

Freshman Seminars Fall 2010

SECTOR I: SOCIETY

Desire and Demand

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. What cultural and socio-economic factors have led present day patterns of consumerism? When, why, how did issues of consumer confidence, and measures of consumer spending become critical and integral to the health of global economies? What are some of the characteristics of mass and conspicuous consumption in the Americas and abroad? And, during periods of national and household austerity can and will contemporary patterns of consumption change? 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, marketing, consumer finance and the real estate market. In order to better understand the link between consumption and production factors an overarching question is 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—the continuation 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. (Also fulfills Cultural Diversity in the U.S.)

ANTH 086.301 | Monday | 2:00-5:00 p.m.

Communication and Culture

Asif Agha, Professor of Anthropology

The course looks at varieties of human expression—such as art, film, language and song—as communicative practices that connect persons together to form a common culture. Discussion is centered around particular case studies and ethnographic examples. Examination of communicative practices in terms of the types of expressive signs they employ, their capacity to formulate and transmit cultural beliefs and ideals (such as conceptions of politics, nature and self), and to define the size and characteristics of groups and communities sharing such ideals. Discussion of the role of media, social institutions and technologies of communication (print, electronic). Emphasis on contemporary communicative practices and the forms of culture that emerge in the modern world.

ANTH 123.301 | Tuesday & Thursday | 12:00-1:30 p.m.

Dilemmas in International Development

Richard Estes, Professor

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, increasing

militarization, among others 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 p.m.

The Autism Epidemic: From Cells to Society

David Mandell, Assistant Professor of Psychiatry and Pediatrics, School of Medicine

The CDC estimates that 1 in 150 children have autism. Three decades ago, this number was 1 in 5,000. The communities in which these children are identified in ever increasing numbers are ill prepared to meet their needs. Scientists have struggled to understand the causes of this disorder, its treatment, and why it appears to be rapidly increasing. Families, policy makers, schools and the healthcare system have argued bitterly in the press and in the courts about the best way to care for these children and the best ways to pay for this care. In this class, we will use autism as a case study to understand how psychiatric and developmental disorders of childhood come to be defined over time, their biological and environmental causes identified, and treatments developed. We will also discuss the identification and care of these children in the broader context of the American education and healthcare systems. By the end of this course, it is expected that students will:

- Be familiar with the presentation, epidemiology, causes and treatment of autism;
- Understand the strategies involved in advancing science in these areas;
- Understand the organization, financing and delivery of care to children with autism in the United States;
- Be able to critically evaluate related research;
- Make specific, practical suggestions about the next stages of autism research and ways to improve care.

HSOC 052.301 | Monday & Wednesday | 3:30-5:00 p.m.

Medical Missionaries to Community Partners: Great ideas in the name of Public Health

Kent Bream, Assistant Professor of Clinical Family Medicine and Community Health, School of Medicine

Global health and international service trips are an increasingly popular goal for many modern leaders. Yet critics see evidence of a new imperialism in various volunteer and aid programs. We will examine the evolution over time and place of programs designed to improve the health of under-served populations globally. Traditionally categorized as public health programs or efforts to achieve a just society, these programs sometimes produce results that are inconsistent with these goals. We will examine the benefits and risks of historic missionaries and modern volunteer projects and conceptualize future partnerships on both a local and global stage. Students should expect to question broadly held beliefs about the common good and service.

Ultimately we will examine the concept of partnership and the notion of community health, in which ownership, control, and goals are shared between outside expert and inside community member.

HSOC 059.301 | Wednesday | 4:00-7:00 p.m.

Ethics

Milton W. 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, but a disproportionate part of the course will be focused on discussing 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 a.m.-12:00 p.m.

Obstacles to Democracy

Jack Nagel, Professor of Political Science

Americans are proud that the U.S. is one of the world's oldest democracies, but U.S. electoral and legislative arrangements fall 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 unreliable mechanisms for recording and tallying votes are notoriously prone to break down and potentially vulnerable to fraud. Nearly all U.S. elections are decided by plurality rule, which means that candidates other than nominees of the two major parties are discouraged from running and when they do run, can end up as counter-productive spoilers. Among its other pitfalls, the Electoral College can elect a President who receives fewer votes than an opponent (as in 2000). Following this year's Census, most states will draw district lines for the House of Representatives using political processes that result in partisan and incumbent-protection gerrymanders. The Senate is the most mal-apportioned major legislative body in the world, and its cloture rule gives a veto to the minority party. In this seminar, we will consider the possibility of overcoming such obstacles to democracy in America.

PSCI 010.302 | Tuesday & Thursday | 3:00- 4:30 p.m.

