

# Freshman Seminars Fall 1999

## Sector I: Society

### African Worlds

Sandra Barnes, Professor of Anthropology

This course concentrates on popular culture in sub-Saharan Africa. It examines the way people reflect on and represent various aspects and issues in their daily lives, in public media, and through a diverse range of performative and creative outlets. It explores the way cultural traditions are created, promulgated, and perpetuated. It looks at the way popular culture deals with pleasure and pain; identity, difference, and diversity; wealth and power; modernity and history; gender relations; suppression, resistance, and violence; and local versus global processes. In short, popular culture will serve as a window through which to observe contemporary life. (Distribution)

anth (025) 018.401 or afst (010) 018.401 | Tuesday | 1:30 – 4:20

### Identity, Intimacy and Maturity

Vivian Seltzer, Professor of Human Development and Behavior

Psychological development is ongoing throughout life. Specific age periods are defined as critical periods of development when psychological identity is either resolved or remains unfulfilled as a result of premature closure or identity diffusion. Identity, intimacy and maturity are related concepts; independent but intertwined. A full identity reinforces psychological readiness for intimacy (which may or may not be accompanied by physical intimacy). Possession of identity and the ability it brings to engage in intimate relations profoundly affects attainment of psychosocial maturity.

This course examines both the process and content of critical areas of psychosocial functioning. Both the idiosyncratic nature and the interrelated dimensions of each of the three periods are examined as are definitions, positive and/or negative contributing forces, manifestations, irregularities and so forth.

Readings introduce the theoretical framework which underpins these three concepts. Class seminars present their theoretical linkages and raise further issues; class projects and assignments allow for pragmatic analyses. (Distribution)

frsm (233) 104.301 | Tuesday | 1:00 – 4:00

### Dilemmas in International Development

Richard Estes, Professor, School of Social Work

Students will be exposed to the interplay of international forces that inhibit the progress of developing nations and can actually add to their maldevelopment.

They will undertake an original piece of research on an international development topic of special interest to them. They will also be invited to meet with prominent professionals in the international development community. (Distribution)

frsm (233) 106.301 | Wednesday | 2:00 – 5:00

### Integrity

Joan Goodman, Professor of Elementary Education and Howard Lesnick, Professor of Law

The concept of integrity as a moral value has been aptly called both fundamental and elusive. Drawing on readings from literature, philosophy and the social sciences, this course will examine the meaning of integrity and the reasons underlying its centrality and elusiveness. We will also consider the ways in which it may come to play a defining role in decision making, in our personal lives as students, teachers, and citizens and in the ethics of such professions as business, education, law and medicine. (Distribution)

frsm (233) 128.301 | Tuesday & Thursday | 10:30 – 12:00

### Consumer Culture

Robert Blair St. George, Associate Professor of Folklore and Folklife

This seminar will explore the formative impact of the consumption of commodities—their acquisition, possession, and advertising imagery—on concepts of self and society. Why and how does consumption shape culture as a set of interpretive practices that is distinctly modern? How does consumer culture condition our understandings of desire and hedonism, of virtue and restraint? By looking at such activities as advertising, personal refinement, architectural reform, world's fairs, and shopping, we will attempt to answer these and other basic questions concerning commerce, culture, and civil society. (Distribution)

hist (317) 108.401 or folk (221) 100.401 | Tuesday & Thursday | 10:30 – 12:00

### Science and Utopia

Mark Adams, Professor of the History and Sociology of Science

This seminar explores the role of scientific, technical and social knowledge in shaping concepts of a future “ideal society.” Each week, we will read and discuss a utopia. After working through the “classic” utopias of Plato, Campanella, Andrea and Bacon, we will see how the experience of 19th and 20th century science, and the “utopian experiments” of Nazi Germany and Soviet Russia, led to an updating of the tradition (as in Huxley's Brave New World) and to its ultimate repudiation in various classic “dystopias” (such as Orwell's 1984). (Distribution)

hssc (321) 007.301 | Monday | 2:00 – 5:00

### Disease and American Culture

Elizabeth Toon, Lecturer in History and Sociology of Science

Influenza and Ebola, syphilis and aids, breast cancer and heart disease—whether rare or pervasive, disease frightens and threatens us, shaping our identities and our interactions with others. In this class we will look at how scholars and others have written about disease, and we will begin to explore our own ideas about illness, contagion, risk, danger, and death. Course

materials include historical and social scientific studies of medical knowledge and the experience of illness. We will conclude the course by examining and critiquing contemporary representations of disease and illness.

hssc (321) 008.301 | Tuesday & Thursday | 12:00 – 1:30

### Language in Native America

Eugene Buckley, Associate Professor of Linguistics

This course serves as a introduction both to linguistics (the scientific study of human language) and to the languages native to North America (their nature and distribution, typological similarities and differences). The emphasis is on language in its historical, social, and cultural context. Three main topics are covered:

1. Historical linguistics: how the languages of the Americas are grouped into families; how languages change over time; what the study of language change tells us about prehistory.
2. Language in culture and society: how language reflects the categories that are important to a culture; some important ways in which the categories in North American languages differ from those in English.
3. Language and thought: ideas about how language and thought are interrelated; to what extent does your language affect the way you see the world?

Examples and discussion of all these phenomena are based on data from a wide variety of American Indian languages.

Each student “adopts” a particular language to examine from various perspectives throughout the semester. Grading is based on regular language reports, homework assignments, and three short papers (one on each topic area).

This course is affiliated with watu and as such satisfies one-half of the writing requirement: students receive extensive comments on each paper and the grade is based on a revised version of it. For more details visit (<http://www.ling.upenn.edu/~gene/courses/59>). (Distribution)  
ling (381) 059.301 | Monday & Wednesday | 3:00 – 4:30

### Terrorism

Stephen Gale, Associate Professor of Political Science

This course is designed to stimulate an interest in the philosophy and methods of terrorism; to illustrate the varieties of conditions under which methods of terrorism are used; to outline the institutional conditions which permit and support the use of terrorism; and to understand the problems involved in “solving” the terrorism dilemma. (Distribution)  
psci (505) 009.301 | Tuesday | 3:00 – 6:00

### What’s the World Coming To?

John Ikenberry, Associate Professor of Political Science

The turn of the century raises big questions about the future of world politics. Will the next century look significantly different from this one? What forces—technology, human rights,

democracy, terrorism, the rise of China, etc.—will shape the prospects for war and peace, prosperity and security, in the next century? What are the big de-bates about global politics after the Cold War? Will the United States play a leading role in the next century as it has in this one, or is it destined to decline? Wither Asia and Europe in the next century world order? This freshman seminar will probe these questions and others. The class will be organized around a series of books and articles that present distinctive and powerful statements about what is coming down the world political road. Students will be required to present short memos each week on these readings. The seminar will be organized around class discussion and presentations. Apart from increasing the student's appreciation of the big issues and debates about the coming world order, the seminar hopes to strengthen the student's ability to "read and discuss" books—to become a thoughtful critic and engaging reader. (Distribution)

psci (505) 009.302 | Monday | 1:30 – 4:30

### Tolerance

Ellen Kennedy, Associate Professor of Political Science

How important is a tolerant culture to creating and maintaining democracy? Modern political theory gives no single answer. One theory argues that homogeneity, whether religious, ethnic or ideological, is the precondition of a democratic state. Another answers that, far from undermining democracy, diversity and dissent are essential in democratic society. Some proponents of that view regard promotion of difference as the very purpose of democracy.

