

| [Benjamin Franklin Scholars: current students, prospective students, alumni](#) |

[< back](#)

Benjamin Franklin Seminars

Fall 2005

Africana Studies

AFRC-078-402 (Crosslisted as BENF-210-402, URBS-078-402)

Faculty-Student Collaborative Seminar To Improve West Philadelphia Public Schools: Action-Oriented Policies Derived From the History Of Black Education In Philadelphia, Benjamin Franklin to The Present

Dr. Lee Benson, Dr. Ira Harkavy, Dr. Matt Hartley, Dr. John Puckett, Jennifer Bunn (Facilitating Associate), Elizabeth Curtis-Bey (Facilitating Associate)

M 3-6 PM, MELL 514

An academically-based community service course.

For detailed description, see BENF-210-402

Art History

ARTH-301-401 (Crosslisted as DTCH-232)

Interpreting Early Landscapes Larry Silver

Distribution III: Arts and Letters

W 2-5PM, JAFF 104

The relationship between man and nature has always marked the boundaries of civilization, but in the visual arts landscape has only formed a serious subject since the end of the Middle Ages, with the new-found ability of artists to create plausible realities. This course will explore the varieties of depicted landscapes, including maps and city views in early atlases within the shifting purposes of art over the past five centuries of paintings and prints. One featured element of the course experience will be a major exhibition of landscapes by the Dutch painter, Jacob van Ruisdael (1628-1682) at the Philadelphia Museum of Art. Class visits to the Museum for that event as well as for the permanent collection will provide first-hand contact with paintings from the Renaissance era to the Impressionists. *Larry Silver is the Farquhar Professor of Art History and has taught at Penn since 1997. A specialist in Dutch painting and prints, he has also taught at Berkeley, Northwestern, and Smith College, and at Penn he has also taught the new survey class, "The Rise of Visual Media." He has served as President of the Historians of Netherlandish Art and the College Art Association and has authored articles, exhibition catalogues, and books in his specialty, including articles on such artists as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Rembrandt, as well as a textbook, Art in History (1993).*

Benjamin Franklin Seminars

BENF-099-000
Benjamin Franklin Independent Study

Does not count towards the BFS seminar requirement. [More information](#). BENF-210-402 (Crosslisted as AFRC-078-402, URBS-078-402)

Faculty-Student Collaborative Seminar To Improve West Philadelphia Public Schools: Action-Oriented Policies Derived From the History Of Black Education In Philadelphia, Benjamin Franklin to The Present

Dr. Lee Benson, Dr. Ira Harkavy, Dr. Matt Hartley, Dr. John Puckett, Jennifer Bunn (Facilitating Associate), Elizabeth Curtis-Bey (Facilitating Associate)

M 3-6 PM, MELL 514

An academically-based community service course. This course is an interdisciplinary seminar that seeks to engage undergraduates in problem-solving learning in public education. By exploring the history of African-American education in Philadelphia from Benjamin Franklin to the present, as well as political, economic, legal, psychological, and other aspects of public education, the seminar will generate solutions to improve Philadelphia public schools. A significant part of the course will be the engagement of students, parents, and teachers at Sayre High School as partners in the problem-solving process. This seminar will employ a democratic learning process in which students will play a major role in facilitating and guiding the course. *Ira Harkavy: B.A., M.A. and Ph.D. in History from the University of Pennsylvania. Harkavy is currently the Director of the Center for Community Partnerships and is an Associate Vice President for the University of Pennsylvania. In the past, Harkavy has been the member or director of several entities within the university. He has written numerous papers such as "Urban University-Community Partnerships: Why Now and What Could (Should) be Next?" for the Journal of Public Service and Outreach. He works on several committees in the community such as the Philadelphia Education Fund. His service to the community has garnered him several awards and honors like the University of Pennsylvania Community Service Award.*

Judges and Judging

BENF-219-301
Gordon Bermant
T 1:30-4PM, ARCH 317

During Fall Term, 2005, Judges and Judging will study the trial at law. We are overwhelmed with journalism and fiction of all sorts about trials. There is in addition a very large social science literature that has dissected trials, and in particular the performances of jurors and juries, from many perspectives. The intent of the seminar this year is to step back from this flood of information to take a fresh look at what trials are and do. To help us we will use Robert P. Burns' *A Theory of the Trial* (Princeton, 1999), supplemented by Gregory M. Matoesian's *Law and the Language of Identity: Discourse in the William Kennedy Smith Rape Trial* (Oxford, 2001) and additional readings to be supplied in bulk-pack. Students will need to read rapidly and well as we move through the material. Assistance will come in the form of study questions distributed in advance of each week's meeting that students will complete in writing and submit as part of the course requirements. These question sets will focus our attention on key elements in each week's readings. In addition to completing the weekly question sets and participating in a lot of class discussion, students will write a term paper based on these materials that will be due on the day that the final exam would be taken. There will be, however, no traditional exams as such in the class.

*Gordon Bermant has lectured in the Benjamin Franklin Scholars program since 1994. Trained as an experimental psychologist and a lawyer, he worked for 21 years at the Federal Judicial Center, which is the research and education agency within the federal court system. He has published many articles and reports about courts and judicial administration including, most recently, *The Development and Significance of Courtroom Technology: A Thirty-Year Perspective in Fast Forward Mode*. (NYU Law School Annual Survey of American Law, 2005).*

Benjamin Franklin Seminars - Law

Note that the Law School uses semester hours, not credit units (3 SH = 1 CU). If you register for a crosslisted course, the system should automatically translate into CU so you won't need to get your courseload limit changed.

