

# Freshman Seminars

FALL 2012

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## 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?

Cultural Diversity in the U.S.

ANTH 086 301

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

**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 resources 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.

HSOC 032 301

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

### **Autism Epidemic**

**David Mandell**, *Assistant Professor, 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.

HSOC 052 301

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

### **Medical Missionaries and Partners**

**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.

These skills are central to the practice of Philosophy. This course does not presuppose that students already have these skills. It is intended to teach them and presupposes a willingness on the part of students to do what is necessary to learn them. What this involves is detailed in a note on Courses in Touch called "Success in the Course". You should read this note before enrolling in the course.

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.

## 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.

SAST 057 301

Tuesday and Thursday | 12:00 p.m. to 1:30 p.m.

## Sociology of Religion

**Herb 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 freshmen 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.

**Diversity, Technology and the Penn Experience****Janice Curington**, *Assistant Dean for Academic Advising*

Penn is diverse in many ways. Let us explore this diversity together and understand its subtleties. How has the word "diversity" evolved over the years? Why is it (at times) such a loaded concept? When, where and how does diversity change within various contexts? What does the concept mean in a university context? How might it change in the future? We will explore different constructions of diversity at Penn, in the context of new media. Have new technologies changed the ways in which we perceive culture, communicate and share ideas? Increasingly, we construct notions of ourselves and of others using video and social media in addition to personal experiences. How do such technologies define who we are, and the boundaries we draw to define "us" and "them"? Do sub-cultures thrive now in new ways? How does each student's journey to Penn bring in new perspectives on the university?

Reflections on personal experiences in the context of theories (cultural capital, social capital) will be a core part of this seminar. Readings and research assignments are interdisciplinary and will require critical analysis of both classic and contemporary perspectives.

Cultural Diversity in the U.S.

SOCI 041 302

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

**Poverty and Inequality in the United States****Kristen Harknett**, *Assistant Professor of Sociology*

In this seminar, we will focus on inequality in the distribution of resources in the U.S. population. We start by examining economic deprivation, addressing questions such as: How is poverty measured in the U.S. and elsewhere? What causes poverty? What are the set of anti-poverty policy approaches that have been tried, and how effective have they been? We then focus on four domains related to economic deprivation: low-wage labor markets, health inequalities, inequalities in educational systems and outcomes, and parenting and family structure. To encourage active engagement with course material, students will be required to complete short, weekly written assignments related to the assigned readings. Students will also be required to write a policy paper related to course topics.

Cultural Diversity in the U.S.

SOCI 041 303

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

## Sector II - History & Tradition

### **Black History and Black Lives: Memoir and Autobiography**

**Barbara D. Savage**, *Professor of History*

This course revolves around close readings, critiques, and discussions of memoirs and autobiographical writing of black people. Taken together, these works provide a window into the construction of a sense of self within black communities across space and time. Beginning with narratives of enslaved men and women, the course includes accounts by figures as diverse as Booker T. Washington, Ida B. Wells, Malcolm X, Audre Lorde, and Edwidge Danticat, to cite a few. Emphasis will be on the uses and limitations of this genre in the study of history of black people.

Cultural Diversity in the U.S.

AFRC 008 301

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

### **From Alchemy to Nanoscience: A History of Chemistry**

**Jeffrey Winkler**, *Professor of Chemistry*

The imperative to transform matter find its roots in alchemy and the search for the Philosopher's Stone, which was thought to contain the secret of turning base metals into gold and also the secret of immortality. We will examine the evolution of the way in which people have thought about matter and its transformations, from the manufacture of explosives to dyestuffs to pharmaceuticals and perfumes. We will do some simple experiments that demonstrate some of these principles. We will follow the development of the chemical sciences from the works of early alchemists to Renaissance (Newton and Boyle) and modern thinkers (Priestley, Lavoisier, Dalton, Mendeleev and others). This class, which is designed for non-science as well as potential science majors, will involve discussions on readings, as well as field trips to some Philadelphia locations that are notable in the history of chemistry.

