

Spring 2008 Benjamin Franklin Seminars

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Anthropology

ANTH-347-301

Anthropology of Corporations

[Greg Urban](#)

W 3:00-6:00 PM

Sector I

Modern business corporations can be characterized as having their own internal cultures, more or less distinct from one another. They also exist within encompassing cultures and cultural flows. At the same time, corporations are producers and disseminators of culture, and thus have effects on their surrounding environments, effects that extend from the local to the global. This course examines modern corporations from these three perspectives through theoretical and ethnographic readings, guest speakers from the corporate world, and independent research conducted by the students. Course requirements include primary research on a corporation in cooperation with a senior executive and student presentations of their research.

[Syllabus](#)

<http://www.sas.upenn.edu/~gurban/>

Benjamin Franklin Seminars

BENF-099

[Independent Study](#) Benjamin Franklin Seminars are small courses that explore subjects in depth through discussions of primary literature. As a Benjamin Franklin Scholar, you are required to take one BF seminar (**not including BENF 099**) for a grade (i.e. *not* pass/fail) each year, although you are welcome to take as many as you like. Completion of at least 7 BF seminars with a 3.0 average, together with a senior capstone project, will earn you a BFS Certificate at graduation (see [details](#)). **Most BF**

[seminars will fulfill general requirements, see the current course offerings for details.](#)

Benjamin Franklin Seminars - Medicine

BFMD-073-301

Infectious Diseases

[Helen Davies](#)

TR 4-5:30

<http://www.med.upenn.edu/micro/faculty/davies.html>

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.

BioEngineering

BE-225-301

Technology an Engineering in Medicine

[Beth Winkelstein](#)

MW 4:30-6:00PM

Sector VII

http://www.seas.upenn.edu/be/dir/details/Beth_Winkelstein_details.html

This course will provide an in-depth examination of technology and its impact on medicine, with an emphasis on how issues in the practice of medicine are influenced by advances in engineering and quantification. Basic foundations of historical perspective, constraints on technological development, and the promise and peril of technological impact on human health issues will be discussed. Throughout the semester, several different modules will focus on specific technological advances which have had significant impact on the field of medicine. These include: genetic therapy, high-throughput screening and disease diagnosis, pharmacology, and imaging. Additional modules will be selected based on student interest. The course is geared to all students interested in aspects of medicine and applied

science. Readings and discussions will integrate topics of specific major technologies, as well as examine societal issues related to effects on human nature and the future of biotechnology. The course will be discussion-based and structured around readings of primary sources, commentaries, and publications in the literature, and be augmented by guest lecturers in the fields of medicine and engineering, as well as those from technology driven research sectors. Any student interested in medical practice and/or technological influences on human health will find this course useful in understanding their societal impact.

Pre-requisite or co-requisite: First year college physics, chemistry, and biology or AP credits; sophomores and higher classes only.

Biological Basis of Behavior

BIBB-441-401: Crosslisted with PSYC 441-401

Genetics, Evolution, and Behavior

[M. Frank Norman](#)

TR 1:30-3

Sector V

The first half of the course treats Behavioral Genetics (e.g., genetic and environmental components of IQ, personality, and psychopathology; gene-environment interaction), and the second half deals with Evolutionary Psychology (e.g., evolution of altruistic, cooperative, and competitive behavior). There are no prerequisites, but previous courses in Psychology, Biological Basis of Behavior, Anthropology, Biology, or Statistics would be helpful preparation.

Chemistry

CHEM- 016-001

[Tobias Baumgart](#)

[Kent Blasie](#)

MWF 10:00-11:00 AM /rec R 12:00 1:00 or F 2:00 -3:00

An advanced course for students who have had very strong background in Chemistry in High School (AP, IB, or equivalent). Advanced material from the general chemistry curriculum will be covered in the context topics selected from current research areas. A continuation of CHEM015, CHEM016 will focus on topics in biochemistry and biophysical chemistry relating to thermodynamics, equilibrium, kinetics, and electrochemistry.