This seminar examines the concept of toleration in a series of classic texts in Western political philosophy and as a prominent feature of contemporary debates in Europe and America on the meaning of an open society. Students will be evaluated on their knowledge of the texts and their practical implications.

Each participant will be required to give at least one presentation and write two essays on topics chosen in consultation with me. (Distribution)

psci (505) 009.303 | Thursday | 2:00 – 5:00

### Constitution Making

William Harris, Associate Professor of Political Science

This is a seminar in constitutional theory which will focus on the problems of creating or restructuring a political order by writing and adopting the design of that order in a set of words contained within a text. The course will have a large component of political and interpretive theory, as well as American political thought. There may be some materials from other constitutional systems besides the United States. However, the course is primarily a way of looking analytically at the founding of the American Constitution by considering how a new constitution would be written, argued for, and ratified more than 200 years later—then questioning the nature of its authority. After more than two centuries of experience in interpreting the existing constitutional document, how might a constitution maker draft a new one to take into account the problems that we have discovered?

Requirement: Extensive reading and active scholarly discussion; one short analytical paper, one medium-length paper; and a final essay examination. This is a General Honors course; however, half of the seats are reserved for students who are not in the General Honors program.

(Distribution)

psci (505) 187.301 (gh) | Tuesday & Thursday | 3:00 – 4:30

### Male-Female Communications, East and West

Franklin Southworth, Professor of South Asian Studies

Every individual has a unique way of speaking. Some of our differences in speech style are individual, while others are affected by our gender, our upbringing, ethnic group membership, place of origin, socio-economic class, age, or other factors. These differences can enrich, and sometimes complicate, our verbal interactions with other members of our society.

This course looks at these differences in a cross-culturally oriented framework which emphasizes the social context of face-to-face communication, both verbal and nonverbal. We will be concerned with communication in male groups, in female groups, and in mixed groups, in our own society and in others; we will look at aspects of social behavior which correlate with communicative differences. We will seek explanations of communicative differences in terms of the socialization process and the different social roles which we play as men or women, and as members of different social groupings.

Apart from learning about interactions between language and social life in our own and other societies, the course is designed to enhance observational skills and to encourage an analytical approach to the study of verbal and nonverbal communication. One weekly two-hour session will be devoted primarily to discussion of the readings (which include writings by linguists, anthropologists and sociologists, social and educational psychologists, political scientists, and others) with minimal lecturing. A second one-hour session will be used for observation and practice, including simulated interactions and films. In all of our discussions, we will attempt to bridge the cultural experiences of North Americans and those of members of other societies (particularly South Asians).

The first eight weeks of the course will acquaint students with the main assumptions made about this subject by works in a number of different disciplines. The remaining time will be spent on individual research projects, including discussion of individual readings. The papers and projects will involve both library research and observational research, and will include four short (2-page) papers on specified subjects, and one final paper on individual work. Regular attendance and participation in discussion are expected. (General Requirement)

sars (593) 013.401 or wstd (677) 013.401 | Wednesday | 2:00 – 5:00

### American Society: “The Sixties”

Ivar Berg, Professor of Sociology

This dinner seminar will meet from 5:30 to 8:30 p.m. on Tuesdays in Professor and Mrs. Berg’s quarters in the Quad; it is open only to the students in the Wendy and Leonard Goldberg House. The course will examine the forces that gave both the curious shape and explosive context to the 1960s. We will be joined by visiting Penn scientists, humanists and social scientists. The course will serve both as an introduction to the social sciences and as a vehicle for understanding the sources of stability and of change in “post-modern” society. The 1960s, (which included the college years of a great many of our first year students’ parents) both recapitulated many

distinguishable trends in the Republic's history and introduced numerous new themes that would inform America's culture, politics, economic debates and foreign policy planks in the last years of the old, and will likely shape the early years of the new century. Please contact [rogersj@pobox.upenn.edu](mailto:rogersj@pobox.upenn.edu) for information about this course. (Distribution)  
soci (589) 041.301 | Tuesday | 5:30 – 8:30

### Society and History

Ewa Morawska, Professor of Sociology

At the turn of the 21st century attention is focused on the future, but how much about our lives and social world is determined by the past? How does history shape our personal lives, preferences and identities? How does contemporary society—including its economy, culture, and politics—reflect the events of the past? In this seminar, we will explore how the past matters to the present by looking at individual biographies and at the group experiences of peoples of different nationalities, races and ethnicities, and religions. Course requirements include active participation in class, a book review, a term paper, and leadership of one class discussion.  
soci (589) 041.302 | Tuesday & Thursday | 10:30 – 12:00

### Media in American Society

Diana Crane-Herve, Professor of Sociology

This course will examine the role of television, newspapers, film and advertising in American society. We will analyze the impact of the media on social and political institutions and on the American Public, factors affecting the selection and interpretation of news for broadcast and publication, and the economic and ideological connections between broadcast and print media and advertising. (Distribution)  
soci (589) 041.303 | Monday & Wednesday | 3:00 – 4:30

### Urban Analysis with Computers

Robert C. Douglas, Director of Social Science Computing

The objective of this seminar is to introduce students to team building, while developing their inductive research skills through the analysis of factors influencing the spatial structure of United States metropolitan areas.

Students form metropolitan area research teams and learn to use computers to:

- collect data on the socio-economic characteristics of people in 200 zipcodes in the United States.
- map and graph these data searching for patterns in population density, income, education, and housing.
- test hypotheses.
- make team PowerPoint presentations of research results.
- write individual research reports.

