Freshman Seminars Spring 2002

Jewish Law & Ethics

Barry Eichler, Associate Professor of Asian and Middle Eastern Studies

An introduction to the literary and legal sources of Jewish law within a historical framework. Emphasis will be placed upon the development and dynamics of Jewish jurisprudence, and the relationship between Jewish law and social ethics. (Distribution II: History and Tradition)

AMES (465) 152.401 or JWST (353) 152.401 | Monday & Wednesday | 3:00 – 4:30

African Worlds

Sandra Barnes, Professor of Anthropology

This course concentrates on popular culture in sub-Saharan Africa. It examines the way people reflect on and represent various aspects and issues in their daily lives, in public media, and through a diverse range of performative and creative outlets. It explores the way cultural traditions are created, promulgated and perpetuated. It looks at the way popular culture deals with pleasure and pain; identity, difference and diversity; wealth and power; modernity and history; gender relations; suppression, resistance and violence; and local versus global processes. In short, popular culture will serve as a window through which to observe contemporary life. (Distribution I: Society)

ANTH (025) 018.401 or AFST (010) 018.401 | Monday | 2:00 – 5:00

Culture Clash

Paula Sabloff, Adjunct Associate Professor of Anthropology

This course will introduce students to anthropological approaches to social issues such as cultural survival, economic survival, socialization into capitalism and sometimes poverty, racism, marginality and gender relations. We will read social theory (e.g., Karl Marx, Adam Smith, Michel Foucault, Jean-Jacques Rousseau, Pierre Bourdieu) relevant to the assigned ethnographic accounts of communities in other parts of the USA and around the world (focus on the USA, Latin America and Asia) and will broaden our understanding of these communities and social issues through various media (film, museum collections, and archival and Web material).

As part of the Center for Community Partnerships, the class requires students to combine community service with original anthropological research (students will receive help in finding proper placement in an organization if they want help). Student research will be used to help determine whether or not (and how) the social issues that we read about are occurring in Philadelphia. (Distribution I: Society)
ANTH (025) 115.301 | Tuesday | 1:30 – 4:30

Native Peoples and the Environment

Clark Erickson, Associate Professor of Anthropology
The relationship between the activities of native peoples and the environment is a complex and contentious issue. One perspective argues that native peoples had little impact on the environments because of their low population densities, limited technology, and conservation ethic and worldview. At the other extreme, biodiversity, and nature itself, is considered the product of a long history of human activities. This seminar will examine the Myth of the Ecologically Noble Savage, the Myth of the Pristine Environment, the alliance between native peoples and Green Politics, and the contribution of native peoples to appropriate technology, sustainable development and conservation of biodiversity. (Distribution II: History and Tradition)
ANTH (025) 133.401 or LTAM (383) 133.401 | Tuesday & Thursday | 12:00 – 1:30

Art and Technology, 1830's-2000's: Theories and Practices from Photography and Early Film to Digital Images and the Internet

Ruth Iskin, Mellow Fellow in History of Art
New technologies of image making have radically changed our visual culture. What happens when new technologies are first introduced? Do artists experiment with them and make important contributions to new media practices? Do new technologies of reproduction threaten the domain of art? From the invention of photography and film in the late nineteenth century, to radio, television and the Internet in the 20th century, artists who have experimented with new technologies sometimes abandoned their original medium and at other times incorporated new technologies into their repertoire of image-making. For example, Nadar left illustration for photography, but Degas, who was known primarily for his paintings and pastels, continued to work in these media while also experimenting with photography; and Toulouse-Lautrec used color lithography to produce innovative posters. In the early twentieth century, Bertold Brecht had some advanced ideas about the potential of radio, and the painter Fernand Leger and photographers Moholy-Nagy, and Man Ray, experimented with film. In the late twentieth century and today artists are increasingly working with video and the Internet. At the same time new technologies of image-making have tended to spawn new industries and have fundamentally changed the culture of our time.
This seminar introduces interdisciplinary approaches to issues of art and technology. We will discuss these questions: What is the relationship between established practices of art and the emergence of new imaging technologies? How do new technologies emerge as new industries and as new art forms? How do issues about the relationship between art and new technologies inform the art making of modern and contemporary artists? How do the social practices of reception of a new medium, such as film in its early days for example, influence the art and technique of film making? And what, according to artists, theorists and cultural historians, is the relationship between humans and new technologies? The seminar includes readings by theorists,