Race, Crime and Punishment

Marie Gottschalk, Associate Professor of Political Science

Why are African Americans and some other groups disproportionately incarcerated and subjected to penal sanctions? What are the political, social, and economic consequences for individuals, communities, and the wider society of mass incarceration in the United States? What types of reforms of the criminal justice system are desirable and possible? This seminar analyzes the connection between race, crime, punishment, and politics in the United States. The primary

focus is on the role of race in explaining why the country's prison population increased six-fold since the early 1970s and why the United States today has the highest incarceration rate in the world. The class will likely take field trips to a maximum-security jail in Philadelphia and to a state prison in the Philadelphia suburbs. This is a Benjamin Franklin Scholars seminar. (Also fulfills Cultural Diversity in the U.S.)

PSCI 010.401 / AFRC 010.401 | Tuesday | 1:30-4:30 p.m.

Planning to Be Offshore

Srilata Gangulee, Assistant Dean for Academic Advising

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

SAST 057.301 | Tuesday & Thursday | 3:00-4:30 p.m.

The Rich and the Poor

Annette Lareau-Freeman, Professor of Sociology

This course examines the opposite ends of the economic spectrum in order to gain a fuller understanding of what social class is and how it affects individuals and society. Who is rich? Who is poor? How does wealth and income (or the lack of it) affect all aspects of life, including health, marriage, child rearing, and education. We will also examine cultural aspects of social class (tastes and lifestyles), across generations. In addition to a midterm and a final, each student will write a six-page research paper on a question of his or her choice. (Also fulfills Cultural Diversity in the U.S.)

SOCI 041.301 | Monday | 2:00-5:00 p.m.

Homelessness and Urban Inequality

Dennis Culhane, Professor of Urban Studies

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

policymakers and advocates to address the problem, and considers the efficacy and quandaries associated with various policy strategies. The course concludes by contemplating the future of homelessness research and public policy. (Also fulfills Cultural Diversity in the U.S.)
URBS 010.401 / AFRC 041.401 | Friday | 2:00-5:00 p.m.

SECTOR II: HISTORY & TRADITION

Egypt of the Ptolemies: Tradition and Transformation

Caitlin Barret, Andrew W. Mellon Post-Doctoral Fellow in Classical Studies

Under a Greco-Macedonian ruling dynasty, the Ptolemies, Egypt became a crossroads for the entire Mediterranean. Popular culture today remembers Ptolemaic Egypt best for the exploits of the famous queen Cleopatra, but a deeper study of this diverse society provides a unique window onto the ways that Greeks and Egyptians viewed the concepts of "Hellenicity" and "Egyptianness." In this course, we will examine a variety of social, political, economic, and cultural perspectives on Ptolemaic Egypt and its relationships with the rest of the Mediterranean world. Topics include (1) the political and economic history of Ptolemaic Egypt; (2) the multicultural character of Ptolemaic society; (3) the interaction of Greek and Egyptian religious systems, and the creation of "fusion" gods; (4) Ptolemaic relations with the rest of the Hellenistic world, including Nubia, the Near East, the Aegean world, and Rome; and (5) the relevance of Ptolemaic Egypt to an understanding of modern phenomena such as globalism, tourism, and colonialism.

CLST 117.301 | Tuesday & Thursday | 3:00-4:30 p.m.

Superstition and Erudition: Daily Life in the Middle Ages

Francis Brevart, Associate Professor of Germanic Languages and Literatures

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-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 Administration 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 of the course, Superstition, revolves around the complex and inextricable interconnections between medicine, magic, astrology, and religion. As our point of departure, we will focus on the theological, sidereal, and terrestrial causes of the Black Death according to the writings of scholastic thinkers and medical practitioners. This will be followed by an investigation of the German Volkskalender, a practical guide for everyday activities and an indispensable medical companion for professional physicians and the family caretaker alike. A close reading of those texts will enable us to gain insights into the ubiquitous role of astrology and magic 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 further illustrate diverse aspects of medieval daily life. (Also fulfills Cross-Cultural Analysis.)

GRMN 008.301 | Tuesday & Thursday | 10:30 a.m.-12:00 p.m.

Snip and Tuck: A History of Surgery

Beth Linker, Assistant Professor of History and Sociology of Science

Before the discovery of anesthesia in the nineteenth century, surgery was often a grizzly 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 twentieth 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 p.m.

Proto-Indo-European Language and Society

Rolf Noyer Instructor, Associate Professor of Linguistics

Most of the languages now spoken in Europe, along with some languages of Iran, India and central Asia, are thought to be descended from a single language known as Proto-Indo-European, spoken at least six thousand years ago, probably in a region extending from north of the Black Sea in modern Ukraine west through southern Russia. Speakers of Proto-Indo-Europeans eventually populated Europe in the Bronze Age, and their societies formed the basis of the classical civilizations of Greece and Rome, as well as of the Celtic, Germanic and Slavic speaking peoples. What were the Proto- Indo-Europeans like? What did they believe about the world and their gods? How do we know? Reconstruction of the Proto-Indo-European language, one of the triumphs of comparative and historical linguistics in the 19th and 20th centuries, allows us a glimpse into the society of this prehistoric people. In this seminar students will, through comparison of modern and ancient languages, learn the basis of this reconstruction—the comparative method of historical linguistics—as well as explore the culture and society of the Proto-Indo-Europeans and their immediate descendants. In addition, we will examine the pseudo-scientific basis of the myth of Aryan supremacy, and study the contributions of archaeological findings in determining the “homeland” of the Indo-Europeans. No prior knowledge of any particular language is necessary. This seminar should be of interest to students considering a major in linguistics, anthropology and archaeology, ancient history or comparative

religion. (Also fulfills Cross-Cultural Analysis.)
LING 051.301 | Monday & Wednesday | 3:30-5:00 p.m.