This course fulfills the Quantitative Skills Requirement. (Distribution)  
soci (589) 041.401 or urbs (657) 100.401 | Tuesday & Thursday | 3:00 – 4:30

## War and Peace: Theories of the Causes and Prevention of War

William Evan, Professor of Sociology

Seven theories of the causes of war will be tested by case analyses of well-documented wars through history—from the Peloponnesian Wars to the Yugoslav War. The concluding session of the course deals with five theories and strategies for the prevention of war. (Distribution)

soci (589) 052.301 | Wednesday | 2:00 – 5:00

## Sector II: History and Tradition

### Jewish Law and Ethics

Barry L. Eichler, Associate Professor of Assyrian

An introduction to the literary and legal sources of Jewish law within an historical framework. Emphasis will be placed upon the development and dynamics of Jewish jurisprudence, and the relationship between Jewish law and social ethics. (Distribution)

ames (465) 152.401 or jwst (353) 152.401 | Tuesday & Thursday | 9:00 – 10:30

### Historical and Cultural Perspectives on Cities

Richard Zettler, Associate Professor of Anthropology

This seminar is intended to be an in-depth look at cities in a number of different culture areas and over a long span of time. It will investigate, for example, the background to the origins of complex, urban society in the Near East and the characteristics of cities in that area in the ancient and classical periods, the early Islamic era and in modern times. The seminar will begin by considering definitions of “the city” which have been put forward, and end on the same note by criticizing those definitions, and perhaps formulating one of its own. The seminar will have a mixed lecture-discussion format. (Distribution)

anth (025) 175.402 or urbs (657) 175.402 | Tuesday & Thursday | 12:00 – 1:30

### The Future of the Past

James O'Donnell, Professor of Classical Studies and Vice Provost for Information Systems and Computing

We study history to widen our sense of the human possibility, but the more remote the culture, the harder it is to connect what we study with our own experience. The technologies of cyberspace seem to make the gap between us and the pre-electric past wider still. This seminar will bridge the gap. The first readings will come from contemporary literary and philosophical interpretations of cyberculture and its relation to the past. We will then shift gears and read a small number of “classic” texts with minds attuned to cyberpossibilities. Texts to be read (in whole or in part) include: J. Murray, *Hamlet on the Holodeck*; S. Pinker, *How the Mind Works*; W. Gibson, *Neuromancer*; Plato, *Phaedrus*; Vergil, *Aeneid*; Augustine, *Confessions*. (Distribution)

clst (101) 161.301 | Tuesday | 1:30 – 4:30



## Postwar Germany and the Holocaust

Frank Trommler, Professor of German

We know much about the Holocaust. Countless document collections, memoirs, and testimonies have shed light on the worst chapter of 20th century history. Less is known about how Germans dealt with this cataclysm since 1945. How have writers, politicians, and teachers, young and old people, perpetrators and bystanders, East and West Germans reacted to this event which is still haunting this country. Every decade seems to bring a new widely discussed encounter with the past; in the 1990s it is the debate about a Holocaust memorial which is to be built in Berlin, the capital of a newly united Germany. This seminar will illuminate the developments since 1945 with special emphasis on literature which has been a catalyst for inquiries into memory and guilt. Readings of Günter Grass, Christa Wolf, Jurek Becker, Peter Weiss, together with discussions of policies and political texts and visual documentaries, will be the basis for a thorough introduction to an important chapter of our time. A field trip to the U.S. Holocaust Museum in Washington will be organized. (Distribution)

grmn (293) 004.301 | Tuesday & Thursday | 12:00 – 1:30

## The Birth and Life of Words

Beatrice Santorini, Lecturer in German and Linguistics

English belongs to the Germanic branch of the Indo-European language family, but its vocabulary reflects a rich history of language contact, with other Indo-European languages (notably French, Latin, and Greek) as well as with unrelated ones (such as Japanese and the languages of Native America). This course considers the following:

- Comparative linguistics: What is a cognate? How are languages determined to be related? How is it possible to reconstruct languages like Indo-European for which there are no written records?
- Sound change: What is sound change? How did English spelling come to be as apparently crazy as it is? Is sound change a thing of the past, or is it still ongoing in present-day English?
- Semantic change: What are the ways in which words can change their meaning?
- Borrowing: What kinds of words are borrowed, and what is unique about borrowing in English? What are the main sources of English vocabulary?

Grading is based on regular homework assignments and a term paper. You will receive extensive comments on a first draft of the term paper, and the grade reflects your revisions. See (<http://www.ling.upenn.edu/~beatrice/005>). (Distribution)

grmn (293) 005.301 | Monday, Wednesday & Friday | 11:00 – 12:00

## Heresy, Dissent and Inquisition

Paul Mosher, Vice Provost and Director of Libraries

Heresy—at once the horror of the middle ages in the West and one of its shaping movements—has been a preoccupation of thinkers since Socrates drank his hemlock. In this seminar we will study and discuss selected original sources in translation which treat the origins and development of popular heresies in Western Europe, the heretics and their beliefs, the Inquisition and other efforts to repress them, and the impact of religious dissent and repression on the evolution of



church, state and modern society. The basis of the course grade will be discussion and short papers based on source readings. This seminar will be taught in the private Penn library of Henry Charles Lea, the greatest 19th century scholar of the Medieval Inquisition. (Distribution)  
hist (317) 101-301 | Thursday | 3:00 – 6:00

### Literature of Dissent

Benjamin Nathans, Assistant Professor of History

Can the pen really be mightier than the sword? What kind of people dare to speak truth to power, and what arguments and values do they employ? In this seminar we will study some of the classic literature of dissent, including biblical prophecy, ancient Greek critiques of popular rule, the Protestant Reformation, the revolutionary Enlightenment, and the dissident movements of our own century in Nazi Germany, the Soviet Union, and contemporary China. Across this spectrum we will be concerned with the intellectual strategies of resistance to systems of power perceived as illegitimate or unjust, and the power of the word in political and public life. By analyzing how the desire for fundamental change has been articulated in a variety of historical contexts, we will sharpen our skills in critical reading and group discussion. Students will also write several short papers on selected primary sources. (Distribution)  
hist (317) 102.301 | Monday | 2:00 – 5:00

### The Rise and Fall of the British Empire

Lynn Lees, Professor of History

How and why did a small set of islands off the western coast of Europe come to dominate much of North America, the Caribbean, Africa, South and Southeast Asia between 1700 and 1940? Why did Britain's control of its colonies collapse so fast between 1945 and 1970? What was the impact of empire on the colonized? The seminar will examine case studies of and explanations for empire. Films, primary sources, and fiction will be used to analyze attitudes toward empire. Each student will write a paper on some aspect of decolonization or colonial nationalism in an area of his or her choice. (Distribution)  
hist (371) 102.302 | Wednesday | 2:00 – 5:00

