

While not required, first-year seminars are an excellent introduction to academic life in the College and are highly recommended for first- or second-semester students. The primary goal of the first-year seminar program is to provide every first-year student with the opportunity for a direct personal encounter with a faculty member in a small class setting devoted to a significant intellectual endeavor. First-year seminars also fulfill one of the College General Education Requirements. Below is the list of the first-year seminars offered in **Spring 2022**. Previously offered first-year seminars can be found in the **first-year seminar archive** (<https://www.college.upenn.edu/node/200>).

Requirements Filter ▾

### **The Sociology of Black Community**

Camille Charles, Professor of Sociology, Africana Studies & Education

This course explores a broad set of issues defining important aspects of the Black/African American experience. In addition to the "usual suspects" (e.g., race, socioeconomic status, poverty, gender, and group culture), we also think about matters of health and well-being, the family, education, and identity in Black/African American communities. Our goal is to gain a deeper sociological understanding and appreciation of the diverse and ever-changing life experiences of Blacks/African Americans.

**AFRC 008 401 | SOCI 028 401**

T | 0145PM-0445PM | VAN PELT LIBRARY 305

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

### **Archaeology in Pop Culture**

Douglas Smit, Senior Fellow in Anthropology

Archaeology often captures the popular imagination through fantastic and farfetched portrayals of lost civilizations, aliens, and spectacular treasures. While these depictions of archaeology and the past may not be accurate, the story being told is nonetheless significant and reflects something about the culture that produced it. This course explores how these films, television shows, books, and video games tell stories about the past, what stories are being told, and what these representations imply about the relationship between archaeology and modern society. We will critically analyze popular representations of archaeology, comparing how competing visions of science and popular science, fact and fiction, operate in the public sphere. By the end of the semester, you'll be able to: explain what archaeologists do and why; understand how archaeology and popular culture interact, how archaeology is portrayed in popular media, and how the public impacts archaeological research; to foster critical thinking skills and evaluate how science is communicated to the public; understand the relationship between the archaeological study of the past and the politics of the present.

**ANTH 024 301**

TR | 1015AM-1145AM | FISHER-BENNETT HALL 322

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

### **Cultures of Science and Technology**

Adriana Petryna, Professor of Anthropology

Science and technology figure centrally in the economic, political, and socio-cultural changes that impact our worlds. Happenings in the life sciences, including the discovery of new genes, pathways, and processes, are redrawing concepts of the body and human nature and refiguring social and political relations. The seminar starts from the premise that scientific facts are made, not things existing prior in the world and that are merely picked up by researchers and consumed by lay audiences. Likewise, technologies are created through a process of intense negotiation between producers and their sophisticated users. Focusing on the biosciences, we explore the production of science and technology and how they 1) affect individuals, self-identities, subjectivity, kinship, and social relationships; 2) have

interacted with or reinforced political programs, racial classifications, unequal access to knowledge, and patterns of social injustice; 3) inform contemporary institutional structures, strategies of governance, and practices of citizenship. We will combine methods and perspectives from social and cultural anthropology, and the social studies of science and technology, and will draw from historical case studies, documentary films and media reports.

**ANTH 060 301**

W | 0145PM-0445PM | UNIVERSITY MUSEUM 328

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

**Origins of Sculpture: A Western Tradition**

Sarah Guerin, Assistant Professor of History of Art

The history of art, and sculpture in particular, is founded on myths. Such origin stories circulated in the various cultural spheres that informed the artistic practices of Western Europe. In this seminar we will read together some of these fascinating tales, which continue to inspire admiration, reaction and rejection today as they have throughout history. The works we will examine will be drawn from the long history of the western tradition, from Graeco-Roman Antiquity to contemporary art. We will pay particular attention to different media that form works of art in the round – clay, stone, wood, wax and bronze. Each medium brings a different narrative and infers a different coming into being for the work of art. If conditions permit, we will visit the Penn Museum and the Philadelphia Museum of Art to experience the sculptural works in person.

