

Spring 2009 Benjamin Franklin Seminars

African Studies

AFRC 078-401, Cross Listed with: HIST 173-401, URBS 178-401

Urban University Community Relations

W-2:00-5:00

Ira Harkavy

Cultural Diversity within the US

One of the seminar's aims is to help students develop their capacity to solve strategic, real-world problems by working collaboratively in the classroom and in the West Philadelphia community. Students work as members of research teams to help solve universal problems (e.g., poverty, poor schooling, inadequate health care, etc.) as they are manifested in Penn's local geographic community of West Philadelphia. The seminar currently focuses on improving education, specifically college and career readiness and pathways. Specifically, students focus their problem-solving research at Sayre High School in West Philadelphia, which functions as the real-world site for the seminar's activities. Students typically are engaged in academically based service-learning at the Sayre School, with the primary activities occurring on Mondays from 3-5. Other arrangements can be made at the school if needed. Another goal of the seminar is to help students develop proposals as to how a Penn undergraduate education might better empower students to produce, not simply "consume," societally-useful knowledge, as well as function as life-long societally-useful citizens.

Art History

ARTH 301-302

History of Exhibitions

R-1:30-4:30

Suzanne Glover Lindsay

BFS Sector IV for Classes 2010 and Beyond

Art exhibitions –public, temporary thematic displays of works in myriad settings--have played prominent (and often dramatic) roles in public life throughout history: as highly visible trophies of military conquest, as negative official displays of "decadence," as sites of violent debate about the moral fabric of modern times, and as popular entertainment and source of prestigious consumer goods. This seminar examines their wide-ranging forms and impact in various ways. First, through classroom lecture and group discussion of readings (all in English) to construct an historical and critical frame; second, through field trips throughout Philadelphia, a major art center (primarily the Philadelphia Museum of Art, Penn's art centers, and various commercial galleries); and third, through discussions with curators, dealers, or artists about their exhibitions or, possibly, with art historians who have published on historical forms. The field trips exercise vital experiential tools introduced in the reading to address crucial questions: how, for instance, do spatial and material factors—among them building location, building type, installation, lighting—contribute to the complex rhetoric of the exhibition? Other questions range across disciplines: economics (how does an exhibition economically affect a region?) and the cyberworld (how is the virtual exhibition being used?) To focus these varying approaches, students choose an exhibition-related topic, past or

present, to investigate in individual “workshops” on specific questions, leading to an oral presentation to be revised as a formal paper. Students are evaluated as much on group participation as on individual tasks. Although background in art history is useful, it is not required; diverse perspectives and interests are especially welcome here. The instructor is a prominent scholar-curator who has taught frequently at the university for twenty years while at the Philadelphia Museum of Art and the National Gallery of Art. She is responsible for major exhibitions of nineteenth-century French art and is now completing a massive study of the sculpture of Edgar Degas (including the celebrated *Little Dancer Aged Fourteen*) for the National Gallery.

Benjamin Franklin Seminars

BENF 099

Independent Study

Benjamin Franklin Seminars-MED

BFMD 073-301

Infectious Diseases

TR-4:00-5:30

Helen Davies

Junior/senior only, permission of instructor required

This course will examine the interactions between human beings, their organs and cells, and various infectious agents such as bacteria, viruses, fungi and parasites. The biological, societal and historical factors influencing these interactions will be analyzed and emerging infectious diseases will be particularly studied. Important infectious pathogenic agents will be surveyed in terms of their physiological functions, properties that permit them to be pathogens, pathogenesis of infections, clinical pictures of the disease states, therapeutic agents, and methods of prevention of infection. Each student will choose an infectious disease, and make an oral and written presentation on it and in this way will learn how to keep up with the topic of infectious diseases.