Cinema and Photography

CINE-392.401; Cross-listed: ARTH 489; ENGL 392

[Karen Beckman](#)

R-1:30-4:30PM plus screening W 6:00-9:00 PM

Sector IV is for the classes of 2010-2011

<http://www.arthistory.upenn.edu/facultybeckman.htm>

This course will focus on the complex relationship between film and photography. As we consider these two hybrid media in relation to each other, we will focus on questions of temporality, indexicality, truth, narrative, memory, movement and history. As we read histories and theories of the two media from the 19th century through to the present day, and examine specific still images and films, we will pay particular attention to the question of why and when filmmakers choose to allow the stasis of the photograph to disrupt cinema's illusion of movement. Weekly film screenings will include works by Chris Marker, Michelangelo Antonioni, Michael Snow, Hou Hsiao-hsien, Dariusz Jablonski and Rebecca Baron. Requirements: attendance at screenings, student presentations, class participation, and periodic short writing assignments in preparation for a final research paper.

City and Regional Planning

CPLN-506-401; Crosslisted with URBS 403-401

Poverty, Racism, and Crime in West Philadelphia/Philadelphia and What Should Penn Do Democratically to Overcome Them: An Interdisciplinary Faculty Student-Seminar

[Anthony Tomazinis/Ira Harkavy](#)

R 3-6

Sector I

CPLN 430 will be a university wide seminar to analyze West Philadelphia/Philadelphia as an ecological system and what policies its major institution, the University of Pennsylvania, can initiate to reduce poverty, racism, and crime in both the short and long run. During the Spring 2007 semester, the seminar will focus its attention on West Philadelphia (including Southwest Philadelphia). About 20 faculty will be involved with a maximum of 24 students divided into 6 studio groups for research in targeted West Philadelphia communities and the formulation of recommendations. The reports of the group will be presented to mid-term and final faculty juries for evaluation. Through the University's Office of the Vice President for Government and Community Affairs, the recommendations proposed by the seminar will be submitted to the President for consideration and action. About 13 topics, one each week, will be covered by a lead faculty with the participation of others. These topics include: wealth, income and

economic development; regional development; crime and delinquency; racism and pluralism, schooling and literacy; community healthcare; arts and culture; transportation; housing; neighborhood problems and issues; families, children and youth; political capital; and the environment. Each issue will be placed within the framework of West Philadelphia as a social and physical system.

The key institutions that will be examined as possible points of entry for change are: Penn; “eds and meds”; schools’; churches; and community organizations, including political parties and groups. It is expected that students in the seminar will start with these institutions as points of departure in doing research locally. In addition, Mr. Rick Redding, Director of Community Planning of the City Planning Commission, will be a seminar participant and make available a considerable body of data, including an inventory of social and business organizations in West Philadelphia. The seminar will take shape in the fall of 2006 through meetings of the collaborating faculty, community members and participants and in the presentation of preceptorials to be organized with the Student Committee on Undergraduate Education. These presentations are intended to recruit students that are interested in research and collaborative, real-world problem solving.

[More information and syllabus](#)

Classical Studies

CLST-310-401

Ancient and Modern Constitutions

[John Mulhern](#)

MW 2-3:30

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 around the world.

Computer Science and Engineering

CIS -398-001

Quantum Computing

[Max Mintz](#)

MW 4-6 PM

<http://www.cis.upenn.edu/~mintz/>

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

Prerequisite(s): CSE 260, CSE 262, and Math 240. Permission of the professor is required.

East Asian Languages and Cultures

East Asian Languages and Cultures

EALC-072-301

Warring State Japan

[G. Cameron Hurst](#)

M 2:00-5:00 PM

Sector II and CCA for 2010-2011

<http://www.sas.upenn.edu/ealc/faculty/hurst.htm>

Japan's 16th century was a time of widespread destruction. It was "a world without a center." Both Emperor and Shogun were challenged by regional warlords. Warfare was endemic; social upheaval was rampant: farmers sought to become samurai, and samurai aspired to be warlords. Yet amidst the turbulence, new political institutions were forged that would bring unprecedented peace to the subsequent Tokugawa era. (Fulfills History and Society Distribution Requirement) We will approach Warring States Japan through readings-primary sources in translation, academic books and articles, and novels-as well as through films and video games focusing on the period. No previous Japanese course experience is necessary.

