists who created them. In addition to providing a basic introduction to Russian literature, religion, and culture, the course introduces students to literary works of various genres and teaches basic techniques of literary analysis. (No previous knowledge of Russian literature necessary. All readings are in English.)

REES 213 401 | COML 213 401 | RELS 218 401

MW | 1015AM-1145AM | DAVID RITTENHOUSE LAB 4C6

Fulfills: Sector III: Arts & Letters

Planning to Be Offshore

Srilata Gangulee, Assistant Dean for Academic Advising

In this course we will trace the economic development of India from 1947 to the present. Independent India started out as a centrally planned economy in 1949 but in 1991 decided to reduce its public sector and allow, indeed encourage, foreign investors to come in. The Planning Commission of India still exists but has lost much of its power. Many in the U.S. complain of American jobs draining off to India, call centers in India taking care of American customer complaints, American patient histories being documented in India, etc. At the same time, the U.S. government encourages highly trained Indians to be in the U.S. Students are expected to write four one-page response papers and one final paper. Twenty percent of the final grade will be based on class participation, 20 percent on the four response papers and 60 percent on the final paper.

SAST 057 301

TR | 1200PM-0130PM | FISHER-BENNETT HALL 406

Fulfills: Sector I: Society

Freshman Seminar: Doing Research: Qualitative Methods and Research Design

Lisa Mitchell, Associate Professor

This interdisciplinary first-year seminar introduces students to qualitative and archival research methods in the social sciences and humanities. Students will engage with a range of research collections at Penn and practice using qualitative research methods—including participant-observation, writing fieldnotes, spatial and temporal mapping, structured and unstructured interviews, oral history, portraiture, and collection and analysis of historical primary sources. Students will also learn how to write a research proposal, where to apply for research opportunities and funding at Penn, how to address ethical questions surrounding research with human subjects, and how to obtain approval from Penn’s Institutional Review Board (IRB). Along the way students will be introduced to methods and analytic frameworks used in research in the humanities and social sciences, see specific examples of their application, and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. The course is ideal as an introduction to the excellent libraries, research collections, and research-related resources available at Penn, and as an introduction to a wide range of methods for engaging with these collections—a great way to kick off your undergraduate experience at Penn. No prerequisites or prior knowledge expected.

SAST 058 401 | ANTH 058 401

MW | 1200PM-0130PM | COLLEGE HALL 217

Fulfills: Sector I: Society | Cross Cultural Analysis

Work and Careers in the 21st Century

Jerry Jacobs, Professor of Sociology

The premise of the class is that the workplace is undergoing major transformations that may well generate jobs, careers and organizations quite different from those currently in place. Many inter-related

changes are underway, including: globalization, the information and internet revolutions, the diffusion of monitoring and evaluation systems, the mechanization and automation of many jobs and industries, the prospects of working remotely and the growing diversity of the labor force. These changes can be best understood by studying contemporary developments along with placing these changes in an historical perspective. By examining how the theory and practice of work have evolved over the last century and a half, we will be in a better position to understand the changes already in progress and those that may transform work and the workplace over the course of your careers.

SOCI 041 302

M | 0145PM-0445PM | JAFFE BUILDING B17

Fulfills: Sector I: Society

Diversity, Technology and the Penn Experience

Janice Curington, Assistant Dean for Multicultural Affairs and Advising

Penn is diverse in many ways. Let us explore this diversity together and understand its subtleties. How has the word “diversity” evolved over the years? Why is it (at times) such a loaded concept? When, where and how does diversity change within various contexts? What does the concept mean in a university context? How might it change in the future? We will explore different constructions of diversity at Penn. Have new technologies changed the ways in which we perceive culture, communicate and share ideas? Increasingly, we construct notions of ourselves and of others using video and social media in addition to personal experiences. How do such technologies define who we are, and the boundaries we draw to define “us” and “them”? Do sub-cultures thrive now in new ways? How does each student’s journey to Penn bring in new perspectives on the university? Reflections on personal experiences in the context of theories (cultural capital, social capital) will be a core part of this seminar. Readings and research assignments are interdisciplinary and will require critical analysis of both classic and contemporary perspectives. In addition to other assignments, small weekly response papers are due before each class meeting to encourage engaged discussions.

