

## **First-Year Seminars. Fall 2020**

### **Desire and Demand**

Marilynne Diggs-Thompson, Adjunct Assistant Professor, Riepe House Dean

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 analysis 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?

**ANTH 086 301**

M | 0200PM-0500PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.

### **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**

T | 0130PM-0430PM |

**Fulfills:** Sector I: Society

### **Architecture in the Anthropocene**

Daniel Barber, Associate Professor of Architecture

This course will use architecture as a lens to investigate the emerging field of the environmental humanities. Our goal is to analyze and understand these new intellectual frameworks in order to consider the relationship between global environmental challenges and the process of constructing a just and equitable world. As such, we move between social and political theory, environmental history, architectural history and theory, and explorations of urban change. Issues of importance will include: theories of risk, the role of nature in political conflicts; environmental communication; the culture and technology of energy transition; and the relationship between speculative design and other narratives of the future. These conceptual frameworks will be read alongside creative projects in art, literature, and architecture, and will be amplified through presentations and discussions with numerous visitors to the course.

**ARCH 111 301**

MW | 0200PM-0330PM |

**Fulfills:** Sector IV: Humanities & Social Sciences

### **The Printed Image**

Shira Brisman, Assistant Professor in Early Modern Art (Feith Family Seminar)

What does it mean for a culture to be radically transformed by a technology that allows for the replication and circulation of images? This question, which shapes the various ways in which we understand our own, twenty-first-century moment, in this course is brought to bear on an earlier media revolution that changed European history. Beginning in the mid-fifteenth century, and ending in the nineteenth with the advent of photography, this First-Year Seminar will introduce students to the different techniques of printmaking and the impact of this

medium on science, geography, law, and art. Focusing on printmakers such as Dürer, Raimondi, Segers, Goltzius, de Bry, Rembrandt, Picart, Goya, and Blake (with visits back from the future, by Picasso, Kollwitz and Warhol), we will draw upon printed books in the Kislak Center as well as the collections of various Philadelphia museums. Topics will include: the impact of print on painting and drawing; rivalries over copyright law; colonializing representations of the new world; shareable images and social violence; and the claims of print as a truth-telling medium.

**ARTH 100 301**

T | 0300PM-0600PM |

**Fulfills:** Sector III: Arts & Letters

**Forensic Neuroscience**

Daniel Langleben, Professor of Psychiatry

Progress in behavioral neuroscience and brain imaging techniques, such as functional and structural Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) has forced the courts to reconsider the role of behavioral sciences in courtroom decision-making. The goal of this course is to enable students to understand and interpret the use of behavioral neuro evidence in the justice system. The course will introduce the students to the relevant behavioral neuroscience constructs, principles of brain imaging and rules of scientific evidence. Students will be asked to use this introductory knowledge to critically evaluate the use of brain imaging and other behavioral neuroscience techniques as evidence in representative legal cases. For each case, students will serve as neuroscience experts for the defense or prosecution and prepare, present and defend their testimony against the opposing team. Through this course, students will develop the ability to critically evaluate brain imaging and other neuroscience data in forensic and legal settings.

**BIBB 050 301**

F | 0200PM-0500PM |

**Fulfills:** Sector V: Living World

**The Genomic Revolution**

Eric Weinberg, Professor Emeritus of Biology

The goal of this course is to convey a basic understanding of human genome science and in so doing, to learn of its impact on treatment of human disease and discernment of aspects of human identity. Our current understanding of the structure and function of genes will allow a personalized treatment for many diseases, but just how such advances are applied will involve ethical as well as scientific considerations. In this offering of the course, we will pay particular attention on how molecular genetic approaches are being harnessed to understand and combat the COVID-19 pandemic. We will discuss how the field of genetics has been changed dramatically by the ability to clone and sequence genes, and then to be further transformed by massive sequencing of whole genomes. These advances have led to understanding and treatment of genetic disease and cancer and are now being applied to analysis of COVID-19. We will also discuss the tremendous potential (and dangers) of gene editing advances. Finally, we will explore how genomics has allowed an understanding of deep human history, as well as the ability to decipher one's more immediate ancestry. Readings will be from a number of books written for an informed general audience rather than from a textbook. The seminar should be of interest to those who would like to fulfill their Living World General Education requirement, and also to those who eventually might be interested in taking courses in the Life Sciences, but initially would like an introductory seminar-type approach within a focused area.

**BIOL 005 301**

TR | 0300PM-0430PM |

**Fulfills:** Sector V: Living World

**Structural Biology & Genomics**

Ponzy Lu, Professor of Chemistry

This course will explain in non-mathematical terms how essentially all biological properties are determined by the microscopic chemical properties of proteins. It will also explain how research results, especially those of structural biology, are presented to its various audiences.

