

Sector I - Society

Desire and Demand

Marilynne Diggs-Thompson, House Dean, Riepe College House

Does consumption shape culture or does culture shape consumption? As even the most mundane purchase becomes socially symbolic and culturally meaningful we can persuasively argue that the concept of "need" has been transformed. Analyzing a variety of physical and virtual consumer venues, the goal of this seminar is to understand and to analyze historical and contemporary issues related to a culture of consumption. We investigate social and political-economic factors that impact when and how people purchase goods and argue that behavior attached to consumption includes a nexus of influences that may change periodically in response to external factors. Readings and research assignments are interdisciplinary and require a critical analyses of global/local linkages. The city of Philadelphia becomes the seminar's laboratory as we ask how have issues of culture, consumption, and global capitalism become intertwined around the world?

Cultural Diversity in the U.S.

ANTH 086 301

Monday | 2:00 p.m. to 5:00 p.m.

Natives Peoples and the Environment

Clark Erickson, Professor of Anthropology

The relationship between the activities of native peoples and the environment is a complex and contentious issue. One perspective argues that native peoples had little impact on the environments because of their low population densities, limited technology, and conservation ethic and worldview. At other extreme, biodiversity, and Nature itself, is considered the product of a long history of human activities. This seminar will examine the Myth of the Ecologically Noble Savage, the Myth of the Pristine Environment, the alliance between native peoples and Green Politics, and the contribution of native peoples to appropriate technology, sustainable development and conservation of biodiversity.

ANTH 133 401 LALS 133 401

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

Spiritual Communication

John Jackson, Professor of Communciation and Anthropology

Spirit Photography. Seances. Exorcisms. Divine intervention. Prayer. What do these genres have in common? Each one is (differently) predicated on assumptions about human conversations/connections with spirits, deities, and/or demons. This class will examine the culturally specific ways in which human beings theorize and operationalize their capacity (and longing) to speak with sentient beings from other realms. How do societies organize the project of communication with seemingly disembodied (and sometimes quite decidedly non-human) subjects? How have advances in media technologies (for instance, photography, telegraphy, film) served as mechanisms for re-imagining potential links between human speakers and otherworldly interlocutors? The class also tries to examine some of what the story of 19th century spiritualism and early 20th century mass media technology might tell us about the field of Communication Studies and its points of convergence with (and divergence from) the discipline of Anthropology.

COMM 105 401 ANTH 130 401

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Dilemmas in International Development

Richard Estes, *Professor of Social Policy & Practice*

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 nations of developing Asia, Africa and Latin America. The course also will examine the dynamics of "failed states" as well as those of rapidly emerging economies (the "BRICs"-Brazil, Russia, India, and China) that are expected to join the "first world" of nations by the middle of the first half of the current century. Emphasis in the seminar also will be placed on helping students understand the range of choices that more economically advanced countries can make in helping poorer countries advance their development objectives.

Throughout the seminar students will undertake an original piece of research on an international development topic of special interest to them. They also will be invited to meet with prominent international development specialists working at Penn and elsewhere.

FRSM 106 301

Wednesday | 2:00 p.m. to 5:00 p.m.

Risky Business: Why Medical Decision-Making is So Hard and So Poorly Done, and How It Can Be Improved

J. Sanford Schwartz, *Professor of Medicine, Health Management & Economics*

This freshman seminar on medical decision-making will focus on personal and public medical and health decisions – how we make them and how they can be improved. While in theory medical decisions are in large part both informed and constrained by scientific evidence, in reality they are much more complex. Drawing upon a range of information sources including textbooks, original research and popular media, the seminar will introduce students to the challenges of making personal and public (i.e., policy) decisions under conditions of inherent uncertainty and resource constraints and how research and scholarship can inform and improve decision making processes and decisions. Using a variety of highly engaging approaches (in-class discussions, examination of primary research, popular media, simple experiments, expert panel debates) this highly interactive seminar will provide students a strong introductory foundation to medical decision making specifically and, by extension, to decision making under conditions of uncertainty more generally. The seminar will take a multi-disciplinary perspective, drawing upon knowledge developed from psychology, sociology, economics, insurance and risk management, statistical inference, neuroscience, operations research, communications, law, ethics and political science. Students will develop understanding of and

ability to empirically assess basic theories, facility with basic tools to translate qualitative assessments into quantification of risk and benefit, and mentored experience with a range of learning and presentation styles (brief essays, a group project, a research paper).