### Human Nature in European Thought

Stuart Semmel, Mellon Fellow in the Humanities Forum

One key theme of European intellectual history since the Enlightenment has been the effort to determine what "human nature" is. Philosophers, social theorists, and political reformers have asked such questions as: How is human nature to be distinguished (or not) from animal nature? Can understanding it allow one to construct an ideal human society? Are there competing varieties of human nature? This course will examine writings from the 18th to the 20th centuries, placing debates in the context of political, social, and cultural change. Readings will include selections from Rousseau, Fourier, Darwin, Freud, and others. (Distribution)  
hist (317) 102.303 | Tuesday | 2:00 – 5:00

### The American Revolution in American Culture: History and Perception

Daniel Richter, Professor of History

“What do we mean by the American Revolution?” an aged John Adams asked in 1818. The question is still relevant. What does a great historical event like this mean to those who lived through it and, especially, to us, more than two centuries later? This seminar will examine the Revolution as a social, political, and cultural phenomenon, with an emphasis on how people through the years have defined its importance and the lessons it supposedly teaches. Popular images in modern films and books, interpretations by academic historians, and first-hand accounts by the Revolutionaries will be part of our effort to understand something about how people make sense of their nation’s past. (Distribution)  
hist (317) 103.301 | Wednesday | 2:00 – 5:00

### Conspiracies in History

Lee Cassanelli, Associate Professor of History

Throughout history, ideas of “conspiracy” have helped people explain events that otherwise seem unexplainable; have justified repressive measures against individuals or groups believed to be conspiring; and have stirred the imaginations and shaped the public agendas of communities and sometimes entire nations. Case studies will include charges of conspiracy raised against religious sects (European freemasons, Chinese secret societies, the Catholic Church), political and economic movements (Mau-Mau in colonial Kenya, communist parties, Molly Maguires), and such phenomena as the Mafia, the Broederbond of South Africa, and the assassinations of Martin Luther King and John F. Kennedy. Students will examine the historical evidence, the social significance, and the political consequences of particular “conspiracies” with the aim of comparing and generalizing over time and space. (Distribution)  
hist (317) 106.301 | Monday & Wednesday | 3:00 – 4:30

### Revolution in the Middle East

Firoozeh Kashani-Sabet, Assistant Professor of History

This seminar will focus on the various revolutions—cultural, political, religious, military, and economic—that have swept the Middle East in the 20th century. We will be looking at the conflict within various countries; intra- and inter-state ethnic rivalries; fighting between various countries; and the battles between the middle eastern world and the imperialist system that created it. Weekly readings, discussion, and short papers. (Distribution)  
hist (317) 106.302 | Monday | 2:00 – 5:00

### Picturing Asia: Western Images of East Asia 1549-1999

Frederick Dickinson, Assistant Professor of History

From “Oriental despotism” to the Asian “economic miracle” to Asia in “crisis,” this seminar will examine Western images of East Asia from the 16th century to the present. How have Western observers recreated our image of East Asia over time? How does this compare with the images generated by East Asian writers for consumption in the West? We will study the problem of cross-cultural analysis and consider changes in the image of Asia as an integral component of national development of the West. (Distribution)  
hist (317) 106.303 | Tuesday | 3:00 – 6:00

## Cultures in Contact in the Atlantic World, 1440-1800

Kathleen M. Brown, Associate Professor of History

This course introduces students to a global cultural and economic community in history—the Atlantic World from 1440 to 1800—through an examination of primary documents, interpretive essays, films, and survey texts. Students will explore several important themes of early modern history and culture: the rise of nation states; voyages of discovery; cultural encounters of Europeans, Africans, and indigenous Americans; the emergence of colonial plantation cultures; global trade networks and the path of tropical commodities; and the changing nature of colonial identities during the 18th century. This course is designed to provide students with basic skills in critical reading, thinking, and writing. We will discuss different interpretations of historical sources, the uses of evidence, and the construction of persuasive arguments. These skills are necessary for most disciplines and professions but are especially valuable for aspiring history majors. Freshman General Honors Course. Non-Honors students need permission. (Distribution) hist (317) 113.301 | Tuesday | 2:00 – 5:00

## History of Computing

Staff

Whether in films, such as *Dr. Strangelove*, or in futuristic novels such as *Neuromancer*, computers have come to occupy a rich presence in the American cultural landscape. Yet all the different images of computers—including its earliest identity as a “Giant Brain”—are really the product of a rather recent history. This course employs the tools of history to uncover the social forces of postwar America that gave rise to many different forms of computing. (Distribution) hssc (321) 012.301 | Tuesday | 1:30 – 4:30

## Historical Perspectives on Mental Illness

James Moran, Mellon Fellow in the Humanities Forum

Mental illness has long been a source of fascination in western society. But, perceptions of and responses to mental illness have varied widely from one era and social context to the next. This course explores major themes in mental illness from the pre-asylum era to the present. Included in weekly discussions and readings will be an examination of non-institutional customary responses to insanity; religious and secular outlooks on mental illness; the rise to prominence of the asylum as a social and medical institution; the development of professional psychiatry; psychoanalysis and the “Freudian” revolution; the challenge of the bio-medical approach to mental illness; deinstitutionalization; and the role of the anti-psychiatric or “survivors” movement. We will explore these themes through weekly readings, fiction, visual materials including slides and films, and assignments. (Distribution) hssc (321) 050.301 | Thursday | 1:30 – 4:30

## Worldviews in Collision: The Counterreformation and the Scientific Revolution

Victoria Kirkham, Professor of Romance Languages

This seminar explores the radical conflicts that developed in Europe when the authority of the Roman Catholic Church was challenged by the Protestant reformers and shaken by new

scientific discoveries of the 16th and 17th centuries. Our readings will include Machiavelli, Luther, Copernicus, and Galileo, seen through their own writings, those of their contemporaries, and as they have been recreated by two 20th century playwrights (Osborn's Luther, Brecht's Galileo); Counterreformation Art in slide presentations (the "Mannerist" style, the Baroque, Marino, and the Marinisti), and an Italian Utopia (Campanella's City of the Sun), presented in the context of the Utopistic thought that arises as a response to great paradigm shifts in history. (Distribution)

ital (349) 260.301 | Tuesday & Thursday | 12:00 – 1:30

### Bilingualism in History

Gillian Sankoff, Professor of Linguistics

This course takes a historical approach to tracing (and reconstructing) the nature of language contacts and bilingualism over the course of human history. Contacts between groups of people speaking different languages, motivated by trade, migration, conquest and intermarriage, are documented from earliest records. At the same time, differences in socio-historical context have created different kinds of linguistic outcomes. Some languages have been completely lost; new languages have been created. In still other cases, the nature and structure of language has been radically altered. We will review the reasons for and nature of bilingualism in situations ranging from the nomadic or horticultural societies of the Amazonian region, of southern Africa, or of precolonial Australia and New Guinea; to the languages of intercommunication along the great trade routes of antiquity; to the genesis of pidgin and creole languages in the plantation societies of the 16th– 19th centuries; to the imposition of new languages by colonial governments; to the assimilation of immigrants in modern industrial societies.

