

## Fall 2007 Benjamin Franklin Seminars

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### Anthropology

ANTH-234-301

COURSE CANCELLED>br> **Pharmaceuticals and Global Health**

[Adriana Petryna](#)

R 1:30-4:30

*BFS Sector I and Cross-cultural*

In some parts of the world spending on pharmaceuticals is astronomical. In others people do not have access to basic or life-saving drugs. Individuals struggle to afford medications; whole populations are neglected, considered too poor to constitute profitable markets for the development and distribution of necessary drugs. This seminar analyzes the dynamics of the burgeoning international pharmaceutical trade and the global inequalities that emerge from and are reinforced by market-driven medicine. Questions about who will be treated and who will not filter through every phase of pharmaceutical production -- from preclinical research to human testing, marketing, distribution, prescription, and consumption.

Whether considering how the pharmaceutical industry shapes popular understandings of mental illness in North America and Great Britain, how Brazil has created a model HIV/AIDS prevention and treatment program, or how the urban poor in Delhi understand and access healthcare, the seminar draws on anthropological case studies to illuminate the roles of corporations, governments, non-governmental organizations, and individuals in relation to global pharmaceuticals. As we analyze each case and gain familiarity with ethnographic methods, we will ask how individual and group health is shaped by new medical technologies and their evolving regulatory regimes and markets. The course familiarizes students with critical debates on globalization and with local responses to globalizing processes; and it contributes to ethical and political debates on the development and access to new medical technologies.

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### Architecture

ARCH 311-301

**Architecture and the Institutions of Public Life**

[David Leatherbarrow](#)

MW 2-3:30

*BFS Sector IV*

The stories of our lives are recorded in the spaces of our lives. In much the same way that literacy is both cultivated and preserved in books, cultural memory obtains legible shape in buildings. This course will study how architectural settings accommodate and express the events of our lives, particularly those events that occur in cities and their institutions, for cities have always been and remain culture's most efficient and eloquent articulation.

We will study buildings and cities from a wide range of regions and periods; roughly speaking, from antiquity to the present, in the Americas and Europe. Readings for the course will come from architect authors, as well as other writers who describe buildings and cities: poets, philosophers and historians. Students will analyze and discuss built works in four ways: weekly readings and written summaries, a preparatory tutorial with the professor, a class presentation, and a final interpretative essay. Because we will examine buildings, paintings and texts, the course will involve spatial, pictorial and verbal understanding.

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## **Benjamin Franklin Seminars**

BENF-099

[Independent Study](#)

*Does not count towards the BFS seminar requirement.*

BENF-219-301

**Judges and Judging**

Gordon Bermant

T 1:30-4

*BFS Sector I*

Judges and Judging introduces contemporary legal issues to students through the words and institutional perspectives of judges. This year the primary texts are provided by two eminent jurists: Aharon Barak, long-time President of the Supreme Court of Israel, (*The Judge in a Democracy*, 2006), and Antonin Scalia, Justice of the U.S. Supreme Court, (*A Matter of Interpretation*, 1997). Each text exposes the

author's principles of legal interpretation, which stand in useful counterpoint to each other. We will also read cases and other commentary that illustrate how judges craft their decisions to comport with their principles as well as the multi-dimensional patterns of facts that important cases present. Constitutional, statutory, and common law interpretive methods will be distinguished. The concept of judicial discretion will be discussed in relation to its pejorative cousin "judicial activism." Fundamental concepts such as rule of law, federalism, separation of powers, checks and balances, originalism, textualism, purposive interpretation, and judicial pragmatism will be clarified. The special problems presented to courts by terrorism, and wars thereon, will be highlighted.

The course is conducted in seminar style. Weekly question sets guide students through the reading assignments and form the basis of student-centered class discussions. A term paper on a topic selected by the student is the major and concluding class assignment.

For additional information, please contact me at [gordon.bermant@verizon.net](mailto:gordon.bermant@verizon.net)

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## **Benjamin Franklin Seminars - Law**

BFLW-064-401

**Christian Legal Theory**

[David Skeel](#)

T 4:30-6:30

This seminar explores the relationship between Christianity and American law and legal theory, focusing principally on the perspectives of Catholic, Protestant and (to a lesser extent) Orthodox theologians and scholars on law and legal issues since the late nineteenth century, and on the political influence of Christian groups historically and in the present. At the outset of the semester, many of the readings will be drawn from the essays in *The Teachings of Modern Christianity on Law, Politics, and Human Nature* (Witte & Alexander, eds. 2005). We then will consider a variety of different topics, including Prohibition; gambling regulation; the Civil Rights era; the Moral Majority and the rise of the Religious Right; recent developments in Catholic Social Thought; and the debt relief movement.