CHEM 025 301

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

### **Russia in the Age of Anna Karenina**

**Peter Holquist**, *Associate Professor of History*

Leo Tolstoy's *Anna Karenina* is an epic tale of passion, intrigue, tragedy and redemption. It is also a penetrating portrayal of Russian life and society in the period following the Great Reforms of the 1860s. This period, the third quarter of the nineteenth century, was both the time of the flowering of the Russian novel as well as the age of Russia's imperial glory. In this course we will use *Anna Karenina* as the starting point for a multifaceted exploration of nineteenth century Russian history and culture. Among the topics we will discuss are family life, social relations, modernization and industrialization, gender and sexuality, revolutionary movements, imperialism, and political power. We will enhance our reading of the novel with a wide range of supplementary materials including memoirs, travel accounts, historical analysis, and art. This course will be organized in a seminar format. No prior knowledge of Russian history or literature is required. All readings are in English.

Cross-Cultural Analysis

HIST 102 301

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

## Africa in World History

**Lee Cassanelli**, Associate Professor of History

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

Cross-Cultural Analysis

HIST 106 301

Monday and Wednesday | 3:30 p.m. to 5:00 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. 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 in colonial America to contemporary accounts of childbirth and plastic surgery in antiseptic hospitals and clinics.

HSOC 042 301

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

## Ancient Iraq

**Stephen Tinney**, Associate Professor of Near Eastern Languages & Civilizations

The land and peoples of Iraq have a long and rich history stemming from the birth of writing in its earliest cities. Beginning with the landscapes and environments, we discover the most important elements of Iraq's ancient civilizations. The course includes several visits to the Penn Museum to view the galleries and engage with tablets and other artifacts at first hand.

Cross-Cultural Analysis

NELC 045 301

Tuesday and Thursday | 1:30 p.m. to 3:00 p.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 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 world view been an improvement or a diminishment? Can we know or experience who or what "ultimatereality" is, or is "it" really beyond us? How can we explain the relationship among religion, peace, and violence? Is suffering and meaninglessness so pervasive that no traditional concept of a loving and powerful God can be affirmed credibly? 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 world views, 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.

### Islamic Science

**Projit Mukharji**, *Assistant Professor of History and Sociology of Science*

In the post-9/11 world, ignorance, propaganda and uninformed debate cloud most discussions of the relationship between "Islam" and "Science". Defenders argue that all modern science was already anticipated in the scriptural traditions, while detractors claim Islam is a religion antithetical to the scientific spirit. This Freshman Seminar seeks to revisit this relationship historically. Picking on the key themes in the history of "Islamic Sciences" from the period between the early 8th CE to the end of the 19th CE, the seminar will investigate how the definitions and practices of both "Science", "Islam" and their mutual relationship have changed through history. In so doing, the course will draw upon the histories of Islamic lands from al-Andalus [Iberia] and the Arab World to those of Iran and Southern Asia.

STSC 016 401 NELC 080 401

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

## Sector III - Arts & Letters

### Freshman Speigle Seminar / ICA / Glenn Ligon

**Gwendolyn DuBois Shaw**, *Associate Professor of History of Art*

Over the last three decades, the American artist Glenn Ligon (b. 1960) has explored the more disturbing aspects of history, literature, and contemporary society in his work as a way to interrogate various neglected representational experiences and initiate new ways of seeing that which has often been purposefully occluded. Ligon's art draws on source material as diverse as 19th-century advertising images of escaped slaves, the often vulgar racial humor of 1970s comedian Richard Pryor, and the sexually graphic photographs of Robert Mapplethorpe in order to raise questions about race, gender, and sexuality in both the past and the contemporary moment. In 1998 the Institute of Contemporary Art (ICA) at Penn opened *UnBecoming*, an important exhibition of Ligon's early work. In 2011 his work was the subject of a major mid-career retrospective at the Whitney Museum of American Art. Between these points lies the mission of this seminar.