**CHEM 022 301**

TR | 0800AM-0900AM |

**Fulfills:** Sector VII: Natural Sciences & Mathematics**Classics and the Modern World**

Joseph Farrell Jr, Professor of Classical Studies

The ancient Greek and Roman civilizations, whether individually, together, or in relation to other ancient civilizations, have frequently been seen as ancestors of the modern world. This ancestry has been seen both as a common and unifying heritage and as one that divides. This course will consider the relationship between Classical Antiquity and the modern world in the light of different themes, including those of Civilization, Empire, Race, Ethnicity, Simplicity and Complexity, Morality, Religion, and Universality. Classes will focus on discussion of readings with an emphasis on coming to grips with multiple and conflicting points of view. Students will write a research paper related to one of the themes mentioned above or to another one of similar importance.

**CLST 014 301**

M | 0200PM-0500PM |

**Fulfills:** Sector II: History & Tradition**Town & Country in Ancient Greece**

Thomas Tartaron, Associate Professor of Classical Studies

The ancient city of Athens, Greece, is renowned as the birthplace of democracy; Sparta is famous for its warlike society; Olympia for the Olympic Games; and Delphi for its famed oracle. But the Greek landscape was dotted with hundreds of other cities, towns, villages, sanctuaries, and hamlets. This seminar is a journey through town and country in ancient Greece, from dense urban spaces to vast forests and agro-pastoral countrysides. We will examine many lines of evidence: (1) ancient texts (e.g., Homeric epics, Hesiod's depiction of rural life, the histories of Herodotus and Thucydides, the tragedies and comedies of the great playwrights, the geography of Strabo, the travel writing of Pausanias); (2) inscriptions that record details of life and death ; and (3) archaeology (site discovery and excavation, recovery of the material remains of everyday life). These sources will reveal much information about how urban and rural life were organized. A central aim of this seminar is to address this question: is the past a foreign country, or is there nothing new under the sun?

**CLST 015 301**

TR | 1030AM-1200PM |

**Fulfills:** Sector II: History & Tradition**Medieval Worlds**

Emily Steiner, Professor of English

We pride ourselves on thinking globally and having at our fingertips information about people, places, and times. How did people before c.1600 imagine the whole world, and how did they learn about it? In this course, we will read a variety of premodern texts that try to take the whole world into account. We will trace the geographical imaginations and cultural encounters of early writers across different genres, from maps, to Islamic, Jewish, and Christian travel narratives, such as the account of John de Mandeville (one of Christopher Columbus's favorite writers); to monstrous encyclopedias and books of beasts, such as the *"Wonders of the East"*; to universal chronicles and chivalric romances. We will also explore different medieval systems of thinking big, such as socio-political schemes, genealogies, bibliographies, and taxonomies of species.

**ENGL 016 301**

TR | 1200PM-0130PM |

**Fulfills:** Sector III: Arts & Letters**Climate Fiction**

Paul Saint-Amour, Professor of English

Whether you call it climatological science-fiction or #clifi, speculative fiction about anthropogenic climate change is becoming an important site for thinking, feeling, and warning about earth's changing environments.

In this class we'll study a cluster of recent cli-fi novels that project a variety of climate scenarios—apocalyptic, utopian, and everything in between—into the future. We'll also look at earlier fictions that explore humanity's entanglement with non-human beings and environments, as well as at fictions that connect climate change in the present with scarce-resources, conflict, displacement, and environmental racism. Supplementary readings in the environmental humanities will introduce terms and concepts such as the Anthropocene, deep time, the great acceleration, the nonhuman turn, ecological grief, and climate justice. Primary texts by the likes of Octavia Butler, A. S. Byatt, Barbara Kingsolver, Nnedi Okorafor, Richard Powers, Kim Stanley Robinson, Jesmyn Ward, Alexis Wright.

**ENGL 016 302**

MW | 0200PM-0330PM |

**Fulfills:** Sector III: Arts & Letters

**Fiction and Connectivity**

Joshua Esty, Professor of English

From ancient epic to 21st-century TV serials, long narratives with many characters have always engaged their audiences by providing a sense of connection among individuals, and by modeling the relationship between individuals and society. In this seminar, we'll zero in on this aspect of storytelling's cultural function, and put it to two kinds of test. First, historical: what kinds of communities or networks have novels of the last 150 years imagined into form? Does the sense of belonging inscribed in great fiction reflect real or imaginary social connections? The second test we'll put to fiction has to do with a particular strain of contemporary narrative, the "hyperlink" story in which the worlds of the major characters intersect only tangentially, if at all. What to make of films and novels in which readers and viewers act as the central node in a network of dispersed characters who operate in isolation or boxed parallel? Can fiction still describe or enact connection in a world of niche marketing, social division, modern anomie, and intense technological mediation? We'll consider these questions in relation to several "network fictions," including five recent films (*Crash*, *Babel*, *Syriana*, *Traffic*, and *21 Grams*) and three recent novels (*NW* by Zadie Smith, *Cloud Atlas* by David Mitchell, and *A Visit from the Goon Squad* by Jennifer Egan). We'll move back in time to explore one of the great novels of the Victorian period, *Bleak House*, aiming to see how Charles Dickens orchestrated dozens of human lives that crisscross each other in a single, dazzling plot. And we'll read Virginia Woolf's pocket masterpiece of 1925, *Mrs. Dalloway*, with its flash of sympathetic communion punctuating a long and lonely train of thought. This course is designed to introduce new Penn students to literary studies at the college level. The main goals will be: a) to hone your critical thinking skills and b) to refine the expression of your thought in both persuasive writing and informal discussion. Graded work will include three critical essays (1500 words each), one film review, and class participation.