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. The course introduces 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.

LING 054.301 | Tuesday & Thursday | 12:00-1:30 p.m.

Magical Science

Stephen 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 p.m.

Science, Magic and Religion

Henrika Kuklick, Professor of History and Sociology of Science

Throughout human history, the relationships of science and religion, as well as of science and magic, have been complex and often surprising. This course will cover topics ranging from the links between magic and science in the 17th century to contemporary anti-science movements.

STSC 028.401 / HSOC 025.401 / HIST 025.401 | Wednesday | 2:00- 5:00 p.m.

Animal City: Humans and Animals in Urban America, 1850-present

Ann Greene, Lecturer in History and Sociology of Science

This course will analyze human/animal relationships in American cities between 1850 and the present. It will consider a range of settings—including streets, homes, backyards, parks, zoos, laboratories and hospitals—and the different ways that Americans experienced animals—as pets, prey, patients, vermin, workers, entertainers and food, to name a few. Drawing on material from urban history, the sciences, literature, medicine, public health, animal welfare, technology, and business, we will explore how animal lives intersect with human lives, and the important roles that animals have played and continue to play in American society.

STSC 079.301 | Wednesday | 2:00-5:00 p.m.

SECTOR III: ARTS & LETTERS

Boy Meets Girl: Romantic Comedy in Hollywood and World Cinema

Meta Mazaj, Lecturer in Cinema Studies

We may know what it is like to fall in love, but how do movies tell us what it is like? Through an exciting tour of American and World cinema, we will analyze the moods and swings, successes and failures of love in romantic comedy, one of the most popular but generally overlooked and taken for granted genres. We will turn a spotlight on it by examining what elements and iconography constitute the “romcom” genre, what specific qualities inform its sub-groupings such as screwball, sex comedy or radical romantic comedy, how they are related to their historical, cultural and ideological contexts, and what we can learn about their audiences. Watching classic as well contemporary examples of the genre, from *City Lights* (1931), *It Happened One Night* (1934) and *Roman Holiday* (1953), to *Harold and Maude* (1971), *Annie Hall* (1977), *Chocolat* (2000), and *The Notebook* (2004), we will problematize this overly-familiar cinema to make it new and strange again, and open it up to creative analysis.

Assignments include a film-viewing journal, a critical film analysis and a creative final project.
CINE 016.403 / ENGL 016.403 | Tuesday & Thursday | 10:30 a.m.-12:00 p.m.

Primitive Passions in Literature and Popular Culture

Andrea Bachner, Andrew W. Mellon Post-Doctoral Fellow, Penn Humanities Forum and Comparative Literature

We live in an epoch in which we can fly from one part of the globe to another in a few hours, in which we are in contact with the whole world through the Internet, in which technology dominates our existence. Why does nature still fascinate us? Why are animals, werewolves, or cultures supposedly closer to nature so attractive to us as can be seen in much of popular culture? This fascination goes back a long way and has importantly marked modern Western culture. In this course, we will trace part of this fascination, roughly from the end of the 19th century up to today, with a focus on the concept of the primitive. The primitive has always been an object of fear or contempt as well as of fascination. As savage cannibal or mysterious shaman, pristine nature or unruly wilderness, it has never ceased to inspire Western culture. The primitive has constantly haunted and facilitated the West's (rather narrow) definition of civilization. In an age of digital media, cyber-worlds, and virtual bodies, the primitive has lost nothing of its appeal as a counter to societal pressures, as an imaginary that brings us "back" to nature, that allows us to live out our human passions and instincts in virtual form. This course will investigate primitivism as a phenomenon that continues to shape much of our contemporary imaginary, in literature, art, film, and cyber culture across different cultural contexts. What can the fascination with the primitive tell us about the construction of culture and the self? Does it help us understand what is at stake in defining the human?

COML 006.301 | Monday & Wednesday | 1:30-3:00 p.m.