The Fall 2012 semester will focus on Glenn Ligon's art and its place within the larger art world. Together we will read and discuss a selection of articles about his artistic practice, reviews of his exhibitions, catalog essays, and book chapters. We will also study the work of his contemporaries – artists with whom he has frequently been compared and exhibited – and examine various art world controversies surrounding censorship, racism, and the politics of identity, that have been associated with his work.

During the Spring 2013 semester, with the help and guidance of the staff of the ICA, we will work closely with the

institutional archives of UnBecoming to develop a small public exhibition revisiting the show and its importance to the history of the ICA. We will travel together to Brooklyn, New York, to visit with Ligon himself at least twice during the semester. Over the course of the term, you will receive experience in didactic label writing, archival research, curatorial practice, exhibition planning, and other museum fields, all of which will be helpful should you wish to pursue a career in the art world (museums, galleries, auction houses, academic research and education, etc.).

This is a one or two semester course, with enrollment in the second semester being based on the student's desire and commitment to continue and at the discretion of the professor. The class will be limited in size. No prior experience with contemporary art is required, however, students should make themselves visually familiar with Ligon's work (through an online search, etc.) before applying. Students wishing to enroll should send a paragraph explaining their interest to Professor Gwendolyn DuBois Shaw by July 20, via email to [gshaw@sas.upenn.edu](mailto:gshaw@sas.upenn.edu). Those selected will be enrolled as long as they request the course during the freshman registration period.

Cultural Diversity in the U.S.

[ARTH 100 401](#) [AFRC 100 401](#)

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

### Modern Sci-Fi Cinema

**Christopher Donovan**, *House Dean, Gregory College House*

Science Fiction has been a cinematic genre for as long as there has been cinema—at least since Georges Melies's visionary *Trip to the Moon* in 1902. However, though science fiction films have long been reliable box office earners and cult phenomena, critical acknowledgement and analysis was slow to develop. Still, few genres reflect the sensibility of their age so transparently—if often unconsciously—or provide so many opportunities for filmmakers to simultaneously address social issues and expand the lexicon with new technologies. Given budgetary considerations and the appetite for franchises, science fiction auteurs face a difficult negotiation between artistic expression and lowest common denominator imperatives, the controversy over Terry Gilliam's *Brazil* (1985) being perhaps the most infamous example. Nevertheless, many notable filmmakers have done their most perceptive and influential work in the scifi realm, including Gilliam, Ridley Scott, Steven Spielberg, David Cronenberg, James Cameron and Paul Verhoeven. This course will survey the scope of modern science fiction cinema, beginning with two films that inspired a rare wave of academic discourse, Scott's *Alien* (1979) and *Blade Runner* (1982), which attracted postmodernists, feminists, and film historians interested in how the works both drew from earlier movements (German Expressionism, Noir), and inspired new ones (Cyberpunk). We will look at smaller, more independent-minded projects, such as Michel Gondry's *Eternal Sunshine of the Spotless Mind* (2004) and Duncan Jones' *Moon* (2009) as well as risky, massively budgeted epics such as Spielberg's *AI: Artificial Intelligence* (2001) and Christopher Nolan's *Inception* (2010).

[CIMS 016 301](#)

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

### Monsters of Japan

**Frank L. Chance**, *Adjunct 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.

Cross-Cultural Analysis

[EALC 055 401](#) [CIMS 055 401](#)

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



## The Bible

**Peter Stallybrass**, *Professor of English*

In this course, we will be reading both the Jewish and the Christian scriptures, with particular attention to English translations of Genesis, the Psalms, and the Gospels. While the main focus will be on the scriptural texts, we will also be exploring how Medieval and Renaissance drama, poetry, woodcuts, engravings and paintings incorporated and transformed those texts. Readings for the course will include selections from the King James Bible, other biblical translations, and the poetry of John Donne, George Herbert, and John Milton.