English

ENGL-326-301

Introduction to Shakespeare

[Phyllis Rackin](#)

MW 2-3:30

Sector III

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 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 and to make thoughtful, well-informed contributions to the class listserv and discussions.

ENGL-341-301

Slavery and Abolition in the Eighteenth Century

[Chi-ming Yang](#)

TR 9-10:30 AM

Sector III

This course examines how the slave trade was understood, justified, contested, and represented in British literature. The rise of Britain as a world power went hand in hand with its exploitation of African labor, as tens of millions of human beings were shipped across the ocean to work the plantations of the Americas. What kinds of activist strategies aided the British abolition of the slave trade, and, eventually, emancipation? What role did women and the fight for women's rights play in the anti-slavery movement? Why was interracial romance such a prevalent theme in anti-slavery fiction and poetry? We will explore these questions beginning with Aphra Behn's novella of a kidnapped African prince, *Oroonoko* (1688), and ending with Elizabeth Heyrick's sugar boycott pamphlet, "Immediate, Not Gradual Abolition" (1824). Other readings will include philosophical and economic justifications for slavery by Aristotle and Locke, Afro-British slave narratives (Equiano, Cugoana), influential plays (Southerne, Coleman) and poetry (Day, More, Yearsley, Wheatley), and political treatises (Clarkson, Wilberforce).

The course will culminate with one final project of your own, original research. We will make field trips to Penn's Rare Book & Manuscript Library, other relevant libraries in Philadelphia, and possibly a New York City museum.

ENGL-359-401

Culture without the Cult

[Anne Hall](#)

TR 1:30-3

Crosslisted with COML 355

Sector III

This course looks at the reflections of a writer of great intelligence and imagination on the fissures of modern culture. According to Thomas Mann, the Enlightenment severed culture from the cult, that is, the Enlightenment created a notion of the cultivated man who had no use for religion, in fact, congratulated himself on having overcome religion's superstitions. As a result, the educated classes declare their intellectual sophistication by announcing their disdain for the innocence of religious belief. With the demise of traditional religion and traditional morality, then, terms that were once shared by aesthetics and ethics—beauty, order, balance—are used by thinking people only with irony. Art descends to the merely *chic*. Spiritual intensity descends to violence. Morality descends to the comforts of a well-upholstered bourgeois home. In his two greatest books, *The Magic Mountain* and *Doctor Faustus* Mann argues that modern cultivated man despises the cult and yet, being homesick for it, attempts to cure that homesickness in either futile or destructive ways.

We will read several short works by Kant, The First and Second Discourses of Rousseau, and Nietzsche's *The Gay Science* . The course will culminate in Mann's *Magic Mountain* and *Doctor Faustus* .

1 short paper; one long final paper; consistent and informed class preparation.

ENGL-366-301

Law, Religion, and Literature in Renaissance England

[Melissa E. Sanchez](#)

TR 3-4:30 PM

Sector III

[Profile](#)

This course considers various ways in which the law has been used to affect social change in modern America. It will cover such issues as equality of rights without regard to race or sexual orientation; policies aimed at producing a quality education for children without regard to class, race or disability and immigration reform. Discussion of assigned readings and papers will elaborate the roles law, lawyers, judges, other public officials and advocates have played in proposing solutions to specific problems. The course will permit evaluation of the importance of historical perspective and legal expertise in policy debates. Assigned readings which will include books, articles, cases and other legal materials will be discussed in class.

ENGL-390.401: Crosslisted with GSOC 390-401/ CINE 308

The Burden of Representation

[Heather Love](#)

TR 12:00-1:30 PM

Sector III

This is an interdisciplinary seminar that explores the representation of difference through film, literature, photography, social science, medicine, and literature. The course considers how stigma attaches to particular bodies and the modern regimes of representation that organize the perception of these figures. Topics that will guide our discussion include the history of the human sciences, embodiment and stigma, the concept of deviance, the dynamics of objectification, colonial modernity, the skin as signifier of difference, and poverty and shame.