The course will introduce the basics of linguistic structure through a discussion of which aspects of language have proved to be relatively stable, and which are readily altered, under conditions of bilingualism. Languages may readily borrow words from each other, but do they maintain their structural integrity? Do bilinguals keep their languages apart? Are "mixed languages" a reality, or simply a way of stigmatizing the way bilinguals sometimes speak? Note: knowledge of another language is not a prerequisite for taking the course. (Distribution)

ling (381) 054.301 | Tuesday & Thursday | 12:00 – 1:30

### Introduction to the Problems of Philosophy

Staff

This seminar is designed for students who are approaching philosophy for the first time. We will examine central philosophical problems from topics such as the existence of God, the mind-body problem, free will, theory of knowledge, ethics, and the scientific method. Four alternative sections are offered. (General Requirement)

phil (493) 001.301 | Tuesday & Thursday | 3:00 – 4:30

phil (493) 001.302 | Tuesday & Thursday | 9:00 – 10:30

phil (493) 001.303 | Tuesday & Thursday | 10:30 – 12:00

phil (493) 001.304 | Tuesday & Thursday | 1:30 – 3:00

## The Idea of Nationalism

Stephen Steinberg, Executive Director of Penn National Commission on Society, Culture, and Community, Philosophy

Nationalism has been one of the dominant geo-political forces of the past two hundred years, and its continuing power has been amply demonstrated by recent events in Ireland, the Balkans, Eastern Europe, the former Soviet Union, and elsewhere. This course will explore such questions as: What is a nation? Do nations differ from states and peoples? Does every identifiable group have a valid claim to a nation-state of its own? How are claims to national identity to be justified? Does the recognition of claims to national or ethnic identity confer special rights, responsibilities or privileges? Is nationalism compatible with our notions of rationality, individualism, and universalism? How does nationalism relate to notions of self-determination, “closeness,” separateness, exceptionalism, and racial, cultural or ethnic superiority?

Throughout, our focus will be on the conceptual and theoretical issues raised by competing notions of nationalism, rather than on the history, sociology, or geo-politics of its concrete manifestations in particular cultures. We will explore the development of nationalism from the universalist political thought of the Enlightenment through the ethno-centrism of 19th century German Romanticism to contemporary theorists who see nationalism and group identity as central issues in current cultural and epistemological debates over modernity and post-modernism. Though our emphasis will be on the philosophical issues raised by the idea of nationalism, we will draw examples of its various theoretical formulations from American, German, Jewish, Third World, and other nationalisms that reflect its diverse and sometimes problematic manifestations. Readings usually include Kedourie, Kant, Rousseau, Fichte, Mill, Nussbaum, Taylor, Toulmin, Renan, Acton, May, Hollinger, Walzer, Buber, Arendt, Avineri, Miller, Lenin, Fukuyama, and Derrida. (Distribution)  
phil (493) 018.301 | Tuesday & Thursday | 1:30 – 3:00

## Christian Origins

Robert Kraft, Professor of Religious Studies

Christianity did not begin in a vacuum—indeed, it emerged from the complex Jewish world of which we catch a glimpse in the Dead Sea Scrolls and blossomed into various forms among the “mystery religions” of the Greco-Roman world around the Mediterranean Sea and farther east. In this course we will explore those developments in the first two centuries of the common era, with a focus on the evidence preserved in the earliest surviving Christian writings, including the New Testament collection. The goal of the course is neither conversion nor its opposite, but understanding as best we can from this distance what the participants in the various developments thought was happening, and how they shaped and were shaped by their worlds.

We will get very involved in discussing what can be known about the period, and how much we as interpreters contribute to any resulting “historical” picture. Get down and dirty with the ancient materials; it shouldn’t hurt much! Join the excursion into some of the deepest roots of Western society. (Online course materials can be accessed through the instructor’s home page.) (Distribution)  
rels (541) 135.301 | Tuesday & Thursday | 10:30 – 12:00

## **“The Sun of Islam Shall Rise in the West:” An Introduction to the Religion of Islam and Muslim Americans**

Barbara von Schlegel, Assistant Professor of Religious Studies

Last year the United States Supreme Court Justices convened a special session. The ruling: Patrons and sculptor of the figure of Muhammad in the historical frieze encircling their courtroom had only honorable intentions. Concerns about depicting the Prophet of Islam, raised by some American Muslims, were addressed and the frieze remains unchanged. Aversion to figural art is a well-known sentiment among many Muslims, Jews, and, at certain periods, Christians. What else does Islam, the last of the three Abrahamic monotheistic religions, share with Judaism and Christianity? Of the world's one billion Muslims, about five million reside in the United States today. How is “the fastest-growing religion in America” practiced by Muslims from a wide range of backgrounds, especially in the African-American community?

This course is a comprehensive introduction to Islam in a variety of geographic settings from the rise of the religion in the 7th century to the present. We try to understand Islam in contemporary experience as well as in religious texts. In the first part of the course, we will explore the Qur'an, the life of Muhammad in political and sacred history, sectarian developments, and Sufism (Islamic mysticism). In the second part of the course, we focus on ritual life in Islam, Islamic “fundamentalism” and the West, American Islam, and Islamic feminism. The course lectures are supplemented with discussion, slide presentations, and films. Although not required, students are encouraged to take part in a class visit to the Overbrook Mosque in Philadelphia. (We will discuss the date of the trip in class.) A course syllabus, with requirements and schedule of topics, is available at the instructor's web site. (Distribution)  
rels (541) 143.401 or ames (465) 136.401 | Tuesday | 3:00 – 6:00

## **Sector III: Arts and Letters**

### **Empire in Literature and Film**

Tina Lu, Assistant Professor of Chinese Literature in the Department of Asian and Middle Eastern