Cinema Studies

CINE 202-401, Cross Listed with: ENGL 292

Contemporary Documentary Cinema

MW-3:30-5:00

Tim Corrigan

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=tcorriga>

BFS Sector III

This course will engage the multiple historical, technological, and economic changes that have made contemporary documentary cinema arguably the most vital and inventive film practice today. During the first part of the semester, we will examine the historical traditions that have defined documentary film through the twentieth century: from early “actualities” and the films of Robert Flaherty in the 1920s through the experiments with cinema verite and direct cinema in the 1950s and 1960s. Alongside these practices, we will read various critical and theoretical positions, such as those found in the writings of Dziga Vertov, John Grierson, and Jean Rouch. The majority of the course, however, will tackle the dynamic variety of documentary work made since 1980. This will include films by Chris Marker, Errol Morris, Trinh T. Minh-ha, and others where the confluence of a digital revolution and new ideological

subject positions have redefined what documentary cinema is and is capable of. Requirements will include a seminar presentation, a short analytical essay, and a research project. There are no prerequisites.

Computer and Information Science

CIS 398-001

Quantum Computing and Information Science

MW-4:00-6:00

Max Mintz

The purpose of this course is to introduce undergraduate students in computer science and engineering to quantum computers (QC) and quantum information science (QIS). This course is meant primarily for juniors and seniors in CSE. No prior knowledge of quantum mechanics (QM) is assumed.

Prerequisites: CSE 260, 262 and Math 240

Classical Studies

CLST 310-401, Cross Listed with: GAFL 510

Ancient and Modern Constitution Making

MW-2:00-3:30

John Mulhern

What actually was it that the Greeks were thinking of when they used the expression "politeia" -- an expression that we often translate by "constitution"? What do their thoughts suggest about prospects for constitution making today? This course builds on contemporary scholarship to reconstruct what we may call the constitutional tradition as it develops in the main ancient texts, which are read in English translations. The ancient texts are taken from Herodotus, Xenophon, the Pseudo-Xenophon, Thucydides, Plato, the author of the Aristotelian Athenian Constitution, Aristotle himself, Polybius, Cicero, Augustine, and the codifiers of Roman law. The course traces this tradition through the Middle Ages and the Renaissance and the great thinkers of the Seventeenth Century, following linguistic and other clues that carry one up to Madison and put the work of the U.S. Constitutional Convention in a somewhat new light; and it continues through Nineteenth Century and Twentieth Century constitution making into today's constitution making efforts around the world.

CLST 371-401, Cross Listed with: HSOC 353

Greek and Roman Medicine

MW-3:30-5:00

Ralph Rosen

BFS Sector II

In recent years Greek and Roman medicine has become increasingly central to the study of Greco-Roman culture and intellectual history. The medical writers are, for example, profoundly important for the study of ancient conceptions of the body and gender, semiotics and hermeneutics, psychology and the "care of the self," not to mention the history of biology, pharmacology, and nutrition. In this seminar we will survey the major writers of the Greco-Roman medical tradition, including Hippocrates and the Hippocratic treatises, various Hellenistic medical writers, and those

of later periods such as Rufus, Celsus, Soranus and Galen. In recent years Greek and Roman medicine has become increasingly central to the study of Greco-Roman culture and intellectual history. The medical writers are, for example, profoundly important for the study of ancient conceptions of the body and gender, semiotics and hermeneutics, psychology and the "care of the self," not to mention the history of biology, pharmacology, and nutrition. Among the topics addressed throughout the semester will be ancient debates about theory and practice, intersections between philosophy and medicine, sectarian rivalries, the social status of physicians, and the complex cultural interaction between Greece and Rome as reflected in the context of ancient medicine.

COMPARATIVE LITERATURE

COML 260-401, Cross listed with: GRMN 264, JWST 264

Translating Cultures: Literature in & on Translation

TR-1:30-3:00

Kathryn Hellerstein

BFS Sector III and X Cultural

"Languages are not strangers to one another," writes the great critic and translator Walter Benjamin. Yet two people who speak different languages have a difficult time talking to one another, unless they both know a third, common language or can find someone who knows both their languages to translate what they want to say. Without translation, most of us would not be able to read the Bible or Homer, the foundations of Western culture. Americans wouldn't know much about the cultures of Europe, China, Africa, South America, and the Middle East. And people who live in or come from these places would not know much about American culture. Without translation, Americans would not know much about the diversity of cultures within America. The very fabric of our world depends upon translation between people, between cultures, between texts.