Texts may include work by Michel Foucault, Erving Goffman, Georges Canguilhem, Frantz Fanon, W.E. B. Du Bois, Daphne Brooks, Irving Zola, John Tagg, Rosemary Garland Thomson, Howard Becker, Kenji Yoshino, Roderick Ferguson, Susan Seizer, Charles Baudelaire, Ralph Ellison, Toni Morrison, Jean Genet, and others. We will also be analyzing films by Douglas Sirk, Agnes Varda, Frederick Wiseman, Lars von Trier, Forugh Farrokhzad, and others. Some short writing assignments, a class presentation, and a final seminar paper.

Fulfills Sector 1 of the English Standard Major Fulfills Sector 6 of the English Standard Major

ENG- 394.401: Crosslisted with ROML 390-401/COML 360-401

Critical Issues in Global and Transnational Studies

Roman De La Campa

rdlcampa@sas.upenn.edu

TR 1:30-3:00 PM

Sector III and CCA

This course will focus on critical issues pertaining to global and transnational studies in the humanities. We will clarify conceptual paradigms as much as possible, outlining their historical evolution in the 20th-Century, as well as their spheres of dissemination and contradiction, particularly in the Americas. We will then test these notions in literary and cultural texts (short stories, novels, poems, films, videos, music or other forms).

The course will be specifically organized around the following questions and themes: *Postmodern, Postcolonial, Cosmopolitan and Subaltern proposals of the past twenty years*. Do they offer new points of departure for literary and cultural studies? How do they situate notions of modernity in various part of the world? What role do notions such as hybridity and multiculturalism play in our understanding of transnational spheres? Are historical differences between the English and Hispanic legacies of colonialism in the Americas highlighted or erased through these discourses? What are the claims of diasporic, post-nationalist and post-humanist forms of writing and reading? What role does feminism play in them? *Culture, Multitudes, New citizenry*. Are contemporary subjects susceptible to a powerful aesthetic pull cultural studies attempt to address? Is there such a thing as an aesthetic of globalization? Can it be studied critically? Is it mostly visual? Does literature or critical thinking play a role in it? *Performativity and Immanence*. A look at various notions surrounding these new tropes; specifically their modes of reshaping intellectual subjects and the notions of creativity, autobiography and culture

brokering prevalent in the pull towards techno-mediatic globalization.

The final list of writers, critics and theorists is still in progress. It will constitute a world-wide representation of authors such as Jorge Luis Borges, Judith Butler, Ernesto Laclau, Homi Bhabha, Gayatri Spivak, Octavio Paz, Roland Barthes, Walter Benjamin. Stuart Hall, Lisa Lowe, Rey Chow, Clarice Lispector, Stephen Greenblatt, Theodor Adorno, Gilles Deleuze, Paolo Virno, Allan Badiou, and others.

Environmental Studies

ENVS-406-301: Crosslisted with HSOC 406-301

Environmental Health Assessment

[Richard Pepino](#)

TR 1:30-3

Sector VII

An academically-based community service and CWiC course.

This ABCS course will explore a wide variety of water and air health risks that are present in the environment that have the potential to produce significant human health impacts. Both biological and toxic agents will be researched by the students to determine points of exposures, and how these agents produce deleterious effects to an often unsuspecting population. Emerging topics, such as endocrine disrupting compounds (EDCs) in water supplies, pathogens toxic metals in our food water supplies, household molds and antibiotic resistant strains of bacteria, will comprise some of the most relevant topics that will be explored. The community-based component of the course will require students to work with community organizations to assess a significant environmental health issue(s) in West Philadelphia and to develop practical, cost-effective solution(s) to meet community needs while mitigating impacts to an at-risk population.

