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Benjamin Franklin Seminars

Fall 2004

Students not in Benjamin Franklin Scholars can **enroll** in Benjamin Franklin seminars with permission of instructor. [Faculty Contact Information](#) is available.

AFRO-AMERICAN STUDIES	HISTORY	MEDICINE
ASIAN & MIDDLE EASTERN STUDIES	HEALTH & SOCIETIES	MUSIC
BUSINESS AND PUBLIC POLICY	JEWISH STUDIES	NONDEPARTMENTAL SEMINARS
COMPARATIVE LITERATURE	LAW	PHYSICS
ECONOMICS	LEGAL STUDIES	PSYCHOLOGY
ENGLISH	LATIN AMERICAN & LATINO STUDIES	SOCIOLOGY
ENVIRONMENTAL STUDIES	MARKETING	STATISTICS
CLASSICAL STUDIES	POLITICAL SCIENCE	URBAN STUDIES

(009) AFRO-AMERICAN STUDIES

AFAM 078.401 Urban University-Community Relations
 W 2-5pm
 Mellon Bank Bldg. 514
 I. Harkavy
an academically based community service course
 Cross listed **HIST 214** and **URBS 078**

Inspired by its founder, Ben Franklin, President Judith Rodin has defined Penn's distinctive mission as helping students develop their capacity to integrate theory and practice in humanistic, action-oriented, real-world problem-solving. Since the present Arts and Sciences undergraduate education falls short in this regard, one of the seminar's aims is to help students develop their capacity to solve strategic, real-world problems actively, not simply "scholastically". Among the possible ways to do that are:

1) create new academically-based community service courses based on action-oriented, real-world, strategic problem-solving

2) synthesize existing, uncoordinated, academically-based community service courses into "learning communities"

3) contribute to knowledge through "academic" research on strategic real-world problems

As now envisioned, one outcome of the new Penn undergraduate education the seminar will help develop will be courses designed to stimulate and empower students to produce, not simply "consume", societally-useful knowledge, as well as to function as lifelong societally-useful citizens. Moreover, those courses would be grouped into "learning communities": that is, interrelated, cross-disciplinary, complementary sets of courses focused on related problems. By societally-useful knowledge, we mean knowledge that can be actively used to solve such universal strategic problems as Democracy and Society, Schooling and Society, Health and Society, Poverty and Society, Environment and Society, Culture and Society, etc., as those universal problems manifest themselves locally at Penn and in West Philadelphia/Philadelphia. Good ideas take time to develop. The seminar, therefore, will extend over two semesters. Students who for one reason or another decide to take only the Fall semester, however, will receive one credit. Undergraduates who believe that they might benefit from participating in the seminar, might contribute significantly to its work, and would welcome the challenge to help produce societally-useful knowledge, are invited to apply to enroll.

(465) ASIAN AND MIDDLE EASTERN STUDIES

AMES 356.401 / AMES 555.401 Ancient Interpretations of the Bible

TR 10:30-12

Williams 215

D. Stern

Cross listed **COML 556** and **JWST 356/ 555**

Distribution III: Arts and Letters

Christianity and Judaism are often called "Biblical religions" because they are believed to be founded upon the Bible. But the truth of the matter is that it was less the Bible itself than the particular ways in which the Bible was read and interpreted by Christians and Jews that shaped the development of these two religions and that also marked the difference between them. So, too, ancient Biblical interpretation --Jewish and Christian-- laid the groundwork for and developed virtually all the techniques and methods that have dominated literary criticism and hermeneutics (the science of interpretation) since then.

The purpose of this course is to study some of the more important ways in which the Bible was read and interpreted by Jews and Christians before the modern period, and particularly in the first six centuries in the common era. We will make a concerted effort to view these interpretive approaches not only historically but also through the lens of contemporary critical and hermeneutical theory in order to examine their contemporary relevance to literary interpretation and the use that some modern literary theorists (e.g. Bloom, Kermode, Derrida, Todorov) have made of these ancient exegetes and their methods. All readings are in English translation, and will include selections from Philo of Alexandria, the Dead Sea Scrolls, Rabbinic midrash, the New Testament and early Church Fathers, Gnostic writings, Origen, and Augustine. No previous familiarity with Biblical scholarship is required although some familiarity with the Bible itself would be helpful.