Monsters of Japan

Frank L. Chance, Adjunct Associate Professor of East Asian Languages and Civilizations

Godzilla! Mothra! Rodan! Totoro! Pikachu! If you know who they are, join us to discover the deeper meanings of monstrosity in Japan. If you don't know who they are, learn the literal, metaphorical, and cinematic implications of these giant (and not so giant) beasts. Watch Tokyo go down in flames, and discuss what that means for New York and Philadelphia! Explore the history, literature, and films of Japanese monsters in this undergraduate seminar. Attendance at

the Film Series is required. (Also fulfills Cross-Cultural Analysis.)
EALC 055.401 / CINE 055.401 | Wednesday | 2:00-5:00 p.m.

The Modernist Short Story

Jed Esty, Associate Professor of English

Edgar Allan Poe established the modern short story as a brief narrative designed to thrill its reader with sensational action and a candid view of the human psyche's murky underside. Poe's multiple legacies (gothic fiction, ghost story, whodunit, medical fantasy, adventure tale) were extended and developed in the nineteenth century, and elevated by modernist writers into the basis for a self-consciously artistic form that blends outward adventure with psychological insight, climax with anti-climax, while keeping its action within a single, compact frame. The first half of the 20th-century saw some of the greatest short-story writing of the modern period, vivid with new experiences and alive with stylistic experimentation. In this seminar, we will read stories and story-sequences by James Joyce, William Faulkner, Franz Kafka, Katherine Mansfield, Willa Cather, Sherwood Anderson and Jean Rhys. We begin with detective fiction (Arthur Conan Doyle's Sherlock Holmes tales) and modernist precursors (Poe and Anton Chekhov); we will end with the resurgence of moral realism after 1950, studying writers concerned with fundamental questions of good and evil (Flannery O'Connor, Muriel Spark, Shirley Jackson). Along the way, we will ask what makes memorable stories tick, how story-sequences compare to novels, and why the novel (a genre in which many of our writers were accomplished experts) came in the long run to eclipse short stories in the world of fiction. Written requirements will include one 5-page critical essay, one 10-page critical essay and five informal response papers.

ENGL 016.301 | Tuesday & Thursday | 10:30 a.m.-12:00 p.m.

British Cinema

James English, Professor of English

Historically, the British film industry has gotten little respect. Possessing neither the economic might of Hollywood, the symbolic prestige of the European art cinema, nor the exotic appeal of the new national cinemas of Latin America, Asia, and the Middle East, it has suffered from persistent neglect in the curriculum of Film Studies. The great French director Francois Truffaut remarked that "British cinema" was "a contradiction in terms"; even Britain's own great director Stephen Frears once said that "there is no British cinema, it doesn't exist." In this seminar, we will discover that the British cinema not only exists but has proved in many respects to be a more durable and resilient alternative to Hollywood than any of the other cinemas of Europe. We will consider some of the distinctive modes and genres of British film, the special relationship between film and television in the British context, and the innovative strategies British filmmakers have used to cope with increasingly transnational forms of cinematic production, distribution, and reception. Along the way, we will watch fifteen or twenty outstanding films, ranging from classics like *Loneliness of the Long Distance Runner* to recent hits like *Happy Go Lucky* and *Slumdog Millionaire*. This seminar will be a good opportunity not only to acquaint yourself with British cinema but to learn something about contemporary British culture and society and about the discipline of Film Studies.

ENGL 016.401 / CINE 016.401 | Wednesday | 2:00-5:00 p.m.

Literatures of Palestine and Israel

Amy Kaplan, Professor of English

This course explores how Palestinians and Israelis narrate their personal and national stories in literature. We will examine how authors create a sense of identity and how they express their sense of belonging to the land they co-inhabit. We will examine different representations of common themes, such as land and memory, loss and longing, the figure of the exile and the refugee, war and occupation, oppression and resistance. We will read a variety of genres, including memoirs, novels, and poetry in translation. Students who can read Hebrew or Arabic are welcome. Authors may include Ghassan Kanafani, Sahar Khalifeh, Mahmoud Darwish, Emile Habiby, Anton Shammas, S. Yizhar, Yehuda Amichai, A. B. Yehoshua, Amos Oz, Aharon Appelfeld and David Grossman. This is a Benjamin Franklin Scholars seminar. (Also fulfills Cross-Cultural Analysis.)

ENGL 016.402 / COML 016.402 | Tuesday & Thursday | 1:30-3:00 p.m.

Bad Taste

Catriona MacLeod, Associate Professor of Germanic Languages and Literatures

"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. 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, 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 in recent times has increasingly been viewed in positive terms. Categories such as the cute, the sentimental, the popular, Administration 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. Writers and film-makers to be discussed include: Hume, Kant, Goethe, Flaubert, Bourdieu, Sacher-Masoch, Thomas Mann, Nabokov, Benjamin, Greenberg, Sontag and John Waters.

GRMN 011.301 | Tuesday & Thursday | 10:30 a.m.-12:00 p.m.