**ENGL 016 304**

TR | 0130PM-0300PM |

**Fulfills:** Sector III: Arts & Letters

**The Fantastic Voyage From Homer to Science Fiction**

Scott Francis, Associate Professor of Romance Languages

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 at 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 see how voyage narratives as seemingly distant as Homer's *Odyssey* and Pierre Boulle's *Planet of the Apes* fit into a bigger tradition of speculative fiction. We will determine what the common stylistic elements of speculative fiction 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 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. Readings for this course, all of which are in English or English translation, range from classics like the *Odyssey* and *Gulliver's Travels* to predecessors of modern science fiction like Jules Verne and H. G. Wells to seminal works of modern science fiction like Pierre Boule's *Planet of the Apes*, Karel Čapek's *War with the Newts*, and Stanislaw Lem's *Solaris*. We will also look at how films like *Planet of the Apes* (1968) and *20,000 Leagues Under the Sea* (1954) or television shows like *Star Trek and Futurama*, draw upon literary or cinematic models for their own purposes. Students will also have the opportunity to examine and present on pieces from the Mark B. Adams Science Fiction Collection at Penn's Kislak Center for Special Collections, Rare Books, and Manuscripts, which comprises over 2,000 volumes of science fiction, speculative fiction, and fantasy. This course is meant not only for SF 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.

**FREN 200 401 | COML 200 401**

TR | 0130PM-0300PM |

**Fulfills:** Sector III: Arts & Letters

### **Research: From Curiosity to Knowledge**

Ann Kuttner, Associate Professor in History of Art., Alain Plante, Professor of Earth and Environmental Science

How does one act on curiosity about the physical and living world and the human cultures in it? This seminar will use case-study and brainstorming approaches to explore how people generate and define good questions, pitting curiosity against ignorance, and practice research to answer these questions in a wide range of disciplines, from the humanities and social sciences to natural sciences and engineering. We identify common components (e.g., evidence, method) and how they differ among a broad spectrum of phenomena and human behavior, and how might we observe and trace patterns in them to find new ideas and answers. We will also highlight field-specific approaches for translating evidence into knowledge. The seminar will be structured around readings, discussions, active learning activities and field trips to active research sites on campus (e.g., labs, archives and museums). Our goal is to enable students to participate in and appreciate how research is performed in a range of areas, as a stimulus to using the arts of observation and questioning for whatever might be their own objects of curiosity.

**FRSM 002 301**

R | 0100PM-0400PM |

### **Euro Zone Crisis - The EU in a Currency War For Survival?**

Susanne Shields, Lecturer in German Language and Culture

"Let me put it simply...there may be a contradiction between the interests of the financial world and the interests of the political world...We cannot keep constantly explaining to our voters and our citizens why the taxpayer should bear the cost of certain risks and not those people who have earned a lot of money from taking those risks." Angela Merkel, Chancellor of Germany, at the G20 Summit, November 2010. In January 1999, a single monetary system united Germany, a core nation, with 10 other European states. Amidst the optimism of the euro's first days, most observers forecast that Europe would progress toward an ever closer union. Indeed, in the ensuing decade, the European Union became the world's largest trading area, the euro area expanded to include 17 member states, and the Lisbon Treaty enhanced the efficiency and democratic legitimacy of the Union. In 2009, Greece's debt crisis exposed deep rifts within the European Union and developed into a euro zone crisis - arguably the most difficult test Europe has faced in the past 60 years. After two years of a more benign EURO debt situation, the risk of recession, EU sanctions against Russia, and a possible collision of a newly-elected Greek government with its creditors, the euro crisis returned with a vengeance in 2015. In addition, the pressure mounts for European leaders to find a solution to the refugee crisis which reached a peak in the fall of 2015. In 2016 the Brexit delivered the latest blow to the European Union, and the future of the European project without the UK looks bleak. The Economic and Monetary Union (EMU) is still fragile, and economic and political developments in 2017 could determine the future of the euro. Does the EU have what it takes to emerge from these crises? Will the European nations find a collective constructive solution that will lead to a fiscal union that

implies further integration?