**ARTH 100 301**

W | 0330PM-0630PM | JAFFE BUILDING 104

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

**Music & the Brain**

Michael Kaplan, Neuroscience Instructor

Every human culture that has ever been described makes some form of music. The musics of different cultures cover a wide range of styles, but also display fascinating similarities, and a number of features are shared by even the most disparate musical traditions. Within our own culture, music is inescapable—there are very few individuals who do not listen to some form of music every day and far more who listen to music virtually all day long. Appreciation of music comes very early: newborns prefer music to normal speech and mothers all over the world sing to their babies in a fundamentally similar way. And yet, despite this seeming ubiquity, the real origin and purpose of music remains unknown. Music is obviously related to language, but how? Why do so many cultures make music in such fundamentally similar ways? What goes into the formation of music "taste" and preferences? Does music have survival value, or is it merely "auditory cheesecake", a superfluous byproduct of evolution as some critics have maintained? What is the nature of musical ability and how do musicians differ from non-musicians? In this course, we will look for answers by looking at the brain. Almost 200 years of scientific research into brain mechanisms underlying the production and appreciation of music is beginning to shed light on these and other questions. Although the sciences and the arts are often seen as entirely separate or even in opposition, studying the brain is actually telling us a lot about music, and studying music is telling us just as much about the brain. Feith Family Seminar

**BIBB 060 301**

TR | 1200PM-0130PM | LERNER CENTER (MUSIC BUILDING 210)

**Fulfills:** Sector V: Living World

**Freshman Seminar: Modern Sci-fi Cinema**

Christopher Donovan, Assistant Director Advising, Penn COLL

Science Fiction has been a cinematic genre for as long as there has been cinema—at least since Georges Méliès's visionary *Trip to the Moon* in 1902. However, though science fiction films have long been reliable box office earners and cult phenomena, critical acknowledgement and analysis was slow to develop. Still, few genres reflect the sensibility of their age so transparently—if often unconsciously—or provide so many opportunities for filmmakers to simultaneously address social issues and expand the lexicon with new technologies. Given budgetary considerations and the appetite for franchises, science fiction auteurs face a difficult negotiation between artistic expression and lowest common denominator imperatives, the controversy over Terry Gilliam's *Brazil* (1985) being perhaps the most infamous example. Nevertheless,

many notable filmmakers have done their most perceptive and influential work in the sci-fi realm, including Gilliam, Ridley Scott, David Cronenberg, Paul Verhoeven, James Cameron and Alfonso Cuarón. This course will survey the scope of contemporary science fiction cinema, after looking first at seminal works like *Metropolis* (1927) and *2001: A Space Odyssey* (1968) that continue to cast their shadow over the genre. We will then devote considerable time to a pair of more modern films, Scott's *Alien* (1979) and *Blade Runner* (1982), which drew from earlier movements (German expressionism, noir), influenced new ones (cyberpunk) and inspired a rare wave of academic discourse. Over the course of the term we will sample smaller, more independent-minded projects, such as Michel Gondry's *Eternal Sunshine of the Spotless Mind* (2004) and Spike Jonze's *Her* (2013) as well as higher profile but much more risky epics from filmmakers such as Steven Spielberg and Christopher Nolan.

**CIMS 016 301**

MW | 0330PM-0500PM | FISHER-BENNETT HALL 323

**Fulfills:** Sector III: Arts & Letters**Topics in Literature: Dangerous Literature**

Abdulhamit Arvas, Assistant Professor of English

This seminar is an examination of literary works that were called or perceived dangerous. A literary history of what one can call “good literature” today reveals a history of censorship, prohibition, and book burning—be it for moral, political, or religious reasons. Starting with classical theorization of dangers of literature, and arts in general, by Plato and Aristotle, the course will explore a wide array of literary works (from drama to poetry, novel, short story, essay as well as visual arts and film) perceived as scandalous, threatening, obscene, anti-religion, immoral, treasonous; work of art that survived from generations to generations despite censorship. By studying this dangerous literature closely, students will acquire knowledge about the texts as well as the historical, aesthetic and philosophical contexts from which they emerged. This will additionally lead them to question the value of literature and its complex interrelationship with society, culture, and politics in our contemporary world. Assignments, which will aim to help students develop their close reading and critical thinking skills, might include critical essays, weekly forum posts, quizzes and presentations.