Guest speakers may be invited to join the seminar on occasion. Students will be required to write brief (less than 1 page) response papers for at least 9 of our classes. These papers will not be graded, but will be treated as part of the student's class participation. Students will be required to write one long paper. The paper should be a maximum of twenty pages (double-spaced) in length (with references given in footnotes, not endnotes), and will be due at the end of the semester. Each student's grade will be based on the paper and the student's class participation.

*Open to juniors and seniors only.*

## **Benjamin Franklin Seminars - Medicine**

BFMD-073-301

### **Infectious Diseases**

[Helen Davies](#)

TR 4-5:30

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.

*Open to juniors and seniors only. Permission of instructor required.*

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## **Biology**

BIOL-011-301

### **Humans in a Microbial World**

[Dustin Brisson](#)

MW 3:30-5

*BFS Sector V*

Microbes are a fundamental part of life on this planet. This course will explore the causes and consequences of the distribution and abundance of microbes (microbial ecology) as well as microbial evolution on human health and disease risk. We will address the interplay between human society and microbial ecology and evolution in shaping disease risk and directing scientific study. This course will apply concepts from basic biology, ecology, and evolution to study infectious microbes as living creatures.

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## **Chemistry**

CHEM-015-001 plus lab

## **Honors Chemistry**

[Andrew M. Rappe](#)

An advanced course for students who have had AP Chemistry in high school. Included in the course coverage are: quantum mechanics of atoms, molecules and crystalline solids; statistical mechanics of gases, liquids, and solids; and coordination chemistry.

*Physical World Sector*

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## **Classical Studies**

CLST-329-401

### **Political Philosophy in Ancient Greece**

[Anne Hall](#)

TR 12-1:30

*BFS Sector IV*

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.

CLST-370-401

### **Ancient and Modern Constitutions**

[John Mulhern](#)

MW 2-3:30

*BFS Sector II*

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 in Eastern Europe.

CLST-396-401

Literary Theory Ancient to Modern

[Rita Copeland](#)

TR 1:30-3

*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.

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## **Comparative Literature**

COML-383-401

**Literary Theory Ancient to Modern**

[Rita Copeland](#)

TR 1:30-3

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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.

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## **Criminology**

CRIM 410-401

### **Experiments in Restorative Justice**

[Heather Strang](#)

R 130PM-430PM

*BFS Sector I*

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 for some 150 victims and some 900 offenders.

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## **Economics**

ECON-212-301

## **Game Theory**

[Andrew Postlethwaite](#)

TR

10:30-12

An introduction to game theory and its applications to Economic analysis. The course will provide a theoretical overview of modern game theory, emphasizing common themes in the analysis of strategic behavior in different social science contexts. The economic applications will be drawn from different areas including trade, corporate strategy and public policy.

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## **English**

ENGL-116-305

### **Introduction to Modern American Poetry**

[Bob Perelman](#)

MW 3:30-5

*BFS Sector III*

We will read a few poets in some depth: Walt Whitman, Emily Dickinson, Langston Hughes, T. S. Eliot, William Carlos Williams, Mina Loy, Frank O'Hara, Allen Ginsberg among a few others. The aim of the course will be to provide a sense of the overall history of American poetry and to get a detailed look at some fascinating poets.

ENGL-329-301

### **Poetry and Political Philosophy in Ancient Greece**

[Anne Hall](#)

TR 12:30-1:30

*BFS Sector IV*

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.

*Fulfills [Elective Seminar](#) of the English Standard Major requirements.*

ENGL-355-301

**Dickens**

[Erin O'Connor](#)

MW 3:30-5

COURSE CANCELLED

*BFS Sector III*

In 1836, the London publishing firm Chapman and Hall hired the twenty-four-year-old hack writer and journalist Charles Dickens to write extended narrative captions for a series of woodcuts depicting humorous scenes of English sporting life. The woodcuts were to be done by Robert Seymour, a celebrated illustrator, and the series was intended to jumpstart Seymour's flagging career--but instead it marked the birth of the sensational publishing phenomenon that was Charles Dickens. Seymour shot himself shortly after the series began publication. Dickens took full advantage of this grisly opportunity, hiring another illustrator and turning what was once a picture-centered project that placed him firmly in the background into a text-centered enterprise centered on himself.