The World of Dante

Victoria Kirkham, Professor of Romance Languages

The Divine Comedy will be read in the context of Dante Alighieri's 14th-century cultural world. Discussions, focussed on selected cantos of the Inferno, Purgatorio and Paradiso, will connect with such topics as: books and readers before the invention of printing (e.g, how manuscripts were made from sheepskins, transcribed, and decorated), life in a society dominated by the Catholic church (sinners vs. saints, Christian pilgrimage routes, the great Franciscan and Dominican religious orders), Dante's politics as a Florentine exile (power struggles between Pope and Emperor), his classical and Christian literary models (Virgil's Aeneid, Ovid's Metamorphoses, the Bible), and his genius as a poet in the medieval structures of allegory, symbolism, and numerology. One class will be held in the Rare Book Room at Van Pelt Library to view illustrations of the Comedy, from early illuminated manuscripts to Renaissance printed books, and see first-hand how they trace a history of the forms in which the poem has flourished for seven hundred years. Class conducted in English. The Divine Comedy will be available in a text with facing English and Italian versions. (May be counted toward an Italian Studies major or

minor. Also fulfills Cross-Cultural Analysis.)

ITAL 232.401 / COML 234.401 | Tuesday & Thursday | 12:00-1:30 p.m.

Blood, Sweat and Pasta

Frank Pellicone, House Dean, Harrison College House

American popular culture frequently serves up the public often 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-Americans 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*), Jerre Mangione (*Mount Allegro*), and playwrights Tennessee Williams (*The Rose Tattoo*), Arthur Miller (*A View From the Bridge*) 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. Along with literary analysis, we will discuss representation of Italian-Americans in American cinema 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*, *The Sopranos*, and *Everyone Loves Raymond* and *Jersey Shore*.

ITAL 288.301 | Tuesday & Thursday | 3:00-4:30 p.m.

“How” Music Means

Brad Smith, Conductor of the University Symphony Orchestra

What does music mean? Can (or should) it mean anything other than what we hear, i.e. the sounds of notes and rhythms juxtaposed with silence? For centuries, this debate has persisted throughout the world of classical music and remains a point of contention among performers, academics and listeners alike. An exploration of the music of Bach, Beethoven, Brahms, Wagner, Mahler, Stravinsky and others will serve as the basis of discussions on the meaning of music. Selected readings, including contemporary authors Bruce Adolphe and Alex Ross, as well as at least one trip to a local orchestra concert will broaden our understanding of great classical music and what it means (or doesn't) to us today.

MUSC 016.301 | Tuesday & Thursday | 12:00-1:30 p.m.

Technologies of Listening

Arman Schwartz, Mellon Postdoctoral Fellow in Music

In this seminar, we'll be exploring two related questions. First, how did new technologies of acoustic preservation and transmission influence the ways in which some of the most basic parameters of musical experience—time, voice, performance, and sound itself—were understood? Second, how did experimental composers respond to these technological challenges to human perception? To answer these questions, we will be looking at a wide variety of historical, philosophical, literary, and musical texts, devoting roughly equal time to reading and to listening. Although we'll be considering "primitive" media like bells and organs, as well as the place of music in a digital age, our focus will be on a variety of twentieth-century mechanisms, including the phonograph, radio, telephone and magnetic tape. No prior musical experience is

necessary.

MUSC 016.302 | Tuesday & Thursday | 3:00-4:30 p.m.

Russian Ghost Stories

Matt Walker, Lecturer in Slavic Languages and Literature

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 (Freud, Todorov, Derrida, Greenblatt), we will pose questions about the role of the storyteller in ghost stories, and 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.

Readings 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. (Also fulfills Cross-Cultural Analysis.)

RUSS 130.301 | Tuesday & Thursday | 12:00-1:30 p.m.

Theatre in Philadelphia

James Schlatter, Senior Lecturer in Theatre Arts

The focus of this course will be on investigating and experiencing live theatre in Philadelphia.

This semester we will have the opportunity to see numerous plays in production. We will examine the theatre experience in its entirety, considering: place and space of performance; audience; production elements such as directing, acting, and scenic design; as well as the play or performance piece itself. In addition, we will examine the state of the contemporary theatre culture of Philadelphia by looking at: the history of theatre in the city; the theatre buildings themselves; as well as the history, mission, and current state of selected theatre companies. Our readings will include: historical and theoretical context for attending the theatre and viewing plays in production; scripts for plays we will see; and local newspaper coverage of the Philadelphia theatre scene. The course will also include tours of local theatres as well as discussions with local and visiting theatre artists.

THAR 076.301 | Tuesday & Thursday | 3:00-4:30 p.m.

SECTOR IV: HUMANITIES & SOCIAL SCIENCES

Globalization: Causes and Effects

Brian Spooner, Professor of Anthropology

Class sessions will be devoted to discussions of the dynamics of globalization with the objective of illuminating the world-historical context of the changes that are happening around us unevenly in different parts of the world today, and developing critical approaches to the available research methodologies and explanatory theories. Weekly readings will be selected from the major researchers in the field, and students will test their ideas in short research projects of their

own on questions arising from the discussions. The overall approach will be historical and comparative. Apart from weekly assigned readings and participation in class discussion, requirements for the course include three short research papers.

