

Freshman Seminars

SPRING 2012

Sector I - Society

Desire and Demand

Marilynne Diggs-Thompson, House Dean, Riepe College House

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

ANTH 086 301

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

Race, Crime & Punishment

Marie Gottschalk, Professor of Political Science

Why are African Americans and some other minority groups disproportionately incarcerated and subjected to penal sanctions? What are the political, social, and economic consequences for individuals, communities, and the wider society of mass incarceration in the United States? What types of reforms of the criminal justice system are desirable and possible?

This freshman seminar analyzes the connection between race, crime, punishment, and politics in the United States. The primary focus is on the role of race in explaining why the country's prison population has exploded since the early 1970s and why the United States today has the highest incarceration rate in the world.

The class will take field trips to a maximum-security jail in Philadelphia and to a state prison in the Philadelphia suburbs.

Cultural Diversity in the U.S.

PSCI 010 401 AFRC 010 401

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

Poverty & Social Exclusion

Kristen Harknett, *Assistant Professor of Sociology*

In this seminar, we will focus on inequality in the distribution of resources in the U.S. population. We start by examining economic deprivation, addressing questions such as: How is poverty measured in the U.S. and elsewhere? What causes poverty? What are the set of anti-poverty policy approaches that have been tried, and how effective have they been? We then focus on four domains related to economic deprivation: (1) health inequalities, (2) low-wage labor markets, (3) inequalities in educational systems and outcomes, and (4) poverty and family structure. To encourage active engagement with course material, students will be required to complete short weekly papers related to the assigned readings. Students will also be required to write a policy paper related to course topics by the end of the semester.

Cultural Diversity in the U.S.

SOCI 041 301

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

Sector II - History & Tradition

Filial Piety in Chinese Culture

Dr. Jinping Wang, *Andrew W. Mellon Post-Doctoral Fellow in East Asian Languages and Civilizations*

"Among the various forms of virtuous conduct, filial piety comes first," declares a well-known Chinese proverb. The concern with filial piety pervades all aspects of Chinese culture, both past and present. This concept defines the ideal relationship between parent and child, demanding the subordination of the child to the parents in return for all the grace and favors the parents bestow on a child in raising it. Many practices that people have described as filial deeds in daily life are ultimately the outcome of the interaction among different traditions, particularly Confucianism, Daoism, and Buddhism. This course examines how different traditions defined a good Chinese son and daughter, and how the changing list of filial deeds shaped the expectations and behavior of Chinese parents and children from the past to the present.

This course consists of three major parts. The first part focuses on examining scriptural guidelines for a good child as prescribed in Confucian writings, particularly in the *Analects* and the *Classic of Filial Piety*. Second, we will examine how Buddhism challenged the Confucian tradition of filial piety, and why the Buddhist monastic rule of celibacy found an audience in Chinese society, where people had firmly believed that having no heir was the worst of all unfilial deeds. We will also discuss how Buddhist discourses on mother-son relations reveal sexual tensions in the patriarchal family, motifs that are often obscure in Confucian writings. Finally, we will discuss what the tradition of filial piety has meant to parents and children in modern China. Since 1979, the one-child policy and increasing out-migration of young generations have profoundly challenged the tradition of filial piety.

Cross-Cultural Analysis

EALC 021 301

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

Culture and Conflict in Japan

David Spafford, *Assistant Professor of Pre-Modern Japanese History*

How do we study a pre-modern, non-European society? This course is designed to introduce students to the challenges and rewards of conducting historical research in contexts far removed from our own, where sources can be

endlessly fascinating but can also seem forbidding at first. We shall focus in particular on Japan's "Long Sixteenth Century" (circa 1467-1615), a time of great military turmoil but also of extraordinary social ferment and cultural innovation. In order to consider the many facets of the period, the seminar will be strongly interdisciplinary, and will alternate between discussion of important historiographical and methodological concerns, as revealed in the work of modern scholars, and hands-on analysis and interpretation of a wide range of primary sources, both published and unpublished, such as letters, laws, memoirs, chronicles, war tales etc. (All primary sources will be read in translation; all written assignments will be based on material discussed in class).

Cross-Cultural Analysis

EALC 073 401 HIST 105 401

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

Sector III - Arts & Letters

Art History in the Present: Carolee Schneemann and her Circle

Aaron Levy, *Lecturer in History of Art and Director of the Slought Gallery*

Ever wonder about what contemporary artists are reading, writing, and debating, and how those practices influence and inform their work? What about how one writes and conducts scholarship about artists in the present?

