

GENERAL HONORS COURSES SPRING 2000

Non-honors students can [enroll](#) in GH courses with permission of instructor.

[Faculty contact information is available](#)

updated 11/30/99

[\(009\) AFRO-AMERICAN STUDIES](#)

[\(465\) ASIAN AND MIDDLE EASTERN STUDIES](#)

[\(035\) ASIAN AMERICAN STUDIES](#)

[\(049\) BIOLOGICAL BASIS OF BEHAVIOR](#)

[\(101\) CLASSICAL STUDIES](#)

[\(111\) COGNITIVE SCIENCE](#)

[\(113\) COMPARATIVE LITERATURE](#)

[\(169\) ECONOMICS](#)

[\(197\) ENGLISH](#)

[\(201\) ENVIRONMENTAL STUDIES](#)

[\(237\) GENERAL HONORS](#)

[\(269\) GENERAL HONORS - MEDICINE](#)

[\(317\) HISTORY](#)

[\(321\) HISTORY AND SOCIOLOGY OF SCIENCE](#)

[\(353\) JEWISH STUDIES](#)

[\(373\) LEGAL STUDIES](#)

[\(467\) OPERATIONS AND INFORMATION MANAGEMENT](#)

[\(493\) PHILOSOPHY](#)

[\(497\) PHYSICS](#)

[\(521\) PSYCHOLOGY](#)

[\(541\) RELIGIOUS STUDIES](#)

[\(593\) SOUTH ASIA REGIONAL STUDIES](#)

[\(589\) SOCIOLOGY](#)

[\(657\) URBAN STUDIES](#)

For a listing of courses that are still open as of the end of advance registration, click [here](#).

(009) AFRO-AMERICAN STUDIES

AFAM 078-401. Urban University-Community Relations.

R 2-5

cross-listed: [HIST-214-401](#) URBS-078-401

(465) ASIAN AND MIDDLE EASTERN STUDIES

AMES 250-401. Dead Sea Scrolls. Distribution II: History and Tradition

TR 10:30-12

cross-listed: JWST 225-401 [RELS 225-401](#)

AMES 255-401. Bible and Translation: Exodus. Distribution III: Arts and Letters

TR 4-5:30

cross-listed: JWST 255-401 COML 380-401

The course is a careful textual study of the book of Exodus in the light of modern scholarship, including archaeological evidence and pertinent ancient Near Eastern documents. Topics covered will include the events surrounding the Israelite exodus from Egypt, its date, the first Passover, the role of Moses as a prophet, the Ten Commandments, civil and religious law in the Bible, the golden calf incident, and the impact of the book on Western civilization.

The format of the course will be lecture and discussion based on the reading assignments, with emphasis on the discussion. There will be a mid-semester and a final exam and a brief paper describing how some theme from Exodus is treated or reflected in postbiblical Judaism or Christianity, Western civilization, American history or modern art, literature, or music. There will also be a class visit to the University Museum.

Jeffrey Tigay is Ellis Professor of Hebrew and Semitic Languages and Literature. He was trained at Columbia, the Jewish Theological Seminary, and Yale, where he received his Ph.D. in 1971 in Biblical and ancient Near Eastern studies. He is interested in the interpretation of the Hebrew Bible in the light of archaeology and ancient Near Eastern literature and religion. His publications include articles in the Encyclopedia Judaica and a book about Israelite religion in Biblical times in the light of archaeology and ancient Hebrew inscriptions. Professor Tigay is the recipient of the Lindback Award for distinguished teaching.

AMES 374-301. Tourism and Culture in Asia

TR 1:30-3

For many developing countries in Asia, tourism has become an attractive way to develop and modernize quickly with a low investment requirement in terms of capital and skills. However, while tourism can create an economic boom, it can also create problems for host societies as they try to profit on the gold rush. How are nations "selling" their cultural traditions to tourists? What are the implications for local ethnicity, cultural traditions, gender roles, and the environment? To explore these questions, we will compare excerpts from tour guides (such as The Lonely Planet) with anthropological accounts of East and Southeast Asia. We will look at the history of conquest, exploration and travel in the West, and then discuss cultural tourism, sexual tourism, and adventure tourism with a critical eye to these socio-political issues.

Sara Davis will teach this course.

(035) ASIAN AMERICAN STUDIES

ASAM 209-401. South Asians in the US. Distribution I: Society

Cross-listed: [SARS 206-401](#)

TR 1:30-3

(049) BIOLOGICAL BASIS OF BEHAVIOR

BIBB 441-401. Genetics, Evolution, and Behavior.

Cross-listed: PSYC 441-401.

TR 1:30-3

Genetic and environmental components of IQ, personality, and psychopathology. Evolutionary psychology; basic evolutionary theory; evolution of altruistic, cooperative, and competitive behavior. For additional details, see the [syllabus \(psych.upenn.edu/~norman\)](http://psych.upenn.edu/~norman). The course develops and makes extensive use of elementary mathematical and statistical models.

Frank Norman (Ph.D., Stanford, 1965) is professor of psychology. Most of his publications are concerned with mathematical models for evolution and psychological processes. (For a list of publications, see psych.upenn.edu/~norman/pubs.html). Besides the topics covered in Psychology 441, his current interests include microcomputers and psychological testing.