BFLW-064-401
Debt Relief and Restructuring of Sovereign Debt
David Skeel

R 4:30-6:20PM, LAW 908

In November 2001, the International Monetary Fund (IMF) stunned the international financial community by announcing its support for a sovereign bankruptcy regime -- an institutional structure that would enable countries that are overwhelmed by debt to restructure their obligations much like financially troubled individuals or corporations do. Although it was later derailed, the IMF proposal underscored the deep inadequacy of existing strategies for addressing sovereign debt crises. The financial crisis in Iraq has magnified a parallel debate over the issue of odious debt -- that is, whether some of the debt incurred by tyrannical regimes should be treated as unenforceable. And conditions in Africa have spurred a worldwide campaign for general debt relief. Using a variety of readings -- including law and finance journal articles, 1-2 books, and materials from the popular press -- this seminar will explore the consequences of, and strategies for addressing, sovereign debt crises. We will consider: the debt relief movement (including the role played by Irish rock star and 2004 Penn commencement speaker Bono); the role of the IMF and other multilateral organizations; private contractual strategies for resolving sovereign debt crisis; and proposals for a sovereign bankruptcy regime. I also hope to arrange visits to class by two or three leading sovereign debt experts during the course of the semester. Students will be required to write brief (less than 1 page) response papers for at least 9 of our classes and one final paper, due at the end of the semester, that should be a maximum of twenty pages (double-spaced) in length. The final paper and class participation (which will include the response papers) will be the principal factors in grading. *David Skeel is one of the nation's foremost authorities on corporate law and bankruptcy issues. He is the author of Icarus in the Boardroom: The Fundamental Flaws in Corporate America and Where They Come From (2005) and Debt's Dominion: A History of Bankruptcy Law in America (2001), as well as numerous articles and other publications. He has been interviewed on Nightline, Chris Matthews' Hardball (MS-NBC), National Public Radio, and Marketplace, among others, and has been quoted in the New York Times, Wall Street Journal, Washington Post and many other publications. Skeel has twice received the Harvey Levin award for outstanding teaching, as selected by a vote of the graduating class. Skeel also writes on "poetry and the law" and is an elder at Tenth Presbyterian Church in Philadelphia* [Professor Skeel's home page](#)

Benjamin Franklin Seminars - Medicine

BFMD-073-301

Infectious Diseases

Helen Davies

TR 4-5:30PM, JOHN 209

*General Requirement VII: Science Studies**Open to juniors and seniors only*

This course is concerned with the examination of the interactions between human beings, their organs and cells, and various infectious agents such as bacteria, viruses, and parasites. Both the biological and societal factors influencing these interactions will be studied.

Helen Davies (Ph.D., University of Pennsylvania, 1960) is professor of microbiology in the School of Medicine. She is a recipient of the Lindback Award, had been designated one of the two Distinguished Basic Science Educator Awardees in the School of Medicine, and received the 2001 national award of the American Medical Student Association as the best medical school teacher. Prof. Davies is the author of more than seventy papers in the areas of bacterial bioenergetics, infectious diseases, enzyme kinetics, bacterial infections, discrimination in higher education, and affirmative action for women and minority groups.

[Dr. Davies' home page](#)

Classical Studies

CLST-370-401 (crosslisted as GAFL-570)

Classics and American Government

J. Mulhern

MW 3-4:30 PM, FELS SWEEN

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. [Dr. Mulhern's webpage](#)

CLST-396-401 (Crosslisted as ENGL-394 and COML-383)
 Literary Theory, Ancient to Modern
 Rita Copeland
 TR 10:30-12, WILL 741
Distribution 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.

Rita Copeland works across a number of fields and periods, including: medieval literature (English, Latin, French); intellectuals, learning, and literacy in medieval Europe; literary theory from ancient to early modern; the history of rhetoric from ancient to early modern. Usually her teaching combines my interests in antiquity and the Middle Ages--or how the Middle Ages understood antiquity. Currently she is working on representations of the intellectual in pre-modern Europe, from late antique rhetorical culture to late medieval university cultures and heretical communities. Her other current projects include an anthology of medieval grammatical and rhetorical texts, co-edited with Ineke Sluiter. She is also a co-editor and co-founder of the Medieval Cultures Series (University of Minnesota Press), and co-editor and co-founder of the annual *New Medieval Literatures*.

[Dr. Copeland's Webpage](#)

Comparative Literature

COML-383-401 (Crosslisted as CLST-396 and ENGL-394)
 Literary Theory, Ancient to Modern
 Rita Copeland
 TR 10:30-12, WILL 741

Please see CLST-396 for detailed information.

Criminology

CRIM-410-401 (Crosslisted as SOCI-410)

Research Seminar in Restorative Justice and the Life Course

Heather Strang

Prerequisites: CRIM 100/SOCI 233, any statistics or research methods courses leading to knowledge of SPSS R 1:30-4:30, CRIM Seminar Room, Van Pelt Library

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 in the history of 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 England. 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. Key questions to be answered by the research program include the effects of restorative conferences on the future crime rates of offenders and victims, on the mental health and medical condition of both, and on the changes over time in these dimensions of the life course of both victims and offenders. Students will be the first data analysts to explore a new interview data set from some 150 victims and some 900 offenders. [Dr. Strang's Webpage](#)

Dutch

DTCH-232-401 (Crosslisted as ARTH-301)

Interpreting Early Landscapes Larry Silver

Distribution III: Arts and Letters

W 2-5PM, JAFF 104

Please see ARTH-301 for detailed information.