ENGL 016 302

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

## Shakespeare/Not Shakespeare

**Zachary Lesser**, *Associate Professor of English*

In this course we will undertake an intensive study of Shakespeare by reading some of his plays side-by-side with plays by other contemporary dramatists on the same subject. This approach will help us not only to put Shakespeare back into his historical context and into his collaborative, rivalrous conversations with fellow dramatists, but also to "isolate" Shakespeare's distinctive contribution to Renaissance discussions of such issues as travel and exploration, racial and religious difference, English history and the politics of kingship, war and rebellion, love and marriage. Our readings will include Shakespeare's *The Merchant of Venice* and Christopher Marlowe's *The Jew of Malta*; Shakespeare's *The Tempest* and John Fletcher's *The Sea Voyage*; Shakespeare's *The Taming of the Shrew* and Fletcher's *The Woman's Prize, or Tamer Tamed*; Shakespeare's *Hamlet* and Thomas Middleton's *The Revenger's Tragedy*. No prior experience with Shakespeare or Renaissance drama is necessary, as the course will introduce students to the exciting range of plays produced in the period, to the sorts of critical questions scholars ask of these plays, and to the research methods they use to study them. Assignments will include explorations in the rare book library and Early English Books Online; a brief class presentation; and a couple papers.

ENGL 016 303

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

## Life Writing: Premodern Women, from Runaway Bride to Mad Madge

**David Wallace**, *Professor of English*

If you were asked to write your life, in the first person or third person, what would it look like? What genre of writing would this be?

In this seminar we will come to appreciate how women from premodern England, c.1140-1673, fashioned independent and meaningful lives from challenging circumstances: and how they ensured that they would leave behind stories to be told. We begin with Christina of Markyate, a young woman who fled home to avoid a forced marriage and then maintained her independence by negotiating with a series of determined men. We end with Margaret Cavendish, Duchess of Newcastle, a woman who believed in the power of science and also in the power of fashion (her outfits were amazing). Dismissed by Virginia Woolf as 'Mad Madge,' she nonetheless managed to compose numerous plays, to pioneer scientific inquiry, and to write utopian fiction.

This course questions traditional periodizations of study by shooting the medieval/ Renaissance divide and by considering arguments of advance and decline for women. Does the rise of the university, for example, bring a diminution of educational opportunities for women? Is the Middle Ages to be seen, as some feminist historians have seen it, as a feminine 'golden age'? What might be the influence of female saint's lives, hagiographies, upon real women? Does the coming of the 'Renaissance' reduce female options to marriage or marriage? We might consider

here the writings of Protestant Elizabeth I and embroideries of Catholic Mary, Queen of Scots. We will study texts featuring women who occupy difficult but magical spaces: the anchoress; the pregnant woman. We might read Trotula texts (female-authored gynaecological manuals), a manual for female recluses (Ancrene Wisse), a mystical text by a woman who uses her body as a spiritual laboratory (Julian of Norwich) and best-selling texts by Renaissance women who will not survive pregnancy. We will consider Mary Ward, a young woman from Yorkshire who travelled all over Europe, believing that religious women need not be enclosed in convents. And we encounter Elizabeth Cary, who composed one of the earliest plays of the English Renaissance, *The Tragedy of Mariam*, and who tried to help poor children in Ireland before converting to Roman Catholicism (thus scandalizing her husband). And what do we make of the nun-nostalgia that continues right through the English Renaissance to our own time; what are the possibilities of female collective living? And what are the possibilities, then, and now, for female travel? We'll see how the first autobiographer in the English language, Margery Kempe, managed to traverse the face of the known world, avoid injury, and return to compose her text.

This seminar will pay particular attention to writing, helping with the transition to university-quality essay writing. Assessment will thus be by a series of essays, and there will be plentiful feedback; there will be no midterm or final.

Attendance: please let me know by e-mail of any intended absences due to religious holidays, illnesses, or other causes.