Health and Society

HSOC-338-401: Crosslisted with GSOC-338/ NURS 338

"Sweet Little Old Ladies and Sandwiched Daughters": Social Images and Issues in our Aging Society

[Sarah Kagan](#) ([alternate biography](#))

HSOC 339-401/ GSOC 339/ NURS 339

“Aging, Beauty, and Sexuality”: Psychological Gerontology in the 21 st Century

[Sarah Kagan](#) ([alternate biography](#))

History

HIST-173-401: Crosslisted with URBS 178

Urban University-Community Relations

[Ira Harkavy](#)

W 2:00-5:00 PM

Inspired by Penn's founder, Ben Franklin, President Amy Gutmann has identified rising to the challenge of a diverse democracy and educating students for democratic citizenship as critical goals of her administration. Since the present undergraduate curriculum falls short in this regard, the seminar aims to synthesize numerous, unrelated, academically-based community service courses into an effectively integrated curriculum. As now envisioned, the new Penn curriculum developed by the seminar would have as a significant component, thematic, problem-solving clusters, i.e., interrelated, cross-disciplinary, complementary sets of courses designed to stimulate and empower students to produce, not simply consumer, societally-useful knowledge. By societally-useful knowledge, we mean knowledge actively used to solve global strategic problems of democracy and society, schooling and society, health and society, poverty and society, environment and society, culture and society, etc., as those global problems manifest themselves locally at Penn and in West Philadelphia/Philadelphia.

An academically-based community service course.

HIST-211-301

Utopia

[Margo Todd](#)

M 2:00-5:00 pm

Sector II

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

Western thinkers from the ancient Greeks to the present have speculated about what the ideal human society would look like. We can study the resultant utopias as works of literature, philosophy, religion, psychology or political science; we must understand them in their historical contexts. This seminar will take a multidisciplinary approach to utopian thought from Plato's Republic to the ecological utopias of the 1980s and recent sci fi. Works to be examined include More's Utopia; seventeenth century scientific utopias like Bacon's New Atlantis and Campanella's City of the Sun; the political theory of Rousseau; essays of the French utopian socialists and Hawthorne's version of the Brook Farm experiment; Marx's vision of an ideal society; Morris's News from Nowhere and its American

counterpart,

Bellamy's *Looking Backward*; Gilman's feminist blueprint, *Herland*, together with Atwood's feminist dystopia, *The Handmaid's Tale*; Skinner's psychological utopia, *Walden Two*; and the utopian science fiction of LeGuin. Huxley's dystopia, *Brave New World*, will be set against his later utopia, *Island*. Some attention will be given to utopian architecture. Students will write two short essays, keep reading journals, and compose their own utopias.

HIST-214-301

Law and Social Change

[Mary Frances Berry](#)

T 1:30-4:30 PM

Sector II

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

This course considers various ways in which the law has been used to affect social change in modern America. It will cover such issues as equality of rights without regard to race or sexual orientation; policies aimed at producing a quality education for children without regard to class, race or disability and immigration reform. Discussion of assigned readings and papers will elaborate the roles law, lawyers, judges, other public officials and advocates have played in proposing solutions to specific problems. The course will permit evaluation of the importance of historical perspective and legal expertise in policy debates. Assigned readings which will include books, articles, cases and other legal materials will be discussed in class.

HIST-214-401

Immigration, Race & Cities

[Michael Katz](#)

M 2-5 PM

Sector II

http://www.history.upenn.edu/coursepages/hist214401/katz_08a.pdf

This seminar explores the links between race and immigration in American cities. Readings focus on both case studies--building racial ghettos, the confrontation of "new immigrants" with America, Mexican and Chinese immigrants in California cities--and major interpretive issues, such as panethnicity, assimilation, and multiculturalism.

Seminar sessions will be divided between discussions of readings (approximately one book per week) and analysis of primary sources. Students will be expected to lead one or two workshops on primary sources related to the seminar's concerns.

Italian

ITAL-333-401, Crosslisted with; COMP 333/ENG 323

Dante's Divine Comedy

[Kevin Brownlee](#)

TR 10:30 -12:00 PM

Sector III

In this course we will read the Inferno, the Purgatorio and the Paradiso, focusing on a series of interrelated problems raised by the poem: authority, fiction, history, politics and language. Particular attention will be given to how the Commedia presents itself as Dante's autobiography, and to how the autobiographical narrative serves as a unifying thread for this supremely rich literary text. Supplementary readings will include Virgil's Aeneid and selections from Ovid's Metamorphoses. All readings and written work will be in English. Italian or Italian Studies credit will require reading Italian text their original language and writing about their themes in Italian.