Earth and Environmental Science

GEOL-109-001

Introduction to Geotech Science

Gomaa Omar

MWF 11-12, TOWN HLMR

Sector VI. Proposed for Quantitative Data Analysis

Gomaa Omar's main area of interest is thermochronology; the use of radioactive isotopic systems to evaluate the thermal and mechanical history of rocks. He uses fission-track analysis on different minerals to determine the thermal and mechanical history of existing and long gone mountain ranges that formed as a result of extensional (rifted continental margins e.g. Red Sea and northern Atlantic margins) and compressional (e.g. Rocky Mountains) tectonics, rift basins along the eastern seaboard of the USA., and dating of meteorite impact events. [Dr. Omar's webpage](#)

Field Excursions in the Mid-Atlantic Region

GEOL-390-301

Steve Phipps This field based course allows students to observe and participate in a wide variety of field related activities and research. *Field-trip Schedule, Geology 390, F'05* Sat., Sept. 10: Field Trip #1: The Once and Future Wetlands of South Philadelphia: FDR Park, South Philadelphia, with Ernie Schuyler of the Academy of Natural Sciences. *Sun.*, Sept. 18: Field Trip #2: Duck Island Mitigation Site: constructing a freshwater tidal marsh Sat., Sept. 24: Field Trip #3: Sat., Oct. 1: Field Trip #4: Fred Scatena: Sat., Oct. 8: Field Trip #5: Ben Horton: The Delaware marshes. Sat., Oct. 15: Fall Break; also national GSA Oct.16-20 (Salt Lake City) (No trip; SPP running Geology 546 "Regions" trip? Sat., Oct. 22: Field Trip #6: Gieg: Glaciation of the Poconos. Sat., Oct. 29: Field Trip #7: S.P. Phipps: Mountain-building in the Appalachians (Reading to Pottsville). *Sun.*, Nov. 6: Field Trip #8: Art Johnson: Rare and endangered species in the Pocono till barrens. Sat., Nov. 12: Field Trip #9: Sat., Nov. 19: Field Trip #10: Sat., Nov. 26: Thanksgiving Saturday No trip. (Be thankful!) Sat., Dec. 3: Field Trip #11: S.P. Phipps: Basement rocks of the

Pennsylvania/Delaware Piedmont. (Fri., Dec. 9: Last day of classes)

[Dr. Phipp's webpage](#)

Economics

ECON-001-006 (lecture), 208,209 (recitation)
 Introduction to Microeconomics
 Lecture M W 1-2; recitation F 11-12 or 12-1, MCNB 169
General Requirement I

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. Ê Econ 1 deals primarily with microeconomics. Students must register for lecture and recitation.

English

ENGL-016-401 (Crosslisted as THAR-076)
 Theater in Philadelphia: 2005
 James F. Schlatter
 T/Th: 10:30-12:00, OLDH 107
Freshman Seminar - class of 2009 only. Distribution III

Over the last twenty years Philadelphia has grown to become one of the most exciting and diverse theatre cultures in the region. Philadelphia stages present a wide range of performances, including new American and European plays, political dramas, Shakespeare, and new, experimental work. This course will explore the current state of Philadelphia's thriving theatre culture. Beginning with a brief history of the regional theatre movement in America, we will examine the history, production work, and artistic mission of theatre companies such as the Philadelphia Theatre Company, the Wilma, Arden, and Interact Theatres, among others. In addition to analyzing plays being produced by local theatres in the 2005-2006 season, this course will approach the study of plays and performances from the perspective of the playwright, director, actor, and designer as they work to present challenging and innovative theatre for their audiences. Course readings and discussion will be supplemented by visits from local theatre artists and by group trips to attend Philadelphia theatre. Students will research and give presentations on local theatre companies. No theatre experience is required to take this course.

Jim Schlatter has been a member of the Theatre Arts faculty since 1989, and is currently serving as acting chairperson. A proud native of Minnesota, Jim received his B.A. degree from the University of Minnesota, his M.A. degree from Villanova University, and his PhD from City University of New York. His area of specialization is in post-World War II directing, and he wrote his dissertation on the life and work of Polish theatre director, Kazimierz Braun. In addition to regularly teaching courses in Acting, Directing, Advanced Directing, and Theory of Theatre, Jim also teaches courses in modern and contemporary American theatre and drama, classical Greek theatre, and the history of the American avant garde centered in Greenwich Village. He has published articles and delivered numerous conference papers on modern American playwrights. He has a particular interest in the work of Tennessee Williams. A member of Actors' Equity Association since 1984, Jim has performed roles in over sixty stage productions as well as directing a wide range of productions for Theatre Arts over the last fifteen years, including Shakespeare, classical Greek drama, Arthur Miller, Chekhov, and other modern European plays.

[Dr. Schlatter's webpage](#)

ENGL-321-301
 Topics in Medieval Literature: Chivalry, Masculinity, Romance
 David Wallace
 TR 1:30-3PM, Tuesday ANNS 318, Thursday VANP 402
Distribution III: Arts and Letters

Medieval historian John of Salisbury, in his Policraticus, justified the function of bellatores, warrior knights, as being "to protect the Church, to attack faithlessness, to venerate the priesthood... to pacify provinces, to shed blood... for their brothers and to give up their lives if necessary." From the time of the First Crusade, culminating with the capture of Jerusalem by Christian forces in 1100, chivalry became incorporated into liturgy (the daily worship of the Church). The sea and land routes that led pilgrims eastward could