By examining a wide variety of sources, this class will discuss what an empire is. Specifically we are concerned with the idea of empire, and how various thinkers and writers have dealt with it—and how the idea of empire continues to influence literature, television, and film of our own day. We will also be discussing how empire and nation differ. We approach this problem through an eclectic grouping of texts: among them, Shakespeare's *The Tempest*, writings by political thinkers like Francisco de Vitoria and J. G. Herder, excerpts from late imperial Chinese plays, and a variety of contemporary pop culture sources. We will explore such questions as: How is Chinese romantic comedy of the Qing Dynasty marked by the concerns over what an empire ought to be? Why is the enemy of the Jedi an empire? Why did Hitler call his Germany the Third Empire? In what way do the adventures of the crew of the *Enterprise* seem to recapitulate the colonial empires of the early modern period? (Distribution)  
ames (465) 098.301 | Wednesday | 2:00 – 5:00



## Chinese Archaeology

Nancy Steinhardt, Professor of Asian and Middle Eastern Studies

How has archaeology rewritten the history of ancient China and early Chinese art? That is the question we will answer in this seminar. Each week we will examine artifacts excavated in Chinese tombs to try to understand what they tell us about daily life and philosophical attitudes in ancient China. We will explore famous tombs such as the Tomb of the First Emperor and less well-known artifacts of peoples such as the Scythians and Qidan. We will compare the excavated material with what we can find out about ancient China from other sources, especially literature and standard historical accounts, to find out whether the ideas put forth in history and literature are accurate. Finally, we will study Chinese art in the Museum of Archaeology and Anthropology and the Philadelphia Museum of Art in comparison to the excavated objects. (Distribution)

ames (465) 179.301 | Tuesday | 1:30 – 4:30

## Possessing Women

Linda Chance, Associate Professor of Japanese Studies and Undergraduate Chairperson in the Department of Asian and Middle Eastern Studies

A man from Tennessee writes *Memoirs of a Geisha*. A Japanese novelist tells the story of the “comfort women” who served the Japanese army. A 10th century courtier poses as a woman writing the first woman’s diary. Poets from Byron to Robert Lowell, through Ezra Pound to Li Po, have written as though they were women, decrying their painful situations. Is something wrong with this picture, or is “woman” such a fascinating position from which to speak that writers can hardly help trying it on for size? In this course we will look at male literary impersonators of women as well as women writers. Our questions will include who speaks in literature for prostitutes—whose bodies are the property of men—and what happens when women inhabit the bodies of other women via spirit possession. Readings will draw on the Japanese tradition, which is especially rich in such cases, and will also include Western and Chinese literature, anthropological work on possession, legal treatments of prostitution, and film. Participants will keep a reading journal and write a paper of their own choosing. (Distribution)

ames (465) 187.301 | Tuesday & Thursday | 10:30 – 12:00

## “What Do You See?”—“Wonderful Things!”

Paul F. Watson, Associate Professor in History of Art

That question, that response were first uttered at the threshold of an Egyptian pharaoh’s tomb in 1922. 1999 will not take us to Egypt but nevertheless we will see wonderful things. Our seminar will introduce us to ways of looking at and thinking about the world right here—dormitories, libraries, a professional school or two, museums, pictures and places. We shall look at all of these as carefully crafted objects of art, for starters, then as historical artifacts embedded in the culture of their particular times, and finally as the carriers of much older meanings. Our looking and learning will keep us on the road for most of the semester (weather permitting) but we’ll begin with stuff we carry in our own pockets. Bring a one dollar bill to the first class on the 8th of September next, and you will see wonderful things. (Distribution)

arth (033) 100.301 | Wednesday | 2:00 – 5:00



### Dress, the Body, and Representation

Susan Sidlauskas, Assistant Professor of the History of Art

Recent studies in a variety of fields have confirmed that what people wear in visual representation (painting, sculpture, photography, prints, film) is not to be taken lightly. Costume—whether it is invented for the occasion or culled from what the depicted society “really” wore—can be used to signify an enormous range of meanings, not only about a figure’s economic or social status, but about their gender identity, sexuality and even political affiliation. This course will not be a connoisseur’s survey of the history of costume, but will be an attempt to grapple with how costume intersects with, and changes, visual culture. We will concentrate on the modern era (1760 – present), but will explore some important precedents in antiquity, the middle ages, and the Renaissance.

We will plan trips to the Metropolitan Museum of Art’s Costume Institute in New York, and also to the Philadelphia Museum of Art’s Costume Collection. (Distribution)

arth (033) 100.302 | Thursday | 1:30 – 4:30

### Ancient Art in the Modern Museum

Ann Blair Brownlee, Senior Research Scientist in the Mediterranean Section of the University Museum, Adjunct Assistant Professor of the History of Art

The extensive collections of the University of Pennsylvania Museum will be the focus of this seminar, which will examine the place of ancient Greek and Roman art in the late 20th century museum. Assuming the role of the museum curator, we will consider the history, theory and practice of collection management, conservation, and display, and also examine ethical issues such as cultural appropriation and illicit excavation and the art market. The experience of the museum visitor will also be considered, as we study ways to make the art and archaeology of the classical world accessible to a wider public. We will devote part of the semester to a survey of the art and archaeology of ancient Italy, in preparation for the seminar’s final project, the planning and design of an exhibition. The seminar is taught in conjunction with the Ancient Studies/Museum Residential Program in Harnwell College House. (Distribution)

arth (033) 100.303 | Tuesday | 1:30 – 4:30

### Dreams and Dream Interpretations

Peter Struck, Assistant Professor of Classical Studies

Dreams can provide an extraordinary window on a culture, its imagination, its social organization, its cultural expectations, and its irrational beliefs. Dreams in literary works reveal what the author thinks dreams are like, and how he expects his audience to interpret them. Explicit dream theories tell us how people in Antiquity dealt with these “irrational” elements in their culture. Apart from ancient literary works, a whole dreambook, full of examples and interpretations, has come down to us. In this seminar we will look at a wide variety of famous texts from Greek and Roman literature, pagan and Christian, and some comparative material from the Near East. We will also read some Freud, and some other secondary literature, and think about how Freud’s ideas influence our reading of ancient texts, and to what extent that is permissible. All texts studied will be in translation—no knowledge of Greek or Latin will be

necessary. All that is needed for this course is a waking mind and an interest in the psychology of Antiquity. (Distribution)

clst (101) 106.301 | Tuesday & Thursday | 3:00 – 4:30

### Literature and Human Nature: Historical Perspectives on Mental Illness

Jan Mieszkowski, Mellon Fellow in the Humanities Forum

What does it mean to be human? Why is it so important to us that we be different from gods, animals or machines? If we are obviously mortal, corporeal entities, why do we feel it necessary to distinguish ourselves from ghosts or angels? This course considers what happens when we turn to literature to seek answers to these familiar yet perplexing questions. We will examine how concepts such as culture and civilization are used to control the border between the human and the non-human. We will also ask whether it is language itself that inextricably ties humankind to its others.