With a diverse group of readings—autobiography, fiction, poetry, anthropology, and literary theory—this course will address some fundamental questions about translating language and culture. What does it mean to translate? How do we read a text in translation? What does it mean to live between two languages? Who is a translator? What are different kinds of literary and cultural translation? What are their principles and theories? Their assumptions and practices? Their effects on and implications for the individual and the society?

COML 383-401, Cross listed with: CLST 396, ENGL 394

Literary Theory, Ancient to Modern

TR-12:00-1:30

Rita Copeland

BFS Sector III

This is a course on the history of literary criticism, a survey of major theories of literature, poetics, and ideas about what literary texts should do, from ancient Greece to examples of modern European and American thought. The course will give special attention to early periods: Greek and Roman antiquity, especially Plato and Aristotle; the medieval period (including St. Augustine, Dante, and Boccaccio), and the early modern period (where we will concentrate on English writers such as Philip Sidney and Ben Jonson). We'll move into modern and 20th century by looking at the literary (or "art") theories of some major philosophers, artists, and poets: Kant, Wordsworth, Marx and Engels, Matthew Arnold, the painter William Morris, T. S. Eliot, and the critic Walter Benjamin. We'll end with a very few samples of current literary theory. The point of this course is to look closely at the Western European tradition which generated debates about problems that are still with us,

such as: what is the "aesthetic"; what is "imitation" or mimesis; how are we to know an author's intention; and under what circumstances should literary texts ever be censored. We'll have a number of small writing assignments in the form of "response" or "position" papers (approx. 3 pages each), and students can use these small assignments to build into a long writing assignment on a single text or group of texts at the end of the term. Most of our readings will come from a published anthology of literary criticism and theory.

COMM 405-401

Facing Race: Race and Caricature in the Historical Imagination

TR-10:30-12:00

Sharrona Pearl

BFS Sector IV

Is race imaginary? If so, who invented facial distinctions and why can we see them? Do pictures change the way we think? How do artists think about the people they draw and satirize? This course will explore the relationship between caricature and perceptions of racial difference in modern western, culture. We will interrogate the role that visual images play in framing our, perceptions of groups and their defining characteristics. Broadly historical, this interdisciplinary course will introduce students to scholarship in visual culture, media studies, science studies, and race theory. Students will, develop skills in primary source analysis, historical methodology, and visual, analysis. Assignments will include a visual analysis, 4 short papers, and a, final exam.

CRIMINOLOGY

Crim 410, Cross listed with: Crim 610

Experiments in Restorative Justice

R-1:30-4:30

Heather Strang & Caroline Ann Meyer Angel

BFS Sector I

The purpose of the seminar is to introduce students to the theory and practice of restorative justice (RJ)

- To discuss findings emerging from a program of randomized controlled trials conducted over the past decade in Australia and the United Kingdom on the effects of RJ on victims and offenders
- To provide students with a major, supervised research experience using extensive observational, interview and criminal offending (self-report) data from four randomized controlled experiments in RJ.

Overview: This seminar focuses on the ongoing data collection of Penn's Jerry Lee Program of Randomized Controlled Trials in Restorative Justice, the largest program of field experiments criminology. Since 1995, this research program has randomly assigned over 3400 victims and offenders to either conventional justice or restorative conferences of victims, offenders and their families, in Canberra (Australia), London, Northumbria and Thames Valley (all in the UK). The offenders have all been willing to acknowledge their guilt to their victims (or the community), and to try to repair the harm they have caused. Students will be among the first analysts to explore the Australian data sets.

Objectives: Students will learn how to analyze survey data in the context of randomized experiments in justice, as well to understand the conceptual and methodological issues central to experimental criminology.

Prerequisites: Any statistics or research methods courses leading to familiarity with SPSS.

EAST ASIA LANGUAGES & CIVILIZATIONS

EALC 153-401, Cross listed with: EALC 553

Loyal Warriors in Japanese Literature

R-3:00-6:00

Linda Chance

BFS Sector III and X Cultural

From the earliest literature to the latest think piece on Japanese society, the roles of the "warrior" and of "loyalty" in Japanese culture have fascinated those both inside and outside of Japan. In this course we will trace the development of paragons of loyalty and warrior prowess from the earliest literary works, through the epic Tales of the Heike, and on to the "Treasury of Loyal Retainers," theater, and film. We will read in the philosophy of fidelity and samurai codes to track the growing dedication to ideals of loyalty, exploring evidence of behavior less than loyal as we seek the real influence of these notions. Related topics will include the extremes of vengeance and fanaticism.