HSOC 032 401 STSC 032 401

Monday and Wednesday | 2:00 p.m. to 3:30 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*

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

HSOC 059 301

Wednesday | 2:00 p.m. to 5:00 p.m.

Ethics

Milton W. Meyer, *Lecturer in Philosophy*

Three sorts of questions belong to the philosophical study of ethics: (a) Practical ethics discusses specific moral problems, often those we find most contested (e.g. abortion, euthanasia, killing noncombatants in war). (b) Ethical theory tries to develop systematic answers to moral problems, often by looking for general principles that explain moral judgments and rules (e.g. consequentialism, contractarianism). (c) 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?). We will rigorously investigate all three of these types of questions. A large part of the course will be focused on two highly contentious moral problems, abortion and killing noncombatants in war. The central aim of the required readings and discussion is, a) to develop each question deeply and sharply enough for us to understand why it has been contentious; b) to see what new evidence could change the nature of the problem; and c) to suggest how to seek that further evidence. We will focus on how to read complex contemporary philosophical prose in order to outline and evaluate the arguments embedded within it. This will provide the basis for writing papers in which you defend a position with evidence and arguments. Graded work: weekly paragraphs on a topic of your choice; three papers in multiple drafts; take-home final exam; class participation.

PHIL 002 301

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Comparative Politics of Health Inequalities

Julia Lynch, *Associate Professor of Political Science*

Health inequalities are all around us: for example, on average white Americans live five years longer than African-Americans; people living in rural areas have difficulty accessing specialized medical treatments that urban dwellers take for granted; wealthy individuals can purchase "concierge medicine" that allows them to jump to the head of the line while others with more modest means must wait for treatment. Inequalities in health and health care -- in access to medical treatment, in the quality of health care services, in the well-being of population groups -- have risen to the top of political and policy agendas in the United States and other rich democracies over the last ten years, but in

different forms. This course introduces students to the tools of comparative policy analysis by examining what kinds of inequalities are present in different countries, in what ways these inequalities have entered political debates, and what policies have been created to combat them. We consider how different policy actors -- philosophers and ethicists, demographers and epidemiologists, medical care providers, bureaucrats and politicians -- define health inequalities and frame what policy solutions are appropriate. Different problem definitions drive policy responses, but so too do the flow of information among transnational and domestic scholarly and policy networks; the tools available to policy-makers; the relationship between health care and other policy areas such as tax policy and public employment; and the influence of electoral and interest group politics. Each student will undertake primary research to produce a final paper that identifies, in one country, the political interests and coalitions that drive policy-making process in the area of health inequalities, from problem definition to implementation. Reading knowledge of a European language apart from English will be very helpful, but is not a prerequisite.

PSCI 010 301

Thursday | 1:30 p.m. to 4:30 p.m.

Business & Politics in Developing Countries

Devesh Kapur, *Associate Professor of Political Science*

The purpose of the seminar is to understand the relationship between business and politics (or relatedly between state and capital) in developing countries, the factors which shape this relationship and its consequences. The seminar will analyze the difference between markets and ownership, the mechanisms by which business and politics influence each other and the implications for economic growth and equity. How do the characteristics of a country's politics as well as those of businesses — the sectors in which they operate, their market share, whether they are multinational or domestic firms, whether they are export oriented — affect this interaction? Finally we will examine the effects of globalization of markets on domestic politics in developing countries. The seminar readings draw upon both conceptual and historical material from a wide range of disciplines and geographical settings.

PSCI 010 302

Wednesday | 2:00 p.m. to 5:00 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 and Thursday | 12:00 p.m. to 1:30 p.m.

Sociology of Religion

Herbert Smith, *Professor of Sociology*

Most of us are pretty good amateur sociologists, because sociology is the study of human society, human society is people organized in groups (families, churches, clubs, schools, civic associations, nation-states) and their relations with one another (people with people, people with groups or institutions)... we're all "doing it" at one level or another.

