Freshman Seminars Fall 2008

Sector I: Society

Desire and Demand: Culture and Consumption in the Global Marketplace
Marilynne Diggs-Thompson, House Dean, Riepe College House
The goal of this seminar is to understand and to investigate both historical and contemporary issues related to a culture of consumption. Course readings are interdisciplinary anthropological, historical, social, economic and political—and require a critical examination of global/local linkages. Discussions and research assignments incorporate topics such as popular culture, consumer culture, globalization, off-shore production, economics and marketing, consumer finance and real estate development. Overarching questions include what cultural and socio-economic factors have led to this current stage of (hyper) consumption? What are some of the characteristics of mass and conspicuous consumption in the Americas and abroad? And, in order to better understand the link between consumption and production factors, what is the relationship between outsourcing and/or offshore production and modern consumption? Group and individual projects will investigate issues pertaining to gender and consumption, class/race/ethnicity and consumption, urban re-gentrification and—after decades of flight to the (mall dominated) suburbs—recent examples of return urban migration to major cities in the United States and throughout the world. We will use as our laboratory the city of Philadelphia, observing and analyzing the consumer desires of its diverse population. (CDUS)
anth 086.301 | Monday | 2:00-5:00

South Asians in the U.S.
Fariha Khan, Instructor in Asian American Studies
This course investigates the everyday practices and customs of South Asians in America. Every immigrant group has its own history, customs, beliefs and values, making each unique while simultaneously a part of the "melting pot" or "salad bowl" of American society. Yet, how do people define themselves and their ethnicities living in a diasporic context? By taking into account the burgeoning South Asian American population as our model, this course will explore the basic themes surrounding the lives that immigrants are living in America, and more specifically the identity which the second generation, born and/or raised in America, is developing. South Asians in the U.S. will be divided thematically covering the topics of ethnicity, marriage, gender, religion and pop-culture. Readings and assignments will discuss a variety of issues and viewpoints that are a part of the fabric of South Asia, but will focus on the interpretation of such expressive culture in the United States. (CDUS)
asam 017.401 / sast 059.401 | Tuesday & Thursday | 12:00-1:30

Gender and Sexuality in East Asia
Ayako Kano, Associate Professor in East Asian Languages and Civilizations
The course aims to provide an overview of some of the most pressing issues concerning gender and sexuality in East Asia. The region has in common the legacies of Buddhism and Confucianism, as well as a process of rapid modernization and industrialization in the last couple of centuries. They are also bound to each other through cultural ties, colonial experiences and international trade. The course assumes that when talking about gender and sexuality, confining

our perspective to one nation-state often makes little sense. Many issues cannot be considered outside the contexts of historical, cultural, political and economic exchange. We must also take account of our own location in a classroom in the United States, and question the ways in which our knowledge about the lives of women and men in East Asia is constructed and constrained. To this end, the course will encourage students to be critical readers of various sources of information: historical materials, scholarly essays, contemporary journalism, fiction and film. The course does not presume any background in East Asian studies or gender studies.
ealc 016.301 | Tuesday & Thursday | 3:00-4:30

Dilemmas in International Development
Richard Estes, Professor, School of Social Work
World social development has arrived at a critical turning point. Economically advanced nations have made significant progress toward meeting the basic needs of their populations; however, the majority of developing countries have not. Problems of rapid population growth, failing economies, famine, environmental devastation, majority/minority group conflicts and increasing militarization are pushing many developing nations toward the brink of social chaos.
This seminar exposes students to the complex social, political and economic forces that influence national and international patterns of development. Particular attention will be given to the development dilemmas confronting the developing nations of Asia, Africa and Latin America. Attention also will be given to helping students understand the possible choices that more economically advanced countries can make in helping poorer countries advance their development objectives.
Students will be exposed to the interplay of international forces that inhibit the progress of developing nations and can actually add to their mal-development. 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.
frsm 106.301 | Wednesday | 2:00-5:00

Ethics
Milton Meyer, Lecturer in Philosophy
Four sorts of questions belong to the study of ethics in the analytic tradition. Practical ethics discusses specific moral problems, often those we find most contested (e.g., abortion). Moral theory tries to develop systematic answers to moral problems, looking for general principles that explain moral judgments and rules (e.g., consequentialism, contractarianism). Meta-ethics investigates questions about the nature of moral theories and their subject matter (e.g., are they subjective or objective, relative or non-relative?) Finally, there are questions about why any of this does, or should matter to us (e.g., why be moral?). We will investigate all four of these types of questions during the course. Our discussion will focus on two moral problems: abortion and terrorism. The central aim of the required readings and discussion is to develop each question deeply and sharply enough for us to really feel its troublesome character. We will focus on how to read complex philosophical prose in order to outline and evaluate the arguments embedded within it. This will provide the basis for writing argumentative prose.
phil 002.301 | Tuesday & Thursday | 10:30-12:00

The Politics of Crime, Punishment and Race
Marie Gottschalk, Professor of Political Science
This seminar analyzes the connection between punishment, politics and race in the United States. Questions to be covered include: What explains the country's extraordinarily high incarceration rate and the fact that one in four black males born today and one in six Hispanic males will spend some time in jail or prison during their lives? What is the relationship between the crime rate and the incarceration rate? What impact does public opinion have on criminal justice policy-making? How do penal policies contribute to—or ameliorate—social, political and economic inequalities? What role has race played in the development of the criminal justice system, in the politics of law and order and in the "war on drugs"? This course will include at least one visit to a local prison. (cdus)
psci 010.301 | Monday | 2:00-5:00

Future of American Politics
Donald Kettl, Professor of Political Science
In the very near term, American government faces fundamental questions about its fiscal future: how to provide health care for its citizens; how to fund care for senior citizens; and how to deal with the coming baby boom retirement without bankrupting the government or imposing an unmanageable burden on younger workers. This course will examine the policy issues and options—and the lessons they teach about the performance of American government.
psci 010.302 | Monday | 3:00-6:00

Making American Elections More Democratic
Jack Nagel, Professor of Political Science
In this election year, attention focuses on who will win, but relatively few citizens pay much attention to the rules by which the game is played. Americans are proud that the U.S. is one of the world's oldest democracies, but the age of our system means that U.S. electoral arrangements often fall far short of modern democratic standards. There is no constitutional right to vote, and tens of millions of people are prevented from voting by legal or administrative barriers. Decentralized and ramshackle mechanisms for recording and tallying votes are notoriously prone to break down and potentially vulnerable to fraud. Among its other pitfalls, the Electoral College system can elect a President who receives fewer votes than an opponent (as in 2000). Because most states use political processes to draw district lines for the House of Representatives that result in partisan and incumbent-protection gerrymanders, the branch that the Founders expected to be most responsive to the popular will may be responsive only to electoral tsunamis. The U.S. Senate is the most mal-apportioned major legislative body in the world, with a senator from California representing 70 times as many people as a senator from Wyoming. Nearly all U.S. elections are decided by winner-take-all plurality rule, which means that candidates other than nominees of the two major parties are discouraged, and when they do run can end up as counter-productive spoilers. In this seminar, we will consider the possibility and feasibility of solutions to these and other defects of U.S. elections.
psci 010.303 | Tuesday & Thursday | 10:30-12:00