ENGLISH

ENGL 016-302, FRESHMAN SEMINAR

Context of Poetic Innovation

TR-9:00-10:30

Bob Perelman

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=perelman>

BFS Sector III

We will take an in-depth look at how William Carlos Williams and Robert Creeley, two of the most important poetic innovators of their respective generations, made their way to successful careers. We will focus on their formative years (1910-30 for Williams, 1945-60 for Creeley), examining the poetic contexts that they faced as they set out (the significant poets and magazines of the time) as well as wider the social and historical horizons. Each poet edited a literary magazine for a few years, and we will also look at how they operated as editors. Students will edit their own literary magazines.

ENGL 329-401, Cross listed with: CLST 329, COML 329

Poetry and Political Philosophy in Ancient Greece

TR-10:30-12:00

Anne Hall

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=adhall>

BFS Sector III

The goal of this course is to grapple authors who asked questions that are fundamental to a liberal education and who strove to answer those questions with a profundity that set a standard for great thinking after them. Homer, Herodotus, Thucydides, Aeschylus, Sophocles, Aristophanes, and Plato

asked the questions central to human life: wherein lie human happiness and human dignity? These authors also addressed the requisite corollary questions: what is the nature of the human soul? What is the best kind of polity? What virtue does a particular polity encourage? What virtue does a particular kind of literature teach?

We will read the following works in whole or in part: Homer's *Iliad*, Herodotus' *Persian Wars*, Aeschylus' *Prometheus Bound*, Sophocles' *Antigone*, Thucydides' *History of the Peloponnesian War*, Aristophanes' *The Clouds*, several dialogues of Plato (*Apology*, *Meno*, *Gorgias*, *Republic*, *Phaedrus*).

Course requirements: 3 short papers, final paper, regular class participation

ENGL 358-301

James Joyce and his Legacies

T-1:30-4:30

Paul Saint-Amour

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=psain>

BFS Sector III

In this seminar we'll read all of Joyce's final work, his literary "collideorscape," his book of the night. We'll become acquainted with various scholarly approaches to the book as well as with different ways of wrestling with it in the scene of reading. In addition, we'll be looking at a handful of texts that are detectably rocking in the wake of the *Wake*—texts that respond to Joyce's in some way, whether by rejecting it, imitating it, modifying it, riffing on it, wishing it hadn't happened while riding in its backdraft. We'll read these works mostly for what they offer on their own, making sure to ask more than "how is this like or unlike the *Wake*?" But we will also try to see how Joyce's book is by turns germinal and terminal—both culturally generative and, as George Steiner thought, a beautiful corpse, an engrossingly dead end.

ENGL 359-301

Lies in Literature and Politics

TR-9:00-10:30

Jean Michel Rabate

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=jmrabate>

BFS Sector IV for Classes 2010 and Beyond

We will examine a common yet paradoxical phenomenon, lying. We lie quite often but hate liars and detest being lied to. This is true in everyday life as in relationships and politics. We know that most politicians lie, but if they are caught this may be the end of a career. In order to interpret such a broad phenomenon, we will go back to the old paradox: I am lying, but I tell the truth when I say that I am lying. Our readings will range from American politics to recent scandals via films, philosophers' theories and fiction, in an effort to grasp the logic of the lie so as to sketch what might be called an Ethic of lying beyond cynicism that is an ethics which entails a new "critique of cynical reason."