Almost overnight, the Pickwick Papers became a huge sensation. Everyone read it, and everyone advised everyone else to read it. Early numbers had only sold about 500 copies per month; by the end of the book's serial run, it was selling 40,000 copies per month. Those who wanted to extend the Pickwick experience beyond the book could buy Pickwick products. There were Pickwick cigars, canes, hats, and coats; there were Pickwick songbooks and china figurines. Dickens could not have known this at the time, but with the happy accident of the Pickwick Papers, he was effectively inventing the Victorian novel.

From the moment of Pickwick until his sudden death in 1870, Dickens essentially owned the Victorian novel on both sides of the Atlantic. "The Inimitable," as he styled himself, was alternately imitated, pirated, loved, and reviled. Aspiring authors copied him, criticized him, revered him, and mocked him. Anthony Trollope labeled him "Mr. Popular Sentiment," while George Eliot and Henry James both devised their conceptions of plot, character, and artistic purpose from careful--and highly critical--study of Dickens' work. Today, the adjective "Dickensian" has come to be a complicated literary compliment, a word that simultaneously declares an author to have a great gift and insinuates that he or she has yet to get that gift under control (the epithet "Dickensian" has been applied to writers as diverse as Peter Carey, Zadie Smith, and Salman Rushdie).

This course will be devoted to intensive, thoughtful study of the life, work, and legacy of the man who is often held to be the nineteenth century's greatest novelist. We will read widely in Dickens' fiction, and we will also examine his journalism, his theatrical ventures, and his letters. We will supplement that endeavor by investigating the history of critical appraisal of Dickens and by reading Peter Ackroyd's

magisterial--and highly Dickensian--biography of the author. We will make final decisions together about which novels to read, but the list will most likely include *Pickwick Papers* (1836-37), *Oliver Twist* (1837-39), *David Copperfield* (1850), *Bleak House* (1853), *Great Expectations* (1860-61), and *Our Mutual Friend* (1864-65). If time permits, we will also make brief forays into the work of Dickens' closest literary friends (Wilkie Collins, Elizabeth Gaskell), as well as that of his harshest and most innovative critics (George Eliot, Henry James).

Requirements: one short paper (5-7 pages), one longer paper (15-20 pages), a research project, weekly weblog postings, and occasional quizzes.

ENGL-363-301

## **Literary Modernism**

[Peter Conn](#)

TR 10:30-12

*BFS Sector III*

The material would include fictional and non-fictional texts, along with representative examples of painting, architecture and music. Among the authors to be included: Henry James, Henry Adams, James Joyce, Virginia Woolf, William Faulkner, Sigmund Freud, Gertrude Stein, John Dos Passos.

*Fulfills [Sector 6](#) of the English Standard Major requirements.*

*Fulfills [Elective Seminar](#) of the English Standard Major requirements.*

ENGL-370-401

## **Mexican American Literature**

[Yolanda Padilla](#)

TR 10:30-12

*BFS Sector III*

This course examines twentieth-century works of prose, poetry, drama, and film by artists of Mexican descent living in the United States. Our study of these texts will be guided by some of the key historical and cultural coordinates that have informed the experiences of Mexican Americans. These include oral traditions, the Mexican Revolution, the Chicano Movement and social protest, representations of the U. S.-Mexico border, and articulations of gender, class, sexual and racial identities. Finally, we will consider not only the historical experiences that inform these works but the potential futures they imagine. Possible texts include short stories by Maria Cristina Mena, Americo Paredes's *With His Pistol in His Hand*, Jose Antonio Villareal's *Pocho*, Arturo Islas's *The Rain God*, Sandra Cisneros's *Caramelo*, Cherrie Moraga's *Heroes and Saints*, Helena Maria Viramontes's *Under the Feet of Jesus*, and poetry selections by Lorna Dee Cervantes, Gloria Anzaldua, and Gary Soto. Possible films include *Salt of the Earth*, *Come and Take It Day*, *Zoot Suit*, and *The Ballad of Gregorio Cortez*.

*Fulfills [Sector 2](#) of the English Standard Major requirements.*

Fulfills [Elective Seminar](#) of the English Standard Major requirements.