(101) CLASSICAL STUDIES

CLST 226-401. History of Literary Criticism: Ancient to Modern

MW 3-4:30

Cross-listed: [ENGL 393-401](#)

CLST 352-301. Teaching Plato's Republic

TR 1:30-3

[An Academically Based Service Learning Course]

Plato's "Republic" begins as a casual conversation among Socrates and his friends about morality and justice, and ends up constructing an elaborate utopian city which would promote justice and happiness among all its citizens. It is no surprise that this monumental project has engaged readers so intensely since antiquity, for it manages to address so many of the perennial questions of human existence: what, for example, constitutes the "good life"? How do we balance the demands of the state and those of the

individual? On what criteria can a society base its ethical system? Beyond such grandiose questions other very practical ones are discussed, such as what kinds of art should be allowed in the ideal city, whether women are fit for military service, or how children should be educated. This seminar sets out to accomplish two intersecting goals: the first is to allow students to savor the full text of the Republic, and its relation to other Platonic works, through close, detailed reading over an entire semester; second, it will approach Plato's work as a dynamic and vibrant pedagogical text that can inspire even young students to reflect on the most urgent, if often puzzling, questions of life. The seminar will meet twice a week, with the first session every week to be held in the Penn classroom, and the second at University City High School (UCHS). We will work closely with a ninth-grade class and their teacher at UCHS, using Plato as a springboard for discovery and discussion. Such a format would surely please Socrates himself, who held that ongoing dialogue with others constitutes the truest philosophical enterprise.

This course will be taught by Professor Ralph Rosen: "Although I spent much of my youth intent on becoming an entomologist, some time during my '60s-tinged adolescence I discovered the charms of language and the seduction of literature. Early forays into Old and Middle English propelled me further and further backward until I hit upon ancient Greek, which I began studying as a freshman at Bowdoin College. I never could understand why Greek and Latin were considered by some to be so "esoteric" or disengaged from modern culture. For me, Homer was an ancient jazz musician, riffing and improvising on a theme the way Charlie Parker or Wynton Marsalis would; Plato asked the same sort of questions I was asking in college; Thucydides' analysis of political power could have been a primer for American politics. And to this day, what excites me as much as the un-selfconscious pleasure of contemplating a distant and alien culture, is our own relationship with the past, how we have developed morally, materially, and epistemologically since "antiquity", and what we may gain from attempting to re-orient our own modes of thinking to those of a different culture. I took my PhD from Harvard in 1983, after which I came to Penn. My main area of research has been concerned with Greek comic genres, including Athenian comic drama (such as Aristophanes) and various forms of satirical, often invective poetry. But there is practically no area of Greco-Roman Studies that does not fascinate me at some level, and I try to do as much teaching as possible in areas that will lead me into less familiar territory. Beyond my academic interests, I am a jazz fanatic, and though I love the whole tradition, I am especially fond of the wildest, free-est, most avant-garde strands of the genre!"

(111) COGNITIVE SCIENCE

COGS 102-403. Introduction to Experimental Psychology.

General Requirement V: Living World. This course satisfies the Quantitative Skills Requirement.

MW 1-3

Cross-listed: [PSYC 001-403](#)

(113) COMPARATIVE LITERATURE

COML 380-401. Bible and Translation: Exodus. Distribution III: Arts and Letters

TR 4-5:30

Cross-listed: [AMES 255-401](#) JWST 255-401

(169) ECONOMICS

ECON 002. Introduction to Economics - Macro. General Requirement I: Society.

Two recitation sections; students may enroll in either section and any lecture.

ECON 002-224 F 10-11

ECON 002-225 F 11-12

This course provides an introduction to economic analysis and its applications. The operation of the market economy will be examined to see how the size and composition of national output are determined. Economic tools will be used to analyze such problems as unemployment, inflation and international trade. Introductory economics is a two semester course; either or both semesters may be taken through General Honors.

(197) ENGLISH

ENGL 335-301. Intro to Shakespeare. Distribution III: Arts and Letters.

TR 12-1:30

Although Shakespeare's plays are usually studied as high canonical literature, they were originally written as playscripts designed for the entertainment of a disorderly, socially heterogeneous crowd and the financial profit of the players. This course will attempt to resituate the plays in their original theatrical setting. We will study a representative selection of Shakespeare's comedies, tragedies, and histories (to be chosen by the class at the first meeting) along with background material on Shakespeare's theater and his culture. There will be one or two hour-exams, one or two short papers, and a final exam. In addition, students are expected to meet in study groups outside of class. Students are expected to make thoughtful, well-informed contributions to the class listserver and discussions. Students who are not Benjamin Franklin Scholars will be admitted only with the instructor's permission.

Phyllis Rackin (Ph.D., University of Illinois, English, 1962) is Professor of English in General Honors. She is a past President of the Shakespeare Association of America and the author of numerous articles on Shakespeare and literary theory and of three books, *Shakespeare's Tragedies and Stages of History: Shakespeare's English Chronicles* and, with Jean E. Howard, of *Engendering a Nation: A Feminist Account of Shakespeare's English Histories*. A recipient of the Lindback Award for Distinguished Teaching, she has been associated with the BFS program for over thirty years.