It is also the case that sociology -- the subject, the field, the science -- provides some useful tools for understanding how society operates, and a sociological perspective can teach us some things that are not obvious from our day-to-day participation in social life. So this is a course about the sociology of religion, a subject that has a lot to do with belief, with meaning, and with the very organization of society itself; and we will learn a lot about religion, from a sociological perspective (to what extent is belief an individual versus a social phenomenon? where do new religions -- sects -- come from and how do they become churches? why does religion sometimes thrive and other times drift into the background?).... But it is also a way to introduce college freshman to sociology and the sociological perspective; to fundamental issues in the social sciences; and -- and this is the great advantage of a freshman seminar -- to the responsibilities and rewards of intellectual life at a university.

SOCI 041 301

Tuesday | 3:00 p.m. to 6:00 p.m.

Mistakes, Accidents and Disasters

Charles Bosk, *Professor of Sociology*

The purpose of Soc 041 is to provide a basic understanding of some rather ubiquitous social phenomena: mistakes, accidents and disasters. We will look at these misfirings across a number of institutional domains: aviation, nuclear power plants, and medicine. Our goal is to understand how organizations "think" about these phenomena, how they develop strategies of prevention, how these strategies of prevention create new vulnerabilities to different sorts of mishaps, how organizations respond when things go awry, and how they plan for disasters.

At the same time we will be concerned with certain tensions in the sociological view of accidents, mistakes and disasters at the organizational level and at the level of the individual. Accidents, mistakes and disasters are embedded in organizational complexities; as such, they are no one's fault. At the same time, as we seek explanations for these adverse events, we seek out whom to blame and whom to punish. We will explore throughout the semester the tension between a view that sees adverse events as the result of flawed organizational processes versus a view that sees these events as a result of flawed individuals.

SOCI 041 302

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

Homelessness and Urban Inequality

Dennis Culhane, *Professor of Social Policy and Practice*

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.

Cultural Diversity in the U.S.

URBS 010 401 AFRC 041 401

Friday | 2:00 p.m. to 5:00 p.m.

Sector II - History & Tradition

Superstition & Erudition

Francis Brevart, *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 – 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 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.

Cross-Cultural Analysis

GRMN 008 301

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Reading the Classics: Antiquity to Renaissance

Antonio Feros, *Associate Professor of History*

In this seminar we will study the early roots of Western culture -the Biblical, Greek and Roman traditions- as well as how sixteenth- and seventeenth-century Europeans reproduced, rethought and reshaped these early traditions. Instead of reading and discussing the required texts according to the date when they were written (first the early traditions and then the Renaissance views), we will focus our attention on a few themes that were central concerns to those living in Classic and Renaissance times and that continue to influence modern ways of thinking and acting in Western societies: conceptions of God and place of religion in society; nature of power and authority, and individuals' rights and duties; good and evil; views on women, their nature and roles in society; ethnography and the perception

of other cultures and societies. In addition to reading and discussing several biblical books — *Genesis*, *Exodus*, *The Book of Revelation* — we will work with other seminal classical works — Sophocles' *Antigone*, Aristotle's *Politics* and *Ethics*, Herodotus' *The Histories*, Plato's *Apology* — and works by Michel de Montaigne, Maria de Zayas y Sotomayor, Marie de Gournay, Christopher Marlowe, William Shakespeare, Blaise Pascal, and several others. We will also work with books published in the last decades, analyzing the impact of these works in various periods of history, but also books that analyze the impact of these books and ideas today — Dreyfus and Kelly's *All Things Shinning: Reading the Western Classics to Find Meaning in a Secular Age*, Anthony Grafton's *Bring Out Your Dead: The Past as Revelation*, James Miller's *Examined Lives, from Socrates to Nietzsche*, and Sarah Bakewell's *How to Live: Or A Life of Montaigne in One Question and Twenty Attempts at an Answer*.