(064) BUSINESS AND PUBLIC POLICY

BPUB 201.301 Political Economics of Social Policy

MW 1:30-3

Huntsman F96

J. Pack

This introductory course explores the economics and politics of policy analysis and management in government. The first part of the semester is devoted to the analysis of the economics and politics of government policy formulation and implementation. This is followed by a detailed examination of why, how, and with what success/failure government intervenes in a variety of areas: health, education, welfare, law enforcement, housing and urban development, international trade, the environment are examples of the topics that may be covered. Finally, the course examines the growing importance of allowing competitive markets to provide publicly funded services, taking advantage of private management approaches to fostering innovation in public management. Three major areas in which this is occurring will be examined: privatization/contracting out of government activities; business improvement improvement districts; homeowners associations.

CLASSICAL STUDIES

CLST 370.401 Classics and American Government
MW 3-4:30
Fels, Sween
J. Mulhern

For over two centuries, the government of the United States has been distinguished by its stability even during episodes of extreme internal and external stress which might have toppled other governmental systems. If this stability can be traced at least in part to the foresight of the founders, their foresight can be traced in part as well to their educational formation, the core of which was their study of Greek and Latin political classics in which stability and instability were paramount issues. How might a reading of the classics have been absorbed into the mentality of the founding fathers? Are there elements in the classical tradition that can shed light on the reasons for American stability and, perhaps, on the prospects for American government in the future?

This course focuses first on the education of the Father of the Constitution, James Madison. It begins with a review of the classical works that Madison actually read, drawing on what we know of his early education at the Robertson School in Virginia and of his collegiate education at Princeton, so that students have an opportunity to relive Madison's classical educational experience. These works will be read in translation. It goes on to trace the influence of this education on his conception of the history of government and his understanding of the American situation before, during, and after the adoption of the U.S. Constitution. It then addresses recent scholarship on the influence of classical education on others of the American founders, especially Jefferson's conception of Solon's place in the history of the Athenians and of its parallel in the American situation.

While the curriculum differed from one institution to another, during their school days the founders might read works or parts of works of Cicero, Virgil, Nepos, Horace, the codifiers of Roman law commissioned by Justinian, Ovid, Terence, Sallust, Xenophon, Demosthenes, and Homer. In college, they might read Horace, Cicero's *Catilinarians*, the Greek New Testament, Lucian's *Dialogues*, Xenophon's *Cyropaedia*, Longinus on the Sublime, Demosthenes' *Philippics*, Livy, Aristotle, Thucydides, Plutarch, and Tacitus. The readings for the course are selected from these authors and works.

The course is conducted as a group tutorial. In individual tutorials, where the instruction is one on one, the tutor typically assigns a paper to a student each week, and the student reads it the next week and takes questions from the tutor. In this group tutorial, the professor offers a prelecture to the students in each session on the text that they will read next to help them understand its historical, literary, and political context. In the next class, the students read short papers on the text, and these papers are discussed by other students and by the professor. The professor then provides a summary lecture on the text just completed and a prelecture on the reading set for the next class. At the end of the course, the students should have appropriated the classical sources that Madison and his contemporaries shared.

This course is articulated with the professor's Ancient and Modern Constitutionmaking course to complement that course while avoiding duplication in the readings.

(113) COMPARATIVE LITERATURE

COML 556.401 Ancient Interpretations of the Bible
TR 10:30-12
Williams 215
D. Stern
Cross listed [AMES 356/ 555](#) and [JWST 356/ 555](#)
Distribution III: Arts and Letters

(169) ECONOMICS

ECON 001, Group 6 sections Introduction to Economics - Micro

Lecture: MW 1-2pm

lecture meets in Logan 17

Section 208: F 11-12

Section 209: F 12-1

both sections meet in McNeil 169

Spiegel U

Staff

Introduction to economic analysis and its application. Theory of supply and demand, costs and revenues of the firm under perfect competition, monopoly and oligopoly, pricing of factors of production, income distribution, and theory of international trade. Econ 1 deals primarily with microeconomics. Students must register for lecture and recitation.

(197) ENGLISH

ENGL 016.401 The Mexican Revolution in the American Imagination

TR 9-10:30

Kelly Writers' House 202

Y. Padilla

Freshman seminar

Writing Across the Curriculum (WATU) - fulfils 1/2 College writing requirement

Cross listed [LTAM 016](#)

Distribution III: Arts and Letters

Exploring numerous cultural, political, and historical contexts, this course will examine the Mexican Revolution from the vantage point of the American imagination. While most commentators date the Revolution between 1910-20, the turmoil south of the border would play a part in how the U.S. viewed Mexico--and itself-- well into the middle of the century. Such a recent history of revolution enabled the U.S. to conceive of Mexico as a mythic space onto which it could project and possibly resolve various social and cultural questions. As we read an array of texts that imagine the Revolution, we will consider how notions of revolutionary Mexico were deployed in some of the most pressing debates of the day, including those regarding relationships between race and democracy, art and revolution, and the primitive and the modern. Our readings will also include Mexican representations of the revolution, with the aim that we will analyze the influence of such expressions on U.S. thinking about Mexico. Ultimately, we will examine how Mexico and its Revolution inform new debates about an old question: what does it mean to be an American? Possible writers include Mariano Azuela, John Reed, D. H. Lawrence, Katherine Anne Porter, Graham Greene, and Sandra Cisneros. Possible films include Viva Villa!, The Old Gringo, Viva Zapata!, and the recent HBO film And Starring Pancho Villa as Himself.