ENGL 355-301. Topics in 19th C Novel: Empire, Gender and Sexuality

Distribution III: Arts and Letters

TR 3-4:30

The British Empire--in Ireland, the Caribbean, the Asian subcontinent, Australia, Africa and Canada--provided 19th Century Britons with a seemingly limitless field for the exploration of geographical, sexual, political, and subjective boundaries. In this course, we will explore the ways in which literary representations of England and its colonies made possible certain symbolic uses of empire. We'll read well-known works including Austen's *Mansfield Park* (a novel about an English country estate whose wealth depends on slaves laboring on an Antiguan plantation); Dicken's *Great Expectations* (in which a criminal transported to Australia provides for the greatness of the titular expectations) as well as less-known works of explorers, travel writers, colonial officials and armchair anthropologists. Theoretical readings on colonialism, gender and sexuality will also be part of our reading and discussion.

Elaine Freedgood received her PhD. Columbia University in 1996. She has published articles on E.M. Forster's covert construction of a queer nation in *A Passage to India*; Harriet Martineau's popularization of laissez faire political economy; and the groundless optimism inspired by Victorian ballooning memoirs. Elaine is finishing a book called *Locating Risk: Victorian Constructions of a Safe England in a Dangerous World*. The Victorian geographical imagination is the focus of her new project.

ENGL 393-401. Topics in Literature and Society: Literary Theory Ancient to Modern

MW 3-4:30

cross-listed: CLST-226-401

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 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 philosopher 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"; 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. Readings for each session will be relatively small so that we can do close analysis of the texts.

Professor Rita Copeland works across a number of fields and periods, including: medieval English literature (14th and 15th centuries); 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 her interests in antiquity and the Middle Ages--or how the Middle Ages understood antiquity. What I'm now working on, and most interested in, is what it meant to be an intellectual in pre-modern Europe, and whether modern ideas of the intellectual (whether as a creature institutionally bound or institutionally autonomous, someone who can either change the world or have no impact on the world at all) can be applied to medieval "intellectuals" and their condition. More generally, what did it mean to choose a life of thought in the Middle Ages, especially if one also lived in the world--in the city, in commerce, in the royal courts? On the flip side of these questions we meet intellectual careerism: how did intellectual labor "pay off" in the Middle Ages?

She just finished a book called *Pedagogy, Intellectuals, and Dissent in the Later Middle Ages*, which focuses on Lollard teaching and Lollard intellectuals. She also did a collection in 1996 called *Criticism and Dissent in the Middle Ages* which addresses some of the above questions; and earlier wrote a book called *Rhetoric, Hermeneutics, and Translation in the Middle Ages*. She co-edits an annual journal called *New Medieval Literatures*, and with David Wallace and Barbara Hanawalt co-edit a book series from University of Minnesota Press called "Medieval Cultures."

ENGL 393-601. Topics in Literature and Society: Nuclear Fictions
W 5:30 - 8:10

Many different kinds of stories concern the building and development of nuclear weapons in 1945. Some claim to be autobiographies or biographies, others claim to be histories, and still others call themselves fictions (some even seem to be poetry or plays). These stories and the ways in which they construct our understanding of "the" story are the subject of this course. We will look at how that part of the history of twentieth-century physics summed up as "the Manhattan Project" has been presented in a variety of verbal and visual media.

Readings will include works of journalism and history such as John Hersey's *Hiroshima* and Richard Rhodes' *The Making of the Atomic Bomb*; memoirs and biographies by people who built and by other people who survived the bomb, among them Robert Oppenheimer, Laura Fermi, Richard Feynman, General Groves, and Hara Tamiki; plays such as Friedrich Durrenmatt's *The Physicists* and Michael Frayn's *Copenhagen*; novels such as Masuji Ibuse's *Black Rain* and Nicolas Mosley's *Hopeful Monsters*; and some general works about the relationships between science and society.

An important note: It is **not** necessary to be a physicist to take this course. The instructor teaches literature, not physics.

Daniel Traister earned degrees in English literature from Colby College and New York University, and a degree in Library Service from Columbia. He has published essays on the poetry of Sir Philip Sidney, Renaissance publishing practices, the history of books and printing, and--most frequently--rare book

librarianship and library collection development, as well as on some topics in twentieth-century American literature. He co-edited Bibliography Newsletter and was both book review editor and a reviewer-columnist for American Book Collector. Current projects in literature concern representations of twentieth-century physics, most especially the Manhattan Project; studies of geographically or otherwise marginalized literatures; and, generally, non-canonical, disregarded, unread writers. Current projects in librarianship concern the acquisition of non-canonical, disregarded, and unread writers; and differences between how library collections grow in theory and in practice. For more information, see <http://www.english.upenn.edu/~traister/>

(201) ENVIRONMENTAL STUDIES

ENVS 404-301. Urban Environment: West Philadelphia.

CANCELLED

An academically based community service course

Students must register for recitation and seminar.

Recitations:

ENVS 404-201 T 12:30-2:30

ENVS 404-202 W 12:30-2:30

ENVS 404-203 R 12:30-2:30

A study of selected aspects of urban environments, with an emphasis on West Philadelphia. Participants in the seminar will engage West Philadelphia school children in exercises of applied environmental research.