also be used for military traffic; the promise of rare and exotic merchandise could send merchants and financiers in their wake. Such complex fusions of religious, militaristic, and commercial motivation suggested by chivalry continue to play out across the world (and particularly in the Middle East) today. The US Marine corps (motto: "the few, the proud") represents its members as sword-bearing knights. In this class we will examine this powerful, long-lived ethos of chivalry, along with the literary genre that carries it into battle: romance. We will also consider how masculinity is fashioned: those strong bonds between men defined above all through protection of the feminine (the lady; the patria). We begin with *The Song of Roland*, a poem from the time of the first Crusade that survives in a manuscript at the Bodleian Library, Oxford. The Roland sees the nephew of Charlemagne fail to prevent the Muhammadan invasion of Spain (based on actual events in the eighth century). We then move to the romances of Chretien de Troyes (c. 1135-83), penned just as the European economy is about to explode into its most colorful and vigorous phase. Here we see the development of the grail quest; we also see women (such as Guenivere) take a much more active role, in what has been termed "feminine chivalry." Chivalry, even as it is invented, seems to be a concept that many regard with humorous scepticism; women in Chretien certainly direct or entice their knights into some strange positions. From here we move on to the magical Sir Gawain and the Green Knight: an almost perfect poem that sets the young Arthurian court against more ancient forces of the natural cycle. Our final medieval text is Malory's *Morte D'Arthur*: an extraordinary summation of chivalric values, written as the aristocracy are fighting themselves to near-extinction in civil war and published just as the Tudors come to power (in 1485). The greater part of this course is formed by a selection of medieval texts that see the shaping and evolving of chivalry and romance; the last part considers how these values endure and mutate down to the present day. We begin with Shakespeare's *A Winter's Tale*: a text that carries forward central romance motifs of adultery, exile, and triumphant return. We may then look at later developments of romance and chivalric genres, such as Jane Austen's *Persuasion* and the poetry of World War I; films to consider might include *Glory* and D.W. Griffith's *The Birth of a Nation*. There are many American chivalries to consider, including the complex meshing of chivalry with southern plantation culture. Students might thus want to watch *Gone with the Wind*, or to ponder the meaning of Alfred Douglas' sharing a name with an Arthurian knight. Animal lovers might like to think about the cheval in chivalry, as seen in relationships between individual men and their named horses (Gryngolet, etc.); as in the maiming and mass slaughter of horses in war. Assessment will be by one or two shorter assignments, plus one longer final essay. *Dr. Wallace's webpage*

ENGL-326-301

Topics in Drama to 1660 : Greatsouled or Graceful: Classical and Christian Ethics in the Plays of Shakespeare

Anne Hall

MW 2-3:30 PM, OLDH 200

Distribution III: Arts and Letters

The great-souled person. . . seems to be the one who thinks himself worthy of great things. -- Aristotle, Nicomachean Ethics *Whosoever shall be great among you shall be your servant.* --Mark 10:43. In this course we will study Shakespeare's notion of human greatness. He inherited from the classical tradition a split between the intelligent few and the thoughtless many, where greatness comes from the few. In this tradition, the great-souled man is justified in thinking well of himself and in knowing that he is better than other people. From the Christian tradition, however, Shakespeare inherited a view that reverses the classical split. In this tradition, greatness comes from a capacity that many can achieve, a capacity for selflessness and humility--a willingness to be a servant-- that seems to be most characteristic of simple people. Texts: Aristotle's Nicomachean Ethics, Gospel According to John, *Much Ado About Nothing*, *All's Well That Ends Well*, *Twelfth Night*, *Measure for Measure*, *Hamlet*, *King Lear*, and *The Tempest*. Three short papers, one long final paper.

Anne Hall got her B.A. from Wellesley College, a M.A.T. from Harvard University, and a Ph.D. from Stanford. She taught for twenty-five years in the English department of the University of North Carolina at Chapel Hill. She has been at Penn since 1999. She has taught courses in classical literature, Renaissance literature, poetry, and the modern novel. Two of her recent courses have been "Old Bonds and New Contracts: The Problem of Money" and "The Tide and Seaweed of History."

Dr. Hall's webpage

ENGL-345-301

Topics in the 18th Century Novel: Writing Seduction: 1660-1800

Toni Bowers

TR 1:30-3PM, VANP 6thFL

Distribution III: Arts and Letters

Eighteenth-century writers and readers were fascinated by seduction stories, and used them for many purposes. In the process of interrogating power dynamics within sexual relationships, seduction stories raised resonant political questions and participated in pressing public debates -- debates about the meanings of national identity, about appropriate uses and locations of authority, and about the limits of responsibility in relations of inequality. In this seminar, we shall examine novels, drama, poetry, and expository prose, asking questions like these: Why were plots of seduction so important during the eighteenth century? How did the eighteenth century define seduction? How did it distinguish seduction from rape and courtship, and what was at stake in making such distinctions? How did eighteenth-century writers represent female desire, male desire? How might the theme of seduction be related to developing legal theories of contract and consent, or to changing structures of political authority? The course's emphasis

will be on reading (especially of primary material) and thoughtful class participation. Other requirements: three oral reports accompanied by annotated bibliographies, a preliminary paper abstract, and a final 10-page paper. *Toni Bowers received her Ph.D. from Stanford University. She specializes in eighteenth-century British literature and culture, and is particularly interested in the ways that people constructed intimate relations during that time. In addition to a number of studies of eighteenth-century novels, Toni has published on the drama and intellectual prose of the period, and on literature of the American Enlightenment. Her book *The Politics of Motherhood: British Writing and Culture, 1680-1760* was published by Cambridge University Press in 1996. She is currently working on her second book, a study of the eighteenth-century's obsession with stories about seduction and its development of a distinction between seduction and rape. That book is tentatively titled *Force or Fraud: Resistance and Complicity in Eighteenth-Century British Seduction Narratives.**