**GRMN 027 301**

TR | 1030AM-1200PM |

**Fulfills:** Sector I: Society

**Why College?**

Jonathan Zimmerman, Professor of History of Education

This course will explore controversies and dilemmas surrounding American colleges, from their birth into the present. What is the purpose of “college”? How have these goals and objectives changed, across time and space? What should college do, and for whom? And how can colleges be reformed to meet their diverse purposes and constituencies? Topics of discussion will include affirmative action, “political correctness,” fraternities and sororities, sexual assault and safety, online education, and the recent trend towards “college for all.” For First Year Students only.

**HIST 104 301**

MW | 0330PM-0500PM |

**Fulfills:** Sector II: History & Tradition

**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. First Year Students only.

**HIST 106 301**

MW | 0330PM-0500PM |

**Fulfills:** Sector II: History & Tradition | Cross Cultural Analysis

**Dumplings, Bows, & Fermented Milk: The Silk Roads in 10 Objects**

Oscar Aguirre Mandujano, Assistant Professor of History

Trade routes have stretched across much of Eurasia since before the Common Era until the twentieth century. Nomadic empires seem to appear in the periphery of many civilizations, challenging and, one could say, enriching their borders. We first hear of them in Chinese chroniclers' tales of a powerful people in the wilderness. Greek historians, Byzantine writers, and Arab polymaths write about the empires of the steppes. Centuries later, the heirs of the heroes of these empires moved south and west, establishing empires and tribal confederations beyond the steppe, in Central Asia, Anatolia, and the Middle East. The food, culture, and objects of the nomadic empires connected many civilizations in Asia and Europe. This course introduces the student to the history of the silk roads by following its various histories of food, material culture, and trade. Through the study of ten objects, this course discusses questions of periphery, borders, and the divide between agrarian, pastoral, and nomadic societies. The student will learn to derive historical questions and hypotheses through the intensive study of material culture, literature, and historical writing tracing the long and diverse history of the bow, the saddle, dumplings, and fermented milk (among others) across Eurasia.

**HIST 106 302**

TR | 1030AM-1200PM |

**Fulfills:** Sector II: History & Tradition

**Addiction: Understanding How We Get Hooked and How We Recover**

James McKay, Professor of Psychology in Psychiatry

We will investigate the evolution of scientific theories and popular beliefs regarding the causes of addiction in the 20th and 21st centuries, and how they have shaped treatment approaches to these disorders. We will examine the crack cocaine epidemic of the 1980s and the current opioid epidemic, and consider sociocultural

and political factors that contributed to the onset of and reaction to these crises. Finally, we will discuss research into the neurobiological, psychological, familial, social, and political factors that initiate and sustain addiction, and the efficacy of various treatment approaches.

**HSOC 031 301**

WF | 0200PM-0330PM |

**Fulfills:** Sector IV: Humanities & Social Sciences

**Cane and Able: Disability in America**

Beth Linker, Associate Professor

Disability is a near universal experience, and yet it remains on the margins of most discussions concerning identity, politics, and popular culture. Using the latest works in historical scholarship, this seminar focuses on how disability has been experienced and defined in the past. We will explore various disabilities including those acquired at birth and those sustained by war, those visible to others and those that are invisible. For our purposes, disability will be treated as a cultural and historical phenomenon that has shaped American constructions of race, class, and gender, attitudes toward reproduction and immigration, ideals of technological progress, and notions of the natural and the normal.

**HSOC 041 401 | STSC 041 401**

MW | 0200PM-0330PM |

**Fulfills:** Sector II: History & Tradition

**Epidemics in History**

David Barnes, Associate Professor of History and Sociology of Science

The twenty-first century has seen a proliferation of new pandemic threats, including SARS, MERS, Ebola, Zika, and most recently the novel coronavirus called COVID-19. Our responses to these diseases are conditioned by historical experience. From the Black Death to cholera to AIDS, epidemics have wrought profound demographic, social, political, and cultural change all over the world. Through a detailed analysis of selected historical outbreaks, this seminar examines the ways in which different societies in different eras have responded in times of crisis. The class also analyzes present-day pandemic preparedness policy and responses to health threats ranging from influenza to bioterrorism.