This Spiegel Freshman Seminar will explore the life and work of pioneering artist Carolee Schneemann (b. 1939) and her circle of friends and colleagues. Carolee Schneemann is an artist who, for the past forty years, has been at the forefront of performance, installation, conceptual, and video art, and her work in the 1960s prefigured in many ways the feminist movement and the field of women's studies.

The seminar will itself be structured around the artist's own epistolary accounting of her life history ("*Correspondence Course*," Duke University Press, 2010), in order to examine the question of how to write about contemporary art history in the present. Each week, we will engage her own work, as well as her writings on and reminiscences with diverse artists such as Julian Beck, Ana Mendieta, Hannah Wilke, Charlotte Moorman, Yvonne Rainer, Anthony McCall, Joseph Cornell, Stan Brackhage, Allan Kaprow, and other contemporaries. We will also read the work of art historians and critics of this time with whom she has corresponded, such as Kristine Stiles, Amelia Jones, Bonnie Marranca, Pierre Restany, Roselee Goldberg, Thomas McEvilley, and Arturo Schwartz. In so doing, we will learn why Lucy Lippard has referred to her life and work as a "mythological revolution," one that has radically transformed the conditions of artistic practice by directly engaging the public in the production of the work.

As part of the course, students will visit the artist in her studio in upstate New York, where they will participate in a dialogue with the artist which will be filmed. The course will also coincide with a two-part exhibition about the artist's work at Slought Foundation and at the Mutter Museum at the College of Physicians.

ARTH 100 301

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

Poetry of Vergil

Joseph Farrell, *Professor of Classical Studies*

This seminar will explore the poetry of Publius Vergilius Maro, better known as Vergil (or Virgil), whom many regard as the greatest of all Roman poets and is comparable in importance to poets such as Homer, Dante, and Milton. We will read all of Vergil's works in translation along with a selection of the most important commentary on those works from antiquity to the present day. In addition, we will study the impact of Vergil's poetry on other poets (and vice versa).

Cross-Cultural Analysis

CLST 030 301

Wednesday | 1:00 p.m. to 4:00 p.m.

The Individual and Society

Andrea Goulet, Associate Professor of Romance Languages

This basic course in literature acquaints students with major French literary trends through the study of representative works from each period. Students learn to situate and analyze literary texts. They are expected to take an active part in class discussion in French. French 222 has as its theme the Individual and Society.

Cross-Cultural Analysis

FREN 222 403 COLL 221 403

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

Blood, Sweat & Pasta: Italian-American Representation in American Popular Culture

Frank Pellicone, House Dean, Harrison College House

American popular culture frequently serves up the public often unflattering representations of Italian-Americans to an audience often hungering for something more substantial. In this course we will explore various social conditions, aesthetic trends, and political motivations behind the proliferation of ruthless gangsters, lovable buffoons, and claustrophobic families comprising the pantheon of Italian-Americans images pervading our shared consciousness. To understand the rise of these popular stereotypes, and, perhaps, to dismantle them we will read novels by authors such as Cesare Pavese (*The Moon and the Bonfire*), Mario Puzo (*The Fortunate Pilgrim*), Pietro di Dinato (*Christ in Concrete*), Helen Barolini (*Umbertina*), Jerre Mangione (*Mount Allegro*), and playwrights Tennessee Williams (*The Rose Tattoo*), Arthur Miller (*A View From the Bridge*) and Albert Innaurato (*Gemini*). We will also read critical essays and selections from authors such as Camille Paglia, Gay Talese, Fred Gardaphe, Mary Ann De Marco, and Don DeLillo. Along with literary analysis, we will discuss representation of Italian-Americans in American cinema such as *The Godfather*, *Saturday Night Fever*, *Rocky*, *Moonstruck*, *True Romance*, *My Cousin Vinny*, and *Marty*, and episodes of television shows such as *The Golden Girls*, *The Sopranos*, and *Everybody Loves Raymond* and *Jersey Shore*.

ITAL 288 402 CIMS 240 402

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

Sector IV - Humanities & Social Sciences

The Speaking Body and the Marks of the Mind in Modern Western Culture

Sharrona Pearl, Assistant Professor of Communication

How does the body speak even in the absence of words? In what ways do thoughts, feelings, messages, and experiences mark the body, revealing the invisible internal and making it visible to the understanding eye? Have notions of bodily communication changed over time? How were prevailing ideas about the languages of the body marked by wider philosophical, artistic, literary, scientific, and medical trends?