HIST 101 301

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

From Freud to Oprah: The Rise and Fall of Psychoanalysis in Twentieth Century Culture

Warren Breckman, Associate Professor of History

Sigmund Freud was one of the master thinkers of the twentieth century. Psychoanalysis produced an intellectual revolution that shaped both high theory and pop culture. Yet barely a century after the publication of *The Interpretation of Dreams*, Freud's fortunes could hardly be lower. From being one of the pivotal intellectual systems of modernity, psychoanalysis has suffered a dramatic fall. This course will examine both the "rise" and the "fall" of psychoanalysis in the intellectual and cultural life of the twentieth century. The course will start with Freud himself, and then trace Freud's impact on political radicalism, sexual politics, and artistic expression. In an effort to understand the decline of psychoanalysis, we will look at recent critics of Freudianism. We will end by considering recent developments in America's "psychological culture" in order to explore the following questions: Has America's obsession with "therapy" contributed to Freudianism's decline because the majority of mental health practitioners reject Freud? Or is it rather that Freudianism has been so fully absorbed into a popular culture of therapy and self-help that his ideas have become banal or invisible?

HIST 102 301

Wednesday | 2:00 p.m. to 5:00 p.m.

Holy Wars, Medievals and Moderns

Jessica Goldberg, Assistant Professor of History

Introduction: 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

Monday and Wednesday | 2:00 p.m. to 3:30 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 p.m. to 5:00 p.m.

Proto-Indo-European Language and Society

Rolf Noyer, *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.

Cross-Cultural Analysis

LING 051 301

Monday and Wednesday | 3:30 p.m. to 5:00 p.m.

Bilingualism in History

Gillian Sankoff, *Professor of Linguistics*

The 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 and Thursday | 9:00 a.m. to 10:30 a.m.

Introduction to Religion

E. Ann Matter, *Professor of Religious Studies*

This course is an introduction to the study of religion as an academic discipline. We will consider issues such as the role of religion in human societies, how religion addresses perennial questions of life and death, and how religious traditions change, evolve, and influence one another. Although this is NOT primarily an introduction to different religious traditions in the sense of a "world religions" survey course, students will become acquainted with major teachings of several faith traditions. Our focus, though, will be the big questions: Does religion do more good than harm or is it the other way around? Has the modern emergence of a more secular worldview been an improvement or a diminishment? Can we know or experience who or what "ultimate reality" is, or is "it" really beyond us? How can we explain the relationship between religion and peace and violence? Is suffering and meaninglessness so pervasive that no traditional concept of a loving and powerful God can be credibly affirmed? What kinds of provocative and perhaps enduring answers have people given to these questions in the past? Has something changed as we've moved from ancient to modern times in terms of our own worldviews, so that the ways people used to think about God must be radically revised if not abandoned entirely? Or are there ways for modern women and men to become or remain religious without ceasing to be modern? The goals of this freshman seminar include: 1. an enhanced working knowledge of some significant elements of religion, especially symbol, doctrine, experience, and systems of cosmic, social and order, as they are manifested in several religious traditions. 2. an enhanced capacity to make critical comparisons among religious traditions across time. 3. a greater capacity to analyze and reflect on the meaning of religious beliefs and practices. 4. a greater capacity to read and critically interpret religious and scholarly texts. 5. development of your written and verbal communication skills.

RELS 012 301

Tuesday and Thursday | 1:30 p.m. to 3:00 p.m.

Religion and Politics in South Asia

Ramya Sreenivasan, Associate Professor of South Asia Studies

This course will examine the relationship between religion and state in South Asia from circa 1000 to 1800 C.E. The emphasis will be on the role of religion in governance, in political conflicts and in the cultures of ruling elites; we will explore these themes in conjunction with the history of religious reform movements in this period. We will review the rich historiography on religion and politics in South Asia and read primary sources in translation, to explore the politics of religion from the eleventh to the eighteenth centuries. No prior knowledge of South Asia is expected.

Cross-Cultural Analysis

SAST 050 301

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

The Scientific Revolution

Mark Adams, Associate Professor of History and Sociology of Science

The Scientific Revolution of the sixteenth and seventeenth centuries created the intellectual, philosophical, social, and institutional foundations of modern science, fundamentally changing the way we see the universe and our place within it. In this seminar we will take a biographical approach, exploring that revolution by examining the lives, ideas, and achievements of some of the period's most renowned and consequential thinkers, among them Copernicus, Kepler, Galileo, Bacon, Descartes, and Newton. In the course of our biographical explorations, we will also consider the rise of scientific societies, the "scientific method," "experimental philosophy," the impact of new technologies (including the telescope and the microscope), and the political and religious implications of the new scientific world view.