Robert F. Giegengack (Ph.D. Yale University, 1968) is professor of geology and co-director of the Institute of Environmental Studies. He is a member of the Education Advisory Council of the SEA Education Association and the Yellowstone-Bighorn Research Association. Professor Giegengack is the recipient of both the Lindback Award and the Ira Abrams Memorial Award, given each year to recognize distinguished teaching.

ENVS 407-301. Prevention of Tobacco Addiction among Pre-Adolescent Children in Philadelphia. (new this year)

TR 1:30-3

A study of the physiology and psychology of tobacco addiction, and a review of the history of the legal case now being made against the tobacco companies. Tobacco companies historically have targeted pre-adolescent potential smokers with aggressive advertising, in response to research that has shown that brand loyalty established early is very resistant to change. Penn students in the course will be sent into local middle schools to undertake to counter that advertising. The course will undertake to show that prevention of smoking at an early age may be a more effective strategy to reduce smoking than

programs designed to encourage established smokers to quit.

The substantive parts of this course will be taught by faculty in the Pulmonary Division of the Medical School.

(237) GENERAL HONORS

GENH 099. Independent Study.

Research and study under the direction of a faculty sponsor. Research proposals are due to the General Honors office by January 26. Students are encouraged to discuss their research ideas with the GH advising staff.

GENH 207-301. The Embodied Mind.
M 2-5

You will need Acrobat Reader to view these files. [You can download it here.](#)

[Introduction to Course](#)

[Highlights of the Varela, Thompson and Rosch book](#)

This course follows three interwoven threads in new understandings of consciousness and mental life. One thread, the physical substrate, has been greatly strengthened by innovative applications of new technology and subtler interpretations of what experimental results mean. The second thread, philosophical analysis, has also developed new vitality, in part because of the stimulus from biology and in part by a new freedom of movement arising out of systems thinking and release from the sterile physicalism of an earlier generation. The third thread is the oldest in the fabric: the approach to and analysis of causality and personal identity arising located initially in Asian thought, Mahayana Buddhism in particular. The task in the course is to see the threads as a single fabric -- or, to use an auditory metaphor, to hear the three notes as a chord. To appreciate the biological substrate, we will read from Gazzaniga, Ivry, and Mangun, *Cognitive Neuroscience* (1998). To appreciate the analytic philosophical developments, we will read from Taylor, *The Race for Consciousness* (1999). To appreciate the utility and beauty of Buddhism applied here, we will read from Varela, Thompson, and Rosch, *The Embodied Mind* (1991). There will be numerous opportunities to write as well as read and talk about these ideas.

Gordon Bermant was Director of Planning and Technology at the Federal Judicial Center, Washington, DC He was initially trained as a comparative and physiological psychologist, receiving aPh.D. from Harvard in 1961 and then spending two years in the laboratory of the late Frank A. Beach at the University of California, Berkeley. Bermant taught and did research in these areas at the University of California at Davis. He then moved to Seattle where he developed a general research, conference, and fellowship program in behavioral and social sciences at the Battelle Seattle Research Center and lectured on a variety of psychological subjects at the University of Washington. His research interests moved in

the direction of relations between psychology and law, and he became an early contributor to the development of that interdisciplinary field in the 1970's. He joined the Federal Judicial Center, which is the research and training agency of the United States court system, as its first psychologist in 1976. He subsequently returned to law school and graduated from George Mason University School of Law in 1991. Bermant is the author or editor of more than 70 books, articles, and reviews in various areas. He is a Fellow of divisions 6, 9, and 41 of the American Psychological Association and a Charter Fellow of the American Psychological Society.

GENH 216-301. Topics: Health and Risk. Sexual Health Risk Reduction in West Philadelphia: A Seminar on Campus/Community Norms
W 2-5

This is an undergraduate research seminar for a maximum of 15 students. Working in pairs or groups of 3, participants are expected to conduct research on sexual health risks and risk-reduction in West Philadelphia communities, including the Penn student community. There are no exams for this seminar. Working groups will be required to submit two written assignments:

- 1) A one-page prospectus outlining their research proposal, due by week 5.
- 2) A jointly-authored 15-20 page paper which proposes a project that U. Penn could implement to reduce the risk of transmission of HIV and other sexually transmitted infections on or off campus; the paper should describe the research which participants conducted in order to develop their proposal, and outline the timeline, budget, and other considerations for implementing the proposal.

David Metzger, Department of Psychiatry, oversees studies of HIV risk behaviors and risk reduction efforts (including vaccine trials) in West Philadelphia and other Philadelphia neighborhoods. Kurt Conklin, Office of Health Education, trains and advises Penn students health educators in FLASH (Facilitating Learning About Sexual Health) and is liaison to the campus HIV Testing Site.

GENH 217-301. Biochemical Basis of Human Diseases
TR 4:30-6

This course will examine the biochemical changes underlying the development and progression of common human diseases, including cancer, atherosclerosis, osteoarthritis, diabetes, and osteoporosis. The format will alternate didactic lectures with student presentations of current literature. A high degree of student participation is expected. Students should have a background in the fundamentals of molecular cell biology or biochemistry (Biology 202 or Chemistry 251). Enrollment is limited to 18 students.

Phoebe S. Leboy, Professor of Biochemistry, School of Dental Medicine, will teach this course.