artists and scholars which address the relationship between new technologies, art and culture. It also introduces students to examples of work produced with what at the time were new technologies, from photography and lithography to early film, and from video and computer-mediated digital image-making to the Internet. (Distribution III: Arts and Letters)
ARTH (033) 100.301 | Wednesday | 2:00 – 5:00

The Medieval City

Robert Maxwell, Professor of History of Art

The medieval city, with its colorful market squares, decorated churches and drab domestic spaces, was a magnificent hothouse of artistic and social activity. How were these cities constructed and organized and how did the lords, monks, artists, laborers and lepers all negotiate their social interaction through the built space? Which interpretive models will permit us today to enter into this space?
This course introduces students to major issues in the study of medieval urbanism and to related areas of medieval art. We will examine how specialists define cities, as well as how cities might be "un-defined" or deconstructed. We will look to historical and economic models, but our focus will be on the built environment-the architecture of churches, palaces, and fortifications-and on issues of planning and topography. Case studies will be drawn from well-known examples (Paris, London, Florence) and lesser-known examples (new towns, late antique settlements, Carolingian outposts). One of our challenges will be to assess the role of other types of art—e.g.: sculpture and the minor arts—in the "urbanization" of medieval society. Special topics will include pilgrimage and urbanization; utopian and imaginary cities; relics, rituals and urban processions; ancient and medieval urban theory; the politics of urban art; public order and disorder; the rhetoric of public and private space; and medieval visions of cities. (Distribution III: Arts and Letters)
ARTH (033) 100.302 | Monday | 3:00 – 6:00

The Big Bang and Beyond

Max Tegmark, Assistant Professor of Physics

This is an introductory course for freshmen who do not intend to major in a physical science or engineering. Theories of the origin, evolution and structure of the universe ranging from the ancient perspective to the contemporary hot big bang theory to the provocative inflationary model of the universe. Topics will include the solar system, galaxies and large-scale structures in the universe. Elementary algebra will be used. ASTR 007 and ASTR 001 cannot both be taken for credit. (Quantitative Data Analysis Requirement and General Requirement VI: Physical World)
ASTR (037) 007.301 | Tuesday & Thursday | 9:00 – 10:30

Structural Biology and Genomics Seminar

Ponzy Lu, Professor of Chemistry

This is a continuation of the fall semester seminar for an additional 0.5 course unit. Structural biology is the scientific method of describing, predicting and changing the properties of living organisms, including humans, based on complete genome structures and 3-dimensional structures of cellular components. It is a direct outgrowth of the intellectual and technical revolutions that occurred during the last decade. It has become a most powerful 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 chemical properties of proteins and nucleic acids. Changes in biological function, such as those that accompany 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 apparent consequence. This selectivity and tolerance provides opportunities for the biotechnology industry to alter biological functions in ways thought to guarantee profits.
We will also examine how research results in structural biology are presented in various audiences. The broad range of medical, social, and political problems associated with the advances will be considered. (General Requirement VI: Physical World)
CHEM (081) 022.301 | Tuesday & Thursday | 8:00 – 9:00

Molecules in Motion

Robin Hochstrasser, Professor of Chemistry

The course will discuss exciting recent research discoveries that are providing us with ways of visualizing chemical reactions and other structural changes. The course will provide some highlights of laser chemistry and other new technologies focused on structure determination and real time measurements of chemical change that are making an impact on our ability to visualize molecular processes and manipulate molecules. Applications will be both chemical and biological. The course is intended for those excited by scientific discovery who are also science majors with at least a high school AP course in chemistry, and ideally AP physics. There will be no specific textbook. Readings will be original comments and papers from the scientific literature. (General Requirement VI: Physical World)
CHEM (081) 024.301 | Tuesday & Thursday | 9:00 – 10:30