STSC 013 301

Thursday | 1:30 p.m. to 4:30 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 seventeenth century to contemporary anti-science movements.

STSC 028 401 HSOC 025 401 HIST 025 401

Wednesday | 2:00 p.m. to 5:00 p.m.

Sector III - Arts & Letters

Spiegel Freshman Seminar: Contemporary Art - The 2011 Venice Biennale

Christine Poggi, *Professor of History of Art*

This seminar will introduce students to major themes and issues in contemporary art through the lens of the 2011 Venice Biennale. This exhibition, the most renowned international contemporary art fair, comprises a large number of national pavilions in the Giardini (the Gardens), an international exhibition in the Arsenale (a large, preindustrial ship building complex and military depot), as well as shows in sites scattered throughout Venice. This year's artistic director is Bice Curiger, art historian and curator at the Kunsthhaus Zurich, and she has selected the theme "ILLUMInations." The United States will be represented by the Puerto Rico-based duo Allora & Calzadilla (Jennifer Allora, b. Philadelphia, 1974 and Guillermo Calzadilla, b. Havana, 1971). They will present six new pieces both inside and outside the American pavilion, probably with a mix of video, sculpture, performance and participatory art. Students will become familiar with Philadelphia area collections of contemporary art and speak to directors and curators at the Institute of Contemporary Art, the Philadelphia Museum of Art, and the Slought Foundation. Special funding, covering airfare, lodging, and some meals, will allow students to travel to the Venice for four or five days over fall break to visit the exhibition and other contemporary art institutions.

No prior experience with contemporary art is required. Students wishing to enroll in this class must be available for the fall break trip to Venice. The class will be limited in size. Students wishing to take this class should send a paragraph explaining their interest to Professor Christine Poggi by July 12 via email: cpoggi@sas.upenn.edu. Those admitted will be informed about a week later and given permits so that they can enroll.

ARTH 100 301

Thursday | 1:30 p.m. to 4:30 p.m.

The Colors of Literature Part I: Black and Blue

Jean-Michel Rabate, *Professor of English*

We perceive the world in color, yet colors are often thought of as mere ornaments. By taking the theme of color seriously to read literature, we will try to map contemporary culture differently. The class will be divided into two sections, one devoted to Blue and Black, the second one to Red, Yellow and Green. Starting with historical accounts of the production, use and symbolic values of the colors black and blue (Pastoureau), we will engage with philosophical and poetic investigations of color (Wittgenstein and Gass). Any history of color entails a whole genealogy that is both a social and cultural history. Literature and film are uniquely placed to allow us to understand the logics of racial and social exclusion, and to show the variety of human emotions condensed by color. The books we will read will range from mainstream novels to experimental texts. We will also discuss several films.

Bibliography

William Gass, *On Being Blue* and *In the heart of the heart of the country*.

Jeffery Deaver, *The Blue Nowhere*.

Anna Quindlen, *Black and Blue*.

The Oxford W. E. B. Du Bois Reader.
 Shakespeare, Othello.
 Richard Wright, Black Boy.
 Lawrence Durrell, The Black Book.
 Orhan Pamuk, The Black Book.

Suggested supplementary reading: Michel Pastoureau, Blue, the history of a color and Black, the history of a color.
 Ludwig Wittgenstein, Remarks on color and The Blue and Brown Books. Richard Wright, Lawd Today!

Films: The Black Cat (1934, 1941 and 1981), Blue Velvet, The Blue Angel, The Big Blue, Blue Valentine, Black Swan, The Black Dahlia.

ENGL 016 302

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

20th Century Black Women Writers

Salamishah Tillet, Assistant Professor of English

This course seeks to examine the extraordinary and diverse landscape of African American women's writing. Beginning in the early twentieth century and ending in the contemporary moment, the class will consider how African American women authors have wrestled with the themes of race, class, and sexuality in their texts. Moreover, the course does not assume a static definition of African American women's writing, but examines how writers have challenged themselves and each other to think about what it means to be "American," "black," and "woman" at different historical moments and within varied artistic genres. Some of the writers we will look at are: Nella Larsen, Zora Neale Hurston, Ann Petry, Dorothy West, Lorraine Hansberry, Gwendolyn Brooks, Paule Marshall, Toni Morrison, Alice Walker, Audre Lorde, Toni Cade Bambara, Edwidge Danticat, and Chimamanda Ngozi Adichie.