**ENGL 016 301**

TR | 1200PM-0130PM | FISHER-BENNETT HALL 24

**Fulfills:** Sector IV: Humanities & Social Sciences | Cultural Diversity in the U.S.**Made in Italy: Fashion, Gender, and Identity From Renaissance to Fascism**

Giuseppe Bruno Chomin, Lecturer of Italian Studies

This course will adopt fashion, which theorists and scholars consider a system of signification and a codified language, as a critical lens to observe important events and movements in Italian history and culture. Specifically, the course will explore Italian society's economic, social, and political transformations from the Renaissance to the present through the representation of clothes and accessories as they appear in literary texts, paintings, and films. Students will focus on specific topics—such as the role played by clothing in constructing social and gender identity, communicating political and cultural messages during the Renaissance and Fascism, and transforming the natural anatomy of human bodies. At the end of the course, students will learn to look critically at fashion's socio-cultural and political meanings and acquire a basic knowledge of the evolution and changes of Italian fashion and its influence on the formation of Italy and Italians. Students will discuss works by Baldassare Castiglione, Veronica Franco, Agnolo Bronzino, Cesare Vecellio, Agostino Lampugnani, Carlo Collodi, Rosa Genoni, Matilde Serao, Giuseppe Tomasi di Lampedusa, Paola Masino, Alberto Moravia, Michelangelo Antonioni, Elena Ferrante, and Paolo Sorrentino among others. The course will be taught in English; material and readings will be in English.

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

MW | 0330PM-0500PM | LERNER CENTER (MUSIC BUILDING 102)

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

Renee Bell, Instructor 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 203 301**

MWF | 1200PM-0100PM | DAVID RITTENHOUSE LAB 3C6

**Fulfills:** Sector VII: Natural Sciences & Mathematics

**Creative Music Since 1959**

Tyshawn Sorey, Presidential Assistant Professor of Music

This seminar surveys the many changes in creative spontaneous music in twentieth- and twenty-first-century America, Europe, and Asia from 1959 until the present day. Around such a pivotal moment for the practice and during the six decades following, creative music began to outgrow its musical and social origination locations (e.g. "jazz," as a pejorative musical description of creativity) and widen its approaches to innovation, composition, and spontaneously creative methods. The aim of the seminar is to come to understand, think about, and discuss creative spontaneous music and its issues by developing a practice of fully engaged listening, which include collaborative discussion on the recordings, weekly writing assignments, concert reports, and a final paper: students are expected to intimately familiarize themselves with the musical content prior to and during each seminar meeting.

**MUSC 016 301**

MW | 1015AM-1145AM | LERNER CENTER (MUSIC BUILDING 210

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

**Music in Urban Spaces**

Molly Mcglone, Director of 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) and is tied to the Music and Social Change Residential Program in Fisher Hassenfeld College House which will sponsor field trips around the city and a final concert for youth to perform here at Penn, if possible. Students are expected to volunteer in music and drama programs in Philadelphia neighborhood public schools throughout the course experience.

**MUSC 018 401 | URBS 018 401**

F | 0330PM-0515PM | CLAUDIA COHEN HALL 237

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

**Self: Aspiration**

Jennifer Morton, Associate Professor of Philosophy

Novels, memoirs, and aisles of self-help books attest to our desire to transform ourselves. Yet, the idea of self-transformation is puzzling. If a person decides to embark on a new adventure in the hopes of transforming herself, can she really become a new self or is she merely exhibiting her preexisting adventurousness? What about the aspiring college student who is hoping that college will change him? How can we make sense of his aspiration? In this class, we will critically examine the idea of aspiration and transformation. Readings for this course will be drawn from philosophy, fiction, and literary criticism.

**PHIL 035 301**

MW | 1015AM-1145AM | CLAUDIA COHEN HALL 392

**Fulfills:** Sector I: Society

**Honors Physics II: Electromagnetism and Radiation**

Elliot Lipeles, Associate 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. Credit is awarded for only one of the following courses: PHYS 009, 102, 151, 171. Students with AP or Transfer Credit for PHYS 102 or PHYS 151 who complete PHYS 171 will thereby surrender the AP or Transfer Credit.

**PHYS 171 301**

MWF | 1015AM-1115AM | DAVID RITTENHOUSE LAB 4C2 M | 0145PM-0245PM | DAVID RITTENHOUSE LAB 3C4

**Fulfills:** Sector VI: Physical World

**Authoritarian Politics Through Films**

Yue Hou, Assistant Professor of Social Sciences

Recent political developments in the United States and elsewhere have provoked debates about the rise of authoritarianism in Western democracies. In this seminar, we will examine the politics of non-democracies to help us understand the new and growing global wave of authoritarianism through the medium of film. Films provide a unique perspective to help us view political, economic, social, and cultural issues. This course will pair films with readings that provide political science theories as well as relevant social and political context. We will explore some of these topics and themes in authoritarian politics together: state and power; non-competitive elections; democratization; information control and repression; economic reform; minority groups in strong states; corruption; etc.