Planning to be Offshore
Srilata Gangulee, Assistant Dean for 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 customers' complaints, Americans' 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. We will try to find out how 1991 essentially follows 1949. 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 | Tuesday & Thursday | 3:00-4:30

Social Inequality: How Does it Shape Daily Life?
Annette Lareau, Professor of Sociology
Americans generally believe in the possibility of upward mobility, particularly if individuals work hard. This course examines this belief and investigates inequality in health care, schools, family life and other arenas of daily life. (cdus)
soci 041.30 | Monday | 2:00-5:00

Homelessness and Urban Inequality
Dennis Culhane, Professor of Urban Studies
This seminar in Urban Studies introduces students to many of the major social issues confronting our nation's cities by focusing specifically on the problem of urban homelessness. The course examines the treatment of homelessness and extreme impoverishment as social problems historically, as well as through contemporary debates. Several areas of intensive study will include the prevalence and dynamics of homelessness, the affordable housing crisis, urban labor market trends, welfare reform, health and mental health policies and urban/suburban development disparities. Particular attention is also paid to the structure of emergency services for people who have housing emergencies. The course concludes by examining current policies and advocacy strategies. (CDUS)
urbs 010.401 / afrc 041.401 | Friday | 2:00-5:00

Sector II: History & Tradition

Ancient Cities
Philip Saperstein, Lecturer in Classical Studies
How have so many people come to live in cities today? About 10,000 years ago, most of the world was populated by several million relatively mobile foragers, yet the handful of people who lived in more permanent settlements steadily multiplied and expanded over the most fertile lands. From a modern perspective, the advantages of living in an urbanized society might seem obvious, but archaeological and ethnographic evidence suggests that many of those who first abandoned foraging for farming accepted much toil and hardship while gaining relatively little. Concentrating on the cultures around the Mediterranean sea and Mesopotamia from prehistoric through Roman times, we will examine the origins and development of urban life from the archaeological evidence. Major sites from Italy to Mesopotamia will include Catal Hyuk, Memphis, Ur, Troy, Knossos, Athens and Rome. We will follow the emergence of important technologies which sustained populations in towns, from small-scale household production of

pottery to monumental building projects involving large crews of skilled artisans. Students will become familiar with archaeologists' methods for interpreting excavated finds, from settlements in bulk to the remains of fallen buildings and broken pottery. We will have many opportunities to examine the evidence up close by using the extensive collection of antiquities at the University Museum.
clst 035.301 | Tuesday & Thursday | 1:30-3:00

Erudition and Superstition: Daily Life in the Middle Ages
Francis Brévart , Associate Professor of German
Individuals in medieval times lived basically the same way we do today: they ate, drank, needed shelter, worked in a variety of ways to earn a living, and planned their lives around religious holidays. They talked about the weather and had sex, they had to deal with cold, hunger, illness, epidemics and natural catastrophes. Those fortunate few who could afford the luxury went to local monastic schools and learned how to read and write. And fewer still managed to obtain some form of higher education in cathedral schools and nascent universities and became teachers themselves. Those eager to learn about other people and foreign customs traveled to distant places and brought back with them much knowledge and new ideas. The similarities, we will all agree, are striking. But what is of interest to us are the differences, the alterity (keyword) of the ways in which they carried out these actions and fulfilled their goals. This course concentrates on two very broad aspects of daily life in the Middle Ages (12th to 16th centuries). The first part, Erudition, focuses on the world in and around the university. Taking Paris and Bologna as our paradigms, we will discuss the evolution of the medieval university from early cathedral schools, the organization, administration, financing, and maintenance of such an institution, the curriculum and degrees offered at the various faculties, and the specific qualifications needed to study or to teach at the university. We will familiarize ourselves with the modes of learning and lecturing, with the production of the instruments of knowledge, i.e., the making of a manuscript; we will explore the regimented daily life of the medieval student, his economic and social condition, his limited, but at times outrageous distractions, and the causes of frequent conflicts between town and gown. Finally, we will investigate the role of the medieval university in European history. The second part, Superstition, revolves around astrology, medicine and pharmacy, and magic. Focusing on the theological, sidereal, and terrestrial causes of the Black Death according to scholastic thinkers, and on the German Volkskalender, a practical guide for everyday activities and an indispensable medical companion for professional physicians and the family caretaker alike, as our point of departure, we will gain insights into the ubiquitous role of astrology in the daily life of medieval individuals and into the precarious medieval healthcare system and prevalent medical theories of the time. Special topics on medieval wonder drugs, embryology, gynecology and misogyny will illustrate diverse aspects of medieval daily life.
grmn 008.301 | Tuesday & Thursday | 10:30-12:00

The Norman Conquest
Thomas Waldman, Lecturer in History
This freshman seminar will be an introduction to the study of English medieval history based primarily on the reading of original sources. We will cover three major topics. First, Anglo-Saxon England before the Norman Conquest of 1066. We will read portions of Bede's History of the English Church and People, paying particular attention to the introduction of Christianity into England, the organization of the Anglo-Saxon kingdoms and military organization. Second, we

will discuss the Conquest itself, examining the contrasting versions contained in the Norman and English chronicles. Finally, we will discuss the career and death of Archbishop Thomas Becket in Canterbury Cathedral. In this case we will explore the growth of the monarchy and the role of the aristocracy in the 12th century, and we will read several eye-witness accounts of the murder. In addition to written sources, we will look at archaeological and manuscript evidence, as well as the Bayeux Tapestry, which depicts the events of the Conquest. We will also look at film treatments and plays (by T.S. Eliot and Jean Anouilh) of the Becket story.
hist 101.302 | Thursday | 1:30-4:30

Coming of Age In America: A History of Childhood and Adolescence
Susan Miller, Lecturer in History
Are children born into original sin, consigned to Hell if not baptized before they die? Should children be allowed, even encouraged to work in mills and factories? At what age should children be legally permitted to consent to marriage or sex? What are the root causes of school shootings? Are computer games in particular, and popular culture in general, producing a generation of sedentary, dull-witted Americans? What do these questions tell us about the changing nature of childhood and adolescence throughout American history? This course asks what it means to be a child and come of age in a particular historical context.
hist 104.301 | Tuesday & Thursday | 12:00-1:30

Martin Luther King and Malcolm X
Jason Sokol, Andrew W. Mellon Postdoctoral Fellow in History
This course concentrates on the civil rights years, specifically, on the lives and careers of two preeminent African American leaders. It takes the story from the streets of Detroit and Harlem to Atlanta and Birmingham. Malcolm X and Martin Luther King, Jr. can serve as lenses to explore a host of topics in recent African American history. The course will examine King's appeal to non-violence and the beloved community, a philosophy of black protest and social change that often conflicted with Malcolm X's demand for the ballot or the bullet. The seminar probes differences and similarities between race relations in the North and the South during the 1960s, explores differing ways of thinking about political and racial change, introduces students to a host of figures from the civil rights years, and asks whether King and Malcolm X were approaching ideological harmony toward the ends of their short lives. Students are expected to write frequent essays in response to readings and films. (CDUS)
hist 104.302 | Wednesday | 2:00-5:00