Cultural Diversity in the U.S.

ENGL 016 401 AFRC 017 401

Monday and Wednesday | 3:30 p.m. to 5:00 p.m.

Gospel Music

Carol Muller, Professor of Music

In this seminar you will learn the history and culture of gospel music as an African American and contemporary African musical form. You will come to know gospel music as a written, recorded, and living musical tradition, through close listening, reading and writing about the music; and you will participate in a class research project with Philadelphia based gospel musicians. This is an academically based Community Service seminar.

Cultural Diversity in the U.S.

MUSC 016 402 AFRC 016 402 AFST 016 402

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Russian Ghost Stories

Ilya Vinitsky, Associate Professor of Slavic Languages & 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 (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.

Cross-Cultural Analysis

RUSS 130 301

Tuesday and Thursday | 1:30 p.m. to 3:00 p.m.

Theatre in Philadelphia

Rose Malague, *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 building 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

Thursday | 3:00 p.m. to 6:00 p.m.

Sector IV - Humanities & Social Sciences

Globalization: Causes and Effects

Brian Spooner, *Professor of Anthropology*

Class sessions will be devoted to discussion 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 discussions, requirements for the course include three short research papers.

ANTH 155 301

Tuesday | 1:30 p.m. to 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 worlds apart from Tom Beeby's Harold T.

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 p.m. to 5:00 p.m.

Proto-Indo-European Language and Society**Rolf Noyer**, *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.

Cross-Cultural Analysis

LING 051 301

Monday and Wednesday | 3:30 p.m. to 5:00 p.m.

Bilingualism in History**Gillian Sankoff**, *Professor of Linguistics*

The 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 and Thursday | 9:00 a.m. to 10:30 a.m.

Introduction to Religion**E. Ann Matter**, *Professor of Religious Studies*

Spirit Photography. Seances. Exorcisms. Divine intervention. Prayer. What do these genres have in common? Each one is (differently) predicated on assumptions about human conversations/connections with spirits, deities, and/or demons. This class will examine the culturally specific ways in which human beings theorize and operationalize their capacity (and longing) to speak with sentient beings from other realms. How do societies organize the project of communication with seemingly disembodied (and sometimes quite decidedly non-human) subjects? How have advances in media technologies (for instance, photography, telegraphy, film) served as mechanisms for re-imagining potential links between human speakers and otherworldly interlocutors? The class also tries to examine some of what the story of 19th century spiritualism and early 20th century mass media technology might tell us about the field of Communication Studies and its points of convergence with (and divergence from) the discipline of Anthropology.

COMM 105 401 ANTH 130 401

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Dilemmas in International Development

Richard Estes, *Professor of Social Policy & Practice*

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 nations of developing Asia, Africa and Latin America. The course also will examine the dynamics of "failed states" as well as those of rapidly emerging economies (the "BRICs"-Brazil, Russia, India, and China) that are expected to join the "first world" of nations by the middle of the first half of the current century. Emphasis in the seminar also will be placed on helping students understand the range of choices that more economically advanced countries can make in helping poorer countries advance their development objectives.

Throughout the seminar students will undertake an original piece of research on an international development topic of special interest to them. They also will be invited to meet with prominent international development specialists working at Penn and elsewhere.

FRSM 106 301

Wednesday | 2:00 p.m. to 5:00 p.m.

Risky Business: Why Medical Decision-Making is So Hard and So Poorly Done, and How It Can Be Improved

J. Sanford Schwartz, *Professor of Medicine, Health Management & Economics*

This freshman seminar on medical decision-making will focus on personal and public medical and health decisions – how we make them and how they can be improved. While in theory medical decisions are in large part both informed and constrained by scientific evidence, in reality they are much more complex. Drawing upon a range of information sources including textbooks, original research and popular media, the seminar will introduce students to the challenges of making personal and public (i.e., policy) decisions under conditions of inherent uncertainty and resource constraints and how research and scholarship can inform and improve decision making processes and decisions. Using a variety of highly engaging approaches (in-class discussions, examination of primary research, popular media, simple experiments, expert panel debates) this highly interactive seminar will provide students a strong introductory foundation to medical decision making specifically and, by extension, to decision making under conditions of uncertainty more generally. The seminar will take a multi-disciplinary perspective, drawing upon knowledge developed from psychology, sociology, economics, insurance and risk management, statistical inference, neuroscience, operations research, communications, law, ethics and political science. Students will develop understanding of and