GENH 218-301. Creating Integrative Social Options for a Diverse Campus
W 1-4

In recent years, Penn, like other elite colleges, has given high priority to achieving a "highly-diverse student body." Among other reasons, it has done so on the assumption that "students benefit in countless ways from the opportunity to live and learn among peers whose perspective and experiences differ from their own." Penn is now demographically more diverse than ever before. To what extent, however, do Penn undergraduates actually benefit from that demographic diversity? Has demographic diversity produced significant levels of socially-integrated diversity? What, if anything, could be done to achieve optimum levels of socially-integrated diversity? Students interested in exploring and answering such questions are invited to apply for admission to the seminar.

(269) GENERAL HONORS- MEDICINE

GH medicine courses are designed for undergraduates interested in considering human diseases from many aspects- biological, clinical and social. An attempt will be made to use each disease to illustrate modern approaches in biomedical research, problems in health maintenance and care, and socio-political effects of common severe disorders. The courses are not designed to provide technical information to premedical students in preparation for professional school.

GMED 073-302. Infectious Diseases.
TR 4-5:30

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 recipient of the Lindback Award and had been designated one of the two Distinguished Basic Science Educator Awardees in the School of Medicine. 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.

GMED 073-303. Cancer
TR 4-5:30

[Summary, see [full-length version](#).] Over a two month period, the participating students will attend a series of lectures introducing the basic concepts of carcinogenesis, cancer detection, diagnosis and prevention. These lectures will focus on the clinical diseases most pertinent to cancer prevention education, including lung cancer, skin cancer, gynecologic cancers, breast and prostate cancer. At the completion of the didactic lecture series, the students will be asked to give a brief presentation on the cancer prevention topic of their choice. They will also be asked to present an idea(s) or method for teaching school children about their chosen topic. The presentation should be accompanied by a written proposal and copies of teaching materials. The students may choose to incorporate some or all of their ideas into the middle school outreach program curriculum. A reserve file of related articles, videos and

teaching materials is available in the Biomedical Library.

(317) HISTORY

HIST 214-301. Religion in American History.

TR 3-4:30

This seminar focuses on the multiple paths of religious commitment and belief in American history over the course of the twentieth century. Immigration, race, conversion, millennialism, utopian movements, cults, and the decentralization of authority have characterized spasms of religious involvement over the course of the final century before the new millennium. The course explores the continuing importance of religion (despite predictions of secularization), the efflorescence of new religious groups and their relationship to political, social and legal change. We will work with a number of different media, including print, film, music and the internet.

Sarah Barringer Gordon (J.D. 1986, M.A., 1987, Yale University; Ph.D., 1995, Princeton University), is professor of law, and holds a secondary appointment in the history department. She is currently at work on a book called *The Twin Relic of Barbarism: Antipolygamy, Law and Religion in Nineteenth-Century America*.

HIST 214-302. Emancipation and Its Aftermath.

T 2-5

This seminar will study the complex and flawed effort to incorporate freed African Americans into national society during and after the Civil War. The seminar will investigate Northern white and freedpeople's conceptualizations of freedom, Southern white resistance to emancipation, Northern efforts to construct a biracial society in the South, black participation in governance in the Reconstruction South, the rise of the debt peonage system to replace slavery, the violent suppression of black liberty by terrorist groups like the Klan which ended Reconstruction, and the creation of permanent black institutions which survive the reversals of the period, primarily schools, churches and self-help organizations. Students will employ historical, literary, and other sources in developing their analyses of the evolving meaning of freedom in postbellum America. Extensive use will be made of primary materials from the period, and the seminar will include visits to Van Pelt Library and the Library Company of Philadelphia to identify possible topics and sources for the research paper. Students will present weekly reports and write a 15-18 page research paper on a specific theme within the seminar topic based upon primary and secondary sources. Preliminary outlines and presentation of proposed topics to the seminar will be required.

Readings:

Most readings will be drawn from reserve or individual student research. Required initial texts will include:

Ira Berlin et al, SLAVES NO MORE

Eric Foner, A SHORT HISTORY OF RECONSTRUCTION

John Hope Franklin, THE EMANCIPATION PROCLAMATION

Additional readings from a Bulkpack

ROBERT FRANCIS ENGS is Associate Professor of History. His specialties are African American History, History of the South and History of the US Civil War and Reconstruction. His research focuses on African American Education and African American participation in the United States military. He received his undergraduate degree from Princeton University and his PhD from Yale University. He is a Guggenheim Fellowship winner and former undergraduate chairman of the History Department.

HIST 214-401.Urban Universities- Community Relationships. Distribution II: History and Tradition

Cross-listed: AFAM 078-401 URBS 078-401.

R 2-5

American cities are increasingly pathological. Can we reverse that condition? Can American universities reinvent themselves and help spark an Urban Renaissance in the 21st century? Can Penn realize in practice Ben Franklin's vision of a world-class cosmopolitan civic university in a world-class cosmopolitan city? Specifically, what should Penn do to try to realize in the 21st century Franklin's grand 18th century vision of the Good University in the Good Society?