SOCI 041 304

MW | 0145PM-0315PM | VAN PELT LIBRARY 124

Fulfills: Sector I: Society | Cultural Diversity in the U.S.

Sociology of Race and Ethnicity

Wendy Roth, Associate Professor of Sociology

This course will provide a foundation on the sociological perspectives of race and ethnicity in the United States. It will examine major themes such as racial and ethnic identity, assimilation of immigrants, race relations, mass incarceration, images in the media, discrimination, intersectionality, and economic and educational stratification.

SOCI 041 305

MW | 0330PM-0500PM | MCNEIL BUILDING 410

Fulfills: Sector I: Society | Cultural Diversity in the U.S.

The Play

Rosemary Malague, Senior Lecturer in Theatre Arts

How does one read a play? Theatre, as a discipline, focuses on the traditions of live performance. In those traditions, a play text must be read not only as a piece of literature, but as a kind of "blueprint" from which productions are built. This course will introduce students to a variety of approaches to reading plays and performance pieces. Drawing on a wide range of dramatic texts from different periods and places, we will examine how plays are made, considering issues such as structure, genre, style, character, and language, as well as the use of time, space, and theatrical effects. Although the course is devoted to the reading and analysis of plays, we will also view selected live and/or filmed versions of several of the scripts we study, assessing their translation from page to stage.

THAR 125 401 | ENGL 056 401

MW | 1200PM-0130PM | FISHER-BENNETT HALL 16

Fulfills: Sector III: Arts & Letters

American Musical Theatre

David Fox, Lecturer in Theatre Arts

The American musical is an unapologetically popular art form, but many of the works that come from this tradition have advanced and contributed to the canon of theatre as a whole. In this course we will focus on both music and texts to explore ways in which the musical builds on existing theatrical traditions, as well as alters and reshapes them. Finally, it is precisely because the musical is a popular theatrical form that we can discuss changing public tastes, and the financial pressures inherent in mounting a production. Beginning with early roots in operetta, we will survey the works of prominent writers in the American musical theatre, including Kern, Berlin, Gershwin, Porter, Rodgers, Hart, Hammerstein, Bernstein, Sondheim and others. Class lecture/discussions will be illustrated with recorded examples.

THAR 271 401 | CIMS 271 401 | ENGL 285 401

MW | 0145PM-0315PM | FISHER-BENNETT HALL 406

Fulfills: Sector III: Arts & Letters

Homelessness & Urban Inequality

Dennis Culhane, Professor of Social Work

This first-year seminar examines the homelessness problem from a variety of scientific and policy perspectives. Contemporary homelessness differs significantly from related conditions of destitute poverty during other eras of our nation's history. Advocates, researchers and policymakers have all played key roles in defining the current problem, measuring its prevalence, and designing interventions to reduce it. The first section of this course examines the definitional and measurement issues, and how they affect our understanding of the scale and composition of the problem. Explanations for homelessness have also been varied, and the second part of the course focuses on examining the merits of some of those explanations, and in particular, the role of the affordable housing crisis. The third section of the course focuses on the dynamics of homelessness, combining evidence from ethnographic studies of how people become homeless and experience homelessness, with quantitative research on the patterns of entry and exit from the condition. The final section of the course turns to the approaches taken by policymakers and advocates to address the problem, and considers the efficacy and quandaries associated with various policy strategies. The course concludes by contemplating the future of homelessness research and public policy.

URBS 010 401 | AFRC 041 401 | SOCI 013 401

F | 0145PM-0445PM | MCNEIL BUILDING 395

Fulfills: Sector I: Society | Cultural Diversity in the U.S.