ENGL 125.307 Writing for the Real World

TR 5-6:30

Williams 723

D. Burnham

Fulfils Writing Requirement

Much of the formal writing you've done in college was aimed at a small and specific audience: your professor. You followed the conventions of your discipline, and your paper was intelligible to its very small audience. Much of the informal writing you did was probably email. Much of the formal writing you do in the future will be for specific audiences in your workplace, neighborhood, political party, etc. We will read some classic and contemporary literature on rhetoric--the art of persuasion. You'll learn to analyze a rhetorical situation, and how to find appropriate language for various audiences, ranging from scholars to the readers of the Daily News. You'll read and write op-ed pieces, proposals, a brief ethnography, a political speech and a reflective piece on your time at Penn.

If you have questions, please feel free to email dburnham@writing.upenn.edu

ENGL 321.301 Medieval Authorship

W 2-5pm

202-204 S. 36th St. Rm 300

E. Steiner

Distribution III: Arts and Letters

This course is an overview of medieval English literature through the lens of medieval and modern theories of authorship. We will be reading classic modern essays on authorship by Eliot, Barthes, Foucault, and Benjamin, alongside fascinating fourteenth and fifteenth-century literary works: poetry by Geoffrey Chaucer and William Langland, civic plays, trial records, saints' lives, heretical sermons, and chronicles of revolt. The goal of the course is to rethink modern critical assumptions about authorship and authority in light of medieval notions of the scribe, the patron, the actor, the commentator, the translator, the plaintiff and the mystic. Most of the readings will be in Middle English, but no previous knowledge of medieval literature or Middle English is required. Assignments will include an oral report, weekly responses, and a 10-15 page final paper.

ENGL 329.301 Topics in Classicism and Literature: Poetry and Philosophy in Ancient Greece
 MW 3-4:30
 Vance B3-4
 A. Hall
Distribution III: Arts and Letters

In this course, we will take up questions central to a liberal education, that is, the education worthy of a free person. Those questions are the makeup of the human soul, the nature of happiness, the connection between virtue and political action, the role of poetry in teaching virtue, and the connection between personal happiness and the polity to which the individual belongs. Addressing such questions will establish a foundation from which to consider these questions as they are taken up by other great writers of later periods.

Along the way, we will hit some of the great moments in Greek literature—the meeting between Priam and Achilles in the midst of the Trojan War, the victory of the Greeks over the Persians at the Battle of Salamis, the Funeral Oration of Pericles and the destruction of the Athenian army in Sicily, Socrates being lowered to earth in a basket, the story of Theuth, and the rich tentativeness of Socrates' remark, as he decides to leave behind a simple city in favor of a city with philosophical leisure afforded to some: "Perhaps it is for the best."

We will read the following works in whole or in part: Homer's *Iliad*, Aeschylus' *Prometheus Bound*, Herodotus' *Persian Wars*, Thucydides' *History of the Peloponnesian War*, Aristophanes' *The Clouds*, several dialogues of Plato (*Apology*, *Meno*, *Gorgias*, *Protagoras*, *Republic*, *Phaedrus*). 4 short papers (2 pp) and a final paper (10pp.)

ENGL 353.301 Nineteenth Century New York City and American Modernity
 TR 1:30-3
 202-204 S. 36th St. Rm 102
 N. Bentley
Distribution III: Arts and Letters
 CLOSED