ENGL-394-401

## **Literary Theory Ancient to Modern**

[Rita Copeland](#)

TR 1:30-3

*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.

Fulfills [Sector 1](#) of the English Standard Major requirements.

Fulfills [Elective Seminar](#) of the English Standard Major requirements.

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## **Environmental Studies**

ENVS-404-401

### **Urban Environment: West Philadelphia**

Rich Pepino

TR 10:30-12

*BFS Sector VII*

Despite the fact that lead has been removed from many products such as paint and gasoline, nearly 1.7 million young children have elevated blood levels according to recent Centers for Disease Control estimates. The incidence of lead poisoning has declined over the last 10 years, but thousands of Philadelphia children still have elevated levels. Philadelphia ranks second in the country as the city with the highest number of lead poisoned children. Most at risk are low income children living in poorly

maintained homes built before the 1978 ban of lead based paint for residential use. According to the Philadelphia Health Department, there are about 1400 homes with dangerous levels of lead paint chips and dust awaiting cleanup in the city. Lead poisoning can cause learning disabilities, impaired hearing, behavioral problems and at very high levels, seizures, coma and even death. Young children up to the age of six are especially at risk because of their developing systems. They often ingest lead chips and dust while playing in their home and yards.

In HSOC 404, Penn undergraduates will learn about the epidemiology of lead poisoning, the pathways of exposure, and methods for community outreach and education. Penn students will collaborate with middle school and high school teachers in West Philadelphia to engage middle school children in exercises that apply environmental research relating to lead poisoning to their homes and neighborhoods.

Course requirements include regular attendance at all lectures, a thorough comprehension of the course readings, participation in class discussion, application of the readings and lectures to a problem-oriented research project. Each student will be required to identify a problem associated with lead poisoning, and to conduct research on that issue, for a final paper and a formal presentation.

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## Fine Arts

FNAR-238-401

**Open Book: A Visual Exploration**

[Sharka Hyland](#)

T 1:30-4:30

*BFS Sector IV*

Why you might want to take this course:

The goal of the course is to explore the visual aspect of the thinking process -- how representing information visually restructures your thoughts about a subject. While working on a topic of your choice, you will both write and make a book. This is also an opportunity for students who might not think of themselves as artists or designers to experiment with things normally restricted to the domain of specialized studio classes.

What you will do in this course:

From the beginning, we will emphasize visual representation of concepts. You already know how to display information in visual form -- everyone uses a napkin in a restaurant to show how one thing connects to another. The material part of the project is not to be thought of as producing art -- it doesn't matter how well you did in your fourth-grade art class. We don't really know how an object looks until we draw it (and the skill at drawing is not essential to the process): through visual representation, we articulate, re-state our understanding of the world around us -- of objects as well as of abstract concepts. This process provides the format for the constant re-evaluation of your work. That re-evaluation is then

reabsorbed and restructures the way you think.

The projects naturally are diverse, ranging from introspection to scholarly investigation. You will see how your fellow students approach a problem. In the past, students have thought the most important part of the class was the opportunity to discuss each other's work. We will also invite visiting critics from other departments or from outside the university. We will explore technical methods of book production, ranging from computers to letterpress to collage, as well as simple bookbinding and paper crafts.

By the end of the course, you will produce a material book, which can range in format from a traditionally designed and bound book to an experimental one-of-a-kind form with foldouts and cutouts. The joy of making things with your hands can be directly connected with, and integral to, your "serious" research.

How this course may change your ideas:

You will learn to approach a project both with your goal in mind as well as with the openness for it to evolve in unexpected directions. You will learn how to pause when you encounter ideas in a serendipitous way: rather than dismissing them as obstructions or digressions, you might discover in them a new dimension of your project. Such openness is an essential aspect of creativity: your need for maintaining complete control over your project will give way to a dialogue -- with your work, and with yourself.

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## French

FREN-250-401

**The Enlightenment**

[Joan DeJean](#)

M 2-5

*BFS Sector III and Crosscultural*

Books have many powers. All too rarely, however, do they shape public opinion and change history.

The greatest works of the Enlightenment are perhaps the most striking exception ever to this rule. Our seminar will attempt to understand what the Enlightenment was and how it made its impact. We will read above all the works of the three individuals who, more than anyone else, defined the age of Enlightenment: Voltaire, Diderot, and Rousseau. We will see, for example, how Voltaire used his works to teach Europeans to believe in such concepts as brotherhood and the fraternity of man. We will retrace Rousseau's invention of autobiography and his redefinition of education. And we will explore the construction of perhaps the most characteristic of all Enlightenment masterpieces, the *Encyclopédie* edited by Diderot and d'Alembert.