Holy Wars
Jessica Goldberg, Assistant Professor in History
In 1099, people claiming to be Christian pilgrims massacred crowds of men, women and children taking refuge at the Temple Mount as the last step in the conquest of Jerusalem, and celebrated that they had waded in blood up to their knees. More than 900 years later, people claimed Muslim martyrdom in flying airplanes into skyscrapers and killing crowds of men and women going about their daily business. Are these events related? Do they express the essence of the religion the actors say they represent, or a strange and abhorrent aberration? More broadly, how did some adherents to these religions come to understand warfare as a legitimate part of religious practice, or even a religious obligation? In this course, we will focus on the problem of Crusade and Jihad in Christianity and Islam, the forms of Holy War that cast the longest shadow into the

modern world. We will begin by looking at the roots of ideas of Holy War in the scriptures of these two traditions. We will then spend a number of weeks looking at the history of medieval Crusade and Jihad to see how scripture, society and cultural interaction shaped the way ideas of Holy War developed and were disputed. This is a Benjamin Franklin Freshman Seminar.
hist 111.301 | Tuesday & Thursday | 10:30-12:00

The Healer's Tale: Negotiating Trust in Modern America
Janet Tighe, Dean of Freshmen and Director of Academic Advising
What makes you a healer? Is it what you know? Is it what you do? Is it the trust placed in you by those who seek healing? Is it the power vested in you by the state? Rarely in contemporary debate do we speak of healing power in such terms. Instead, we talk of such things as licenses, educational credentials, peer review, and when we are in a darker mood, quacks and malpractice. How have individuals in the United States laid claim to the authority that is necessary for assuming the role of healer? The answers to these questions have changed dramatically over the last century and have involved intense negotiations between various interested parties, not the least of whom are the persons seeking healing. In addition, such powerful disciplines as science, medicine and the law have been involved in these discussions. By examining the history of these negotiations, with some forays into literature, film and popular culture, a healer's tale will emerge. As it does, we will gain a clearer understanding of the fundamental socio-economic and cultural patterns that have shaped the American culture of healing.
hsoc 039.301 | Thursday | 1:30-4:30

Snip and Tuck: A History of Surgery
Beth Linker, Assistant Professor of History and Sociology of Science
Before the discovery of anesthesia in the 19th century, surgery was often a grisly and horrific affair, inevitably involving extreme pain. Surgeons had a reputation as dirty, blood-thirsty barbarians, and patients rarely sought out their services. But all of this changed during the 20th century. Today surgery is one of the most prestigious medical specialties, and patients, especially those who long to look younger, thinner and trimmer, voluntarily submit to multiple procedures. This course will investigate the cultural and scientific sources of these dramatic changes, with readings ranging from graphic descriptions of bonesetting and suturing during the Middle Ages to contemporary accounts of childbirth and plastic surgery in antiseptic hospitals and clinics.
hsoc 042.301 | Wednesday | 2:00-5:00

Mad, Sad and Bad: Mental Disorders in Children
David Mandell, Assistant Professor of Psychiatry and Pediatrics, School of Medicine
The idea that mental disorders affect children is relatively new. Over the last 100 years, public and professional groups have taken very different approaches to determining what constitutes psychopathology in children and what to do about it. By current thinking, as many as one in ten children experiences psychopathology impairing enough to require treatment. This class attempts to impart an understanding of the epidemiology, presentation and treatment of common mental disorders affecting children and the systems in which these children receive care. By the end of this course, students will: 1) Be familiar with the epidemiology, presentation and treatment of autism, attention deficit hyperactivity disorder, depression and substance abuse; 2) Understand the organization, financing and delivery of mental health services to children in the United

States; 3) Be able to critically evaluate related research; and 4) Make specific, practical suggestions for ways to improve care to children with mental disorders.
hsoc 050.401 / stsc 059.401 | Monday & Wednesday | 3:30-5:00

Magical Science: Sages, Scholars and Knowledge in Babylon and Assyria
Steve Tinney, Associate Professor of Near Eastern Languages and Civilizations
From sympathetic rituals to cure sexual dysfunction to the sages' esoteric creation of worlds through the manipulation of words, we will learn from the ancient writings of Assyria and Babylonia just what knowledge was, what it was good for, and how it was divided up. This interdisciplinary course will combine literary, anthropological, historical and cultural approaches to textual, archaeological and iconographic data to bring to life the world, words and beliefs of these ancient intellectuals.
nelc 047.301 | Monday & Wednesday | 2:00-3:30

Indians Overseas: Global View
Surendra Gambhir, Senior Lecturer in South Asian Studies
This course is about the history of Indian immigration into different parts of the world. The course will consist of readings, discussions, observations, data collection and analysis. The topics will include cultural preservation and cultural change through generations of East Indian immigrants, especially in North America, the Caribbean area, the United Kingdom, the African continent and some other countries in the Pacific Ocean. The course will encourage organized thinking, observations and analysis of components of the culture that immigrant communities are able to preserve, and cultural components that either change or get reinterpreted. In this context, we will look at entities such as religion, food, language and family. The course will discuss immigrants' success stories, sad stories, their contributions, their relationship with other groups in the host society, and the nature and extent of their links with their homeland. The course will include discussion about victimization of, and discrimination against, immigrants in their new homelands. Other issues will include social and cultural needs of immigrants giving rise to new community organizations such as temples, ngos and other cultural centers. The course will benefit from the study of other immigrant communities for a comparative view.
sast 052.401 / asam 012.401 | Tuesday & Thursday | 4:30-6:00

Superman! A History of Eugenics in American Culture, 1900-Present
Christina Cogdell, Andrew W. Mellon Postdoctoral Fellow in History
Did you know that "To Breed a Race of Thoroughbreds" was an early motto of Planned Parenthood, an organization formed to promote birth control explicitly for the poor? Did you know that up until 1983 it was still legal to subject people in state mental institutions to involuntary reproductive sterilization, and that over 60,000 individuals in the U.S. have undergone this process? "Eugenics" means to be "well-born," and prior to the existence of genetics as we know it today, the eugenics movement aimed to "improve" the nation's population by limiting the reproduction of the "unfit" and encouraging that of the "fit." Its ideals infiltrated popular culture, literature, comics and the arts, and formed the rationale for many state and federal laws. Yet, who decides who is "fit" or "unfit"? What are the traits of a Superman or a Wonder Woman? Are eugenic ideals a thing of the past, or does today's genetic engineering offer us the possibility of creating "designer children"? This course examines the history of attempts to direct the course of human evolution toward genetic "improvement" as manifested in

American science, politics and culture in the 20th and 21st centuries. (cdus)
stsc 052.301 | Monday | 2:00-5:00

Who Owns the Past?
Henrika Kuklick, Professor of History and Sociology of Science
Stories told about the past have long been understood as moral lessons. And historical narratives have also inevitably been susceptible to partisan construction—to different readings by opposed parties. But the strength of appeals to the past is not a constant: historical experience has, at some times and in some places, been seen as irrelevant to selection of courses of practical action. Today, in the United States as well as in many other parts of the world, appeals to historical precedent carry considerable weight and are made for all manner of purposes. Consider, for example, the dissolution of the nation of Yugoslavia, the most recent manifestation of which was the secession of Kosovo from Serbia. The breakup of Yugoslavia has been explained as the result of centuries-old ethnic tensions, yet when Yugoslavia was created during the Paris Peace Conference that ended World War I, objections to this action were countered with the anthropological judgment that the new nation's ethnic divisions were not really significant. (One should note that ethnic loyalties are themselves historical products.) Or consider the debate over the ownership of the bones of so-called "Kennewick Man," which pitted Native Americans against scientists. Their quarrel was virulent because the question of the identity of early inhabitants of North America has long been seen as having some bearing on the legitimacy of North American nations. To take an example of contested historical generalizations made in biology, consider recent debates over the value of Darwin's theory, which have taken place in political venues ranging from local school board elections to presidential nomination contests. This course will discuss the uses of history in contemporary and past situations, drawing examples from the United States, Europe, the Middle East and Africa.
stsc 088.301 | Wednesday | 2:00-5:00