Homer and Troy

Keith DeVries, Professor of Classical Studies

The Iliad and the Odyssey have won great admiration from hearers and readers for close to three millennia. They have also provoked many questions about the poet or poets, the date of works, the nature of their composition and transmission, and the historical reality, if any, of the war and the society they evoke. In an attempt to answer some of these questions, we will undertake a literary and archaeological and historical study of Troy and Greece from the 13th century B.C., the earliest time conjectured for the Trojan War, down to the 7th century B.C., the latest possible date for composition. In addition to studying the two Homeric epics, we will do comparative reading in other early Greek literature and the Hebrew Bible. (Distribution III: Arts and Letters)
CLST (101) 112.301 | Tuesday & Thursday | 3:00 – 4:30

Ancient to Modern Prison Narrative

Rita Copeland, Professor of Classical Studies

How has the experience of being in prison changed from ancient to modern times? As in modernity, so in earlier periods there were many reasons for imprisonment: charges of treason, political or religious dissent, crime and war. How do prison narratives from various historical periods reflect differences in the way that people have experienced imprisonment? Did prisoners in the past personalize their suffering in the way that modern prisoners often do? How do prison writings establish an idea of community with other prisoners and with a public outside the prison? And how have prison writers managed to transform their individual experiences into the

broad social, political or historical statements? We will begin the course with writings by two well-known modern prison writers: Nelson Mandela (South Africa) and Leonard Peltier (USA). We'll then turn to writings from the past, including: Plato's account of Socrates' imprisonment, trial and execution; narratives and transcripts of Joan of Arc's imprisonment and trial; and Oscar Wilde's Ballad of Reading Gaol. We will end with further selections from modern prison writing, including fictional and real-life narratives. Over the semester we will also read some historical and theoretical studies of imprisonment, including Foucault's Discipline and Punish: the Birth of the Prison and some focused studies of ancient, medieval and early modern prison systems. Your work for the class, in addition to the readings, will be to write two medium-sized papers (6-7 pages) about works read for class, and prepare and present one report on a text of your choice that we are not reading for class. You will also be asked, from time to time, to do small research exercises on modern or historical topics related to our reading; these research assignments may involve work on the World Wide Web. (Distribution III: Arts and Letters)
CLST (101) 130.301 | Tuesday & Thursday | 10:30-12:00

The Ancients and Shakespeare on Justice and Happiness

Anne Hall, Lecturer in English

In this course, we will wrestle with questions fundamental to a liberal education—the nature of human happiness and its connection to justice. In sifting these questions, we will turn to the thought of the ancient Greek philosophers and of Shakespeare. With the various thinkers we take up, we will be considering the nature of the human soul, the connection between knowledge and virtuous action, the importance of friendship, and the importance to happiness of the individual's connection to his or her political community. We will read Plato's Gorgias, Phaedrus, and sections of The Republic; we will also read Aristotle's Nicomachean Ethics; and finally we will read Shakespeare's Tempest, Henry IV (Part I and Part II) and Hamlet. The focus in the writing assignments will be to formulate a thinker's argument as precisely as possible. (Distribution III: Arts and Letters)
ENGL (197) 016.301 | Monday, Wednesday & Friday | 10:00 – 11:00