Authors will include Sophocles, Jean-Jacques Rousseau, J.W.V. Goethe, Heinrich von Kleist, E.T.A. Hoffmann, Edgar Allen Poe, Mary Shelley, Fyodor Dostoyevsky, and William Faulkner. All readings will be in English. (Distribution)

coml (113) 010.301 | Tuesday & Thursday | 3:00 – 4:30

### Love Among the Ruins: Denaturalizing the Marriage Plot

Elizabeth Freeman, Mellon Fellow in the Humanities Forum

This course will examine two related problems: love and narrative. We will consider a range of important historical forms through which bodies and feelings have been socialized into Western culture's vision of "love," exploring theories and representation of platonic, courtly, companionate, romantic, and marital love. We will also consider "singularity" and homosexuality as social forms in dialogue with love and marriage, and cousinship, adoption, avuncularity, and other queer forms of kinship in dialogue with the nuclear family. Concurrently, we will examine the kinds of narrative that cluster around each of these forms: we will work through essays and dialogues, short stories, a Shakespearean comedy, "plotless" and plot-centered novels, and prose poetry. In part, we will continually be asking how narrative form represents, reflects, and contests the energies of different ideologies of "love." Authors may include Margaret Atwood, Plato, Aristotle, Carson McCullers, Shakespeare, Jane Austen, Madame de Lafayette, Sarah Orne Jewett, Kate Chopin, Mark Twain, Toni Morrison, Henry James, and Gertrude Stein, as well as a number of films and material on the gay marriage debate. Secondary readings will include such theorists and historians as Lawrence Stone, John Boswell, John Gillis, Fredrich Engels, Nancy Miller, Stanley Cavell, D.A. Miller, Roland Barthes, Eve Sedgwick, Michael Moon, Hortense Spillers, and others. (Distribution)

engl (197) 016.303 | Tuesday & Thursday | 10:30 – 12:00

### Topics in Literature: 1399–1999 Chaucer's Canterbury Tales

David Wallace, Professor of English

Six hundred years ago, in September 1399, King Richard ii was forced from the throne of England by Henry Bolingbroke; soon after he was murdered in Pontefract Castle. Geoffrey

Chaucer, poet and servant to King Richard, survived the death of his master and was awarded a pension by Bolingbroke (now King Henry iv). But Chaucer survived only until October 1400. Chaucer scholar Terry Jones (of “Monty Python”) claims he was murdered: whatever the case, it will be fascinating to see how our own experience of pmt (pre-millennial tension) compares with the fin de siècle experiences of an earlier century. (Distribution)  
engl (197) 016.302 | Tuesday & Thursday | 1:30 – 3:00

### Perspectives in French Literature

Philippe Met, Professor of Romance Languages

This undergraduate survey course is designed to provide students with a thorough overview of the French literary tradition, from the 12th to the 20th centuries, and at the same time to unify a broad variety of works under the rubric of textual eroticism and romance. Drawing on major plays, poems and prose narratives, students will be asked to explore such issues as: evolving conceptions of “love” in literature; the play between sexuality, religion and socio-economic systems; the constitution of subjectivity through desire; narcissism, incest, donjuanism and the family romance; the rhetoric of seduction as opposed to that of idealization, virtue and sacrifice; the relationship between the individual, the amorous couple, and the public sphere. All readings and class discussions will be in French. (General Requirement)  
fren (229) 221.303 | Tuesday & Thursday | 10:30 – 12:00

### Food for Thought: Cannibalism and Gastronomy in Literature and Film

Simon Richter, Associate Professor of German

Simply put, this course offers students an opportunity to reflect on the cultural meaning of food in human life. A choice selection of works of literature and film will allow us to explore the cultural, philosophical, and aesthetic issues related to hunger, gastronomy, and cannibalism. Films will include: Eating Raoul, Parents, Delicatessen, Alive!, Tampopo, Like Water for Chocolate, and Babette’s Feast. Among the authors we will read are: Franz Kafka, Knut Hamsun, Isak Dinesen, and Laura Esquivel. Needless to say the seminar will require the occasional empirical exercise—also known as eating—in conjunction with the films and literature that concern us. A perfect opportunity to learn more about the culinary scene in Philadelphia. All readings and class discussions will be in English. (Distribution)  
grmn (293) 007.301 | Monday, Wednesday & Friday | 2:00 – 3:00

### Songwriting in the 20th Century

Anna Weesner, Assistant Professor of Music

Songs are everywhere. The musical world we inhabit is perhaps as open and inclusive as it has ever been, crossing cultures and styles in a way that makes stylistic boundaries once taken for granted no longer viable. At the same time, people make ferocious personal claims for music, singling out a style, a performer, or a composer as representing their music, the music of their generation, of their lifestyle, of their heart. This course will alternate between an analytical approach and a critical approach to the study of a wide range of songs composed throughout the 20th century. We’ll study musical techniques associated with songwriting from the point of view of the listener, including melody, harmony, form, rhythm, instrumentation, style, and text-

setting. We'll also pose far-ranging questions, such as, what makes a song a song? What makes a song a good song? What is the difference between an art song and a pop song? This course will occasionally focus on specific composers, such as Cole Porter, Charles Ives, John Harbison, and Liz Phair, and will also consider the musical ramifications of collaboration, covers and re-makes. This course will seek to foster development in listening skills through listening assignments and quizzes; the work of the class will include writing assignments, analytical projects, and class presentations. (Distribution)

musc (441) 014.301 | Tuesday & Thursday | 3:00 – 4:30

## **Sector IV: Formal Reasoning and Analysis**

### **Introduction to Mathematical Analysis**

Charles Epstein, Professor of Mathematics

Introduction to mathematical reasoning by discussion of the basic theorems encountered in calculus. It is intended for those students who might like to study more advanced mathematics by giving a more balanced view of what mathematics is actually like than calculus courses alone can provide. This is a half-credit course and does not satisfy the General Requirement. There are two alternative sections of this course.