Sector III: Arts & Letters

Sinners (Revised and Edited): Images of Saints in the Middle Ages
Paroma Chatterjee, Andrew W. Mellon Postdoctoral Fellow
The definition of a saint as a "sinner revised and edited" was coined by Ambrose Bierce for the deliciously irreverent The Devil's Dictionary. However, the paradox of saints as sinners and sinners as saints was a terrifyingly real problem for holy men and women right from the end of Antiquity through the Middle Ages. This course will explore the difficulty of defining sainthood in text and image by considering a variety of themes around which sanctity was deemed to have crystallized: the body, landscape, dreams, visions and fragments, among others. We shall read some rollicking accounts of saints' lives, look at a range of images depicting saints (including films), and think about how ideas of holiness were shaped, transmitted, "revised and edited" (in Bierce's words), accepted, and rejected in an age that upheld sainthood as the ultimate ideal.
arth 100.301 | Thursday | 3:00-6:00

Spiegel Freshman Seminar
Contemporary Art and the Retrospective
Dr. Jonathan P. Binstock, Senior Advisor and Senior Vice-President, Citigroup Art Advisory Service

Explore the latest trends contemporary art through a series of case-study examinations of "retrospective" exhibitions (which review the life work of artists). Following a brief introduction to the major movements in art since 1960, students will read and discuss important retrospective exhibition publications and visit retrospective shows that are currently on view in galleries and museums in Philadelphia and nearby cities. The course is taught by a practicing curator of contemporary art, and students will be encouraged to consider these exhibitions from the perspective of someone who organizes them.
arth 100.302 | Tuesday | 1:30-4:30

Trauma, Time and Fiction
Paul Saint-Amour, Associate Professor of English
Bombs rising into planes; smoke returning to smokestacks; a wound that gives pain in advance of its infliction. Why does so much literature about historical mass-traumatization involve time-travel or reversals of chronology and causality? Can such literature constitute a flight from mass-violence? Can it, in contrast, participate in a collective mourning in the wake of trauma? And how do we understand the political, ethical and psychological work of counterfactual fiction, which explores an alternate history unfolding from some past crux (e.g., a history in which F.D.R. was assassinated before World War II)? Readings to include fiction by Martin Amis, Octavia Butler, Philip K. Dick and D.M. Thomas, and essays by contemporary trauma theorists and their critics.
engl 016.302 | Tuesday & Thursday | 9:00-10:30

The Insides of Novels
Kathleen Lubey, Andrew W. Mellon Postdoctoral Fellow in English
This seminar will undertake a focused study of the novel, the genre that has come to be seen as the dominant literary form of our modern age. What are the commonalities that unite this immense and diverse category of literature? We will begin by reading two of the earliest novels written in English: Samuel Richardson's Pamela (1740 and Henry Fielding's Joseph Andrews (1742). As the titles of these and so many other 18th-century novels demonstrate, the genre is a study of, among other things, people, their experiences, their inclinations, their perspectives. What does the world look like from inside another human mind? But the novel also studies, and is a case study in, change. We will address how novels written in different historical times and places ask us to bear witness to the transformative effects of social, political and cultural climates on characters' internal worlds and on the human condition. If novels distill a culture's vision of itself and its inhabitants, then they might be understood as historical documents that articulate the effects of social problems on individual lives. How does this elastic genre use literary and narrative modes to accommodate ever-shifting social critiques, gender ideologies, theories of subjectivity and political resistance? And how do these forces shape characters and, by extension, readers? In addition to those noted, authors will include Jane Austen, Virginia Woolf, William Faulkner, Chinua Achebe and J.M. Coetzee. We will situate our own evolving conversations among those of the genre's most influential theorists, including Samuel Johnson, Sigmund Freud, George Lukacs, Mikhail Bakhtin, Walter Benjamin and Orhan Pamuk. Evaluation will be based on participation in class, including at least one oral presentation, a final exam and three formal essays totaling 15-20 pages of writing. These essays will work closely with our primary texts, and in at least one will familiarize us with the conventions for engaging

secondary critical work.
engl 016.303 | Tuesday & Thursday | 4:30-6:00

Contemporary British Literature and Film: Nation, Youth, Community
Laura Heffernan, Lecturer in English
This course surveys British film and literature from the late 1950s to the present moment, with a particular focus on works by and about young Britons. We will ask how these novels, poems and films complicate ideas of nationalism and imagine alternate communities in school, within subcultures, and often through musical genres: rock-a-billy, rocksteady, dub, punk, glam rock, Bhangra, britpop. For historical background, we will touch on the post-World War II Angry Young Men movement, 1960s working class subcultures and the Caribbean Artists Movement (cam) of the 1970s. Films may include: Tony Richardson's The Loneliness of the Long Distance Runner, John Schlesinger's Billy Liar, Hanif Kureishi's and Stephen Frears's My Beautiful Laundrette, Gurinder Chadha's I'm British But, Danny Boyle's Trainspotting and Michael Winterbottom's 24-Hour Party People. Readings may include: Kingsley Amis's Lucky Jim, B.S. Johnson's Albert Angelo, Muriel Spark's The Prime of Miss Jean Brodie, Linton Kwesi Johnson's Mi Revalueshanary Fren, Hanif Kureishi's The Black Album, Jeanette Winterson's Oranges are Not the Only Fruit and Irvine Welsh's Trainspotting.
engl 016.401 / cine 016.401 | Tuesday & Thursday | 12:00-1:30

Bad Taste
Catriona MacLeod, Associate Professor of German
Beauty is not a quality inherent in things: it only exists in the mind of the beholder. -David Hume
Most of us can recognize bad taste as soon as we see it: Harlequin romances, Elvis on black velvet, lawn ornaments, Disneyland. But bad taste also has a history, and kitsch has been identified as a peculiarly modern invention related to capitalism and consumerism. Beginning with a discussion of taste in the 18th century (Hume, Kant), we will investigate under what conditions good taste can go bad, for example, when it is the object of mass reproduction, and, on the other hand, why bad taste has increasingly been recuperated as an art form. Categories such as the cute, the sentimental, the miniature, kitsch and camp will be explored. We will also ask what forms of ideological work have been done by this brand of aesthetics, for example in the connection between politics and kitsch, femininity and the low-brow, or camp and queer identity. Readings by, among others, Hume, Kant, Byron, Baudelaire, Sacher-Masoch, Thomas Mann, Nabokov, Benjamin, Greenberg and Sontag.
grmn 011.301 | Monday & Wednesday | 2:00-3:30