The Idea of a University

Dan Traister, Adjunct Assistant Professor of English

Taking its title from Cardinal Newman's book about what a university ought to be, this class will look at his and other ideas about the ideal—or not so ideal—university. Occupants of the "real" world often distinguish it from the "academic" world, making their own real life experiences a basis for discounting or active contempt of those whose lives are merely academic. In turn, academics may scorn those who grub in the world and see their own as the only environment in which disinterested thought and research can take place. Whatever their status within the academy, faculty may feel marginalized by the larger society in which they live, anxious to be heard by it yet frustrated when they are not. Students may think (or have been told) that their student years are "the best years of their lives." Yet they may also wait eagerly for graduation when they finally get out of school to encounter reality. These and related constructions (academic vs. real life; the best years of our lives; how we envisage academics in society; how we envisage the idea of the university itself) are the subject of this course.
We will read a few "theoretical" texts that consider the idea of the university from a variety of perspectives. "Theoretical" works—in addition to Newman's—will be drawn from such works as Bill Readings' The University in Ruins, Stanley Aronowitzs' The Knowledge Factory, Alvin

B. Kernans' In Plato's Cave and Lawrence W. Levines' The Opening of the American Mind. We will also read several very different kinds of texts: novels, works perhaps unlike Newman's that, explicitly fictitious, consider the experience of the university from the points of view of students and faculty. Such "fictions" will be drawn from Owen Johnson's Stover at Yale, Willa Cather's The Professor's House, William Maxwell's The Folded Leaf, Randall Jarrell's Pictures from an Institution, Kingsley Amis' Lucky Jim, David Lodge's Changing Places, John Williams Stoner's Alice Kaplans' French Lessons, Mark Merlis' American Studies, Jane Smiley's Moo and Richard Russo's Straight Man.
This class will require a good deal of reading (although the titles mentioned above are intended to be indicative only—they are not a syllabus!). It will have neither a midterm nor a final. Students will write three short papers, and one longer final one. Those papers will ask students variously to respond to the readings or to think about the nature of "the university" on the basis not only of those readings but also of their own experience of the university in their second semester at one. (Distribution III: Arts and Letters)
ENGL (197) 016.302 | Tuesday & Thursday | 1:30 – 3:00

The Next Millennium: Would Technology Help Us Solve the Environmental Dilemma?

Krimo Bokreta, House Dean in Kings Court English House and Lecturer in Environmental Studies and Jorge Santiago-Aviles, Faculty Master in Kings Court English House and Professor of Electrical Engineering

Over the last century we have witnessed the dominance of man over nature. Technology, our understanding of our environment and our consumption habits have been the principal weapons used to achieve this conquest. Now, at the beginning of a new millennium, many questions and concerns about our actions and perceptions are being raised. Can today's technology and the new knowledge about our environment and human nature assure our survival? How can we use the next one hundred years to reconstruct and restore our future? These are the fundamental questions that the class will investigate. The course will rely on evidence, the use of hypothesis and theories, logic as well as the students' scientific inquiry and creativity. We will discuss systems, models and simulations, constancy, patterns of change, evolution and scale. (Distribution I: Society)
ENVS (201) 098.301 | Tuesday | 7:00 – 9:30

History of American Education

Anita Gelburd, Assistant to the Deputy Provost

This course covers the development of education in the United States from the European settlement of North America to the present. Topics include: elementary education during colonial times, especially relating to religious development; the roots of higher education; the Morrill Act and the flourishing of public colleges; the post-Civil War emphasis on research and the importation of the German university model; the Progressive Era, including the role of education in the assimilation of immigrant populations and the birth of the community college movement; the increasing role of Federal research funding after World War II; the effects of the Cold War on elementary and secondary education; the modern shift from education as a tool of democracy to education as a tool for economic development; and, access issues in the post-1960's era, including busing and affirmative action in college admissions. (Distribution II: History and