**HSOC 048 401 | STSC 048 401**

TR | 0130PM-0300PM |

**Fulfills:** Sector II: History & Tradition

**Medical Missionaries and Partners**

Kent Bream, Associate Professor, 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**

W | 0200PM-0500PM |

**Fulfills:** Sector I: Society

**Power, Plays, Games of Thrones: Ludovico Ariosto & Poltcs-imagintn Ital Ren**

Frank Pellicone, House Dean of Harrison College House

In 1516 the Italian poet Ludovico Ariosto published the Orlando Furioso, one of the greatest literary achievements of all time. Through his epic poem, Ariosto weaves an intricate narrative, often comic, and sometimes tragic, epic of warriors, magical beasts, star-crossed lovers, weapons of mass destruction, religious

conflict, political intrigue, and feverish struggles for power. Ariosto's poem exerted dazzling influence over artists and authors of his time and subsequent generations, up to and including our own popular culture with popular entertainments such as the Star Wars franchise, the Harry Potter series, and HBO's Game of Thrones. Together we will read selections from Ariosto's great poem. We will also consider selections from other works of the Italian Renaissance such as Baldassare Castiglione's *The Courtier*, Matteo Maria Boiardo's *Orlando Innamorato*, and Giorgio Vasari's *Lives of the Artists*, to heighten our understanding of Ariosto's world and increase our appreciation of his poem. We will put specific emphasis on the relationship between Ariosto and one of his Florentine contemporaries: Niccolo Machiavelli. We will read plays, short stories and Machiavelli's political treatise *The Prince* alongside the *Orlando Furioso* to understand Machiavelli's disillusionment with Ariosto, and to understand, perhaps, why Ariosto went to great lengths to distance himself and his characters from Machiavelli. We will have the special opportunity to experience ways that various media have absorbed Ariosto's work through working with the celebrated Italian theatrical group the Teatro delle Albe, who will be visiting Penn and joining the class. We will also watch video of various stage productions, puppet-theater, film works, and visits from faculty to help celebrate the inventiveness of Ariosto's work. All works will be read in translation, no previous knowledge of Italian is expected, just bring a desire to read one of the most imaginative, expansive, and humorous works of all time and participate in a rare opportunity to engage with a world-renowned acting group.

**ITAL 100 401 | CIMS 014 401 | COML 107 401**

TR | 0300PM-0430PM |

**Fulfills:** Sector III: Arts & Letters | Cross Cultural Analysis

### **Proto- Indo- European Languages**

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 east through southern Russia. Speakers of Proto-Indo-European eventually populated Europe in the Bronze Age, and their societies formed the basis of the classical civilizations of Greece and Rome, as well as of the Celtic, Germanic and Slavic speaking peoples. What were the Proto-Indo-Europeans like? What did they believe about the world and their gods? How do we know? Reconstruction of the Proto-Indo-European language, one of the triumphs of comparative and historical linguistics in the 19th and 20th centuries, allows us a glimpse into the society of this prehistoric people. In this seminar students will, through comparison of modern and ancient languages, learn the basis of this reconstruction -- the comparative method of historical linguistics -- as well as explore the culture and society of the Proto-Indo-Europeans and their immediate descendants. In addition, we will examine the pseudo-scientific basis of the myth of Aryan supremacy, and study the contributions of archaeological findings in determining the "homeland" of the Indo-Europeans. No prior knowledge of any particular language is necessary. This seminar should be of interest to students considering a major in linguistics, anthropology and archaeology, ancient history or comparative religion. (Also fulfills Cross-Cultural Analysis.)

**LING 051 301**

MW | 0200PM-0330PM |

### **Lang & Social Identity: Language and Social Identity**

Nicole Holliday, Assistant Professor of Linguistics

Language is an important part of both human cognition as well as social organization. Our identities, our societies, and our cultures are all informed by and how we use language. Language interacts with the social, political and economic power structures in crucial ways. This course will focus on the ways in which language and the social facts of life are dependent upon each other. In this course, we will examine issues related to class, race, gender, culture and identity, as well as how language exists to both challenge and uphold systems of power.

**LING 058 301**

TR | 0130PM-0300PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.



### **Proving Things: Analysis**

Dennis DeTurck, Professor of Mathematics

This course focuses on the creative side of mathematics, with an emphasis on discovery, reasoning, proofs and effective communication, while at the same time studying real and complex numbers, sequences, series, continuity, differentiability and integrability. Small class sizes permit an informal, discussion-type atmosphere, and often the entire class works together on a given problem. Homework is intended to be thought-provoking, rather than skill-sharpening. Students must enroll in both the seminar (MATH 202.301, shown below) and one of the labs (MATH 202.101 or 102 ) immediately below.

MATH 202.101 (lab) |T| 0630PM-0830PM

MATH 202.102 (lab) |R| 0630PM-0830PM

### **MATH 202 301**

MWF | 1100AM-1200PM |

### **Arts and Well-being**

Carol Muller, Professor of Music

In this seminar we will discuss ideas about individual and collective well-being, we will read/view/listen as we learn about the work of the arts in supporting well-being both in our society, elsewhere in the world, and in your transition to the Penn campus and community. Weekly assignments will allow students to reflect using writing and other expressive forms. Students will also attend live performances/installations.

### **MUSC 016 301**

W | 0130PM-0430PM |

**Fulfills:** Sector III: Arts & Letters

### **Seeing Is Believing: the American Musical Bio-pic and Documentary**

Guthrie Ramsey, Professor of Music

This course surveys the American music bio-pic and documentary spanning subjects from the Jazz Era of the 1920s to the contemporary moment. The class will host a film festival and include visiting lectures by filmmakers.