ENGL 361-301

War and Literature

TR-3:00-4:30

Rita Barnard

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=rbarnard>

BFS Sector IV for Classes 2010 and Beyond

In this course we will investigate the experience of war in the twentieth century, mainly from a literary, but also from a cinematic, art historical, and historical point of view. We will read texts that deal with World War I, World War II, the Holocaust, the bombing of German cities and Hiroshima, the conflict in Vietnam and other anti-colonial wars (such as the Algerian struggle for independence), possibly also the Bosnian conflict and the war in Iraq. Though our reading list will include some books that deal with the experience of combat, this is not the sole focus of the course. We will also consider questions of resistance, complicity, conscience, and memory; civilians' struggle to survive in, or elude the violence of war; and the traumatic aftermath of conflict. Most importantly, we will consider the experimental and innovative narrative forms (including graphic novels and cinematic forms) that evolved over the course of the century to represent these catastrophes. Readings will include: World War I poetry; Pat Barker, *The Ghost Road*; Hemingway, *In Our Time*; Rachel Seiffert, *The Dark Room*; Art Spiegelman, *Maus*; Ian McEwan, *Atonement*, W. B. Sebald, *Austerlitz*; Graham Greene, *The Quiet American*; and Tim O'Brien, *The Things They Carried*. Films will include: *Between the Lines*, *Degenerate Art*, *The Battle of Algiers*, *The Fog of War*, and *The Control Room*.

ENGL 393, Cross listed with: SAST 323, COML 392

The Literature and Historiography of National Trauma

W-2:00-5:00

Suvir Kaul

<http://www.english.upenn.edu/People/Faculty/profile.php?pennkey=kaul>

BFS Sector IV for Classes 2010 and Beyond

This course will examine the way in which imaginative literature and film have addressed the difficult socio-political issues leading up to, and following from, the independence and partition of British India. Pakistan and India came into being as nation-states in moments of great national trauma: historians have long argued over the process that led up to Partition, and we will study some of these debates, but for the most part we will examine novels, short stories, poetry, and some films to think about the impact of Partition and Independence on communities and individuals in South Asia. In doing so, we will recognize the continuing role played by these events and experiences in shaping the cultural, social, and political realities of contemporary South Asia. We will also learn about the crucial role played by literary and creative texts in making available to us the full dimensions of human tragedy, especially those precipitated when the imperatives of nation-formation redefine the lives of individuals or of sub-national communities.

Environmental Studies

ENVS 406-301

Community-based Environmental Health

TR-1:30-3:00

Rich Pepino

<http://www.sas.upenn.edu/earth/>

BFS Sector VII

Over the last 20 years, the field of environmental health has matured and expanded to become one of the most comprehensive and humanly relevant disciplines in science. The environment affects health more strongly than biological factors, medical care and lifestyle. The water we drink, the food we eat, the air we breathe are all components of the environment. Some estimates, based on morbidity and mortality statistics, indicate that the environment contributes to more than 80 percent of health effects; one clear example is asthma. Asthma data in Philadelphia suggest that about 10 percent of all children suffer asthma episodes during any given year, while up to 22 percent of the City's minority populations experience asthmatic attacks during the year. The existing regional air quality, both out-door and in-door, are clearly the overriding factors that exacerbate this urban epidemic.

Students in the University of Pennsylvania's ABCS program will partner with a variety of residents and experts in the West Philadelphia communities to identify the most important environmental health issues in the area. Environmental Health is defined as the impact of a person's surroundings and lifestyle on their health. Environmental factors can include air, water, toxic agents, infectious agents, nutrition, and housing. Your participation in this course will identify and clarify the important environmental health issues in our community, and to develop reasonable and practical solutions usable by at-risk populations.

The goals of this assessment course are to collaborate with the community to:

- Identify one environmental health issue to investigate
- Develop a project statement that can be comprehensively explored from a team and individual approach
- Propose reasonable steps towards a solution – with alternatives - that can be evaluated
- Make final recommendation(s) to be implemented to reduce risks or mitigate existing adverse impacts to vulnerable populations

This course will not only examine the toxicity of physical agents, but also the effects of lifestyle, social and economic factors, and the current environment on human health. Selected topics will include endocrine disrupting compounds (EDCs); the reciprocal relationships between nutrition, diabetes, obesity, and physical exercise; children's environmental health issues; immunization programs; environmental indicators; the development of a "healthy" housing model; and other issues students wish to investigate.

The environmental health topics will be presented within health, socio-economic, and environmental justice contexts and students will use these frames to determine the impacts of the problem they want to comprehensively investigate. Each student will have the opportunity to examine the Public Health, Environmental Protection, Public Policy, or Environmental Education perspectives as they develop their alternatives and solutions to mitigating certain environmental health risks.