Tradition)
FRSM (233) 103.301 | Tuesday & Thursday | 10:30 – 12:00

Architecture Today

Witold Rybczynski, Professor of Urbanism

Why do buildings by different architects look so different? The Getty Museum in Los Angeles, for example, is quite different from the Bilbao Guggenheim; Rem Koolhas' proposed library in Seattle is world's apart from Tom Beeby's Harold T. Washington Library in Chicago. In addition to site, function, and construction, architecture is affected by style, and today there are many different stylistic approaches. Style is neglected in most discussions of architecture yet it is central to the design and appreciation of buildings. The seminar will examine the role that style plays in the work of prominent contemporary architects (e.g., Frank Gehry, Robert Venturi, Robert A.M. Stern, Norman Foster, Jean Nouvel) both in the United States and abroad. Selected readings will form the basis for written assignments that will include two 5-page papers and one 10-page term paper. (Distribution III: Arts and Letters)
FRSM (233) 110.301 | Monday & Wednesday | 3:00 – 4:30

Freshman Recitation: Oceanography

Andrea Grottoli, Assistant Professor of Earth and Environmental Science

A study of the two-thirds of the earth covered by water. Composition, structure, motions, and effects of ocean water. The ocean bottom, including seafloor spreading and continental drift. Marine biology and geology. Ocean resources. Web-based recitations use real-time data to solve contemporary quantitative problems.
Students must register for both the lecture and a recitation. The recitation listed below is restricted to freshmen. (General Requirement VI: Physical World)
GEOL (289) 130.001 (lec) | Tuesday & Thursday | 10:30 – 12:00
GEOL (289) 130.201 (rec) | Monday | 10:00 – 11:00

Historians and Modernity

Julia Rudolph, Mellon Fellow in History

How do historians divide up the past? Do accepted historical categories—"the Renaissance", "the Enlightenment", "the Progressive Era"—reflect real periods that have beginnings and ends? Should time, as some historians argue, be measured in a linear, progressive direction, or, as others have claimed, should time be charted in other directions—in cycles, in peaks and valleys, backwards as well as forward? This seminar will consider these and other associated questions about the relationship between present and past, causation and change, through the study of the development of historical writing. We will be particularly concerned with the construction of the notion of "modern times" in the work of historians and theorists such as Petrarch, Valla, Vico, Gibbon, Hegel, Marx and Weber. This course will fall under both the pre and post-1800 designation, and focuses on European history. (Distribution II: History and Tradition)
HIST (317) 101.301 | Monday | 2:00 – 5:00

Time and History in the Middle Ages: Jewish and Christian Perspectives

Nina Caputo, Mellon Fellow in History

The basic rhythms of nature—the continuous alternation between day and night, the passage of seasons—are markers of time that are arguably accessible and discernible to nearly everyone.

But the translation of these natural phenomena by individuals or groups into a system of signs renders human actions and experience meaningful: patterns emerge and repeat, discrete events fall into sequence in a meaningful story. This process of signification forms a crucial strand in the complex web of culture, of community. In this class, we will consider medieval Jewish and Christian conceptions of time and history, focusing on three central issues: the role of time-keeping practices—calendars, ritual cycles, counting the hours of the day, etc.—in fostering a common religious faith and identity across time and space; the development of distinct localized time-practices rooted in local culture and geography; interpretations of creation and cosmic history. Primary source readings will include St. Augustine, Gregory of Tours, monastic rules, Otto of Freising, Talmudic sources, Rashi, and Nahmanides. We will also do a broad survey of the secondary literature of time and medieval society. (Distribution II: History and Tradition)
HIST (317) 101.302 | Monday | 2:00 – 5:00

Industrial Time in Nineteenth-Century America

Rosanne Currarino, Mellon Fellow in History

The political economy of industrial capitalism created new divisions of time for Americans. Factory workers now "clocked in." Railroads demanded standardized time for efficient, and profitable, operation. Middle-class lives were divided into time away from or at home, a split with significant implications for gender roles and family life. Leisure, or time away from work, assumed increasing importance in the lives of working men and women. At the same time, Americans' representations of industrial time through prescriptive tracts, fiction and art created new understandings of temporal divisions of life, proper uses of work and leisure hours, and powerful protests to industrial capitalism. This course will address the meaning and significance of industrial time in the nineteenth century through intellectual and cultural history. Specifically, it will investigate the effects and creation of industrial time in relation to industrial labor, representations of work, conceptions of production and distribution, Taylorization, women's work and resistance to industrial time. (Distribution II: History and Tradition)
HIST (317) 104.301 | Monday | 2:00 – 5:00