ENGL 016 401 GSWs 016 401

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

### **The Fantastic Voyage from Homer to Sci-Fi**

**Scott Francis**, Andrew W. Mellon Post-Doctoral Fellow in French Studies

Tales of voyages to strange lands with strange inhabitants and even stranger customs have been a part of the Western literary tradition from its inception. What connects these tales is that their voyages are not only voyages of discovery, but voyages of self-discovery. By describing the effects these voyages have on the characters who undertake them, and by hinting comparisons between the lands described in the story and their own society, authors use fantastic voyages as vehicles for incisive commentary on literary, social, political, and scientific issues. In this course, we will explore the tradition of the fantastic voyage from Homer's *Odyssey*, one of the earliest examples of this type of narrative and a model for countless subsequent voyage narratives, to modern science fiction, which appropriates this narrative for its own ends. We will determine what the common stylistic elements of voyage narratives are, such as the frame narrative, or story-within-a-story, and what purpose they serve in conveying the tale's messages. We will see how the voyagers attempt to understand and interact with the lands and peoples they encounter, and what these attempts tell us about both the voyagers and their newly-discovered counterparts. Finally, we will ask ourselves what real-world issues are commented upon by these narratives, what lessons the narratives have to teach about them, and how they impart these lessons to the reader. Though this course is primarily dedicated to literature, we will also watch several seminal sci-fi films to determine how cinematographic techniques can inform narratives of fantastic voyage.

This course is meant not only for sci-fi fans who would like to become better acquainted with the precursors and classics of the genre, but for all those who wish to learn how great works of fiction, far from being intended solely for entertainment and escapism, attempt to improve upon the real world through the effect they have on the reader. Readings and discussion are in English; an additional discussion group devoted to the original French versions of *Cyrano*, Verne and Boule may be formed, as well, given sufficient interest.

#### Texts and Films

- Homer, *The Odyssey* (8th century BCE)
- Lucian of Samosata, *A True Story* (2nd century CE)
- Thomas More, *Utopia* (1516)
- Cyrano de Bergerac, *The Other World: The States and Empires of the Moon* (1657)

- Jonathan Swift, *Gulliver's Travels* (1726), Part Three: A Voyage to Laputa, Balnibarbi, Luggnagg, Glubbudubdrib, and Japan; Part Four: A Voyage to the Country of the Houyhnhnms
- Jules Verne, *Twenty Thousand Leagues under the Sea* (1870)
- H. G. Wells, *The Time Machine* (1895)
- *A Trip to the Moon* (Dir. Georges Méliès, 1902)
- Karel Čapek, *War with the Newts* (1936)
- Pierre Boulle, *Planet of the Apes* (1963)
- *Planet of the Apes*, (Dir. Franklin J. Schaffner, 1968)

FREN 200 402 COML 200 ENGL 016 402

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

### Music and Bodies

**Amy Cimini**, *Mellon Postdoctoral Fellow in Music*

How can music affect how we inhabit and understand our bodies and how does that understanding affect how we conduct our social, political and cultural lives? Whether we sing, play, compose, arrange, listen or dance, music can seem to address the very core of our corporeality, and therefore, aspects of our sense of subjectivity, agency and sociality. This course introduces students to the interdisciplinary study of music and culture by exploring debates about music's effect on the mind and body from the early modern period to the present among musicians, composers, listeners, critics and scholars. Topics will include music, healing and medicine, dance, experimental practices, music and the law, cognitive research and theories of embodied performance and listening. This course requires no formal musical training or prior knowledge, and listening assignments will be drawn from a wide range of historical styles and popular genres.