Students, working in groups and individually, will assess one environmental health topic in detail, consult with experts and community members, present their findings to the class (and relevant experts), and propose recommendations and mitigations for future action.

History

HIST 114-301, FRESHMAN SEMINAR

Creating American History

M-2:00-5:00

Bruce Kuklick

<http://www.history.upenn.edu/faculty/kuklick.shtml>

BFS Sector II

In this course we will be reading a number of books in American history -- biographies, fiction, primary sources, works in social science. We will be trying to understand how the authors have shaped our understanding of what American history is; we will also be trying to understand what assumptions have gone into the works of the authors themselves. Each of you, each week, will write a two-page (600word) paper on the week's reading. The draft syllabus will give you a good idea of how the course works.

HIST 211-301

Medieval Lives

W-2:00-5:00

Jessica Goldberg

<http://www.history.upenn.edu/faculty/>

BFS Sector II

In 1099, people claiming to be Christian pilgrims massacred crowds of men, women and children taking refuge at the Temple Mount as the last step in the conquest of Jerusalem, and celebrated that they had waded in blood up to their knees. More than 900 years later, people claimed Muslim martyrdom in flying airplanes into skyscrapers and killing crowds of men and women going about their daily business. Are these events related? Do they express the essence of the religion the actors say they represent, or a strange and abhorrent aberration? More broadly, how did some adherents to these religions come to understand warfare as a legitimate part of religious practice, or even a religious obligation? How widely shared were these views at different points in history, how disputed?

In this course, we will focus on the problem of Crusade and Jihad in Christianity and Islam, the forms of Holy War that cast the longest shadow into the modern world. We will begin by looking at the roots of ideas of Holy War in the scriptures of these two traditions. We will then spend a number of weeks looking at the history of medieval Crusade and Jihad to see how scripture, society, and cultural interaction shaped the way ideas of holy war developed and were disputed. We will then turn to the 20th century and contemporary events and look modern interpretations of the relationship between religion and warfare, and how the history of the medieval period has been written, re-written, and re-interpreted in debates about that relationship. As we explore this material, students will be challenged to think about how solid and sturdy the "facts" of scripture and history are, and the stakes involved in constructing these facts.

HIST 212-301

European Cities

W-2:00-5:00

Lynn Lees

<http://www.history.upenn.edu/faculty/lees.shtml>

BFS Sector II

Between 1750 and 1914, the more important European cities broke through their medieval walls and became multi-cultural metropolises. Their cultural life was transformed via new technologies,

architectural styles, cultural productions, consumption patterns, and democratic politics. This seminar will explore the making of Modern Europe through the lens of urban development. What tensions resulted in cities from the combination of democratization, industrialization, mass migration, and the uneven creation of wealth? How were cities and their diverse populations represented and understood by their inhabitants? New wealth and new knowledge presented urban governments with choices: public health or public buildings? Low taxes or investment in the human and physical capital of the town? The seminar will explore these topics through study of major European capitals and industrial centers between 1750 and 1914. The class is a research seminar, which requires each student to write a 15-20 page paper using, in part, primary sources. After several weeks of common reading during which students will choose a topic, students will investigate their own subjects, and present their projects to the group.

HIST 214-401, Cross Listed with: AFRC 215, URBS 220

Modern American Cities

M-2:00-5:00

Michael Katz

<http://www.history.upenn.edu/faculty/>

BFS Sector II

This seminar examines the economic, demographic, and spatial transformations of American cities since World War II. Topics for analysis include the impact of deindustrialization and the emergence of an information-service economy, internal migration and immigration, ghetto creation, the origin and history of suburbs, and levers of change - politics, policy, social movements, and social reform. Assignments include reading approximately one book per week, short commentary papers, discussion leadership, and a final essay.

HIST 214-402, Cross Listed with: GSOC 214

Same-Sex Marriage: A Legal History

M-2:00-5:00

Sarah Gordon

<http://www.history.upenn.edu/faculty/gordon.shtml>

BFS Sector II

This seminar will address the ways that marriage has been defined and re-defined in American law and society. We will focus especially on the ways that supporters and opponents of same-sex unions have argued that justice, the Constitution, faith, and equality lead to one or another conclusion. Students will be required to write weekly responses to the reading, or a single research paper.