In this course, we will explore the speaking body from the eighteenth century through the early twentieth. Starting with the doctrine of maternal impressions, we will look at the ways in which the body became marked, and how these markings were expressed and understood. We will then explore physiognomy, phrenology, hysteria, and shell shock, ending the semester with a provocative discussion of psychosomatic medicine, and the modern manifestations of phrenology and physiognomy.

Drawing on a variety of material and types of evidence, we will explore literary and historical documents, as well as works of art and visual culture. The assignments will be equally wide-ranging, including response papers, a primary source analysis, presentations, internet searches, visual analysis, and diary entries. The course will culminate in a written paper which will be produced in stages with careful and detailed guidance. In preparation for these assignments, we will dive in to the depths of Van Pelt to explore its treasures, and we will meet with a resource librarian to prepare ourselves to take full advantage of the resources on offer. We will also take at least one field trip to the Mutter Museum to examine their holdings and exhibits.

We will emerge from this seminar with a greater understanding of the speaking body, as well as with a variety of methodological scholarly tools for conducting interdisciplinary research. This course will be highly demanding, requiring all participants to engage fully with the material and to challenge themselves to think creatively and rigorously about the themes of the course. Students will receive a great deal of assistance in writing and research, and will also work closely with one another to share the unique skills and talents that each brings to the course material.

COMM 108 301

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

Copyright and Culture

Peter Decherney, Associate Professor of English and Cinema Studies

In this course, we will look at the history of copyright law and explore the ways that copyright has both responded to new media and driven art and entertainment. How, for example, is a new medium (photography, film, the Internet, etc.) defined in relation to existing media? What constitutes originality in collage painting, hip hop music, or computer software? What are the limits of fair use? And how have artists, engineers and creative industries responded to various changes in copyright law? A major focus of the course will be the lessons of history for the current copyright debates over such issues as file sharing, on-line video, and remix culture.

ENGL 015 401 CIMS 015 401 COML 016 401

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

Dreams in Jewish Culture and Tradition

Yechiel Schur, Director for Public Programs, Katz Center for Advanced Judaic Studies

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

Cross-Cultural Analysis

HIST 101 401 JWST 103 401 RELS 026 401

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

Music and Social Change in Cross-Cultural Perspective

Farzaneh Hemmasi, Andrew W. Mellon Postdoctoral Fellow in the Humanities, Penn Humanities Forum and Music

Why is music so important to social movements around the world? How have governments used music to build national solidarity? Why have so many states censored certain musical genres while promoting others? This course provides an introduction to the interdisciplinary study of music and culture focused on music's role in social change. We explore answers to these questions through historical and ethnographic literatures on the diverse settings in which music and politics intersect. Our readings begin with sources from ancient Greece, China, and the Middle East regarding classical perspectives on music's unique effects on listeners and the world at large. The course then examines music and politics in specific contexts, including American spirituals during slavery and emancipation,

communist revolution and the institutionalization of musical ideology in China, and Islamic political movements in Afghanistan and Iran in which music has been branded morally problematic. We learn of the many ways music (or its absence) becomes a resource for modeling the kind of social and political transformations actors hope to create in their communities or nations. We also observe governments' and citizens' musical appropriations and re-appropriations and trace the ways groups often claim and adapt a single musical genre to differing ends. Throughout the course, we listen to and discuss numerous musical examples and gain familiarity with the musical genres we study.

Class sessions will be devoted to discussing readings from a wide range of fields, including ethnomusicology, anthropology, history, and sociology, and listening to and viewing audio-visual materials. Through close listening in - and outside of the classroom, students learn to identify salient musical features and become comfortable discussing and writing about musical sound. Regular listening, ungraded reading and listening response papers, and a final writing project on a topic of the student's choosing relating to music and social change are the main assignments of the course. No prior musical experience is necessary.