When did the United States become "modern"? The premise of this course is that there is a better way to pose the question, namely: *Where* did the U.S. become modern America? We will examine nineteenth-century authors who wrote in or about New York City, as the site where many forces of modernity made their earliest and most concentrated appearance. New York City will thus be a focal point for exploring crucial changes in American literature, culture, and social life. The course pursues a genealogy of our contemporary postmodern experience by looking through the eyes of the writers on the "hinter" side of modernity. We will be paying attention to interior changes in feeling (the experience of walking in urban streets, the desire to go shopping, new sensations of speed, time, and place, new forms of belonging) as well as to the profound changes in large social structures (global immigration and travel, the emergence of mass culture and communications, the impact of trusts and corporations, the redefining of kinship and family, the importance of ethnic and sexual subcultures). A field trip or optional research trip to New York may be part of the course. The syllabus will include some sociological texts on the category of modernity (Simmel, Weber, Giddens). Literary works will probably include: Poe, stories; Whitman, poems and "Democratic Vistas"; Melville, "Bartleby the Scrivener"; Dunbar, *The Sport of the Gods*; Dreiser, *Sister Carrie*; James, *The American Scene*; José Martí, *Our America*; Wharton, *Twilight Sleep*; Crane, *Maggie*; Cahan, *Yekl*; Johnson, *Black Manhattan*; Jacob Riis, *How the Other Half Lives*; Du Bois, *The Souls of Black Folks*; Yeziarska, *Bread Givers*; Benjamin, "Central Park."

ENGL 395.301 Globalization and the Fate of Literature
 TR 12-1:30
 Logan 204
 J. English

Distribution III: Arts and Letters

Closed

What is happening to literary culture as new systems and technologies of exchange alter the world order within which literature is produced and consumed? This course will consider a range of contemporary English-language novels (and films adapted from novels) in the context of recent debates among economists, sociologists, historians, and anthropologists over global patterns of cultural influence and exchange and the rise of "global English." We will read work by some of the major scholars who have contributed to these debates, including Arjun Appadurai, Anthony Giddens, David Harvey, Eric Hobsbawm, Gayatri Chakravorty Spivak, Franco Moretti, Saskia Sassen, Arundhati Roy, and Immanuel Wallerstein. These writings will provide the framework for our consideration of recent English-language novels and films from various parts of the world. The exact syllabus is yet to be determined, but is likely to include some of the following: Jessica Hagedorn's *Dogeaters*, Salman Rushdie's *Shame*, Keri Hulme's *The Bone People*, J.M Coetzee's *Disgrace*, Michael Ondaatje's *Anil's Ghost*, Nuruddin Farah's *Maps*, Irvine Welsh's *Trainspotting* (and the Danny Boyle film adaptation), Kazuo Ishiguro's *Remains of the Day* (and the James Ivory film adaptation). Written assignments will include two short research reports and two essays; there will also be several exams. The course is intended as an introduction; no previous coursework in these areas is required or expected. It is open to all honors students in Wharton or in the College, and to others if space permits.

(201) ENVIRONMENTAL STUDIES

ENVS 404.401 Urban Environment: West Philadelphia

TR 1:30-3

Hayden 358

E. Wright

*CWIC*Cross listed **HSOC 404**

A study of selected aspects of urban environments, with an emphasis on exposure to environmental lead (Pb) as an urban pediatric crisis. Penn students will engage middle-school children in West Philadelphia schools in a program of empiric assessment of the Pb risk in their neighborhoods.

ENVS 408.401 Urban Asthma Epidemic

TR 10:30-12

Hayden 358

E. Wright

*CWIC, ABCS*Cross listed **HSOC 408**

Asthma as a chronic pediatric disease is undergoing a dramatic and unexplained increase. It has become the #1 cause of public-school absenteeism and now accounts for a significant number of childhood deaths each year in the USA. In ENVS 408, Penn undergraduates learn about the epidemiology of urban asthma, the debate about the probable cause (or causes) of the current asthma crisis, and the nature and distribution of environmental factors that modern medicine describes as potential triggers of asthma episodes. Penn students then collaborate with community-service home visitors employed in a clinical research study at Children's Hospital of Philadelphia (CHOP). The Penn students accompany CHOP staff to the homes of children undergoing outpatient treatment for chronic asthma at CHOP. They instruct the families of those children in strategies to establish and maintain a trigger-free space within each child's home in which he/she can sleep, play, and study. The Penn students also conduct on-site ACLOTTEST procedures in each home to determine the concentration of dust-mite feces in the rooms children will be using as safe spaces. They will then summarize the results of their work in a format appropriate to the assessment phase of the CHOP clinical study.

(317) HISTORY

HIST 211.301 Classical Liberal Thought

W 2-5

Van Pelt 402

A. Kors

This seminar will examine the competing and diverse currents of anti-statist and radically individualist thought that have been a part of the Western dialogue of the 19th and 20th centuries. It will require active discussion, informed by the readings, and a term paper focused on comparison of our authors.

HIST 214.401 Collaborative Action

TR 1:30-3

Mellon Bank Bldg. 514

I. Harkavy

Cross listed [AFAM 078](#) and [URBS 078](#)

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