We will pay particular attention to the risks each of these authors ran in making such controversial works public: they were constantly threatened by censorship from both church and state; Voltaire was exiled; Diderot was sent to prison. The seminar will meet on the 6th floor of Van Pelt Library so that we can have access during our meetings to the original editions of many Enlightenment classics. We will thus be able to discuss both ways in which these works were shaped by the fear of censorship and techniques devised by their authors to elude censorship.

We will also consider topics such as what the Enlightenment meant for women and the Enlightenment's global influence in the 18th century, particularly on the founding fathers of this country. We will thus read works by the greatest women authors of the age, as well as Benjamin Franklin's autobiography.

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## **Gender, Culture and Society**

GSOC-318-401

**Race, Gender, Class: History**

[Julie Fairman](#)

W 2-5

This multidisciplinary course surveys the history of American health care through the multiple perspectives of race, gender, and class, and grounds the discussions in contemporary health issues. It emphasizes the links between the past and present, using not only primary documents but materials from disciplines such as literature, art, sociology, and feminist studies that relate both closely and tangentially to the health professions and health care issues. Discussions will surround gender, class-based, ethnic, and racial ideas about the construction of disease, health and illness; the development of health care institutions; the interplay between religion and science; the experiences of patients and providers; and the response to disasters and epidemics. Skills for document analysis and critique are built into the course as is the contextual foundation for understanding the history of health care.

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## **Geology**

GEOL-109-001

**Intro to Geotech Science**

(Lab section required)

[Gomaa Omar](#)

MWF 11-12

*BFS Sector VI and QDA*

An introduction to processes and forces that form the surface and the interior of the Earth. Changes in climate and the history of life. Earth resources and their uses.. Open to architectural and engineering majors as well as Ben Franklin Scholars. Field trips. Relations of rocks, rock structures, soils, ground water, and geologic agents to architectural, engineering, and land-use problems.

*GEOL 109-101 Lab section for Intro to Geotech Science Staff M 2:30-4:30*

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## **Health and Societies**

HSOC-341-401

**Race, Gender, Class: History**

[Julie Fairman](#)

W 2-5

This multidisciplinary course surveys the history of American health care through the multiple perspectives of race, gender, and class, and grounds the discussions in contemporary health issues. It emphasizes the links between the past and present, using not only primary documents but materials from disciplines such as literature, art, sociology, and feminist studies that relate both closely and tangentially to the health professions and health care issues. Discussions will surround gender, class-based, ethnic, and racial ideas about the construction of disease, health and illness; the development of health care institutions; the interplay between religion and science; the experiences of patients and providers; and the response to disasters and epidemics. Skills for document analysis and critique are built into the course as is the contextual foundation for understanding the history of health care.

HSOC-404-401

**Urban Environment: West Philadelphia**

Rich Pepino

TR 10:30-12

*BFS Sector VII*

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## **History**

HIST-114-301

### **History and Memory in American Culture**

[Phoebe Kropp](#)

M 2-500PM

Sector II

If you've ever been to Colonial Williamsburg, gone to the Vietnam Veterans Memorial, toured a Civil War battlefield, visited Ground Zero, watched a period film, surfed by the History Channel, or read historic landmark signs, then you know that professional historians are not the only people who write history, students not the only ones who read it. The past is a big industry, with many consumers – why? This seminar examines the ways in which Americans have remembered, forgotten, interpreted, and shared history outside of the classroom. We will explore this public memory in American culture from the Revolutionary Era to the present day, considering such topics as war and memorials, museums and historic preservation, race and ethnicity, theme parks and tourism, political uses of the past, trauma and violence, film and television. These themes will sometimes take us into the realm of theory, into historians' debates over how to study and understand memory and conflicts over the relationship between academic, public and popular history. Students will pursue individualized research projects investigating a particular site or source of memory, and together, we will visit and study several such places in Philadelphia.

HIST-212-301

### **Classical Liberal Thought**

[Alan Kors](#)

T 3-6

*BFS Sector II*

This discussion and research seminar will examine the competing and diverse currents of antistatist and radically individualist thought that have been a part of the Western dialogue from the nineteenth century to the present. The course requires active participations in discussion and two papers, one brief and one a longer research paper.