### **MUSC 016 302**

TR | 0300PM-0430PM |

**Fulfills:** Sector III: Arts & Letters

### **Performers: Musicians and Dancers**

Mary Caldwell, Assistant Professor of Music

This course looks at the history of popular, vernacular, and art music in various time periods. Studying music from the ground up, we examine how performers have influenced music history. This introductory course examines the relationship of musicians and dancers from the Middle Ages up to the emergence of ballet. Engaging with musical scores, iconography, theoretical writings, and a range of other textual sources, we will consider the ways in which dance (and dancers) informed music (and musicians), and vice versa, over the course of several hundred years.

### **MUSC 016 303**

TR | 0300PM-0430PM |

**Fulfills:** Sector III: Arts & Letters

### **Music in Urban Spaces**

Molly McGlone, Associate Director and Assistant Dean for Academic Affairs

Music in Urban Spaces is a year-long experience that explores the ways in which individuals use music in their everyday lives and how music is used to construct larger social and economic networks that we call culture. We will read the work of musicologists, cultural theorists, urban geographers, sociologists and educators who work to define urban space and the role of music and sound in urban environments, including through music

education. While the readings make up our study of the sociology of urban space and the way we use music in everyday life to inform our conversations and the questions we ask, it is within the context of our personal experiences working with music programs in public neighborhood schools serving economically disadvantaged students, that we will begin to formulate our theories of the contested musical micro-cultures of West Philadelphia. This course is over two-semester where students register for .5 cus each term (for a total of 1 cu over the entire academic year). While the future of education for this coming year remains unknown, we will volunteer with music and schools in West Philadelphia virtually and in-person as we are able. The course typically concludes with a community concert and as social distancing allows we will ensure multiple points of community connection through shared music, video, presentations, and concerts.

**MUSC 018 401 | URBS 018 401**

T | 0800PM-0930PM |

**Fulfills:** Sector IV: Humanities & Social Sciences | Cultural Diversity in the U.S.

### **Mideast Thru Many Lenses**

Heather Sharkey, Professor, Near Eastern Languages and Civilizations

This first-year seminar introduces the contemporary Middle East by drawing upon cutting-edge studies written from a variety of disciplinary perspectives. These include history, political science, and anthropology, as well as studies of mass media, sexuality, religion, urban life, and the environment. We will spend the first few weeks of the semester surveying major trends in modern Middle Eastern history. We will spend subsequent weeks intensively discussing assigned readings along with documentary films that we will watch in class. The semester will leave students with both a foundation in Middle Eastern studies and a sense of current directions in the field.

**NELC 036 401 | CIMS 036 401**

T | 0130PM-0430PM |

**Fulfills:** Sector IV: Humanities & Social Sciences | Cross Cultural Analysis

### **Ancient Iraq**

Stephen Tinney, Associate Professor, Near Eastern Languages and 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 first hand.

**NELC 045 301**

R | 0130PM-0430PM |

**Fulfills:** Sector II: History & Tradition

### **Water in the Middle East Throughout History**

Emily Hammer, Assistant Professor, Near Eastern Languages and Civilizations

Water scarcity is one of most important problems facing much of the Middle East and North Africa today. These are arid regions, but human and natural systems have interacted to determine relative water scarcity and abundance at different times and places. This course examines the distribution of water resources throughout the Middle East and the archaeology and anthropology of water exploitation and management over the last 9000 years, looking at continuities and changes through time. Students will learn to make basic digital maps representing Middle Eastern hydro-geography and arguments about modern and historic water resources in the region. The class will cooperatively play an "irrigation management game" designed to familiarize personnel involved in the operation of irrigation schemes with the logistical and social issues involved in water management. We will engage with a variety of media, including academic readings, popular journalism, films, satellite imagery, and digital maps, in our quest to explore whether or not the past can inform present efforts to better manage modern water resources. The course is structured in units focused on each of the major hydro-environmental zones of the Middle East: the river valleys of Mesopotamia, Egypt, and the Levant, the internal basins of western Central Asia and the Levant, the deserts of Arabia and North Africa, highland zones in Yemen and Iran, and coastal marsh areas along the Persian Gulf. We will examine irrigation systems, water supply

systems, and ways of life surrounding water sources known from ethnographic studies, history, and archaeological excavations. These data will allow us to engage with debates in Middle Eastern anthropology, including those concerning the relationship between water and political power, the environment in which the world's earliest cities arose, and the relevance of "lessons of the past" for present and potential future water crises and "water wars." In our final weeks, we will discuss archaeology and historical anthropology's contribution to conceptions of water "sustainability" and examine attempts to revive traditional/ancient technologies and attitudes about water.