Cross-Cultural Analysis

MUSC 018 301

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

Music in Urban Spaces: An Investigation into Micro-cultures in West Philadelphia

Molly McGlone, Assistant Dean for Advising

Music in Urban Spaces 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 musicologists, cultural theorists, urban geographers, and sociologists who work to define urban space and the role of music and sound in urban environments. While the readings we do will inform our conversations and the questions we ask, it is within the context of our personal experiences working with a group of students at Parkway West High School, an inner city school serving economically disadvantaged students, that we will begin to formulate our theories of the contested musical micro-cultures of West Philadelphia. We will first consider what the listening and performing culture was when we were growing up and how, if at all, this music reflected the local definition of our environment as urban, suburban, or rural. Students will create a short video introducing the music that represents the cultures in which they participate. After further reading to help us define the musical genres, styles, and aesthetics of recent urban musics, we will first teach the High School students how to create videos introducing music that represents the cultures in which they participate. We will ask, for example, how does the music the high school students present reflect, reject, or reinforce stereotypes about race, ethnicity, gender, or class? In what ways does the participation or consumption of music allow for social or economic mobility in urban spaces?

Using technology to collaborate across campuses and create final projects, short videos of music in urban spaces are developed both as a tool for teaching technological and musical literacies at the same time as creating an experiential data set of the role that music plays in the formation of West Philadelphia micro-cultures. University of Pennsylvania students will get to know the Parkway West students during class time and also outside of class through a social network called Ning where ideas can be shared outside the classroom. Music and video creation are effective tools in the high school classroom to challenge students to be creative, and develop more complex or nuanced narratives. Penn students will learn the music and video programs to teach West Philadelphia students and along the way develop their own theories of urban spaces defined by the negotiations of music and identity.

Music in Urban Spaces explores the ways in which individuals use music in their everyday lives and music is used to construct larger social and economic networks that we call culture. The efforts between the University of Pennsylvania and Parkway West High School use new technologies to build student competencies in 21st century music as markers of cultural identification. The videos created by our students at the University and High School levels provide evidence of the interconnected use of music in articulating the values, priorities, and essence of communities.

NOTE: On Fridays the class will often meet at Parkway West High School for an additional hour, and so the full Friday session is scheduled from 12:00 to 2:00 p.m.

Cultural Diversity in the U.S.

MUSC 018 401 URBS 018 401

Monday, Wednesday, and Friday | 12:00 p.m. to 1:00 p.m.

Sector V - Living World

Forensic Neuroscience and Brain Imaging

Daniel Langleben, *Associate Professor of Psychiatry*

Legal systems have attempted to evaluate and measure human behavior long before psychology, psychiatry and neuroscience were scientific disciplines. Current legal systems rely on behavioral science in both criminal and civil litigation. For example, intent is a prerequisite of criminal responsibility, motive is used to identify likely suspects, and mental illness or cognitive ability can be a defense to crime or a mitigating factor in a death penalty determination as well as a reason to deny a parent custody of a child. In the last decade, there has been substantial progress in behavioral neuroscience; a development not lost on the court system. Brain imaging techniques--such as functional and structural Magnetic Resonance Imaging and Positron Emission Tomography--have become part of all phases of legal proceedings and have forced courts to reconsider the use of behavioral science and the role of juries in courtroom decision-making.

The goal of this course is to enable students to understand the present and the potential future role of behavioral neuroscience evidence in the justice system. The introductory part of the course will provide students with a very basic introduction to the judicial system and courtroom evidence and to the behavioral neuroscience constructs and techniques that are critical to law, such as motivation, violence, empathy, deception and morality. Students will then be asked to critically evaluate the use of brain imaging and other quantitative neuroscience techniques as evidence in representative legal cases. For each case studied, small teams of students will be assigned to serve as neuroscience advisors on each side of the case and will argue the strengths and weaknesses of the neuroscience evidence at issue. Students will be asked to prepare written arguments outlining the neuroscience evidence, present their arguments in class, and defend them against the opposing team. Case presentations will be followed by class and instructor comments. Performance evaluation will be based on students' oral case presentation (40%) and the written term paper (60%) developed from their case presentation. Through this course, students will learn the basic concepts in behavioral neuroscience, medical imaging and scientific legal evidence, and will develop the ability to critically evaluate neuroscience data in forensic and legal settings. This course is open to all undergraduate students and will be of particular interest to students with interest in law, neuroscience, criminology and psychology. Background in science or biology is helpful but is not required.