HIST 212-302

### **History and Literature**

[Thomas Childers](#)

T 1:30-4:30

*BFS Sector II*

Social change and the crisis of bourgeois values as reflected in the 19th century literature -- middle class reactions to war, revolution, gender, marriage, and money during the emergence of industrialist capitalist society in England , France , and Germany . The course will focus on works by Austen, Dickens, Balzac, Flaubert, Mann, Zola, and others.

HIST-214-401

### **Faculty-Student Collaborative Action Seminar in University-Community School Partnerships**

[Ira Harkavy](#) and Lee Benson

W 2-5

*BFS Sector IV*

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.

*An academically-based community service course.*

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## **Jewish Studies**

JWST-123-401

## **Introduction to Judaism**

[Natalie Dohrman](#)

M 2-5

*BFS Sector II*

Religious Studies 120 is a broad introduction to Judaism -- touching on key religious themes and practices as they develop throughout Judaism's long history. Our major emphasis will be to see the religion as an evolving dialogue that happens across and within its diverse corpus of sacred and central texts, from the Bible and Talmuds, through Medieval Kabbalah and Medieval Philosophy, and into Modern Jewish Literatures.

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## **Latin American and Latino Studies**

LALS-370-401

**Mexican American Literature**

[Yolanda Padilla](#)

TR 10:30-12

*BFS Sector III*

This course examines twentieth-century works of prose, poetry, drama, and film by artists of Mexican descent living in the United States. Our study of these texts will be guided by some of the key historical and cultural coordinates that have informed the experiences of Mexican Americans. These include oral traditions, the Mexican Revolution, the Chicano Movement and social protest, representations of the U. S.-Mexico border, and articulations of gender, class, sexual and racial identities. Finally, we will consider not only the historical experiences that inform these works but the potential futures they imagine. Possible texts include short stories by Maria Cristina Mena, Americo Paredes's *With His Pistol in His Hand*, Jose Antonio Villareal's *Pocho*, Arturo Islas's *The Rain God*, Sandra Cisneros's *Caramelo*, Cherrie Moraga's *Heroes and Saints*, Helena Maria Viramontes's *Under the Feet of Jesus*, and poetry selections by Lorna Dee Cervantes, Gloria Anzaldua, and Gary Soto. Possible films include *Salt of the Earth*, *Come and Take It Day*, *Zoot Suit*, and *The Ballad of Gregorio Cortez*.

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## **Legal Studies**

LGST-101-301

**Introduction to Law and the Legal Process**

[Anne Mayer](#)

MW 12-1:30

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

### **Corporate Responsibility and Ethics**

[Martin Sandbu](#)

MW 3-4:30

This course offers a multifaceted, philosophical introduction to business ethics. We begin with the “big” questions about economic life. What is the rationale for capitalism? Is it just? Who should make the most money? How should we decide who does the hard work? What role (if any) does deception play in our system? After looking at the big issues, we will look at more concrete questions about the obligations of corporations, managers and employees. Do corporations have any obligations besides making money for their shareholders? Can a manager fire an employee just because he doesn’t like him? If a multinational operates in a country where child labor is the norm, does that make it alright for the company to hire children? Readings will be drawn from moral and political philosophy, business reviews, economics, magazines, and popular literature. Special emphasis will be placed on issues relating to labor and employment.

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## **Near Eastern Languages and Cultures**

NELC-283-401

### **Introduction to Classical Judaism**

[Natalie Dohrman](#)

T 2-5

*BFS Sector II*

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## **Nursing**

NURS-318-401

**Race, Gender, Class: History**[Julie Fairman](#)

W 2-5

This multidisciplinary course surveys the history of American health care through the multiple perspectives of race, gender, and class, and grounds the discussions in contemporary health issues. It emphasizes the links between the past and present, using not only primary documents but materials from disciplines such as literature, art, sociology, and feminist studies that relate both closely and tangentially to the health professions and health care issues. Discussions will surround gender, class-based, ethnic, and racial ideas about the construction of disease, health and illness; the development of health care institutions; the interplay between religion and science; the experiences of patients and providers; and the response to disasters and epidemics. Skills for document analysis and critique are built into the course as is the contextual foundation for understanding the history of health care.

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## Physics

PHYS-170-301

**Honors Physics I** (*Lab section required*)[Eugene Mele](#)

MWF 10-11, M 2-3, T 5-6.