**NELC 111 401 | ANTH 110 401**

TR | 1030AM-1200PM |

**Fulfills:** Sector IV: Humanities & Social Sciences

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

A. T. (Charlie) Johnson, Professor of Physics

This course parallels and extends the content of PHYS 150, at a significantly higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Classical laws of motion: interaction between particles; conservation laws and symmetry principles; rigid body motion; non-inertial reference frames; oscillations. Prerequisite: Benjamin Franklin Seminar. Credit is awarded for only one of the following courses: PHYS 008, 101, 150, 170.

Students with AP or Transfer Credit for PHYS 91 or 93 who complete PHYS 170 will thereby surrender the AP or Transfer Credit.

Students must enroll in both the seminar (PHYS 170.301, shown below) and one of the labs (PHYS 170.102, 103, 104 immediately below).

PHYS 170.102 (lab) |T| 0300PM-0500PM

PHYS 170.103 (lab) |R| 0300 PM-0500PM

PHYS 170.104 (lab) |W| 0300PM-0500PM

### **PHYS 170 301**

TBA | TBA- |

**Fulfills:** Sector VI: Physical World

### **The Struggle For America's Soul: Evangelical Christians in Amer Politics**

Michele Margolis, Assistant Professor of Political Science

In 1992, Pat Buchanan famously said, "There is a religious war going on in this country. It is a cultural war, as critical to the kind of nation we shall be as was the Cold War itself, for this war is for the soul of America." Battles that make up this so-called war have been fought over gay marriage, abortion, Hobby Lobby, and political correctness, to name just a few, and white evangelical Christians have often been on the front lines of these cultural clashes. And the era of Trump has further ignited new religious debates, not about policy, but about evangelicals themselves. Trump critics question the moral fiber of a group who enthusiastically support a president whose personal behaviors and words often seem antithetical to Christian values, while Trump supporters cheer on a leader who fights for Christian values in the political arena. This seminar will start to unpack evangelicals' role in American politics by exploring who evangelicals are, what evangelicals believe, whether and how evangelicals apply their religious beliefs to politics, the rise (and fall) of the "Religious Right", and how politicians use religion to their electoral advantage. In doing so, this course will also encourage students to think about whether and how religion should be incorporated into politics and how students' own religious beliefs (or non-beliefs) influence their political outlooks.

### **PSCI 010 301**

M | 0200PM-0500PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.

### **Behind the Iron Curtain: Art & Culture in Eastern Europe**

Ksenia Nouril, Lecturer in Russian and Eastern European Studies

This first-year seminar provides an introduction to the histories, cultures, and societies of Central and Eastern Europe, including Poland, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Albania, and the successor states of Yugoslavia. Through a selection of articles and essays written by anthropologists and sociologists and based on their extended fieldwork in the region, students will explore both the ethnographic method and the experience of everyday life during and after the communist era. Topics will include: popular music under socialism, food and wine, environmental concerns, the status of Muslim minorities, socialist aesthetics, public memory and cultures of commemoration, privatization, advertising, women's rights, gender and sexuality, emergent nationalisms, and the rise of income inequality and homelessness. All readings and assignments in English.

**REES 026 401 | ANTH 026 401**

TR | 0130PM-0300PM |

**Fulfills:** Sector IV: Humanities & Social Sciences | Cross Cultural Analysis

### **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**

TR | 1200PM-0130PM |

**Fulfills:** Sector I: Society

### **Doing Research: Qualitative Methods and Research**

Lisa Mitchell, Associate Professor of South Asia Studies

This interdisciplinary course introduces students to qualitative research methods and frameworks in the social sciences and humanities. The goals of the semester will be for each student to develop their own research proposal for a specific project that they could imagine pursuing over the summer or later in their undergraduate career, and to develop a web-based exhibit of one Penn-based research collection of interest. Students will be introduced to a range of textual, archival and media collections and databases available at Penn, with particular attention to South Asia and other specific regions of interest to course participants. The class will visit the Penn Museum object collections and archives, the Art library, the Kislak Center for Rare Books and Manuscripts, Film Archives, and other special collections on campus, and meet with a representative from the Center for Undergraduate Research and Funding (CURF). Students will learn how to frame an effective research question, situate it in relation to existing research, select the most appropriate methods for addressing the question, and develop an effective research plan. Each week students will be introduced to a new set of frameworks for analysis, see specific examples of their application drawn from anthropological, historical, and related scholarship and have opportunities to practice applying and evaluating the strengths and weaknesses of specific methodological tools. Students will also have the opportunity to identify sources of funding for summer research projects and prepare applications for these opportunities as part of the course. The course is ideal as an introduction to both the excellent libraries and research collections housed at Penn, and to a wide range of intellectual frameworks for engaging with these collections - a great way to kick off your undergraduate experience at Penn! Prerequisite: Topic varies by semester, see subtitle and Professor.