ENGL-363-301

War and Memory

Amy Kaplan

MW 2-3:30 PM

Distribution III: Arts and Letters

Wars are never only waged between soldiers on the battlefield. Long after the last bomb explodes, the traumas of war continue in the intimate memories and scarred bodies of those who fought, and in the nightmares of civilians whose lives were destroyed or irrevocably changed. Memories of war recur in the ongoing mourning of those who lost loved ones, homes, or ideals, and in the legacy of future generations who never experienced war directly. War literature often emerges only after a period of silence, and the cultural meaning of a war often doesn't become clear until time passes. Symbolic battles are then waged over the interpretation of war and over how it should be commemorated. Personal memories and private losses can either contest or legitimate national narratives and public memorials. The memory of older wars often shapes the way new wars are represented. This course explores how conflicts over the memory and meaning of war take place on the pages of novels and memoirs, in the design of national memorials, and on the Hollywood screen and documentaries. We will ask, in the words of a recent book, how war becomes a force that gives us meaning and how war challenges our capacity to make meaning. This course will concentrate on literary and cultural responses to the memory of World War II and the War in Vietnam, and also include examples from the Civil War, World War I and more recent conflicts, including the present wars. In addition to literature, we will read works of journalism and theory, view films, and discuss controversies over public memorials, such as the Vietnam Veterans War Memorial, the Holocaust Museum, and Ground Zero. Authors may include Gwendolyn Brooks, Ariel Dorfman, John Dos Passos, Joseph Heller, Joy Kogawa, Chris Hedges, Michael Herr, Norman Mailer, Bobbie Ann Mason, Ann Michaels, Bao Ninh, Tim O'Brien, John Okada, Wilfred Owen, Leslie Marmon Silko, Walt Whitman, and John Williams. Films may include *All Quiet on the Western Front*, *Apocalypse Now*, *Platoon*, *Regret to Inform*, or *Thin Red Line*. *Amy Kaplan received her Ph.D. from The Johns Hopkins University, with a specialty in late-nineteenth-century American literature. Working in the interdisciplinary field of American studies, she teaches courses on the culture of imperialism, comparative perspectives on the Americas, and mourning, memory and violence. Her first book, *The Social Construction of American Realism*, was published by the University of Chicago (1988). She co-edited with Donald Pease, *Cultures of U. S. Imperialism* (Duke, 1993). Her new book, *The Anarchy of Empire in the Making of U.S. Culture*, was published by Harvard University Press in 2002. She has received an NEH Fellowship and the Norman Forster prize for the best essay in American Literature in 1998 for "Manifest Domesticity." She has published recent essays on 9/11 and Guantanamo and is currently working on the language and culture of empire today. She was president of the American Studies Association in 2003.*

ENGL-393-401 (Crosslisted as SAST-393)

Topics in Postcolonial Literature: Nation and identity in South Asian Writing

Ania Loomba

T 1:30-4:30 PM, OLDH 100

Distribution III: Arts and Letters

Some of the most exciting twentieth-century fiction in the English language has come out of South Asia. In this course, we will read novels, short stories and plays--some well known and others less so, some now considered 'classics' and others very recent, produced from within the Indian subcontinent as well as from the West. Through them, we will discuss key features of the political and social upheavals of region, as well as the dynamics of the family, gender relations, sexual identities and cultural belonging. The course will include writings by Rudyard Kipling, E M Forster, Salman Rushdie, Bapsi Sidhwa, Amitav Ghosh, Mahasweta Devi, Hanif Kureishi, Anjana Appachana, Arundhati Roy, Meera Sayal, and Shyam Selvadurai. *Ania Loomba is Catherine Bryson Professor of English. She is the author of three books--*Gender, Race, Renaissance Drama* (1988); *Colonialism/ Postcolonialism* (1998), and *Shakespeare, Race and Colonialism* (2002). She has also co-edited two books--*Postcolonial Shakespeares* (1998) and *Postcolonial Studies and Beyond* (2005) and is the author of numerous essays on Renaissance literature, postcolonial issues, contemporary India and feminist theory. She likes to teach courses in all these areas here at Penn. She has also taught at a number of other places including the University of Illinois at Urbana-Champaign and Jawaharlal Nehru University (India).*

ENGL-394-401 (Crosslisted as CLST-396 and COML-383)
 Literary Theory, Ancient to Modern
 Rita Copeland
 TR 10:30-12, WILL 741
Distribution III Please see CLST-396 for detailed information.

ENVIRONMENTAL STUDIES

ENVS-404-401 (Crosslisted as HSOC-404)
 Urban Environment: West Philadelphia
 Elaine Wright
 TR 1:30-3, HAYD 358
 An academically-based community service course

Unbeknownst to most, lead poisoning is silently plaguing a great number of Philadelphia's youth. Despite the fact that lead has been removed from many products such as paint and gasoline, thousands of Philadelphia children still have elevated blood-lead levels. Most children at risk are from low income families, living in poorly maintained homes built before the 1978 ban of lead based paint for residential use. In this course, Penn undergraduates aim to reach these children through community outreach education. Prior to conducting community outreach, students focus on the history and epidemiology of lead poisoning, and investigate pathways of exposure. They are additionally responsible for synthesizing creative and informative methods of community education. Penn students will collaborate with middle school teachers in West Philadelphia to engage children in environmental research relating to lead poisoning to their homes and neighborhoods. *Dr. Wright's webpage*

ENVS-406-301
 Community Based Environmental Health
 Elaine Wright
 TR 9-10:20, HAYD 251

The environment affects people's 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 impact of the environment on health is as high as 80%. (Environmental Health, Morgan, pg. 14). 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. This course will not only examine the toxicity of physical agents, but also the effects of lifestyle, social and economic factors, and the built environment on human health. Selected topics will include cancer clusters, water borne diseases, radon and lung cancer, lead poisoning, environmental tobacco smoke, respiratory diseases and obesity. Students will be researching in depth the health impacts of the classic industrial pollution case studies in the US. Class discussions will also include risk communication, community outreach and education, access to health care and impact on vulnerable populations. Each student will have the opportunity to focus on Public Health, Environmental Protection, Public Policy, or Environmental Education issues as they discuss approaches to mitigating environmental health risks. Students will be asked to research one environmental health topic in detail, to present their findings to the class, and to propose recommendations for future action. This course is an ABCS course that requires community service in addition to the class times. Students will work together in teams to identify environmental health needs in the community then develop and implement an intervention that is sustainable and replicable.