The World of Dante
Victoria Kirkham, Professor of Romance Languages
This seminar views Dante's masterpiece in the context of 14th-century culture. Selected cantos will connect with such topics as: books and readers in the manuscript era; life in society dominated by the Catholic church (sinners vs. saints, Christian pilgrimage routes, the great Franciscan and Dominican orders); Dante's politics as a Florentine exile (power struggles between Pope and Emperor); his classical and Biblical literary models; and his genius as a poet in the medieval structures of allegory, symbolism and numerology. Field trips are planned to the University of Pennsylvania Rare Book Collection. Text in Italian with facing English translation.
ital 232.401 / coml 234.401 | Tuesday & Thursday | 12:00-1:30

Blood, Sweat and Pasta: Italian-Americans in Literature and Film
Frank Pellicone, House Dean, Harrison College House
American popular culture frequently serves up unflattering representations of Italian-Americans to an audience often hungering for something more substantial. In this course we will explore various social conditions, aesthetic trends and political motivations behind the proliferation of ruthless gangsters, lovable buffoons and claustrophobic families comprising the pantheon of Italian-American images pervading our shared consciousness. To understand the rise of these popular stereotypes and, perhaps, to dismantle them, we will read novels by authors such as Cesare Pavese (The Moon and the Bonfire), Mario Puzo (The Fortunate Pilgrim), Pietro di Dinato (Christ in Concrete), Helen Barolini (Umbertina), Frank Lentricchia (The Edge of Night), and playwrights Tennessee Williams (The Rose Tattoo) and Albert Innaurato (Gemini). We will also read critical essays and selections from authors such as Camille Paglia, Gay Talese, Fred Gardaphe, Mary Ann De Marco and Don DeLillo. In addition to literary analysis, we will discuss representation of Italian-Americans in American cinema, television and films such as The Godfather, Saturday Night Fever, Rocky, Moonstruck, True Romance, My Cousin Vinny and Marty and episodes of television shows such as The Golden Girls, Cheers, The Sopranos and Everyone Loves Raymond.
ital 288.401 / cine 240.401 | Tuesday & Thursday | 3:00-4:30

The Changing Self: Making Music in the Age of Mozart
Samuel Breene, Andrew W. Mellon Postdoctoral Fellow in Music
Shifting harmonies, contrasting melodies, fragmented rhythms and sudden dynamic changes: the idea of variety deeply shaped musical practices in the latter half of the 18th century. This new aesthetic premise is apparent in the instrumental music and operas of Mozart, as well as genres cultivated by his contemporaries: the keyboard fantasias of C.P.E. Bach, the cello sonatas of Luigi Boccherin and the string quartets and symphonies of Joseph Haydn. But why did people compose and perform this music, and how does their music compare with the popular music of our own time? One issue that deserves consideration is the way that the musical self is projected: Mozart's highly changeable music seems to reflect new ideas about sensing and feeling being debated in Europe during the 18th century, which in turn raised provocative questions about the nature of human perception, pleasure, identity and emotion. In this seminar, participants will be encouraged to consider music of the Classical period, not as a model of symmetry and perfection, but as an artistic reflection on change in all aspects of human life. Readings will attempt to situate music in its cultural context, and whenever possible, the music will be heard through live performances in class and in concert. No previous musical experience is required.
musc 016.301 | Monday & Wednesday | 2:00-3:30

Origins of Music
Gary Tomlinson, Professor of Music
Music-making is as universal an expressive mode among humans as language itself. Historical evidence points to the emergence of music early in human cultures and, more strikingly, recent findings in paleoanthropology and cognitive studies suggest that musical capacities lie deep in the brain and extend far back in hominid evolution. The seminar will take up the age-old questions of when, how and why music began. We will scrutinize this problem from the vantage of recent scientific findings in a variety of fields, including cognitive studies, language acquisition studies and archaeology. We will attempt to relate these findings to our experience of

music in the world today. Prior musical training is not required for this seminar.
musc 018.301 | Tuesday & Thursday | 1:30-3:00

Demons and the Underworld in Indian Mythology
Benjamin Fleming, Postdoctoral Fellow in Religious Studies
Demons in Indian mythology from both Hindu and Buddhist art and literature are the main focus of this seminar. Demons and other creatures from the underworld have been a common feature of Indian story traditions since stories were first recorded in the ancient world, and their presence in these religious traditions often contradicts a modern Western understanding of demons as creatures that are wholly evil. Instead, we see that Indian demons are often ambiguous and, at times, even benevolent figures. By examining literature and art from ancient and medieval sources, we will explore some of these complex themes and, in so doing, better understand the characteristics of "demons" in Indian religious traditions. Alongside of this general exploration we will also examine the nature of "evil" as it is conceived in both Hinduism and Buddhism.
rels 161.301 | Tuesday & Thursday | 1:30-3:00

Russian Ghost Stories: The Supernatural in Russian Literature
Ilya Vinitsky, Assistant Professor of Slavic Languages and Literatures
In this course, we will read and discuss ghost stories written by some of the most well-known Russian writers. The goal of the course is threefold: to familiarize the students with brilliant and thrilling texts which represent various periods of Russian literature; to examine the artistic features of ghost stories; and to explore their ideological implications. With attention to relevant scholarship, we will pose questions about the role of the storyteller in ghost stories, about horror and the fantastic. We will also ponder gender and class, controversy over sense and sensation, spiritual significance and major changes in attitudes toward the supernatural. We will consider the concept of the apparition as a peculiar cultural myth, which tells us about the "dark side" of the Russian literary imagination, and about the historical and political
conflicts which have haunted Russian minds in previous centuries. Reading will include literary works by Pushkin, Gogol, Dostoevsky, Turgenev, Chekhov and Bulgakov, as well as works by some lesser, yet extremely interesting, authors. We will also read excerpts from major treatises regarding spiritualism, including Swedenborg, Kant, Arthur Conan Doyle and Mme Blavatsky. The course consists of 28 sessions ("nights") and includes film presentations and horrifying slides.
russ 130.301 | Tuesday & Thursday | 12:00-1:30

Theatre in Philadelphia
Rosemary Malague, Senior Lecturer in Theatre Arts
In the past 20 years, the Philadelphia theatre scene has exploded with the creation of new companies, buildings, converted spaces and productions of all kinds. In any given week, one can see American and European plays, both new and old; political pieces; Shakespearean drama; musical theatre; puppetry—a full range of both traditional and experimental forms. This course will focus on experiencing and analyzing live theatre in Philadelphia. We will venture into different areas and venues across the city and see numerous plays in production. We will examine the theatre experience in its entirety, considering issues that include: place and space of performance; audience demographics and reception; production elements such as acting, directing and design; as well as the text of the play or performance piece itself. Our readings will

provide historical and theoretical background. Student presentations will explore the history and mission of Philadelphia companies such as the Wilma, Arden and Interact Theatres. Our class will meet for one long discussion session each week; students will also be required to attend an assigned production in Philadelphia each week. The course will include tours of local theatres and visits with local artists. No previous theatre experience is required for enrollment in this class.
thar 076.301 | Tuesday | 3:00-6:00

Sector IV: Humanities & Social Sciences

Architecture Today
Witold Rybczynski, Martin and Margy Meyerson Professor of Urbanism, Real Estate and Architecture
Why do buildings by different architects look so different? The Getty Museum in Los Angeles, for example, is quite different from a Bilbao Guggenheim; Rem Koolhas' proposed library in Seattle seems worlds apart from Tom Beeby's Harold T. Washington Library in Chicago. In addition to site function and construction, architecture is affected by style, and today there are many different stylistic approaches. Style is neglected in most discussions of architecture, yet it is central to the design and appreciation of buildings. The seminar will examine the role that style plays in the work of prominent contemporary architects both in the United States and abroad. Selected readings will form the basis for four written assignments.
arch 102.301 | Monday & Wednesday | 2:00-3:30