Legal Studies & Business Ethics

LGST 101-301

Introduction to Legal Studies

MW-1:30-3:00

Eric Orts

<http://www.wharton.upenn.edu/faculty/ortse.html>

This course presents law as an evolving social institution, with special emphasis on the legal regulation of business. It considers basic concepts of law and legal process, in the U.S. and other legal systems, and introduces the fundamentals of rigorous legal analysis. An in-depth examination of contract law is included.

LGST 210-301

Corp Responsibility and Ethics

MW-12:00-1:30

Diana Robertson

<http://www.wharton.upenn.edu/faculty/robertsond.html>

This course explores business responsibility from rival theoretical and managerial perspectives. Its focus includes theories of ethics and their application to case studies in business. Topics may include moral issues in advertising and sales; hiring and promotion; financial management; corporate pollution; product safety; and decision-making across borders and cultures.

Near Eastern Language & Civilizations

NELC 250-401, Cross Listed with: NELC 550, JWST 255, RELS 224, COML 380

Bible in Translation: Exodus

TR-4:30-6:00

Jeffrey Tigay

BFS Sector III and X Cultural

This course is a careful textual study of the book of Exodus in the light of modern scholarship, including archaeological evidence and ancient Near Eastern documents, comparative literature and religion. Topics will include the events surrounding the Israelite exodus from Egypt, its date, the first Passover, the role of Moses as a prophet, the Ten Commandments, civil and religious law in the Bible, the golden calf incident, and the reverberations of Exodus in later Judaism, Christianity, and Western (particularly American) Civilization.

NELC 252-401, Cross Listed with: NELC 552, JWST 100, RELS 129

The Binding of Isaac

TR-1:30-3:00

David Stern

Sector II, All Classes

The Akeidah, or the Binding of Isaac, as told in Genesis 22, is one of the great Biblical stories and the foundation for one of the great themes of Western religion, the near-sacrifice and restoration of the beloved son. The story is also one of the most problematic texts in all Biblical literature and a source for countless later tales and re-imaginings in later Jewish, Christian, and Islamic literature. In this course, we will study the history of this tale and its theme from the Bible through the modern period in order to show how a Biblical tradition develops and changes in response to historical change. The focus will be on Jewish tradition but we will also consider Christian and Islamic parallels because, as we shall see, no religious tradition in Western culture has ever developed in a vacuum. In this way, we will also attempt to understand the very nature of Tradition—the process by which the past is received and handed on to future generations—as it figures in Judaism and Western culture in general.

Nursing

NURS 338-401, Cross Listed with: HSOC 338, GSOC 338

Social Images and Issues in our Aging Society

W-4:00-7:00

Sarah Kagan

<http://www.nursing.upenn.edu/faculty/>

BFS Sector I

This honors course examines social issues and consequences of advancing age in the 21st century. The examination is designed to create intellectual foundations as place from which to critique social images, constructions and processes. Contemporary and historical ideas ranging from stereotypes of the dirty old man and the sweet little old lady to language of intergenerational conflict and the sandwich generation are all material for building those foundations. Resources used include classical works in social gerontology and emerging research in aging studies and related fields. These works and those selected by the student are viewed through a critical lens built from understandings of diverse individual, familial, cultural and societal notions of aging and human experience and drawing on student and faculty background and life experience. Skills for participant observer field work in the tradition of thick description are built to allow reflection of current representations of aging and being old in contrast to the contemporary and historical ideas gleaned from the literature.

NURS 339-401, Cross Listed with: HSOC 339, GSOC 339

Psychological Gerontology in the 21st Century

T-4:00-7:00

Sarah Kagan

<http://www.nursing.upenn.edu/faculty/>

BFS Sector I

This honors course examines the psychological gerontology of advancing age and identity in the 21st century. Examination emphasizes gendered notions of beauty and sexuality in ageing and the life span to foster discourse around historical notions and images of beauty and ugliness in late life in contrast to contemporary messages of attractiveness and age represented by both women and men. The course is designed to create intellectual foundations as place from which to critique socially mediated and personally conveyed images and messages from a variety of media and their influence on intrapersonal and interpersonal constructions and social processes. Contemporary and historical ideas encompassing stereotypical and idealized views of the older person are employed to reflect dialogue around readings and field work. Classical and contemporary scholarship from gerontology, anthropology, biomedicine and surgery, nursing, and marketing among other disciplines as well as select lay literature are critiqued and compared with interpretation of field work to build understandings of diverse individual, familial, and cultural impressions of aging and identity. Skills for participant observer field work in the tradition of thick description are built to allow reflection and analysis of discourse about aging, beauty, sexuality, and other relevant aspects of human identity.