**SAST 058 401 | ANTH 058 401**

TR | 1030AM-1200PM |

**Fulfills:** Sector I: Society | Cross Cultural Analysis

## **East Asian Societies**

Hyunjoon Park, Professor of Sociology

There are several stereotypes on East Asia: strong family ties, extreme emphasis on children's educational success, and population homogeneity are just a few examples of those stereotypes. In this first-year seminar, students are exposed to social science studies of East Asian societies that challenge those stereotypes. In particular, we discuss how sociological lens can help move beyond the stereotypes to identify 'real' challenges and issues that contemporary East Asian societies are facing. This course demystifies major stereotypes on East Asian societies by focusing on issues related to how young people in East Asia are coming of age nowadays.

### **SOCI 041 301**

M | 0200PM-0500PM |

**Fulfills:** Sector I: Society | Cross Cultural Analysis

## **The Future of Work**

Benjamin Shestakofsky, Assistant Professor of Sociology

This course draws on sociological and social scientific research and theorizing to conceptualize the complex and dynamic relationship between work and technology. Rather than viewing technology as an immutable force that sweeps across societies and leaves social change in its wake, we will examine how the design, implementation, and outcomes of technological change are imbricated in political, economic, and social forces. We will mostly, though not exclusively, focus on developments in and case studies of work and technology in the United States. We will begin by examining theoretical perspectives on the historical interplay between work and technology. Then, we will consider contemporary issues, building dialogues between our theoretical groundwork and empirical evidence to trace continuities and disjunctures. By the end of the course, you will be equipped to interrogate the role of technology in capitalism's past, understand its relation to our present age of digital disruption, and imagine the possibilities for our uncertain future.

### **SOCI 041 303**

M | 0200PM-0500PM |

**Fulfills:** Sector I: Society

## **Diversity, Technology and the Penn Experience**

Janice Curington, Assistant Dean for Multicultural Affairs and 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. 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. In addition to other assignments, small weekly response papers are due before each class meeting to encourage engaged discussions.

### **SOCI 041 304**

MW | 0200PM-0330PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.

## **Sociology of Race and Ethnicity**

Wendy Roth, Associate Professor of Sociology

This course will provide a foundation on the sociological perspectives of race and ethnicity in the United States. It will examine major themes such as racial and ethnic identity, assimilation of immigrants, race relations, mass incarceration, images in the media, discrimination, intersectionality, and economic and educational stratification.

## **SOCI 041 305**

MW | 0200PM-0330PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.

### **Medicine, Magic and Miracles**

Elly Truitt, Associate Professor of History and Sociology of Science

This course explores the nature of disease and the history of medical practice and healing in the medieval period, using methods from intellectual, cultural, and social history, as well as the life sciences, and incorporating material from Indonesia to England. The themes of this course include: 1) the diversity of healing practices and beliefs in this period; 2) specific rationalities of different methods of healing; 3) views of the human body and disease; 4) the wide array of practitioners that people turned to for medical care, including physicians, midwives, family members, herbalists, snake handlers, saints, and surgeons; 5) institutions of medicine, such as the hospital. Students will have their minds blown as they learn to question everything they thought they knew about how science and medicine work.

**STSC 028 401 | HSOC 028 401**

TR | 0300PM-0430PM |

**Fulfills:** Sector II: History & Tradition

### **Dark Comedy**

Marcia Ferguson, Senior Lecturer in Theatre Arts

This course will examine the "troublesome genre" of dark comedy by looking at the ways in which theatre and film use comic and tragic structures and traditions to explore concepts and stories seemingly at odds with those traditions. Although not always organized chronologically in time, we will examine the formal and structural characteristics of tragicomedy by tracing its development, from some of its earliest roots in Roman comedy, to its manifestation in contemporary films and plays. Aside from close readings of plays and analysis of films, we will read selected critical essays and theory to enhance our understanding of how dark comedies subvert categories and expectations. We will look at how dark comedies affect audiences and read sections of plays aloud in class. Issues to be considered include comparing the way the genre translates across theatre and film (adaptation) and examining the unique placement of the genre at the heart of contemporary American culture. Students will have the opportunity to experiment with creating tragicomic effect through performance in their presentations. The class is a seminar, with required participation in discussions. Other assignments include an 8-10 page paper and a presentation. We will read plays by authors as diverse as Plautus, Anton Chekhov, and Lynn Nottage, and filmmakers including Charlie Chaplin, Sofia Coppola, and Bong Joon-ho.

**THAR 273 401 | CIMS 274 401 | ENGL 014 401**

TR | 1030AM-1200PM |

**Fulfills:** Sector III: Arts & Letters

### **Homelessness & Urban Inequality**

Dennis Culhane, Professor of Social Work

This first-year 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.

**URBS 010 401 | AFRC 041 401 | SOCI 013 401**

F | 0200PM-0500PM |

**Fulfills:** Sector I: Society | Cultural Diversity in the U.S.