Premodern Women: From Runaway Bride to Mad Madge
David Wallace, Professor of English
In this seminar we will come to appreciate how women from premodern England, c.1140-1673, fashioned independent and meaningful lives from challenging circumstances, and how they ensured that they would leave behind stories to be told. We begin with Christina of Markyate, a young woman who fled home to avoid a forced marriage, and then maintained her independence by negotiating with a series of determined men. We end with Margaret Cavendish, Duchess of Newcastle, a woman who believed in the power of science and also in the power of fashion (her outfits were amazing). Dismissed by Virginia Woolf as "Mad Madge," she nonetheless managed to compose numerous plays, to pioneer scientific inquiry and to write utopian fiction. This course questions traditional periodizations of study by shooting the medieval/Renaissance divide and by considering arguments of advance and decline for women. Does the rise of the university, for example, bring a diminution of educational opportunities for women? Are the Middle Ages to be seen, as some feminist historians have seen it, as a feminine "golden age"? What might be the influence of female saints' lives, such as those of the Golden Legend, upon real women? Does the coming of the "Renaissance" reduce female options to marriage or marriage? We might consider here the writings of Protestant Elizabeth I and embroideries of Catholic Mary, Queen of Scots. We will study texts featuring women who occupy difficult, but magical spaces: the anchoress; the pregnant woman. We might read Trotula texts (female-authored gynaecological manuals), a manual for female recluses (Ancrene Wisse), a mystical text by a woman who uses her body as a spiritual laboratory (Julian of Norwich) and best-selling texts by Renaissance women who will not survive pregnancy. And what do we make of the nun-nostalgia that

continues right through the English Renaissance to our own time; what are the possibilities of female collective living? And what are the possibilities, then and now, for female travel? We'll see how the first autobiographer in the English language, Margery Kempe, managed to traverse the face of the known world, avoid injury and return to compose her text. This seminar will pay particular attention to writing, helping
with the transition to university-quality essay writing. Assessment will thus be by a series of essays, and there will be plentiful feedback. There will be no midterm or final.
engl 015.401 / gsoc 017.401 | Monday & Wednesday | 2:00-3:30

Censored! The Book and Censorship Since Gutenberg
Bethany Wiggin, Assistant Professor of German
Although its pages may appear innocuous enough, bound innocently between non-descript covers, the book has frequently become the locus of intense suspicion, and various legal and cultural struggles. But what causes a book to blow its cover? In this course, we will consider a range of specific censorship cases in the west from the invention of the printed book to the present day. We will consider the role of various censorship authorities (both religious and secular) and grapple with the timely question about whether censorship is ever justified in building a better society. Case studies will focus on many well-known figures (such as Martin Luther, John Milton, Voltaire, Benjamin Franklin, Goethe, Karl Marx and Salman Rushdie) as well as lesser-known authors, particularly Anonymous (who may have chosen to conceal her identity to avoid pursuit by the Censor).
grmn 003.401 / coml 003.401 | Tuesday & Thursday | 1:30-3:00

Asian Americans in the U.S.
Eiichiro Azuma, Associate Professor of History
This reading seminar examines how social scientists and historians have interpreted complex social positions and experiences of Asian Americans in the context of multi-layered U.S. race relations. As scholarly analyses and intellectual productions usually draw on contemporary discourses of race, culture and society, the seminar begins with the review of representative American theories of race relations in the different historical periods between the late 19th century and the late 20th century. Our discussion then focuses on major problems in Asian American history, including immigration and labor, community and identity formation and racial stereotyping and discrimination. (CDUS)
hist 104.401 | Tuesday | 1:30-4:30

The Mideast Through Many Lenses
Heather Sharkey, Assistant Professor of Near Eastern Languages and Literatures
This 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 / cine 036.401 | Monday | 2:00-5:00

Problems in Folklore
Dan Ben-Amos, Professor of Near Eastern Languages and Civilizations
The idea and study of folklore are central to the understanding of culture, literature, society and history in the age of multi-culturalism, ethnicity, nationalism and globalization. The seminar explores problems, methods and theories involved in the study of folklore and its position and relevance to traditional and modern societies.
nelc 105.401 / folk 102.401 / coml 102.401 | Tuesday | 1:30-4:30

Introduction to Philosophy
Damon Horowitz, Lecturer in Philosophy
This seminar is an introduction to major philosophical issues concerning
The role of reason in human affairs is a central philosophical concern. What is it to think rationally? Is it possible to be guided by reason in our thoughts and actions? How can we reconcile the things we know from experience with the conclusions offered by reason? And what role is there for intuition and emotion in our lives -- for the "irrational" power of rhetoric or art? In this seminar, we will explore how great thinkers have reckoned with these questions -- from Plato and Aristotle, to Hume and Kant, through diverse contemporary figures such as Wittgenstein, Heidegger, and Rorty.
phil 001.301 | Monday & Wednesday | 2:00-3:30

Introduction to Philosophy: The Moral Foundations of Globalization
Ryan Muldoon, Lecturer in Philosophy
In this course we will examine the moral foundations underpinning the current changes to our global political and economic system. There are two strains of questions that we will examine: first, is economic globalization a good thing? To address this we will examine early philosophy justifications of market capitalism and attempt to see how well these arguments apply to our current world. The second strain we will consider is the interplay between globalization and our moral attitudes towards other countries and other cultures. To investigate these questions, we will have to address issues of diversity, toleration and moral scope. Authors we will consider in this course include Hume, Smith, Mill, Singer, Rawls and Appiah.
phil 001.302 | Tuesday & Thursday | 12:00-1:30

Introduction to Philosophy: Topics in Ethics
Douglas Paletta, Lecturer in Philosophy
Moral theories are supposed to explain how we should live and what we ought to do. The answers to these questions have a significant impact on how we should approach a number of issues. In this course, several of the dominant moral theories are investigated through the lens of applied ethics. We will ask questions like the following: What is the appropriate response to global warming? What limits, if any, should be placed on immigration? And, what role should different gender or racial perspectives play in our moral theorizing? Throughout the course, we will emphasize critical assessment and reasoned argument.
phil 001.303 | Tuesday & Thursday | 1:30-3:00

Introduction to Philosophy: Topics in Epistemology
Paul Franco, Lecturer in Philosophy
Epistemology, or the theory of knowledge, deals with the question: “Among the things I believe

or take to be true, which of these things amount to knowledge and which do not?" We will tackle this question by way of looking at philosophical skepticism, which is the idea, to put it simply: "What we think we know, we don't (or can't)." The skeptic presents an important challenge to the claim that we can and do have knowledge. We will seek to try to understand this challenge and also consider possible solutions to it. The various forms of skepticism, broadly construed, we will look at range from those who doubt the very possibility of knowledge about the world to those who question our justification for ideas of causality to those who question the objectivity of the claims of science. Possible works to be studied will be taken from these authors (amongst others): Descartes (1596-1650), Hume (1711-1776), Carnap (1891-1970), Quine (1908-2000) and Barry Stroud.
phil 001.304 | Tuesday & Thursday | 1:30-3:00