ANTH 155.301 | Tuesday | 1:30-4:30 p.m.

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 the Bilbao Guggenheim; Rem Koolhaas' library in Seattle seems world's apart from Tom Beebys 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 101.301 | Monday & Wednesday | 2:00-3:30 p.m.

Spiegel Freshman Seminar

Contemporary Art and The Art Of Curating

Kenneth Goldsmith, Lecturer in the History of Art

In 1965, Andy Warhol had his first American museum exhibition at the Institute of Contemporary Art at the University of Pennsylvania. The place was so mobbed by students, fans, and the press that all of the paintings had to be removed from the walls because there was fear that they would be damaged. The crowd grew so large and unruly that Warhol and his entourage were forced to flee for fear of their lives. This exhibition, arguably one of the most important of Warhol's career, marks a turning point in contemporary art, where the persona of the artist challenges the primacy of the works on display; by the time Warhol escaped, it was he whom the public wanted as much as the paintings he made. The implications of this simple gesture are profound and play out in various ways over the next half-century, giving rise to performance and media art, as well as to the notion of the artist as celebrity as exemplified by Jeff Koons in the art world, Lady Gaga in music, and everybody's fifteen minutes of fame in reality television. We are all children of Warhol.

This year-long seminar, a collaboration between the Department of the History of Art and The Institute of Contemporary Art at the University of Pennsylvania, will focus on Warhol's 1965 ICA show. We'll research the circumstances surrounding the show: We'll look deeply into the life of Andy Warhol: What made him who he was? What cultural, social and political events led up to the show's powerful response? We'll explore the outcome of this show: What were the implications—short and long term—of his gesture? And, finally, we'll see that what happens to Warhol as a result of this show—from assassination attempts to his rise as the world's most famous artist—can be traced back to events that happened right here on the Penn campus. By mining the deep archives of the ICA and the Penn libraries, we'll investigate this fascinating story by hunting down television broadcasts and vintage photographs; we'll dig up newspaper articles that were written for Penn student newspapers as well as in the mainstream press; we'll even speak to people who were there. We'll be archeologists, Administration reconstructing the exhibition space by locating and mapping its original place, now buried in the basement of Fisher

Fine Arts Library. And what of the paintings themselves? Which paintings were they? How were they selected for the show? What happened to them after the show ended? Where do they fit into oeuvre of the artist? Where did they fit into the cultural landscape of their time, and how are they considered today? We'll examine and deconstruct cultural artifacts, such as fashion: from the Rudi Gernreich dress that Edie Sedgwick was wearing to the Ray-Bans that Andy had on, no detail is too insignificant for consideration in this rich semiotic ecosystem. The culmination of the seminar will be an exhibition showcasing our research at the Institute of Contemporary Art. This seminar offers a rare opportunity to do hands-on research into art historical events as well as real-world curatorial experience in a major cultural institution. Permission is needed from the instructor. Please email a one-page summary to Professor Goldsmith at kg at ubu dot com of why you think you'd be an ideal candidate for inclusion. Enrollment is limited to 15.

ARTH 100.301 | Thursday | 4:30-7:30 p.m.

The Late Great Kate:

Katharine Hepburn and an Authentic Life in Film

Suhnne Ahn, House Dean, Harnwell College House

Ranked by the American Film Institute (AFI) as the "greatest female star in the history of American cinema," Katharine Hepburn (1907-2003) lived as originally as so many of the heroines she depicted in her movies. This seminar examines a corpus of films and roles that defined the pioneering Hepburn as an actress, a businesswoman and progressive thinker. This course will also analyze critical and audience reception to gain familiarity with the historical context in which these films premiered throughout the decades. Hepburn's career will therefore serve as a prism through which students will discuss issues such as the Hollywood studio system, the McCarthy era, the rise of the television industry, the changing role of women in the 20th century, and civil rights in the U.S. Why was Katharine Hepburn considered so unconventional, outspoken, and defiant during her own time? How was she able to ensure her inimitable and enduring legacy? Included in this course will be a field trip to the Katharine Houghton Hepburn Center at Bryn Mawr College in conjunction with activities from Harnwell College House's Arts House Residential Program.

CINE 015.301 | Tuesday & Thursday | 1:30-3:00 p.m.