Science and the Body

Susan Lindee, Professor of History and Sociology of Science

This course will explore how scientific interpretations of the body have reflected culture. Topics include biology of sex, 1700 to present, racialized bodies, craniometry, eugenics and the social meaning of DNA. (Distribution II: History and Tradition)
HSSC (321) 130.301 | Tuesday | 1:30 – 4:30

Knowledge and Social Structure

Henrika Kuklick, Professor of History and Sociology of Science

How does knowledge gain cultural authority? This course is designed to consider that question, with special attention to the status of scientific knowledge and the role of scientists in modern Western society. We will assess these issues through readings in science studies, as well as through the analysis of episodes such as the recent debates surrounding the teaching of evolutionary science. (General Requirement VII: Science Studies)
HSSC (321) 270.001 | Tuesday & Thursday | 12:00 – 1:30

Literature into Film

Joseph Luzzi, Visiting Assistant Professor of Italian

In this course, we will explore the formal and thematic issues inherent in the process of adapting literary sources for cinema. We will examine the transition from "text" to "image" by analyzing how directors translate literary language, metaphor and allusions into the medium of film. We will also study the cultural, political and social forces that motivated directors in their literary and cinematic interpretations. Among the texts/films we will consider are King Lear (Shakespeare and Brook/Godard/Kurosawa), Death in Venice (Thomas Mann and Luchino Visconti), The Dead (James Joyce and John Huston), Lolita (Vladimir Nabokov and Stanley Kubrick), and Sense and Sensibility (Jane Austen and Ang Lee). We will also discuss the recent proliferation in Hollywood of literary "period" pieces based on the works of Edith Wharton, Henry James and E. M. Forester. A peripheral goal of the course will be to consider why certain national cinemas (for example, Italy) have been able to produce such a high number of influential adaptations. (Distribution III: Arts and Letters)

ITAL (349) 280.401 or FILM (215) 249.401 | Monday, Wednesday & Friday | 12:00 – 1:00

Information and Reasoning

Robin Clark, Associate Professor of Linguistics

Everyone knows that language can be used to transmit information about the world. It's harder, though, to say exactly how this works. In this class, we'll consider natural language semantics from the viewpoint of an information agent, an algorithmic entity designed to extract information about the world from linguistic texts, dialogues in particular. We will consider how meanings for texts can be built up systematically. The course will gradually develop a dynamic view of linguistic meanings. The course does not presuppose a knowledge of mathematics, although we will introduce some mathematical concepts useful to linguistic semantics and to an algorithmic approach to meanings as they become necessary. (Sector IV: Formal Reasoning and Analysis.)

LING (381) 052.301 | Monday & Wednesday | 3:00 – 4:30

Language and Cognition

David Embick, Assistant Professor of Linguistics

Humans have the ability to create and understand an infinite number of sentences which they have never heard before. This ability is unique among all the species of the world, although the exact ways in which human language differs from animal communication systems is a matter of ongoing discussion. Correlated with this ability is the fact that children seem to automatically acquire the language spoken in the community they are born into. This ability has led to the hypothesis that parts of the human brain are specifically designed for language, and to the investigation of linguistic ability in a number of related disciplines, such as linguistics, psychology, cognitive neuroscience and computer science.