Freshman Seminars

FALL 2011

Sector I - Society

Desire and Demand

Marilynne Diggs-Thompson, House Dean, Riepe College House

Does consumption shape culture or does culture shape consumption? As even the most mundane purchase becomes socially symbolic and culturally meaningful we can persuasively argue that the concept of "need" has been transformed. Analyzing a variety of physical and virtual consumer venues, the goal of this seminar is to understand and to analyze historical and contemporary issues related to a culture of consumption. We investigate social and political-economic factors that impact when and how people purchase goods and argue that behavior attached to consumption includes a nexus of influences that may change periodically in response to external factors. Readings and research assignments are interdisciplinary and require a critical analyses of global/local linkages. The city of Philadelphia becomes the seminar's laboratory as we ask how have issues of culture, consumption, and global capitalism become intertwined around the world?

Cultural Diversity in the U.S.

ANTH 086 301

Monday | 2:00 p.m. to 5:00 p.m.

Natives Peoples and the Environment

Clark Erickson, Professor of Anthropology

The relationship between the activities of native peoples and the environment is a complex and contentious issue. One perspective argues that native peoples had little impact on the environments because of their low population densities, limited technology, and conservation ethic and worldview. At other extreme, biodiversity, and Nature itself, is considered the product of a long history of human activities. This seminar will examine the Myth of the Ecologically Noble Savage, the Myth of the Pristine Environment, the alliance between native peoples and Green Politics, and the contribution of native peoples to appropriate technology, sustainable development and conservation of biodiversity.

ANTH 133 401 LALS 133 401

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

Spiritual Communication

John Jackson, Professor of Communciation and Anthropology

It is also the case that sociology -- the subject, the field, the science -- provides some useful tools for understanding how society operates, and a sociological perspective can teach us some things that are not obvious from our day-to-day participation in social life. So this is a course about the sociology of religion, a subject that has a lot to do with belief, with meaning, and with the very organization of society itself; and we will learn a lot about religion, from a sociological perspective (to what extent is belief an individual versus a social phenomenon? where do new religions -- sects -- come from and how do they become churches? why does religion sometimes thrive and other times drift into the background?).... But it is also a way to introduce college freshman to sociology and the sociological perspective; to fundamental issues in the social sciences; and -- and this is the great advantage of a freshman seminar -- to the responsibilities and rewards of intellectual life at a university.

SOCI 041 301

Tuesday | 3:00 p.m. to 6:00 p.m.

Mistakes, Accidents and Disasters

Charles Bosk, *Professor of Sociology*

The purpose of Soc 041 is to provide a basic understanding of some rather ubiquitous social phenomena: mistakes, accidents and disasters. We will look at these misfirings across a number of institutional domains: aviation, nuclear power plants, and medicine. Our goal is to understand how organizations "think" about these phenomena, how they develop strategies of prevention, how these strategies of prevention create new vulnerabilities to different sorts of mishaps, how organizations respond when things go awry, and how they plan for disasters.

At the same time we will be concerned with certain tensions in the sociological view of accidents, mistakes and disasters at the organizational level and at the level of the individual. Accidents, mistakes and disasters are embedded in organizational complexities; as such, they are no one's fault. At the same time, as we seek explanations for these adverse events, we seek out whom to blame and whom to punish. We will explore throughout the semester the tension between a view that sees adverse events as the result of flawed organizational processes versus a view that sees these events as a result of flawed individuals.

SOCI 041 302

Tuesday and Thursday | 3:00 p.m. to 4:30 p.m.

Homelessness and Urban Inequality

Dennis Culhane, *Professor of Social Policy and Practice*

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.

Cultural Diversity in the U.S.