Introduction to Philosophy
Uygar Abaci, Lecturer in Philosophy
This is an introductory course on basic problems of philosophy. It will emphasize the problems of the nature of knowledge, truth and reality; mind-body dualism; free will and moral responsibility; what it means to exist and the existence of God; the meaning of life and death. The main approaches to these problems will be studied with a historical perspective, and the primary readings will be from the classical texts of main historical figures in Western philosophy such as Plato, Descartes, Leibniz, Hume, Locke, Kant, as well as from the writings of some of the 20th-century thinkers such as Heidegger, Sartre and Camus.
phil 001.305 | Tuesday & Thursday | 10:30-12:00

Religion and the Brain
Andrew Newberg, Associate Professor of Religious Studies
This course is designed to present students with an introduction to the relationship between the body and spirit in an attempt to break down the traditional dualism between them. Information in the course will be derived from research articles and books that encompass the scientific, medical, psychological, pastoral and religious disciplines. Students will explore the many aspects relating the body and the spirit. They will learn how to critically review research reports on topics related to body functions and spiritual experience. Thus, they will learn what scientific modalities are currently available to study the relationship between the body and the spirit. They will also learn the limitations of these modalities and consider ways in which to improve them. The course will explore the relationship between the brain, the mind, and spiritual experience and will consider the most up-to-date theories on their relationship. The course will challenge students to develop new approaches to their own interests so that they may utilize such knowledge in their future endeavors. Lectures will explore the many aspects of the relationship between the body's functioning and spiritual experience. Class interaction and interpretation will be encouraged. Further, students will present journal articles that they have critically analyzed in order to consider the data in more detail and also to interpret the findings more accurately. Students will work on preparing a research proposal of their own choosing throughout the course on this topic.
rels 102.301 | Monday | 2:00-5:00

Introduction to Acting
Maria Ferguson, Senior Lecturer in Theatre Arts

Acting looks easy. Audiences see actors portraying characters, but often remain unaware of the intellectual, emotional, physical and technical skills required to create vivid theatrical behavior. What makes an actor effective? This course is an introduction to acting theory and practice, with primary emphasis on Stanislavsky-based techniques. Combining practical experience (exercises, improvisations, scene work) with intellectual exploration (theoretical readings, script analysis, writing assignments), the class culminates in the performance of a scene from the modern repertoire. Introduction to Acting also serves as an ideal introduction to the practical aspects of Penn's Theatre Arts major, with guest artist/teachers and trips to theatrical productions. Students considering a theatre major are especially encouraged to enroll.
thar 120.302 | Tuesday & Thursday | 9:00-10:30

Sector V: The Living World

Do We Really Have Two Brains? Lateralization of Sensation and Emotion
Richard L. Doty, Professor, Department of Otorhinolaryngology, School of Medicine
It has long been believed that the two sides of our brains interpret the world in different ways. The left hemisphere is commonly viewed as the verbal hemisphere, whereas the right hemisphere is viewed as the spatial or orientation hemisphere. In this class we will explore the history of how such concepts have come about and examine, in both humans and animals, whether and how the two sides of the brain diverge in interpreting sensory information. We will review the classic studies of patients whose connections between the two hemispheres have been cut to control epilepsy seizures that cannot be controlled by medication. We will explore the idea that each hemisphere has a life of its own, looking at such neurological conditions as the "alien hand syndrome." Numerous questions will be posed. For example, do the brains of left handers differ from those of right handers? Can the brain explain such concepts as right=good (e.g., righteousness) and left=bad (e.g., sinister). Do left or right brain lesions outside of the language areas alter the human personality? This seminar should be of particular interest to those students going into psychology or the neurosciences.
bibb 020.301 | Thursday | 1:30-4:30

Killer Viruses: What Threat Do They Pose in Contemporary Society?
Glen N. Gaulton, Professor of Pathology/Lab Medicine, Vice Dean for Research and Research Training, School of Medicine
We are all well aware of the recent emergence of multiple viruses as potential threats to the public health: examples include hiv, sars, West Nile and Ebola viruses. However, still greater threats may arise by expansion of existing virus, such as smallpox and influenza, which we more commonly think of as being either eradicated or harmless. Through this course, we will examine the general properties of viruses, our capacity to ward off common virus infections using the immune response, the general concept of vaccination, the emergence of new virus pathogens, and the capacity of these pathogens to spread within our population based on regional and global culture and finance. The course will utilize oral and written presentations as the main format for interaction and assessment. General biology background preferred, but not required. This course cannot be used for the Biology major.
biol 005.301 | Tuesday | 3:00-6:00

The Genome Project and Human History
David L. Gasser, Professor of Genetics, School of Medicine
This course will explore the implications of the completion of the Human Genome Project with reference to what it tells us about human history. A major focus of the course will be an examination of what can be learned from mitochondrial dna, as described by Bryan Sykes in The Seven Daughters of Eve. The course will begin with a presentation of the most relevant genetic principles, the techniques by which the human genome was sequenced, and a discussion of how these techniques have led to the identification of specific human genes. The transmission of mitochondrial dna will be emphasized, as well as the behavior of genes in populations. We will also explore what the genetic evidence tells us about the domestication of various plants and animals. Subsequently, the sessions will consist of oral presentations by the students, with each student eventually presenting several reports on topics of interest. In addition to the Sykes book, additional reference books, journal articles and online sources will be utilized. The overall goal of the course will be to discover what can be learned by integrating the study of genetics with the study of
history. This course cannot be used for the Biology major.
biol 012.301 | Monday | 2:00-5:00

Structural Biology and Genomics
Ponzy Lu, Professor of Chemistry
Structural biology is the scientific method of describing, predicting and changing the properties of living organisms, including humans, based on complete genome chemical structures (sequence) and 3-dimensional structures of cellular components. It is a direct outgrowth of the intellectual and technical revolutions that occurred during the latter part of the 20th century. It is today's approach to understanding biology and solving problems in medicine. We will discuss how macroscopic biological properties, such as reproduction, locomotion and viral infection are determined by the physics and chemistry of proteins and nucleic acids. Changes in biological function, in hereditary diseases like cystic fibrosis or sickle cell anemia, result from minute changes in individual proteins. Much larger changes in genome and protein structure are often tolerated without consequence. Understanding and exploiting these phenomena at the molecular level is the basis of new technology in the agricultural, energy and drug industries. The broad range of medical, social and political problems associated with the advances will be considered. We will attempt to distinguish real progress from fads and fashion. The weekly reading assignment will be Science and the Tuesday New York Times. This is a two-semester seminar, fall 2008 and spring 2009, with 0.5 credit unit each semester.
chem 022.301 | Tuesday & Thursday | 8:00-9:00 a.m.