BIBB 050 301

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

Sector VI - Physical World

First Recitation for Oceanography: Oceans and Climate

Benjamin Horton, *Associate Professor of Earth and Environmental Science*

The oceans cover over 2/3 of the Earth's surface. This course introduces basic oceanographic concepts such as plate

tectonics, marine sediments, physical and chemical properties of seawater, ocean circulation, air-sea interactions, waves, tides, nutrient cycles in the ocean, biology of the oceans, and environmental issues related to the marine environment. GEOL 130.201 is a recitation section for the lecture GEOL 130.001. This particular recitation section is for freshmen only, and unlike the other recitation sections, it is taught by the course instructor, Dr. Horton. Students must enroll in both the lecture and the recitation.

GEOL 130.201 (rec) | Tuesday | 3:00-4:00 p.m.

GEOL 130 001

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

Honors Physics II: Electromagnetism and Radiation

Charles Kane, *Professor of Physics and Astronomy*

This course parallels and extends the content of PHYS 151, at a somewhat higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Electric and magnetic fields; Coulomb's, Ampere's, and Faraday's laws; special relativity; Maxwell's equations; electromagnetic radiation.

Students must enroll in both the seminar (section 301, shown below) and one of the labs (302 or 303, below). The seminar meets for a fourth hour on:

Mondays from 2:00 p.m. to 3:00 p.m.

PHYS 171.302 (lab) | Tuesday | 3:00 p.m. to 5:00 p.m., or

PHYS 171.303 (lab) | Thursday | 6:00 p.m. to 8:00 p.m.

PHYS 171 301

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

Sector VII - Natural Sciences & Mathematics

The Superbug Epidemic

Hillary C.M. Nelson, *Associate Professor of Biochemistry & Biophysics*

When Andrew Fleming discovered penicillin, it ushered in a new medical era – the antibiotic era - where patients no longer died from simple infections. Yet Fleming predicted the development of antibiotic resistant bacteria. We are now in a seemingly never-ending cycle of new antibiotics resulting in new antibiotic resistant bacteria that can only be treated with new antibiotics. However, the pipeline for antibiotics has slowed and we are rapidly entering the superbug era. How will we stop this epidemic? Do we manage the supply of medicine and adapt our medical care? Do we subsidize the pharmaceutical industry to develop new antibiotics? Do we change basic practices within the livestock industry (more than 70% of all antibiotics are used in animals) and deal with increased food costs? Should we be worried about antibiotics and antibiotic resistant bacteria contaminating our drinking water? We will use antibiotic resistance as a lens through which to understand public health decisions and their implications. At the end of the course, students should understand how public health decisions are made with the help of different stakeholders, which in this case include the government and healthcare systems, the food industry and pharmaceutical companies, doctors and veterinarians, individuals and their communities.

BIOL 008 301

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

Structural Biology and Genomics

Ponzy Lu, *Professor of Chemistry*

Structural biology is the scientific method of describing, predicting and changing the properties of living organisms, including humans, based on "complete" genome chemical structures (sequence) and 3-dimensional structures of cellular components. The intellectual and technical revolutions that occurred during the 20th century made this possible. It is today's approach to understanding biology and solving problems in medicine. We will discuss how macroscopic biological properties, such as reproduction, locomotion and viral infection, are determined by the physics and chemistry of proteins and nucleic acids. Changes in biological function, in hereditary diseases like cystic fibrosis or sickle cell anemia, result from minute changes in individual proteins. Much larger changes in genome and protein structure are often tolerated without consequence. Understanding and exploiting these phenomena at the molecular level is the basis of new technology in the agricultural, energy and drug industries. The broad range of medical, social and political problems associated with the advances will be considered. We will attempt to distinguish real progress from fads and fashion. The weekly reading assignment will be Science and the Tuesday New York Times. This is a two-semester seminar with 0.5 course unit each semester of the academic year.

CHEM 022 301

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

Seminars in Mathematics

Proving Things: Algebra

Florian Pop, *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 arithmetic, algebra, linear algebra, groups, rings and fields. 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.

MATH 203 001

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

Mathematics in the Age of Information

Ted Chinburg, *Professor of Mathematics*

This is an experimental course about mathematical reasoning and the media. Embedded in many stories one finds in the media are mathematical questions as well as implicit mathematical models for how the world behaves. We will discuss ways to recognize such questions and models, and how to think about them from a mathematical perspective. A key part of the course will be about what constitutes a mathematical proof, and what passes for proof in various media contexts. The course will cover a variety of topics in logic, probability and statistics as well as how these subjects can be used and abused.

Quantitative Data Analysis

MATH 210 301

Monday, Wednesday, and Friday | 11:00 a.m. to 12:00 p.m.