URBS 010 401 AFRC 041 401

Friday | 2:00 p.m. to 5:00 p.m.

different forms. This course introduces students to the tools of comparative policy analysis by examining what kinds of inequalities are present in different countries, in what ways these inequalities have entered political debates, and what policies have been created to combat them. We consider how different policy actors -- philosophers and ethicists, demographers and epidemiologists, medical care providers, bureaucrats and politicians -- define health inequalities and frame what policy solutions are appropriate. Different problem definitions drive policy responses, but so too do the flow of information among transnational and domestic scholarly and policy networks; the tools available to policy-makers; the relationship between health care and other policy areas such as tax policy and public employment; and the influence of electoral and interest group politics. Each student will undertake primary research to produce a final paper that identifies, in one country, the political interests and coalitions that drive policy-making process in the area of health inequalities, from problem definition to implementation. Reading knowledge of a European language apart from English will be very helpful, but is not a prerequisite.

PSCI 010 301

Thursday | 1:30 p.m. to 4:30 p.m.

Business & Politics in Developing Countries

Devesh Kapur, *Associate Professor of Political Science*

The purpose of the seminar is to understand the relationship between business and politics (or relatedly between state and capital) in developing countries, the factors which shape this relationship and its consequences. The seminar will analyze the difference between markets and ownership, the mechanisms by which business and politics influence each other and the implications for economic growth and equity. How do the characteristics of a country's politics as well as those of businesses — the sectors in which they operate, their market share, whether they are multinational or domestic firms, whether they are export oriented — affect this interaction? Finally we will examine the effects of globalization of markets on domestic politics in developing countries. The seminar readings draw upon both conceptual and historical material from a wide range of disciplines and geographical settings.

PSCI 010 302

Wednesday | 2:00 p.m. to 5:00 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 and Thursday | 12:00 p.m. to 1:30 p.m.

Sociology of Religion

Herbert Smith, *Professor of Sociology*

Most of us are pretty good amateur sociologists, because sociology is the study of human society, human society is people organized in groups (families, churches, clubs, schools, civic associations, nation-states) and their relations with one another (people with people, people with groups or institutions)... we're all "doing it" at one level or another.

ability to empirically assess basic theories, facility with basic tools to translate qualitative assessments into quantification of risk and benefit, and mentored experience with a range of learning and presentation styles (brief essays, a group project, a research paper).

HSOC 032 401 STSC 032 401

Monday and Wednesday | 2:00 p.m. to 3:30 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*

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

HSOC 059 301

Wednesday | 2:00 p.m. to 5:00 p.m.

Ethics

Milton W. Meyer, *Lecturer in Philosophy*

Three sorts of questions belong to the philosophical study of ethics: (a) Practical ethics discusses specific moral problems, often those we find most contested (e.g. abortion, euthanasia, killing noncombatants in war). (b) Ethical theory tries to develop systematic answers to moral problems, often by looking for general principles that explain moral judgments and rules (e.g. consequentialism, contractarianism). (c) 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?). We will rigorously investigate all three of these types of questions. A large part of the course will be focused on two highly contentious moral problems, abortion and killing noncombatants in war. The central aim of the required readings and discussion is, a) to develop each question deeply and sharply enough for us to understand why it has been contentious; b) to see what new evidence could change the nature of the problem; and c) to suggest how to seek that further evidence. We will focus on how to read complex contemporary philosophical prose in order to outline and evaluate the arguments embedded within it. This will provide the basis for writing papers in which you defend a position with evidence and arguments. Graded work: weekly paragraphs on a topic of your choice; three papers in multiple drafts; take-home final exam; class participation.

PHIL 002 301

Tuesday and Thursday | 10:30 a.m. to 12:00 p.m.

Comparative Politics of Health Inequalities

Julia Lynch, *Associate Professor of Political Science*

Health inequalities are all around us: for example, on average white Americans live five years longer than African-Americans; people living in rural areas have difficulty accessing specialized medical treatments that urban dwellers take for granted; wealthy individuals can purchase "concierge medicine" that allows them to jump to the head of the line while others with more modest means must wait for treatment. Inequalities in health and health care -- in access to medical treatment, in the quality of health care services, in the well-being of population groups -- have risen to the top of political and policy agendas in the United States and other rich democracies over the last ten years, but in