Those are the basic questions the seminar addresses. To answer them, the seminar makes several assumptions:

1. "Knowledge is power" to do good;
2. universities now constitute the primary institutions responsible for advancing knowledge to the furthest possible limits;
3. if American universities act on those assumptions, they can learn how to reinvent themselves and how to integrate the production and use of knowledge for the progressive "betterment of the human condition."

Are those assumptions warranted? To test their validity and to provide undergraduates with an opportunity to develop their capacities to think critically and creatively, students in the seminar will: (1) identify a specific West Philadelphia/Philadelphia problem which engages them morally and intellectually; (2) write a seminar paper specifying what Penn can realistically do to help solve that problem or why it is unrealistic to imagine that Penn can develop the knowledge needed to help solve it. As this "mission statement" suggests, the seminar makes another key assumption: Penn undergraduates can significantly help educate themselves by seriously studying societal problems. Students interested in testing that assumption are invited to apply for admission.

This course will be team-taught by Dr. Ira Harkavy, director of the Center for Community Partnerships, and Associate Vice President of the University; and by Dr. Lee Benson, Emeritus Professor of History.

HIST 216-301. War and Nationalism in Asia W 2-5.

Students of history recognize the pivotal importance of war in the social, cultural, political and economic transformations of the twentieth century. They may not realize that four of the five principal international conflicts between 1900 and 2000 were either staged in Asia or had their beginnings there. This seminar examines the history of war in Asia from the Boxer Rebellion to the Vietnam War. In addition to the three major twentieth-century conflicts based in the region (the Russo-Japanese War, the Korean War, Vietnam), we will highlight the Asian component of the two world wars, and smaller regional conflicts such as the international campaign against the Chinese "Boxers" in 1900 and the "wars of liberation" in 1940s Indonesia, Burma, and the Philippines. Why has Asia so often been the focal point of international conflict in the twentieth century? How have Asia's wars promoted larger global change? Special emphasis will be given to the effect of war on the emergence and transformation of national consciousness in twentieth century Asia.

Fred Dickinson is Assistant Professor of Modern Japanese History in the Department of History. His research interests include modern Japanese political and diplomatic history, East Asian diplomacy, and comparative imperialism, nationalism and East Asian cultures. He is the author of *War and National Reinvention: Japan in the Great War, 1914-1919* (Harvard University Press, 1999)

(321) HISTORY & SOCIOLOGY OF SCIENCE

HSSC 265-301. Environmental History. Distribution II: History and Tradition W 2-5

The focus of this course will be on interactions between human and natural agencies in migrations , agricultural and technological systems, and the use of natural resources.

Robert E. Kohler (Ph.D., Harvard, 1965) is professor of history and sociology of science. He is interested in the modern biomedical sciences, in scientific communities and national styles of science, and in the patronage of science by foundations.

HSSC 448-301. Science & Politics of Medicine T 1:30-4:30

Topics in the intellectual, social, organizational and political history of medicine. The topic for this semester is the history and current status of the American medical profession: in relation to the organization and politics of the health care system, what it means to be a "profession", and the future of medical specialties.

Rosemary A. Stevens, Stanley I. Sheerr Professor in the Department of History and Sociology of

Science, is a long-time observer, examiner and participant in medical policy. She has written prize-winning books about British medicine, American medical and hospital history, the migration of physicians, and Medicaid, and has chaired national policy committees, most recently on Medicare. Her current research is on specialization in American medicine.

(353) JEWISH STUDIES

JWST 225-401. Dead Sea Scrolls. Distribution II: History & Tradition
TR 10:30-12 Cross-listed AMES 250-401, RELS 225-401.

JWST 255-401. Bible in Translation: Exodus.

TR 4-5:30

cross-listed: [AMES 255-401](#) AMES 255-401 COML 380-401

(373) LEGAL STUDIES

LGST 101-301. Introduction to Law and Legal Process.

MW 3-4:30

Legal Studies 101-301 provides an introduction to jurisprudence, the study of law, and the legal process. It critically explores the expansive role of law in society from the perspectives of the civil and criminal legal systems, the constitutional and administrative structure of law, and the law of contracts.

This course will be taught by Edward Swaine.

LGST 210-301. Corporate Responsibility and Ethics

MW 9-10:30

Explores theories of business responsibility from a multi-disciplinary and managerial perspective. Presents current theories of business ethics and examines how they apply to a number of case studies. Topics include ethical and social responsibility issues with regard to consumer product safety, advertising, affirmative action, sexual harassment, employee rights, whistle-blowing, conflicts of interest, and worker safety.

(467) OPERATIONS AND INFORMATION MANAGEMENT

OPIM 402-301 The Aesthetic Approach to Decision-Making.

TR 1:30-3

The purpose of this course is to bring together decision-making in socio-economic field and in literature. In literature there are wonderful examples in which the heroes of the books make their own decisions. In these examples, the authors not only bring new sophisticated analytical parameters, but also use a variety of artistic means directed toward developing the imagination of the reader. Unfortunately, the methods used are far from being analytical; the modern analytical methods for decision-making developed in the socio-economic field are not used. The course proposed here would encompass socio-economic examples of decision-making conceptions, along with literature. The course must give a clear synthesis of analytic and artistic methods of thinking, which is important in connection with new situations. That is why ability to play chess is a prerequisite to this course. This course can be crucial in instructing aesthetically educated students who are pragmatically oriented. Finally, the students will better understand the value of non-pragmatic categories of art and their priceless role in the developing of their intellect and decision-making abilities.