ENVS 408-401 (Crosslisted as HSOC-408)
 Urban Asthma Epidemic
 Elaine Wright
 TR 10:30-12, HAYD 358

An academically-based community service course 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. *Dr. Wright's webpage*

French

FREN-250-301

French Literature in Translation: Money and the Novel

Maurice Samuels

General Requirement III - Arts and Letters TR 10:30 AM-12, GLAB 102

Theorists from Marx to Benjamin have seen Paris as the capital of the nineteenth century because of the way new economic structures gave rise to the social, political, and cultural formation characteristic of modernity. This course will explore the relation between literature and capitalism in this period. How did writers come to terms with the new modes of production and consumption that developed in France between the French Revolution and World War I? How did literature itself become a commodity during this period? Classic novels in the Realist tradition will be read for their investment in the economic discourse of their age. Balzac's *Old Goriot*, Murger's *Bohemians of the Latin Quarter*, Zola's *The Kill*, and Gide's *The Counterfeiters* are among the novels we will study. Additionally, students will be asked to give presentations on economic theory from the nineteenth century. All readings and discussions will be in English. No knowledge of French required. *Maurice Samuels received his PhD from Harvard University. He is the author of The Spectacular Past: Popular History and the Novel in Nineteenth-Century France (Cornell University Press, 2004). His new project focuses on Jewish identity and the question of modernity in nineteenth-century France.*

Government Administration

GAFL-570-401 (crosslisted as CLST-370)

Classics and American Government

J. Mulhern

MW 3-4:30 PM, FELS SWEEN

Please see CLST-370 for detailed information.

History

HIST-212-301

Rise and fall of the British Empire

Lynn Hollen Lees

M 2-5, LOGN 493

Distribution II

The seminar will analyze the growth and decline of the British Empire from the mid-eighteenth through the mid-twentieth centuries. Central questions are: what made it possible for Britain to control such a large part of the globe? How was the empire represented at home and in the colonies? What forces led to its rapid disintegration? The course requires student to search for sources and to investigate a particular region. During the term students will make oral presentations and will do a research paper on some aspect of the transition to independence of a particular colony. Common readings will include Robert Hughes, *The Fatal Shore*, Daniel Headrick, *The Tools of Empire*, and George Orwell, *Burmese Days*.

Lynn Hollen Lees is Professor of History. She is interested in British social and economic history and is currently doing research on the British Empire in Malaya. Her first book, *Exiles of Erin*, was a study of Irish migration and Irish society under British rule.

Dr. Lees' webpage

HIST 212-302

Classical Liberal Thought

Alan Charles Kors

T 3-6, ANNS 318

Distribution II 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. ***Dr. Kors' webpage.***

HIST-214-401 (Crosslisted as URBS-078)
Urban University-Community Relationships
Ira Harkavy
W 2-5 PM, MELL 514
An academically-based community service course.

Inspired by Penn's founder, Ben Franklin, President Amy Gutmann has identified rising to the challenge of a diverse democracy and educating students for democratic citizenship as critical goals of her administration. Since the present undergraduate curriculum falls short in this regard, the seminar aims to synthesize numerous, unrelated, academically-based community service courses into an effectively integrated curriculum. As now envisioned, the new Penn curriculum developed by the seminar would have as a significant component, thematic, problem-solving clusters, i.e., interrelated, cross-disciplinary, complementary sets of courses designed to stimulate and empower students to produce, not simply consumer, societally-useful knowledge. By societally-useful knowledge, we mean knowledge actively used to solve global strategic problems of democracy and society, schooling and society, health and society, poverty and society, environment and society, culture and society, etc., as those global problems manifest themselves locally at Penn and in West Philadelphia/Philadelphia. *Ira Harkavy: B.A., M.A. and Ph.D. in History from the University of Pennsylvania. Harkavy is currently the Director of the Center for Community Partnerships and is an Associate Vice President for the University of Pennsylvania. In the past, Harkavy has been the member or director of several entities within the university. He has written numerous papers such as "Urban University-Community Partnerships: Why Now and What Could (Should) be Next?" for the Journal of Public Service and Outreach. He works on several committees in the community such as the Philadelphia Education Fund. His service to the community has garnered him several awards and honors like the University of Pennsylvania Community Service Award.*

Health and Societies

HSOC-404-401 (Crosslisted as ENVS-404)
Urban Environment: West Philadelphia
Elaine Wright
TR 1:30-3, HAYD 358
An academically-based community service course.

Please see ENVS-404 for detailed information HSOC-408-401 (Crosslisted as ENVS 408)
Urban Asthma Epidemic
Elaine Wright
TR 10:30-12, HAYD 358
An academically-based community service course Please see ENVS-408 for detailed information

Legal Studies

LGST-101-301
Introduction to Law and the Legal Process
Kevin Werbach
MW 10:30-12, JMHH F38

This course is an introduction to law and the legal process. It will help you understand how legal systems work, how lawyers and judges think, how social values impact the way laws are interpreted, and how legal rules evolve to cover new situations. The first part of the course surveys the ways judges think about the law using a variety of topics across the landscape of the law. The second part of the course focuses in depth on contract law, so you can understand how the legal doctrine develops in a specific area that is critical to business. The final classes examine how law deals with changes in society and technology, with a particular focus on the Internet and electronic commerce. *Kevin Werbach is a leading expert on the business, policy, and social implications of emerging Internet and communications technologies. Werbach is Assistant Professor of Legal Studies at The Wharton School, University of Pennsylvania. He is also the founder of the Supernova Group, a technology analysis and consulting firm, and organizer of Supernova, a leading executive technology conference. Werbach was formerly the editor of Release 1.0, a renowned monthly report published by Esther Dyson. He has served as Counsel for New Technology Policy at the Federal Communications Commission, where he helped develop the US Government's Internet and e-commerce policies. His writing has appeared in Harvard Business Review, Wired, The Industry Standard, Harvard Law Review, Slate, Red Herring, Business 2.0, and Fortune, among other publications.* LGST-210-301 Corporate

Responsibility and Ethics

Waheed Hussain

T R 10:30-12, JMHH F65

This course will explore theories of business responsibility from a multi-disciplinary and managerial perspective. Current theories of business ethics will be presented along with how they apply to a number of case studies. Topics include ethical and social responsibility issues with regard to advertising, affirmative action, employee rights, whistle-blowing, conflicts of interest, and financial management. *Dr. Hussain's webpage*

Physics

PHYS-170-301 (lecture), 302,303 (lab)