Sector VI: The Physical World

Introduction to Geology
Gomaa Omar, Lecturer in Earth and Environmental Science
Earth is a unique place. No other planet yet discovered has the same delicate balance between its multiple systems which include the atmosphere, lithosphere, biosphere and hydrosphere. Understanding each system separately and the interaction between systems is crucial to prevent or lessen the relentless abuses of Earth's environment and the preservation of life on the planet. To make wise decisions about social, political and economic issues that will affect Earth's

environment, present and future generations will have a tremendous need for scientific literacy in general, and an understanding of geology in particular. This conviction is brought alive in this course. Topics covered include, but are not restricted to: building a planet, minerals, rocks, volcanism, earthquakes, oceans, groundwater, glaciers, deserts, earth's interior, the plate tectonic theory, geologic time scale, rock deformation, and earth systems and human impacts. geol 100.201 is a recitation section for the lecture geol 100.001. This particular recitation section is for freshmen only, and unlike the other recitation sections, it is taught by the course instructor, Dr. Omar. Students must enroll in both the recitation and the lecture.
geol 100.001 (lec) | Monday, Wednesday & Friday | 11:00-12:00
geol 100.201 (rec) | Monday | 10:00-11:00

Honors Physics I: Mechanics and Wave Motion
Larry Gladney, 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; noninertial reference frames; oscillations.
phys 170.301 (lec) | Monday, Wednesday and Friday | 10:00 - 11:00
| Monday | 2:00 - 3:00
phys 170.302 (lab) | Wednesday | 1:00 - 3:00
phys 170.303 (lab) | Friday | 1:00 - 3:00
phys 170.304 (lab) | Thursday | 6:00 - 8:00 p.m.

Sector VII: Natural Sciences and Mathematics

Crystals: The Science and Power Behind the Realities and Myths
Krimo Bokreta, House Dean, Kings Court English College House and Lecturer in Earth and Environmental Science, and Jorge Santiago-Aviles, Associate Professor of Electrical Engineering and Faculty Master at Kings Court English College House
From the daily vitamin supplements we take to the cosmetics we wear, crystals are prevalent in our lives. They are present in the water we drink, in the food we eat, in the air we breathe. They are the topics of myths and legends, the rise and downfall of civilizations. They are at the core of our current technological revolution and the centerpiece of frontier science. This seminar will explore the basics of the scientific principles underlying the architecture and design of crystals, their properties and applications. We will examine the environments where they are formed: in rocks, at the bottom of the oceans, in space, in the human and animal body, in factories. We will also take a look at the relationship, through time, between man and crystals and the impact on health and the environment, as well as the development of legends, folk tales and today's pop culture.
envs 097.301 | Tuesday | 7:00-9:30

Field Approaches to Understanding the Earth and Environmental Science: Landscape Analysis
Fred Scatena, Professor and Department Chair of Earth and Environmental Science
Understanding landscapes and the relationships between the natural world and society is

fundamental to the natural sciences, architecture, medicine and public health, real estate and finance, urban studies and a range of other disciplines. The primary goal of this course is to expose students to the science of reading landscapes and disciplines that are founded in observation and hypothesis-testing in the field. In addition, the course will orient incoming students to the physical environment in which they will be living while they are at Penn. The course will be centered around lectures and discussions that are based on ten or more field trips that will take place on weekends and afternoons throughout the semester. The trips will be led by faculty members and will cover topics of plate tectonics, bedrock and surficial geology, geomorphology, hydrology, environmental geology, pollution and field ecology. Students should also consider enrolling in Introduction to Geology (geol 100) or Environmental Science (envs 200) to learn more about the phenomena we will observe in this seminar.
geol 096.301 | Thursday | 1:30-4:30

Freshman Seminars with an Emphasis on Mathematics

A freshman seminar in algebra will be offered in the spring. Students may register for one or both semesters. One or the other of these seminars is required for the Math major, but both are open to all students interested in mathematics. The best time to take these seminars is in the freshman or sophomore year. These courses do not satisfy a General Education Requirement, but virtually all students who take them will also take calculus, which does satisfy the Formal Reasoning and Analysis Requirement.

Proving Things: Analysis
Erik van Erp, Lecturer in 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.
math 202.001 (lec) | Tuesday & Thursday | 10:30 - 12:00
math 202.101 (lab) | Monday | 6:30 - 8:30
math 202.102 (lab) | Wednesday | 6:30 - 8:30

Freshman Seminars with an Emphasis on Writing

Writing Seminar in Anthropology: The Development Debate in India
Ghosh
This course examines various meanings of, and approaches to, “development” in the contemporary world. It will be guided by three questions: 1) what is “development”? 2) what are the “pros” and “cons” of development? 3) what are the mechanisms for development (i.e., who is empowered to “enact” it)? A central concern will be the complex interrelationships between “development” on the one hand, and “civilization,” “(post)colonialism,” “modernization” and “globalization” on the other. Other issues will include: different perspectives on development within the world system; appraising the changing measures of development and underdevelopment; the role of the main public and private development agencies; the cultural construction of

"well being," including perceptions of underdevelopment; development as consumerism; local resistance or acquiescence to development; future/alternative development scenarios. Although the course will consider general issues, the focus will be on South Asia.
writ 013.401 / anth 009.401 | Wednesday | 5:00-8:00

Writing Seminar in Anthropology: Writing on Globalization
Spooner
The study of globalization focuses our interest on change in the modern world, especially on what is changing fastest, and what is changing in qualitative rather than simply quantitative terms. Anthropology provides interesting perspectives on globalization because it is the study of the whole human experience, from the pre-historic to the post-modern. But in this course, anthropology is used as a gateway to a larger interdisciplinary perspective. Readings will illustrate various approaches. Class discussions will explore a number of threads of the globalization process from the past into the future. Each student will select one or two threads to investigate in weekly writing assignments. Assignments will be circulated for peer review and revised for inclusion in a personal portfolio of 50 pages in the course of the semester. Two 10-page papers will be assigned for submission in draft form in October and November, with a final version due in December.
writ 013.402 / anth 009.402 | Tuesday | 5:00-8:00

Compassionate Music Consumption
Muller
Prerequisite(s): Freshmen Only.
This seminar explores writing about world music i.e., music that is fundamentally different from conventional popular and classical music typically consumed in the United States. We begin by listening to, talking and writing about, the discomfort that arises from encountering difference in musical sound. The seminar examines ways in which students come to terms with musical (and cultural) difference through academic processes of listening, reading, and writing assignments. The course uses a variety of media, and students will be required to attend and write about at least one live musical performance that qualifies as "uncomfortable" to their ears and expectations. We examine ways in which writing skills improve with enhanced understanding.
writ 067.401/musc 009.401 | Tuesday & Thursday | 12:00 - 1:30

Writing Seminar in Political Science: Adam Smith
Kennedy
Who doesn't know the name of Adam Smith? Widely regarded as the father of economic science, Smith's work figures among the major texts of the 18th-century Enlightenment and his influence can be seen in economists as diverse as Malthus, Ricardo, Mill and Marx. Far from a one-dimensional proponent of "free markets" and "individual interest," Smith's work offers a complex and challenging system of political economy and jurisprudence. This seminar will approach selections of his major works *(The Theory of Moral Sentiments* and *The Wealth of Nations)* through biographies, memoirs, correspondence and other sources, including contemporary critiques and debates. Our goal is two-fold: a more nuanced and broader understanding of Smith's work, confidence in using appropriate sources in the study of political science, history and political philosophy, and writing well and effectively about these. Assessment in this course will be based on weekly, short (one page) writing assignments. A final

element of the assessment will be the “draft” of a research project (not its execution) in which the student demonstrates his/her competence in framing research questions and designing arguments.
writ 076.307 / psci 009.401 | Monday | 5:00-8:00