Aron J. Katsenelinboigen was born in Ukraine. He graduated from Moscow State Economic Institute and obtained a Doctor of Sciences degree in Economics. He has worked in the USSR Academy of Sciences and was promoted to head of the Department of Complex Systems at the Central Economic Mathematical Institute. He also taught mathematical economics at Moscow State University. Since his emigration to the United States, Prof. Katsenelinboigen has been a visiting lecturer in the Department of Economics at the University of Pennsylvania. He joined the Social Systems Department and then the Decision Sciences Department as a professor. Prof. Katsenelinboigen is the author of fifteen books, nine of which were published in the United States. More than sixty articles of the author have been published, but only in western countries. His current research is concerned primarily with the category of indeterminism and the aesthetic method.

Vera Zubarev was born in the former Soviet Union. She graduated from Odessa University and obtained her masters degree in literature. Six years ago Vera emigrated to the USA. She was admitted to the doctoral program at the Slavic Department, University of Pennsylvania, and in 1994 she defended her doctoral thesis. She continues to teach Russian language at the University of Pennsylvania. In the last years Vera published several books in poetry, and a book in literary theory, *A Systems Approach to Literature: Mythopoeics of Chekhov's Four Major Plays* (Greenwood Press, 1997). Her current interests concern the linkage between literature and business in the frame of her research on literary problems.

(493) PHILOSOPHY

PHIL 032-301. Contemporary Philosophy. Distribution II History and Tradition
WATU credit optional - see instructor
TR 1:30-3

Topics to be discussed include perception, certainty, skepticism and our knowledge of the external world.

James Ross (Ph.D., Brown, 1958), professor of philosophy, will teach this course.

(497) PHYSICS

PHYS 171-301. Honors Physics II. General Requirement VI: Physical World.

Fulfills College Quantitative Skills Requirement

Prerequisite: Successful completion of Physics 170 or permission of the instructor. Students must register for lecture and lab section.

LEC MWF 10-11, LEC M 2-3

LEC R 11-12

Laboratory:

PHYS 171-302

W 1-3

This course parallels and extends the content of Physics 151. It is the second semester of a small-section three semester sequence for well-prepared students. Topics will include electric and magnetic fields; Coulomb's, Ampere's, and Faraday's laws; Maxwell's equation; emission, propagation and absorption of electromagnetic radiation; and geometrical and physical optics.

Fay Ajzenberg-Selove's principal scholarly work has been the preparation of evaluated reviews and summaries of what is known about the nuclei with mass numbers 5 to 20. These include isotopes of hydrogen, helium, lithium, beryllium, boron, carbon, nitrogen, oxygen, fluorine, neon and sodium. For her these elements are among the most interesting both from the point of view of basic nuclear research, and for understanding the nucleosynthesis of elements in stars. Applied uses include energy generation through fusion, dating of artifacts, and nuclear medicine. Each year, over 1200 scientific papers are written by scientists all over the world dealing with the spectroscopy of the light nuclei; that is, the ways in which these nuclei absorb and emit energy.

(521) PSYCHOLOGY

PSYC 001-403. Introduction to Experimental Psychology. Gen Req V: Living World. This course will satisfy the Quantitative Skills requirement.

MW 1-3

Cross-listed: COGS 102-403

This course will receive a high number of registration requests. Students are strongly advised to request alternates for this course. Students who are not Benjamin Franklin Scholars should fill in and return this [form](#).

An introduction to psychology as both a natural and social science. The text will provide broad coverage

of the state of knowledge in psychology, while the lectures will focus on particular problems in some detail. The aim of the lectures will be to clarify the process of inquiry in natural and social sciences. In-class laboratories will engage students in formation of hypotheses, design of research, data gathering, and analysis and interpretation of results. Topics covered will include brain and behavior, dreams and psychoanalysis, behaviorism and phobias, sociobiology and sex differences, color vision, thinking, memory, person perception, appetites and addictions.

Paul Rozin is Edmund J. and Louise W. Kahn Professor for Faculty Excellence in Psychology. He received his Ph.D. from Harvard in biology and psychology. After working for two postdoctoral years with Jean Mayer at the Harvard School of Public Health, he came to the University of Pennsylvania. He has been at Penn since 1963, during which time he has served as chair of Psychology and director of the Benjamin Franklin Scholars and General Honors Programs. His areas of research interest include the development of food preferences; the interaction of culture, biology and individual psychology in determining food attitudes and cuisine; magical thinking; and the evolution of intelligence. Professor Rozin has been a John Simon Guggenheim Memorial Fellow, is the recipient of the Ira Abrams Memorial Award for distinguished teaching, the Edmund J. and Louise W. Kahn Professor for Faculty Excellence in Psychology, and is an editor of the scientific journal *Appetite*.

PSYC 441-401. Genetics, Evolution, and Behavior.

Cross-listed: [BIBB 441-401](#).

TR 1:30-3

(541) RELIGIOUS STUDIES

RELS 225-401. Dead Sea Scrolls. Distribution II: History and Tradition.