MUSC 016 301 MUSC 016 301

Tuesday and Thursday | 10:30 a.m. to 12:00 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 016 401 AFRC 016 401 AFST 016 401

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

### Saints and Devils in Russian Literature and Tradition

**Julia Verkholtsev**, *Assistant Professor of Slavic Languages & Literatures*

This course is about Russian literature, which is populated with saints and devils, believers and religious rebels, holy men and sinners. In Russia, where people's frame of mind had been formed by a mix of Eastern Orthodox Christianity and earlier folk beliefs, the quest for faith, spirituality and the meaning of life has invariably been connected with religious matters. How can one find the right path in life? Is humility the way to salvation? Should one live for God or for the people? Does God even exist?

In "Saints and Devils," we will examine Russian literature concerning the holy and the demonic as representations of good and evil, and we will learn about the historic trends that have filled Russia's national character with religious and

supernatural spirit. In the course of this semester we will talk about ancient cultural traditions, remarkable works of art and the great artists who created them. All readings and films are in English. Our primary focus will be on works by Pushkin, Gogol, Lermontov, Dostoevsky, Chekhov, Tolstoy, and Bulgakov.

Cross-Cultural Analysis

RUSS 213 401 COML 213 401 RELS 218 401  
Monday and Wednesday | 3:30 p.m. to 5:00 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 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 | 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. This is an Academically-Based Community Service Course.

ANTH 155 301

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

### **Villa Gardens and Villa Life: Cultural and Social Transformations**

**Raffaella Fabiani Giannetto**, *Assistant Professor of Landscape Architecture*

This seminar will study the idea of villeggiatura (villa life) and the ideology associated with countryside gardens and plantations. In the literature on villa gardens across the centuries, from ancient Rome to the 20th century, there emerges a recurrent opposition between the country seen as an occasion for self-improvement versus it being an opportunity for self-indulgence, the representation of social status, and at times the display of opulence and political power. In an examination of the circularity of villa ideology across the centuries, other themes will emerge that address the relationship between urban and rural life, between architecture and natural environment and between

social, cultural, economic and political forces and landscape design. These themes will be explored through the study of selected villas and through the reading of sources drawn from villa literature, including architectural and agricultural treatises, epistolary exchanges, and drawings.

ARCH 103 301

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

### **Katherine Hepburn Films**

**Suhne 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 ArtsHouse Residential Program.

CIMS 015 301

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

### **Human Nature and History**

**Michael Zuckerman**, *Emeritus 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 p.m. to 5:00 p.m.

### **Music and Revolution**

**Andrea Bohlman**, *Andrew W. Mellon Postdoctoral Fellow, Penn Humanities Forum and Music*

At the beginning of the 21st century, it is as important as ever to think about how history is constructed, how historical change occurs, and, most significantly for our course, how culture fits into the picture. In this seminar, we’ll broadly consider the relationship between two concepts -- music and revolution -- in search of ways in which they both elucidate each other and also resist pairing. What do political revolutions sound like? Can music be inherently revolutionary? Does music (r)evolve over the course of history? In order to critically examine questions such as these, we will read philosophy and listen to music, all the while studying music history and reflecting upon the musical present.

We begin by thinking about how music and history are constructed using popular music designed to be cyclical (“to groove”) from diverse historical and geographical contexts as points of departure. Next we’ll explore songs sung during iconic historical revolts, e.g. the French Revolution, questioning whether they reflect the ideals at stake. Then we compare and contrast protests around the globe during the Cold War, and consider the validity of the term “revolution” for this recent historical era. Finally, examining the birth of opera and the advent of digital media as potentially foundational shifts in musical culture, we ask the question: Can there be revolutions in music history? The course accommodates diverse musical backgrounds and students will emerge with skills to talk about music as well as a rich understanding of the complex relationship between music and politics.