Honors Physics I

Paul Heiney

Lecture M W F 10-11 AM (DLRB 3C2), M 2-3PM (DLRB A6), Lab 302 W 1-3, Lab 303 F 1-3 (both in DLRB LAB)

Fulfills College Quantitative Data Analysis Requirement and General Requirement VI: Physical World

PHYS 170 is a difficult course, as one would expect for an Honors offering. It is possible to start in PHYS 170 and transfer to PHYS 150 in the first few weeks if you find the course too difficult. The instructor (Prof. P. A. Heiney) would prefer that you be co-registered in Math 240 or higher. It is no longer possible to place out of the predecessor math course, Math 114, purely on the basis of advanced placement scores, but the Math department offers placement tests at the beginning of the fall semester. Students co-registered in Math 114 (formerly Math 141) have done well in PH170 in the past, but they often need to do some extra work to make up for math topics they have not yet covered. Students co-registered in Math 104 (formerly Math 140) have usually done poorly in PHYS 170, so we suggest they register for PHYS 150. Note that you may pursue a major in Physics and Astronomy after taking either of these introductory sequences. Either of these sequences is also appropriate for majors in other physical sciences or engineering. Moreover, it is possible to take PHYS 171 (Honors Physics II) Spring 2004 instead of PHYS 151 if you do very well in PHYS 150 in the Fall. If you have further questions regarding Physics 170 or 171 you are welcome to contact the instructor directly at heiney@physics.upenn.edu. *Dr. Heiney's webpage*

Political Science

PSCI-291-301

Citizenship and Democratic Development

Henry Teune

T 2-5pm, COLL 315A

This is an idea generating, research seminar focused on Penn as a case study examining and assessing the contributions of colleges and universities to the democratic development of their students, communities, and societies. Faculty from other departments of SAS and other schools will participate. Three objectives will be pursued. First, discussions about citizenship and democracy will be based on readings and research on what colleges and universities as well other institutions say they intend to do or are actually doing about education for democracy. Attention will be given to the proceedings and publications of the Council of Europe and its 2005 European Year of Citizenship through education in which Penn is involved. Second, the seminar will collect and analyze data gathered from a questionnaire that will be administered to target populations of Penn undergraduates. The data collected last year will be integrated with these new data on the democratic values, knowledge, and competencies of Penn students. Third, students will be organized into research teams and go into the near neighborhoods of Penn to assess what impact it is having on building the foundations for democratic life in those localities. The target locations will supplement those that were studied last fall. Papers and presentations will be based on the information and analyses generated in the seminar as well as the records of two previous seminars. *Dr. Teune's webpage*

PSCI-395-301

Power Sharing

Brendan O'Leary

T 3-6 PM, Room TBA

'Consociations' and 'federations' are often commended to share and divide power in territories with (past or present) national, ethnic and communal conflicts. This course examines conceptual, explanatory and normative debates over the merits and effectiveness of consociation and federation - and mixed systems. Case materials will be drawn from Belgium, Canada, Switzerland, India, Sri Lanka, South Africa, Bosnia and Herzegovina, Macedonia, Northern Ireland and Iraq. The essential books for purchase are listed below. Other materials will be posted on the Blackboard web-site for this course'. Essential books are:

- Brendan O'Leary, John McGarry and Khaled Salih (eds.), *The Future of Kurdistan in Iraq*, University of Pennsylvania Press, 2005. John McGarry and Brendan O'Leary, *The Northern Ireland Conflict: Consociational Engagements*, Oxford University Press, 2004. Ronald Watts, *Comparing Federal Systems in the 1990s*, McGill-Queen's University Press, 1996. Noel, S. J. R. (ed.) *From Power-Sharing to Democracy: Post-Conflict Institutions in Ethnically Divided Societies*, McGill-Queens University Press, 2005.
- Donald L. Horowitz, *Ethnic Groups in Conflict*, University of California Press, 2nd ed. 2001. *Dr. O'Leary's webpage*

Psychology

PSYC-020-301

Probability and Statistics

David White

T R 9-10:30, MCNB 103

Fulfills College Quantitative Data Analysis Requirement and General Requirement IV: Formal Reasoning and Analysis

An introduction to statistics, statistical methods, and probability theory. The course will cover: the nature of statistical data; estimation and hypothesis testing; concepts of statistical inference; measures of central tendency and variability; elementary probability; ANOVA; regression and correlation; non-parametric methods. Emphasis will be placed on application to research in the behavioral sciences. In addition, there will be an introduction to some of the most popular computer-based statistical programs.

David White's work takes an ecological and evolutionary approach to study how the social environment can influence learning and development of functionally important behavior. He has studied social learning in several different contexts including rat foraging and Japanese quail mate choice. More recently he has developed a research program that involves studying brown-headed cowbirds in large outdoor aviaries. He is interested in contextual effects on the birds' fitness, learning, and development. He focusses on social factors impact communicative competence and reproductive success and has incorporated new tools into this preparation including, robotics, voice recognition and programmable databases, and computer simulations to model the patterns of behavior of cowbirds in the aviaries.

Dr. White's webpage

PSYC-278-301

Constraints on Family Size

M. Frank Norman

T 1:30-4:30, PSYL B50

Decisions to have children are influenced by cultural norms and economic constraints. Cultural and economic conditions have changed drastically, and, as a result, recent years have seen a sharp, nearly worldwide decline in birth rate, and exceedingly low birth rates in contemporary Europe and Japan. The history, causes, and consequences of this "fertility transition" are the central topics of this seminar. Historical topics include the emergence of the concept of deliberate family size restriction, which fostered birth rate declines in some countries long before the introduction of efficient contraceptives. Causes include the escalating cost of rearing children. Consequences include population aging and resultant difficulty funding pensions for retirees. (The "social security crisis" is much worse in Europe and Japan than in the USA.) The seminar also considers contemporary women's career-family conflicts, which illustrate some of the psychological, sociological, and economic factors with which the seminar is concerned. A preliminary syllabus is available at <http://psych.upenn.edu/~norman/syl278p05.htm> *Dr. Norman's webpage*

Religious Studies

RELS-102-301

Science and the Sacred

Patrick Russell

T R 9-10:30, LOGN 204

Distribution I: Society

An introduction to the rapidly expanding dialogue between religion and science. Episodes from the historical interaction between Judeo-Christian theology and the nature sciences will highlight parallel revolutions in each accompanying fundamental shifts in world view. This serves as crucial background to understanding the present relationship between scientific understanding and religious reflection and the implications they have for each other. The basic findings of classical and modern physics, biology and the neurosciences will be introduced in the context of issues such as divine action, the nature of the human, and the relationship of scientific and religious ways of knowing.