The course examines several topics in the study of language and its relation to cognition. Because of its apparently species-specific nature, language is central to the study of the human mind. We will pursue an interdisciplinary approach to such questions in this course, moving from the structures of language as revealed by linguistic theory to connections with a number of related fields that are broadly referred to as the 'cognitive sciences.' A number of specific topics will be addressed from these related fields. The structures of language and its role in human cognition will be set against the background of animal communication systems. We will examine the question of how children acquire extremely complex linguistic systems without explicit

instruction, drawing on psychological work on the language abilities of children. Additional attention will be focused on the question of how language is represented and computed in the brain, and, correspondingly, how this is studied with brain-imaging techniques. (This course has been submitted to the General Requirement Committee for review and possible inclusion in Sector V: Living World.)
LING (381) 058.301 | Tuesday & Thursday | 3:00 – 4:30

Freshman Seminars in Mathematics

Freshman seminars in the math department at Penn aim to give the student an early exposure to the creative side of mathematics, with an emphasis on discovery, reasoning, proof and effective communication. 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.
Each seminar meets for one-and-a-half hours per week, and an entire year counts for one course unit. Students may register for one or both semesters. It is recommended that math majors take 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. This course does not satisfy the General Requirement; however, virtually all students who take it will also take calculus, which does satisfy the Formal Reasoning and Analysis Requirement.

Introduction to Mathematical Analysis (has a calculus flavor)
Herman Gluck, Professor of Mathematics
MATH (409) 201.301 | Tuesday | 12:00 – 1:30
MATH (409) 201.302 | Thursday | 12:00 – 1:30

Introduction to Modern Algebra (has a more algebraic flavor)
Peter Freyd, Professor of Mathematics
MATH (409) 205.301 | Tuesday | 1:30 – 3:00
MATH (409) 205.302 | Thursday | 1:30 – 3:00

Introduction to Philosophy
Curtis Bowman, Lecturer in Philosophy
In this course we will investigate the topic of philosophical anthropology, i.e., the philosophical study of what it is to be human, as a means of introducing students to philosophy in general. We will do this by looking at several traditional themes: ethics, freedom and death. Since these issues concern everyone, we can begin to develop a philosophical view of what it is to be human by studying them in some detail. (General Requirement II: History and Tradition)
PHIL (493) 001.301 | Monday & Wednesday | 3:00 – 4:30

Introduction to Philosophy
Thomas Meyer, Lecturer in Philosophy

An introduction to such topics as our knowledge of the material world, the relation of mind and body, the existence of God, the nature of morality. (General Requirement II: History and Tradition)
PHIL (493) 001.302 | Tuesday & Thursday | 3:00 – 4:30

Introduction to Philosophy

Lucas Thorpe, Lecturer in Philosophy
An introductory survey of some central philosophical issues, including: Is there a God? What is the relationship between the mind and the body? Are free will and determinism incompatible? Readings will be taken from both contemporary and historical sources. (General Requirement II: History and Tradition)
PHIL (493) 001.303 | Tuesday & Thursday | 10:30 – 12:00

Honors Physics II: Electromagnetism and Radiation

Alan Johnson, Assistant Professor of Physics
This course parallels and extends the content of Physics 151 at a somewhat higher mathematical level. It is the second semester of a small-section two-semester sequence for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Topics will include electric and magnetic fields; CoulombÕs, AmpereÕs and FaradayÕs laws; MaxwellÕs equation; emission, propagation and absorption of electromagnetic radiation; and geometrical and physical optics. Prerequisite: Successful completion of Physics 170 or permission of the instructor. Students must register for the lecture and the lab. Non-honors students need permission. Prerequisites are MATH 240 and PHYS 150 or PHYS 170, or permission of instructor. (General Requirement VI: Physical World)
PHYS (497) 171.301 (lec) | Monday, Wednesday & Friday | 10:00 Đ 11:00 Monday | 2:00 Đ 3:00
PHYS (497) 171.302 (lab) | Wednesday | 1:00 Đ 3:00

Issues in American Democracy

Henry Teune, Professor of Political Science
A discussion of persisting and new issues in American democratic theory and practice. The topics covered will include not only freedom vs. equalty, society vs. government, and local vs. national government but also recent events shaped by global change. They are the decline in citizenship/voting, global constraints on democratic choice and global democratic pressures to change U.S. policies on criminal punishment, education and the environment. Special consideration will be given to the idea of ÒAmerican exceptionalism.Ó Readings will be both classical and contemporary. (Distribution I: Society)
PSCI (505) 009.301 | Wednesday | 2:00 Đ 5:00