TR 10:30-12

cross-listed AMES 250-401 JWST 225-401

With an eye towards the recent eruption of renewed interest in these materials, we will explore the issues relating to the identification and history of the people who produced and used the "Dead Sea Scrolls" as well as the claims made about the inhabitants of the Qumran site near the caves in which the scrolls were discovered. We will focus on what can be known about the community depicted by some of the scrolls, its institutions and religious life, in relation to other known Jewish groups at that time (the beginning of the common era). This will involve us in detailed description and analysis of the writings found in the caves -- sectarian writings, "apocrypha" and "pseudepigrapha," biblical texts and interpretations.

Robert Kraft earned his BA (Philosophy) and MA (Biblical Literature: New Testament) from Wheaton College in Illinois, and his PhD (Christian Origins) from Harvard (1961). He taught briefly at the University of Manchester (England) before coming to Penn in 1963. The primary focus of his scholarly career has been on the interfaces between early Christianity and its Jewish ancestry, in the framework of the study of religion more generally. He is a member of the Dead Sea Scrolls Foundation advisory

board, and has been involved in editing some of the Greek Dead Sea fragments, including the use of computers to assist with such tasks.

(593) SOUTH ASIA REGIONAL STUDIES

SARS 206-401. South Asians in the US

Distribution I: Society

TR 1:30-3

cross-listed ASAM 209-401

This course begins with a historical survey of South Asian immigration in the United States. It continues with a broad look at cultural, social, and political issues which confront the South Asian American community today, issues such as citizenship and transnationality, minoritization, economic opportunity, cultural and religious maintenance and adaptation, changes in family structure and gender roles, and generational shifts. It concludes with an examination of the emergence of a body of creative writings by South Asians in America as an expatriate Indian literature of exile and as American immigrant and ethnic literature.

Rosane Rocher is a professor and undergraduate chair of the Department of South Asia Regional Studies. Her primary Research Interests include: Indian and Indian American Studies, East-West Intellectual Encounter, Indian Cultural and Intellectual History, History of Indian Studies and of Linguistics, Sanskrit Linguistics, and Eighteenth-Century Studies

(589) SOCIOLOGY

SOCI 001-301. Intro to Sociology.

T 2-5

In this course, we will explore the most established constructs and perspectives from most of Sociology's specialities and apply them to an examination of American Society: its structures, its institutions and the forces and sources of stability and change that shape our social system. We will examine the recent histories and current estates of our religious, educational, political, communal, familial and cultural adaptations to evolving circumstances. The new and serious literature on 'The Sixties' permits us, meanwhile, to consider the pre '60 forces that gave us that remarkable era and then its legacies. An intensive analysis of political, social, economic, cultural and psychological conflicts offers an opportunity to put social science perspectives to applied analytical purpose. Our students' autobiographical interest, as Baby Boomers' offspring, can be well served by this experience: the multiple issues joined in the Sixties work as a "critical" or "natural" experiment regarding social change.

Professor Ivar Berg will teach this course (For Professor Berg's biographical information, see description under SOCI 144-301)

SOCI 140-301. Social Conflict. Distribution I: Society
MWF 11-12

This course will cover general theory of social conflict as well as specific applications to fights, riots, and combat; murder; abuse of the weak; war and geopolitics; state breakdowns and revolutions; social movements and moral crusades; political scandals; gender conflict; genocide; and nuclear war.

This course will be taught by Randall Collins.

SOCI 144-301. Corporations, Managers and American Society. Distribution I: Society
W 2-5

"Management" and "management theory" are usefully, provocatively, and essentially treated in our leading schools of business in organizational terms; these scholars borrow heavily, otherwise, from the strategy-minded, financial and marketing communities. This course will begin differently i.e. with an assessment that augments business departments' useful efforts, an assessment that is rooted in institutional and comparative institutional analyses. The initial readings will draw on the American case but with analyses that can be applied as well to Japan, Germany, China and Indonesia. Subsequent readings will be explicitly comparative/"globalistic" in content; the analyses will continue as in part I. Among the issues: the roles in shaping managers' functions of the nation state, of cultural enthymemes, and of value systems; of diverse mainline systems of governance; and of diverse systems of employment relationships and such relations as those with stock -- and stakeholders. Attention will be paid to the gross shift from the capitalist-communist era to an era, unfolding, of inter-capitalist competition among capitalist economies located in socio-political systems that vary, in their essences, from "democratic" to "totalitarian". The concluding section will focus on business-related public policies (and their wellsprings), on the institutional correlates of international investment (focusing on foreign investments in the US), and on shifts from "welfare states" to "market states".

Ivar Berg (Ph.D., Harvard 1959, Sociology) is professor of sociology and associate dean of social sciences. His major interests are industrial sociology, organization, and economy and society. The recipient of numerous awards and fellowships, he is widely published. His recent works include *Managers and Work Reform: A Limited Engagement*; *Industrial Sociology*; and *Sociological Perspectives on Labor Markets*. In 1971, his book, *Education and Jobs: The Great Training Robbery*, was named "One of the Ten Most Important Books" in industrial relations by the Princeton University Industrial Relations Section.

(657) URBAN STUDIES

URBS 078-401. Urban Universities- Community Relations. Distribution II: History & Tradition
R 2-5

[Cross-listed: HIST 214-401.](#)