With a BA in physics and astronomy from Boston University and a PhD in particle physics from Princeton University, Rev. Patrick Russell brings to cross-disciplinary dialogue his experience in the scientific, religious, and artistic communities. In 2002, Russell received a Master of Divinity degree from Pacific Lutheran Theological Seminary in Berkeley and currently serves as Associate Pastor of St. Peter's Lutheran Church in Lafayette Hill, Pa.

Russian

RUSS-202-301

Tolstoy

Ilya Vinitsky

T R 10:30-12, JAFF 201

Distribution III: Arts and Letters

This course consists of three parts. The first, "How to read Tolstoy?" deals with Tolstoy's artistic stimuli, favorite devices, and narrative strategies. The second, "Tolstoy at War," explores the author's provocative visions of war, gender, sex, art, social institutions, death, and religion. The emphasis is placed here on the role of a written word in Tolstoy's search for truth and power. The third and the largest section is a close reading of Tolstoy's masterwork "The War and Peace" (1863-68) -- a quintessence of both his artistic method and philosophical insights.

*Ilya Vinitsky completed his dissertation on the Russian melancholy tradition at the Institute of World Literature of the Russian Academy of Sciences in 1994, took his Ph.D. in Russian Literature at Moscow State Pedagogical University in 1995, and did postdoctoral work on Russian and German Romanticism at Columbia University in 2000. He was a recipient of the Dashkov Scholarship of the Russian Academy of Sciences, a Fulbright Fellowship, the Harriman Institute Postdoctoral Fellowship, and an "Open Society" Foundation Fellowship. Before coming to Penn, Dr. Vinitsky taught at Columbia University (2000), the University of Pittsburgh (2000-2003) and Middlebury College Russian Summer School (2000-2003). Ilya Vinitsky has authored works on eighteenth-, nineteenth- and early twentieth- century Russian literature and culture, published in Russian and American journals and collections. His research focuses on issues of language, literature, medicine, and law, examined from a multidisciplinary perspective, as evidenced in his book *The Pleasures of Melancholy* (Moscow, 1997). Vinitsky's second book, *An Essay on Ghosts: Stories About the Russian Literary Mythology of the 19th-early 20th Century* (Moscow, 1998), explores the reception of the German mystical legacy in Russian romanticism and symbolism. In 1998-2005, Vinitsky delivered guest lectures at Oxford University (New College), Dartmouth College, the University of Chicago, Northwestern University, and Leiden University (the Netherlands).*

Sociology

SOCI 001

Introduction to the Social Sciences

Ivar Berg

W 2-5, MCNB 169

General Requirement I: Society. Freshman Seminar - class of 2009 only.

In an investigation into "nation building", in accord with the logics of the 17th and 18th Century Enlightenment Project, we will read three short preparatory books and then embark on a very "close reading" of Alexis deTocqueville's classic, *Democracy in America* 1835. Our current adventures in Iraq and Afghanistan will afford us weekly opportunities to consider a number of recent historical and comparative dimensions of 'nation building' in contrast with deT's report, early in the 19th Century, as we observed during our 2004 Federal election, and other chapters in the story of our own development as a democratic (and economic) republic, as did, for example, the January 2005 election in Iraq. Students with an eye on current events, especially, will enjoy an examination of our democratic development viewed through a 'rear view mirror' reflecting our own period, 1775-2000.

Dr. Berg's webpage

SOCI-410-401 (Crosslisted as CRIM-410)

Research Seminar in Restorative Justice and the Life Course

Heather Strang

Prerequisites: CRIM 100/SOCI 233, any statistics or research methods courses leading to knowledge of SPSS R 1:30-4:30, Criminology Seminar Room, Van Pelt Library

See CRIM-410 for detailed course description.

South Asian Studies

SAST-393-401 (Crosslisted as ENGL-393)

Topics in Postcolonial Literature: Nation and identity in South Asian Writing

Ania Loomba

T 1:30-4:30, OLDH 100

Distribution III:Arts and Letters

Please see ENGL-393 for detailed information.

Theater Arts

THAR 076-401 (Crosslisted as ENGL-016)

Theater in Philadelphia: 2005

James F. Schlatter

T/Th: 10:30-12:00

Freshman Seminar - class of 2009 only. Distribution III

Please see ENGL-016 for detailed information.

Urban Studies

URBS-078-401 (Crosslisted as HIST-214)

Urban University-Community Relationships

Ira Harkavy

W 2-5 PM, MELL 514

An academically-based community service course.

Please see HIST-214 for detailed information. URBS-078-402 (Crosslisted as BENF-210-402, AFRC-078-402)

Faculty-Student Collaborative Seminar To Improve West Philadelphia Public Schools: Action-Oriented Policies Derived From the History Of Black Education In Philadelphia, Benjamin Franklin to The Present

Dr. Lee Benson, Dr. Ira Harkavy, Dr. Matt Hartley, Dr. John Puckett, Jennifer Bunn (Facilitating Associate), Elizabeth Curtis-Bey (Facilitating Associate)

M 3-6 PM, MELL 514

An academically-based community service course.

For detailed description, see BENF-210-402

[< back](#)

Last updated on July 13, 2005