**PSCI 010 301**

W | 0145PM-0445PM | PERELMAN CENTER FOR POLITICAL 350

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

**Race Crime & Punishment**

Marie Gottschalk, Professor of Political Science

This first-year seminar analyzes the politics of "crime in the streets" and "crime in the suites." Key topics include the causes and consequences of mass incarceration; the rise of the carceral state; racial, economic, and gender disparities in punishment; similarities and differences between how "crime in the streets" and corporate crime are punished. Case studies include the Great Recession, the opioid crisis, and the climate emergency.

**PSCI 010 401 | AFRC 012 401**

T | 0145PM-0445PM | DAVID RITTENHOUSE LAB 2N36

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

**Poverty & Inequality**

Regina Baker, Assistant Professor of Sociology

What does it mean to live in poverty in the "land of plenty" and experience inequality in the "land of opportunity?" This First-Year Seminar explores these questions and others related to poverty and inequality in contemporary America. The first part of this course focuses on poverty. We will examine topics such as poverty perceptions and measurement, poverty trends, causes of poverty, poverty-related outcomes, and anti poverty policy. The second part of this course focuses on inequality more broadly. We will examine how inequality is defined and what it looks like in the U.S. We will compare the "Haves" and the "Have Nots" and discuss social class, mobility, wealth, and privilege. Lastly, we will explore how different domains (e.g. education, the labor market, health, the justice system) produce, maintain, and reproduce inequalities. Throughout the semester, we will consider the roles of race/ethnicity, gender, age, and place, and how they help deepen our understanding of poverty and inequality.

**SOCI 041 302**

T | 1015AM-0115PM | FISHER-BENNETT HALL 25

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

**The Law in Our Lives**

Hocine Fetni, Assistant Dean for Academic Advising, The College; Adjunct Assistant Professor, Department of Sociology

This seminar will provide students with the opportunity to engage in a discussion of the rule of law and how to make sense of it in their daily lives in light of the various theoretical perspectives and doctrines of law. Frequently, law is viewed exclusively to be what lawyers and judges do and what law students study, but its

enduring presence in our lives is often not thought about. The very building in which a student is taking a class is governed by legal codes. If a student stopped at the library to copy some research material, copyright laws are involved. If a student made a purchase prior to class, liability laws and contract laws are involved, and so forth. The interaction of the individual with the rule of law is not limited to domestic and national laws, it also extends to international law. In analyzing the individual's interaction with the rule of law, this seminar will introduce students to the classical and contemporary perspectives of law and society. Students will then apply the concepts, theories and doctrines of law that they have learned to the various daily domestic and international interactions they have with the rule of law in all aspects of their social, economic and political lives.

**SOCI 041 308**

M | 0515PM-0815PM | MCNEIL BUILDING 410

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

**Anxious Times: Social Change and Fear**

Jason Schnittker, Professor of Sociology

Anxiety disorders are among the most common psychiatric disorders in the US. Although over the last 150 years many have proclaimed to be entering an abrupt new age of anxiety, the prevalence of anxiety appears to have been increasing steadily over time. Anxiety is also treated more frequently by physicians, suggesting it is taken more seriously as an illness. This class will explore the rise of anxiety as the signature 21st century disorder. We will focus on how scientists have understood anxiety; its place relative to other psychiatric symptoms and disorders, such as depression; and what social factors have increased its prevalence. Along the way we will discuss the evolutionary dimensions of anxiety, as well as public beliefs about anxiety and its cultural significance.

**SOCI 041 310**

MWF | 0145PM-0245PM | PSYCHOLOGY LAB C41

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

**Vagelos Integrated Program in Energy Research (viper) Seminar, Part I**

Andrew Rappe, Professor of Chemistry and Materials Science and Engineering; John Vohs, Professor of Chemical and Biomolecular Engineering; Michelle Hutchings, VIPER Managing Director

This is the first part of the two-semester seminar designed to introduce students to the VIPER program and help them prepare for energy-related research. During this course, invited speakers from across Penn will share their research to introduce students to a breadth of different topics within energy science, and students will discuss a variety of energy research topics. Students will be provided guidance on how to identify research groups of interest and reach out to faculty members in preparation for their research projects during the summer. Students will develop their scientific research skills by reviewing scientific literature and synthesizing their findings, and they will build their collaboration skills by regularly working together in small, interactive student groups. The course will also discuss how to conduct research in an ethical and responsible manner.

**VIPR 120 301**

R | 1015AM-1115AM | CHEMISTRY BUILDING 514