Water Worlds: From Noah to New Orleans and Beyond

Simon Richter, Professor of Germanic Languages and Literatures

Judging from the news about the likely impact of global warming, the world that will take shape in the course of this century will be decidedly more watery than we're comfortable with. The polar ice caps are melting, glaciers are retreating, ocean levels are rising at increasing rates, polar bear habitat is disappearing, and countries are already jockeying for control over a new arctic passage. We may see on a large scale what past generations right up to our own have seen more locally, but with equally devastating results. In this seminar we will turn to the narratives and images that the human imagination has produced in response to the thought and experience of overwhelming watery invasion, from Noah to New Orleans. We'll start with the Sumerian flood narratives (Gilgamesh, Noah, Deucalion, etc), as well as the legend of Atlantis. We'll also look at two cities, Amsterdam and Venice, whose existence and identity involve the integration of water into urban space and the struggle to remain afloat. We'll consider the fatal appeal of water in the image of the water nymph and the mermaid, on the one hand, and the reckless voyages of Captain Nemo in Jules Verne's novel on the other. We'll spend time on famed disasters such as

dam breaks, tsunamis, and hurricanes. Objects of analysis include literature, art and film.
GRMN 001.301 | Monday & Wednesday | 3:30-5:00 p.m.

History and Human Nature

Michael Zuckerman, Professor of History

In this seminar, we will take up the topic of human nature as a gambit for establishing common ground and stimulating a deeper intellectual community among incoming University Scholars. Or perhaps we will work the other way round. Perhaps we will draw upon that deeper community as a way of enriching our conversation as we take up the perennially challenging topic of human nature. Either way, we will engage in a wide-ranging reconnaissance of major theories on the topic. We will examine conceptions of humankind drawn from such disciplines as economics, psychology, religion, literature, linguistics, anthropology, and philosophy. Lurking behind all of our endeavor will be questions of time and place, questions, if you will, of history; is human nature best understood as constant or contingent, stable or changeful with time and circumstance? We should have a lot of fun. (Open only to first year students in the University Scholars Program.)

HIST 104.301 | Wednesday | 2:00-5:00 p.m.

Dreams in Jewish Cultures and Traditions

Yechiel Y. Schur, Director for Public Programs, Center for Advanced Judaic Studies

This seminar explores narratives about dreams and their interpretations in the Bible, rabbinic texts, medieval texts (e.g. mystical, philosophical works, stories, etc.) and in the works of modern Jewish writers and artists such as Freud, Kafka and Chagall. No prior background required. (Also fulfills Cross-Cultural Analysis.)

HIST 101.401/JWST 103.401 | Monday | 2:00-5:00 p.m.

The Middle East Through Many Lenses

Heather Sharkey, Associate Professor of Near Eastern Languages and Civilizations

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. (Also fulfills Cross-Cultural Analysis.)

NELC 036.401 / CINE 036.401 | Monday | 2:00-5:00 p.m.

Introduction to Philosophy

Saul Rosenthal, Mellon Post-Doctoral Fellow in Philosophy

This course examines some of the most fundamental philosophical questions through a careful reading of pivotal texts in Western philosophy, including works by Plato, Rene Descartes, David Hume, Thomas Reid and Bertrand Russell. Primary texts from these philosophers will be supplemented with recent scholarship and films. Our main focus will be on questions in metaphysics and epistemology, such as: Are we born with anything in our minds, or are we completely "blank slates" at birth? What is the nature of the soul, and is there an afterlife? Does

God exist? What are the fundamental entities in the world? What is the nature of knowledge exactly? What can we know, if anything, about ourselves and the world around us? Students will be encouraged to understand, articulate, and evaluate the arguments used by philosophers in response to these questions, and they will gain the tools to defend their own answers in thoughtful and systematic ways.

PHIL 001.301 | Tuesday & Thursday | 3:00-4:30 p.m.

Philosophy Through Great Books

Kok-Chor Tan, Associate Professor of Philosophy

In this seminar we will approach and examine different philosophical issues by reading some of the so-called "great books", including central western philosophy works by Plato, Descartes, Hobbes and Mill as well as books like The Epics of Gilgamesh, The Bhagavad Gita and The Analects. We read these canonical works because they are among the key and enduring works of humanity, and to learn how their authors understand and approach philosophical and practical problems that continue to confront us. Topics to be discussed include the idea of justice, what is the good life, the possibility and basis of knowledge, nature vs society, social obligations, and morality and conflict.

PHIL 010.301 | Tuesday & Thursday | 9:00-10:30 a.m.

Science and the Sacred: Neurotheology

Andrew Newberg, Assistant Professor of Radiology, School of Medicine

This course is an introduction to the rapidly expanding dialogue between religion and science. Episodes from the historical interaction between Judeo-Christian theology and the nature sciences will highlight parallel revolutions in each accompanying fundamental shifts in world view. This serves as crucial background to understanding the present relationship between scientific understanding and religious reflection, and the implications they have for each other. The basic findings of classical and modern physics, biology and the neurosciences will be introduced in the context of issues such as divine action, the nature of the human, and the relationship of scientific and religious ways of knowing.

RELS 020.301 | Tuesday | 3:00-6:00 p.m.

SECTOR V: THE LIVING WORLD

Lateralization of Sensation and Emotion:

Do We Really Have Two Brains?