MUSC 018 301

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

### **Introduction to Acting**

**James Schlatter**, *Senior Lecturer in Theatre Arts*

Rooted in the system devised by Konstantin Stanislavsky, this course takes students step by step through the practical work an actor must do to live and behave truthfully on-stage. Beginning with relaxation and physical exercise, interactive games, and ensemble building, students then learn and put into practice basic acting techniques, including sensory work, the principles of action, objectives, given circumstances, etc. The semester culminates in the performance of a scene or scenes, most often from a modern American play. This course strongly stresses the responsibility of the actor to work and especially to one's fellow actors. Practical work is supplemented by readings from Stanislavsky and a variety of other acting theorists that may include Uta Hagen, Robert Cohen, Stella Adler, among others. Students are required to submit short essays over the course of the semester in response to the readings and in preparation for their final scene project.

THAR 120 302

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

## **Sector V - Living World**

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

**Lee Brooks**, *Professor of Pediatrics*

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 likely include demonstrations of hypnosis, and 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 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 p.m. to 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 freshman 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 p.m. to 5:00 p.m.

## **Sector VI - Physical World**

### **Introduction to Environmental Earth Science, Freshman Recitation**

**Alain Plante**, *Assistant Professor of Earth and Environmental Science*

This is a freshmen-only recitation, led by the professor of Introduction to Environmental Earth Science. This course exposes students to the principles that underlie our understanding of how the Earth works. The goal of Earth System Science is to obtain a scientific understanding of the entire Earth system by describing its component parts (lithosphere, hydrosphere, atmosphere, biosphere) and their interactions, and describe how they have evolved, how they function, and how they may be expected to respond to human activity. The challenge to Earth System Science is to develop the capability to predict those changes that will occur in the next decade to century, both naturally and in response to human activity. Energy, both natural and humangenerated, will be used as a unifying principle. Knowledge gained through this course will help you make informed decisions in all spheres of human activity: science, policy, economics, etc. The recitation will aim to clarify course content, work in groups, do in-class activities and introduce course assignments.

Students must enroll in both the freshman recitation (section 201, below) and this lecture:

ENVS 200.001 | Tuesday and Thursday | 10:30 a.m. - 12:00 p.m.

ENVS 200 201

Monday | 11:00 a.m. to 12:00 p.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 seminar (section 301, shown below) and one of the labs (302 or 303, below). The seminar meets for a fourth hour on Mondays from 2:00 p.m. to 3:00 p.m.

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

PHYS 170.303 (lab) | Thursday | 6:00 p.m. to 8:00 p.m.

PHYS 170 301

Monday, Wednesday, and Friday | 10:00 a.m. to 11:00 a.m.

## Sector VII - Natural Sciences & Mathematics

### Structural Biology and Genomics Seminar

**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. The intellectual and technical revolutions that occurred during the 20th century made this possible. 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 with 0.5 credit unit each semester of the academic year.

CHEM 022 301

Tuesday and Thursday | 8:00 a.m. to 9:00 a.m.

## Seminars in Mathematics

### Proving Things: Analysis

**Herman Gluck**, *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.

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.

Students must enroll in both the lecture (section 301, shown below) and one of these labs:

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

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

**MATH 202 301**

Tuesday and Thursday | 12:00 p.m. to 1:30 p.m.

### **Proof in Math, Philosophy and Law**

**Jerry Kazdan**, *Professor of Mathematics* | **Scott Weinstein**, *Professor of Philosophy* | **William Ewald**, *Professor of Law and Philosophy*

Proofs are vital to many parts of life. They arise typically in formal logic, mathematics, the testing of medication, and convincing a jury. How do you prove that the earth is essentially a sphere (in particular, not flat)? In reality, proofs arise anywhere one attempts to convince others. However, the nature of what constitutes a proof varies wildly depending on the situation -- and on whom you are attempting to convince. Convincing your math teacher or a judge is entirely different from convincing your mother or a jury. The course will present diverse views of Proof. It is intended for students at many different levels and a variety of interests; in particular students should be able to follow and participate in complicated reasoning, including standard proofs in logic and mathematics. For instance, students currently enrolled in Math 104 or Philosophy 5 should be adequately prepared. On occasion there may be guest lecturers.

Formal Reasoning and Analysis

**MATH 220 401** **PHIL 220 401**

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