The Politics of Food

Mary Summers, Senior Lecturer in Political Science
From the world to your mouth and back again.... The politics of labor, trade, energy, the environment, advertising, agriculture, health, work, gender roles and family life all play a role in what we eat. This seminar will use a variety of readings and research projects to analyze the connections and conflicts shaping food production and consumptionÑand their consequencesÑin

West Philadelphia and around the world. (Distribution I: Society)
PSCI (505) 009.302 | Monday | 2:00 Ð 5:00

Religion and Violence

Stephen Dunning, Professor of Religious Studies

September 11, 2001, is a date that few Americans now alive will ever forget. Images of the World Trade Center exploding in flames and then collapsing in a cloud of death and debris haunt us, and the vulnerability demonstrated by the simultaneous attack on the Pentagon fills us with anxiety. According to the U.S. government investigators, the people responsible for these acts of terrorism were Islamic extremists, men who believed that their violent deeds would please God and win them a place in heaven. Likewise, Timothy McVeigh and abortion clinic bombers invoke Christianity to justify their terrorism, Jewish terrorists successfully plotted the assassination of Prime Minister Rabin, and violent acts have been performed in recent years by Hindus, Sikhs, and Buddhists. This seminar will address three questions: When can an act of violence be called Òreligious?Ó Are religions inherently violent and, if so, how? And how do different religions deal with human violence? (Distribution I: Society)
RELS (541) 108.301 | Tuesday & Thursday | 1:30 Ð 3:00

Diversity in Higher Education

Jerry Jacobs, Professor of Sociology

This course will explore the changing nature of higher education in our emerging post-industrial society. We will pay special attention to contemporary controversies regarding issues of social diversity in higher education, including gender, race, ethnicity and social class. We will consider these issues in historical and comparative context. We will discuss current research in progress that examines whether the student population in colleges and universities is becoming more or less diverse. We will examine issues that pertain to adult students who return to school as well as those who enroll in their late teens and early twenties. (Distribution I: Society)
SOCI (589) 041.301 | Tuesday & Thursday | 10:30 Ð 12:00

Indians Overseas: A Global View

Surendra Gambhir, Senior Lecturer in South Asia Regional Studies

This course is about the history of Indian immigration into different parts of the world. The course will consist of readings, discussions, observations, data collection and analysis. The topics will include cultural preservation and cultural change through generations, especially in North America, the Caribbean, the United Kingdom and the African continent. The course will encourage organized thinking, observations and analysis of components of culture that immigrant communities are able to preserve in the long run and cultural components that undergo change or get reinterpreted. In this context, we will look at entities such as religion, food, language and family. The course will include immigrantsÕ success stories, their contributions, their relationship with other groups in the new society and the nature and extent of their links with India. The course will also address conflict with other sections of the host society, including discrimination against and victimization of immigrants. Other issues will include new social and cultural concerns of immigrants and the rise of new community organizations such as temples and cultural organizations to address those issues. The course will benefit from the study of other immigrant communities around the world. This broader literature would allow students to see what is common across different immigrant groups and what might

be specific to the East Indian communities. This course aims at involving students in discussions, enlightening them about different components of culture and drawing some general conclusions. (Distribution II: History and Tradition)
SARS (593) 012.301 | Monday & Wednesday | 3:00 Ð 4:30

Crime & Punishment

Eric Schneider, Adjunct Associate Professor of History

How have definitions of crime and forms of punishment changed over time? What have been the uses and legacy of extra-legal violence? How have the forms of crime and punishment reflected the structure of American society? Using both historical and contemporary texts, this seminar will explore these and other questions and in the process analyze the development of juvenile justice, the organization of corrections, the application of the death penalty and the rise of the drug economy. (Distribution II: History and Tradition)
URBS (657) 110.301 | Tuesday & Thursday | 3:00 Ð 4:30