math (409) 200.301 | Tuesday | 12:00 – 1:30

math (409) 200.302 | Thursday | 12:00 – 1:30

### **Introduction to Modern Algebra**

Peter Freyd, Professor of Mathematics

This course is an introduction to mathematical reasoning. Topics include the principle of mathematical induction, the notion of an equivalence relation, and the properties of the ring of integers. It is intended for students who might like to study more advanced math. It provides an introduction to the basic 300-level course in algebra. The instructor acts as the advisor for the students and assists them in choosing the appropriate 300-level course for the following year. This is a half-credit course and it does not satisfy the General Requirement. There are two alternative sections of this course.

math (409) 204.301 | Tuesday | 1:30 – 3:00

math (409) 204.302 | Thursday | 1:30 – 3:00

## **Sector V: The Living World**

### **Evolution of the Brain**

Thomas Schoenemann, Assistant Professor of Anthropology

An introduction to the study of the evolution of the human brain. Comparative (cross-species) perspectives will be emphasized, along with evolutionary biological costs of neural tissue. Basic brain structure, function, and development will be reviewed. The fossil evidence as well as indirect evidence (archaeological and comparative) will be discussed. Current controversies and theories about the causes and consequences of hominid brain evolution will be reviewed, including the possible role of language, tool use, sociality, dietary shifts, and other behavioral

adaptations. (General Requirement)  
anth (025) 179.301 | Monday, Wednesday & Friday | 11:00 – 12:00

## **Sector VI: The Physical World**

### **Structural Biology**

Stanley J. Opella, Professor of Chemistry

Structural biology is the scientific method of describing, predicting, and changing the properties of plants, animals, and humans, based on obtaining and analyzing detailed 3-dimensional images of proteins. It is a direct outgrowth of the intellectual and technical revolutions that occurred during the last decade and is emerging as the most powerful approach to understanding biology and solving problems in medicine.

We will discuss how macroscopic biological properties, such as reproduction and locomotion, are determined by microscopic chemical properties of proteins. Enormous changes in biological function, such as those that accompany hereditary diseases like cystic fibrosis or sickle cell anemia, result from minute changes in individual proteins. Much larger changes, however, are tolerated without apparent consequence to some other proteins. It is this selectivity that provides opportunities for the biotechnology industry to alter biological functions in ways thought to guarantee profits. We will also discuss how research results, especially those of structural biology, are presented to its various audiences. The entire dissemination process will be discussed.

The proteins of hiv, the retrovirus that is the causative agent of aids, will be used as examples to demonstrate the enormous influence of research and communication in structural biology. The broad range of medical, social, and political problems associated with aids can only be understood and solved through structural biology.

This is a year long course, offering 1/2 credit each semester. This course is for students pursuing the Vagelos Scholars Program; permission needed from the department. Please contact Dr. Ponzy Lu, [biochemistry@sas.upenn.edu](mailto:biochemistry@sas.upenn.edu), 898-4771. (General Requirement)  
chem (081) 022.301 | Thursday | 2:00 – 3:30

### **Freshman Recitation Evolution of the Physical World**

Gino Segre, Professor of Physics and Stephen Phipps, Associate Professor of Geology

This course will explore the “Big Bang,” and the origin of elements, stars, Earth, continents, and oceans. Students must register for both the lecture and a recitation. The recitation listed below is restricted to freshmen and is led by Professor Phipps. (General Requirement)  
geol (289) 003.401 (lec) | Tuesday & Thursday | 1:30 – 3:00  
geol (289) 003.402 (rec) | Tuesday | 3:00 – 4:00

### **Freshman Recitation Introduction to Geology**

Reginald Shagam, Adjunct Professor of Geology

This course is an introduction to the processes and forces that form the surface and the interior of the Earth. We will discuss changes in climate and the history of life. We will also discuss earth resources and their uses. Students must register for both the lecture and a recitation. The recitation listed below is restricted to freshmen and is led by Professor Shagam. (General Requirement)

geol (289) 100.001 (lec) | Monday, Wednesday & Friday | 11:00 – 12:00

geol (289) 100.201 (rec) | Monday | 2:00 – 3:00

### **Honors Physics I Mechanics and Wave Motion**

Fay Ajzenberg-Selove, Professor of Physics

This course parallels and extends the content of the introductory physics course for science and engineering students. It is the first semester of a small-section three-semester sequence for well-prepared students. Topics include classical laws of motion, interaction between particles, conservation laws and symmetry principles, rigid body motion, wave motion, kinetic theory and thermodynamics. Prerequisites: math 140 and 141. Students must register for the lecture and the lab. Non-honors students need permission. (General Requirement)

phys (497) 170.301 (lec) | Monday, Wednesday & Friday | 10:00 – 11:00

| Monday | 2:00 – 3:00

| Tuesday | 11:00 – 12:00

phys (497) 170.302 (lab) | Wednesday | 1:00 – 3:00

## **Sector VII: Science Studies**

### **The Physicists**

Fay Ajzenberg-Selove, Professor of Physics

This seminar will involve qualitative discussions of some of the 20th century's great discoveries in physics and of the lives of some prominent physicists within the scientific and political matrix including Marie Curie, Albert Einstein, Niels Bohr, Enrico Fermi, Lise Meitner, Richard Feynman, J. Robert Oppenheimer, Luis Alvarez and Edward Teller. We will conclude with talks by Penn professors about the exciting work in astrophysics, biophysics, condensed matter physics and particle physics. Prerequisite: high school algebra. (General Requirement)

phys (497) 007.301 | Tuesday & Thursday | 1:30 – 3:00

### **Human Nature: Classical and Modern Perspectives**

Justin Aronfreed, Professor of Psychology

This seminar presents an historically-ordered series of readings from original sources, coupled with active weekly discussions. We will emphasize the essence and boundaries of mankind's natural heritage—enduring timeless dispositions of mind and action which transcend individual selves or social institutions. Perspectives from within Western civilization will be used to exemplify sweeping conceptions of the human condition. These will begin with earlier mythological, religious, and philosophical sources, and progress toward modern scientific paradigms of making inquiry into nature.

The seminar will draw its exemplars from antiquity, the later Greco-Roman period, the medieval and Renaissance eras, the Enlightenment, the mid-19th century, the early 20th century, and the present time. Two weeks will be given to each perspective. All seminar members will read the same basic sources (approximately 100 pages each week) and will be expected to show intellectual initiative in all weekly discussions. Formal requirements consist primarily of a bi-weekly paper on each perspective.

This seminar is well suited to students who show the following: 1) articulate ease of intellectual expression in both spoken and written English; 2) a desire for some serious investment in ideas and the life of the mind; 3) a warm willingness to engage the natural science component of a liberal education. Special consideration will be given to honors students. (General Requirement)

psyc (521) 050.301 | Thursday | 3:00 – 6:00