*BFS and College Sector VI and QDA*

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 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.

*PHYS-171-302 Lab section for Honors Physics I W 1-3**PHYS-171-303 Lab section for Honors Physics I F 1-3*

## Political Science

PSCI-010-301

### **Politics of Crime and Punishment**

[Marie Gottschalk](#)

*BFS Sector I*

PSCI-291-301

### **Citizenship and Democratic Development**

[Henry Teune](#)

T 2-5

*BFS Sector I*

An idea generating, research focused seminar on the question of how to assess the contributions of universities to democratic education and democratic political development. It is an interdisciplinary seminar with the participation of faculty from around the university. This fall the seminar will focus on targeted student populations at Penn on their democratic values, habits, competencies. The research will build on previous surveys on hundreds of students at Penn as well as at three other local colleges and universities. The primary assignments will be data analyses and written reports on research done both individually and in research groups. Students will be taught to use appropriate soft-ware programs.

This fall the seminar will also attempt, as it has in the past, to assess the impact of Penn on the community immediate surrounding Penn. The seminar will be divided into research task forces that will focus on a neighborhood and assess the role Penn has in developing social and political infrastructures for political engagement.

The results of the seminar are being disseminated to faculty/student seminars in other countries that are collaborating in a global research program on Universities as Sites of Citizenship. This research program is also involved with the Council of Europe and has collected pilot data in Australia, Korea, South Africa as well as 15 university sites in Council of Europe countries and 15 in the U.S.

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## Psychology

PSYC-278-301

### **Constraints on Family Size**

[M. Frank Norman](#)

T 1:30-4:30

## *BFS Sector I*

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. Additional information is available at <http://psych.upenn.edu/~norman/syl278p05.htm>.

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## **Religious Studies**

RELS-123-401

### **Introduction to Judaism**

[Natalie Dohrman](#)

M 2-5

*BFS Sector II*

Religious Studies 120 is a broad introduction to Judaism -- touching on key religious themes and practices as they develop throughout Judaism's long history. Our major emphasis will be to see the religion as an evolving dialogue that happens across and within its diverse corpus of sacred and central texts, from the Bible and Talmuds, through Medieval Kabbalah and Medieval Philosophy, and into Modern Jewish Literatures.

RELS-133-301

### **Introduction to Christianity**

[Ann Matter](#)

W 2-5

*BFS Sector II*

This course is an introduction to the historical development and modern diversity of the Christian tradition. We will begin with a historical overview that will get us from the ministry of Jesus to the modern configuration of Christian churches, denominations, and movements. During this time, students should be choosing a particular Christian congregation they wish to study. In the middle of the semester, we will discuss the

particular challenges and opportunities of studying real congregations rather than textbook examples. In the last part of the semester, as you are exploring one church tradition, we will consider Christianity, both historically and from a modern perspective, in different parts of the world.

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## **Russian**

RUSS-202-301

**Tolstoy**

[Ilya Vinitzky](#)

TR 1:30-3

*BFS Sector III and Cross-cultural*

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.

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## **Sociology**

SOCI-410-401

[Experiments in Restorative Justice](#)

Heather Strang

R 130PM-430PM

*BFS Sector I*

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 for some 150 victims and some 900 offenders.

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## Theater Arts

THAR-275-301

### **Performing the Modern World**

[Jim Schlatter](#)

TR 10:30-12

*BFS Sector IV*

This course will investigate the relationship between the arts, in particular theatre performance, and some of the major social, political, and cultural movements that defined life in Europe and America in the 20 th Century. Beginning with the rise of the theatre of psychological realism at the turn of the century, we will also examine Expressionism as a reaction to the political turmoil in 1920's Berlin, Bertolt Brecht's epic theatre and rise of Communism, Absurdist theatre and the post-Holocaust world of the Cold War, and the revolutionary experimental theatre of the 1960's. In addition to reading plays, theoretical essays, and performance histories, this course will examine new movements in painting, dance, and film where appropriate. One component of the course will involve performance in the classroom, through which students will learn more deeply about key theatrical works by experiencing them as actors. This course does not, however, require any experience in acting, just a willingness to explore a different but very exciting method of learning.

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## Urban Studies

URBS-078-401

### **Faculty-Student Collaborative Action Seminar in University-Community School Partnerships**

[Ira Harkavy](#) and Lee Benson

W 2-5

*BFS Sector IV*

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*Last updated September 3, 2007*