Physics

PHYS 171-301/302/303

Honors Physics II: Electromagnetism and Radiation

MWF-10:00-11:00; M-2:00-3:00+Lab
Larry Gladney

Physical World sector and QDA

This course parallels and extends the content of Physics 151, at a somewhat higher mathematical level.. Topics will include electric and magnetic fields; Coulomb's, Ampere's, and Faraday's laws; special relativity; Maxwell's equation; emission, propagation and absorption of electromagnetic radiation; geometrical and physical optics. Prerequisite(s): Successful completion of Physics 170 (Well-prepared students who have taken Physics 150 and are co-registered in Math 240 or above are also eligible to take Physics 171). 1.5 c.u. 4 hours in lectures. 2 hours in labs.

Political Science

PSCI 010 -301, FRESHMAN SEMINAR

Issues in American Democracy

T-1:30-4:30

Henry Teune

www.ssc.upenn.edu/polysci

BFS Sector I

This seminar's content is the main issues facing the U.S. in its democratic political development. Most of these inhere in the constitutional structures of federalism, divided national political authority, and limits on government. Others derive directly from social and economic changes, now global in scale. These changes challenge the traditional U. S. democratic liberties and practices as well as its aspiration for a democratic world order. All established democracies confront declining voting participation, increased distrust in government, transforming economies, and rising insecurities from global terrorism and economic disorders. We will explore the dynamics of these issues through country comparisons.

The topics include distemper with authority, political participation, inequality, the place of the U.S. in the world, cross-generational obligations, the integrity of American culture, and national security. In addition, the capacity of the U.S. governmental system to respond to crises will be addressed. The seminar will be divided into task forces that will take positions on issues for discussion. Student reports from these task forces as well as individual position papers are presented for discussion. Written assignments are short position papers for presentation to the seminar, a longer research paper, and two final essays.

RUSSIAN

RUSS 203-401

Legal Imagination: Criminals and Justice Across Literature

R-1:30-4:30

Ilya Vinitsky

BFS Sector III

This seminar will focus on the legal, moral, religious, social, psychological, and political dimensions of crime, blame, shame, and punishment as discussed in great works of literature. The first part of the course will compare and contrast visions of justice in Eastern and Western Europe and

emphases on divine versus human justice. The second part will move to the psychology of the individual person, the criminal. Part three of the course will focus on the state institutions of criminal justice.

Readings include sections from Dante's *Divine Comedy*, Dickens' *Oliver Twist*, Tolstoy's *Resurrection*, Kafka's *The Trial*, and especially Dostoevsky's *Crime and Punishment* and *The Brothers Karamazov*.

Students will have a choice of writing one long or three short papers and will be expected to participate actively in classroom discussion, as well as making presentations and taking turns leading discussion.

Theater Arts

THAR 240-401, Cross Listed with: ENGL 376

Theatrical Representation of Others: Blackface, Yellowface, Redface, Jewface

TR-10:30-12:00

Cary Mazer

BFS Sector III

This semester's Topic in Theatre History focuses on the theatrical, dramatic, and histrionic representations of "Others" in select periods of theatrical history. Topics include (among others) the "barbarian" in ancient Greek theatre; representations of Africans, Turks, indigenous Americans, and Jews in Early Modern English theatre; Asians, Indians and Africans in Restoration and 18th-century theatre; Blackface plays (*Uncle Tom's Cabin*, *The Octoroon*) and popular entertainment (the minstrel show and vaudeville) in 19th- and early 20th-century America; issues of non-traditional casting in contemporary theatre; the Miss Saigon controversy; and modernist and post-modern theatre and performance art (Anna Deavere Smith, The Wooster Group, et. al.).