Richard Doty, Professor 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 medical neurosciences.

BIBB 020.301 | Thursday | 1:30-4:30 p.m.

Sleep: What is it, why do we need it, and how can we get more?

Lee Brooks, Clinical Professor of Pediatrics, School of Medicine

Sleep is not unique to humans. All animals, from the mosquito to the cat, switch between phases of sleep and phases of activity. As the brain and neurologic activity increased in complexity during evolution, so too did sleep. A trait that is conserved through these millions of years clearly has some special importance. In this course, we will explore the development and manifestations of sleep from the simple daily rest triggered by the biological clock in the fly to the complex brain wave changes in higher mammals, especially humans. We will study our own requirements for sleep, and how it changes through the lifespan as we grow, mature, and age. We will study the impact of sleeplessness on daytime performance. We will discuss psychological and medical issues that may impact human sleep, and strategies that we may employ to insure that we get enough good quality sleep to insure that we are performing at our best during wakefulness. The course will include visits to laboratories on campus that study sleep and its effects on performance. Students will be expected to prepare oral and/or written reports that will be used in their evaluation. The target audience will be students Administration interested in biology, neuroscience, psychology, or anyone who would like to improve the quality and quantity of their own sleep.

BIBB 040.301 | Tuesday | 3:00-6:00 p.m.

Descent with Modification: An Introduction to the Science of Evolution

Paul Sniegowski, Associate Professor of Biology

Evolution provides the unifying framework for the biological sciences and has been confirmed by a huge and diverse body of evidence. Public opinion polls show, however, that evolution continues to be socially and politically controversial in the United States. In this seminar, we will explore the scientific basis for evolution by reading and discussing historical sources, a current nonspecialist text on evolution, and selected papers and articles from the scientific and popular literature. With our knowledge of evolutionary fact and theory as background, we will also discuss social and political opposition to the teaching of evolution. Grading will be based on participation in class discussions and on performance in several brief writing assignments. There is no course prerequisite, but high school introductory biology would be helpful.

BIOL 014.301 | Wednesday | 2:00- 5:00 p.m.

SECTOR VI: THE PHYSICAL WORLD

Introduction to Geology (with freshman recitation)

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 a.m.-12:00 p.m.

GEOL 100.201 (rec) | Monday | 10:00-11:00 a.m.

Honors Physics I: Mechanics and Wave Motion

Andrea Liu, Professor of Physics and Astronomy

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. Students must enroll in both the lecture and one of the labs.

PHYS 170.301 (lec) | Monday, Wednesday & Friday | 10:00-11:00 a.m. AND Monday | 2:00-3:00 p.m.

PHYS 170.302 (lab) | Tuesday | 3:00-5:00 p.m.

PHYS 170.303 (lab) | Tuesday & Thursday | 6:00-8:00 p.m.

SECTOR VII: NATURAL SCIENCES & MATHEMATICS

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 that continues from fall with 0.5 credit unit each semester.

CHEM 022.301 | Tuesday & Thursday | 8:00-9:00 a.m.

Crystals: The Science and Power Behind the Realities and Myths

Krimo Bokreta, Lecturer in Earth and Environmental Science and House Dean, Kings Court

English College House and Jorge Santiago-Aviles, Associate Professor of Electrical Engineering

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 Administration legends, folk tales and today's pop culture.

ENVS 097.301 | Tuesday | 7:00-9:30 p.m.

Field Approaches to Understanding the Earth and Environmental Science

Fred Scatena, Professor 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.

GEOL 096.301 | Thursday | 1:30-4:30 p.m.

Freshman Seminar in Mathematics

Proving Things: Analysis

Robert Strain, Assistant Professor of Mathematics

This course focuses on the creative side of mathematics, with an emphasis on discovery, reasoning, proofs and effective communication, while at the same time studying real and complex numbers, sequences, series, continuity, differentiability and integrability. Small class sizes permit an informal, discussion-type atmosphere, and often the entire class works together on a given problem. Homework is intended to be thought-provoking, rather than skill-sharpening. Students must enroll in both the lecture and one of the labs. Note: 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. Virtually all students who take them will also take calculus, which does satisfy the Formal Reasoning and Analysis Requirement.

MATH 202.001 (lec) | Tuesday & Thursday | 12:00-1:30 p.m.

MATH 202.101 (lab) | Monday | 6:30-8:30 p.m.

MATH 202.102 (lab) | Wednesday | 6:30-8:30 p.m.

Writing Seminar

Curating Gospel Music

Carol Muller, Professor of Music

We will explore the history and sounds of African American gospel music through close and critical reading and listening. Then students will interview living gospel musicians in the Philadelphia area to write a supplementary narrative about gospel music from the perspective of contemporary musicians in the city.

WRIT 067.308 | Tuesday & Thursday | 10:30 a.m.-12:00 p.m.