Jewish Studies

JWST-255-401: Crosslisted with: NELC 250/ COML 380/ RELS 224/CCA

The Bible in Translation:Genesis

[Jeff Tigay](#)

TR 4:30-6:30

Sector IV is for the classes of 2010-2011

For Freshman and Sophomores

Please note that the last 10 sessions it will be necessary to go until 6:30 in order to accommodate oral reports which are an essential part of the course. This requirement is from March 18th to the end of the semester.

JWST 126-401: Crosslisted with RELS 126/ NELC 186

Intoduction to Jewish Mysticism

Legal Studies

LGST-101-301

Introduction to Law and the Legal Process

[Andrea Matwyshyn](#)

TR 1:30-3:00 PM

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

[Thomas Dunfee](#)

TR 10:30-12:00 PM

LGST 210H is a multi-disciplinary, interactive study of business ethics and the social responsibility of business organizations. Perspectives include professional and applied ethics, law and organizational behavior. Business context is emphasized with a focus on individual and managerial decision making in response to ethical issues. Student projects will include selecting a socially screened portfolio for a contest, and analyzing a current corporate social initiative or a social issue based shareholder resolution. The major requirement of the course is to analyze and provide a novel insight regarding a current ethical issue in business. This will involve a paper and presentation and may be done individually or in a self-selected group of two or three.

Near Eastern Languages and Cultures

NELC-250/ COML380/ JWST255/ NELC550/ RELS224-401

The Bible in Translation: The book of Genesis

[Jeff Tigay](#)

TR 4:30-6

Sector IV is for the classes of 2010-2011

For Freshman and Sophomores

This course is a careful textual study of the book of Genesis in the light of modern scholarship, including archaeology, ancient Near Eastern documents, and literary criticism. Topics covered will include the Biblical accounts of the origins of the physical world and living things, of the human race, and of the Israelite people. Episodes such as the Garden of Eden, the sin of Adam and Eve, Cain's murder of Abel, Noah and the Flood, the Tower of Babel, God's call to Abraham, Abraham's near-sacrifice of Isaac, Jacob and his family, and Joseph in Egypt, will be studied in depth, and the impact of Genesis on Judaism and Christianity, Western civilization and American culture will be explored.

Please note that the last 10 sessions it will be necessary to go until 6:30 in order to accommodate oral

reports which are an essential part of the course. This requirement is from March 18th to the end of the semester.

NELC-342-401

[Stephen Tinney](#)

Mesopotamian Literature

TR 1:30-3 PM

Crosslisted with NELC-642

Sector III and CCA

[Syllabus](#)

Ancient Mesopotamian literature is among the oldest and longest lasting in the world, starting near the beginning of the third millennium BCE and continuing, reduced and mutated, past the turn of the era into late antiquity. This course takes the traditional broad view of literature held by Mesopotamianists and examines it in all of its facets. From the birth of narrative in early royal inscriptions to the latest known Greek paraphrases of the core myths, we will read in translation all genres of Mesopotamian literature, not only myths and epics, but also historiographic texts, rituals, magical incantations, wisdom literature, hymns of praise and liturgical laments, omens and a number of compositions which defy categorization. Students will develop a sensitivity to Mesopotamian literary devices and protocols as well as the means to situate Mesopotamian textuality within its ancient cultural and modern critical contexts. No prior knowledge of Mesopotamian culture is required. The class will include a field trip to the Babylonian Section of the University Museum.

<http://www.museum.upenn.edu/new/research/researchers/babylonian.shtml>

Nursing

NURS-338-401

"Sweet Little Old Ladies and Sandwiched Daughters": Social Images and Issues in our Aging Society

[Sarah Kagan](#) ([alternate biography](#))

W 4:00-7:00 PM

CROSS LISTED: GSOC-338 HSOC-338

Sector I

This honors course examines social issues and consequences of advancing age in the 21st century. The examination is designed to create intellectual foundations as place from which to critique social images, constructions and processes. Contemporary and historical ideas ranging from stereotypes of the dirty old man and the sweet little old lady to language of intergenerational conflict and the sandwich generation are all material for building those foundations. Resources used include classical works in social

gerontology and emerging research in aging studies and related fields. These works and those selected by the student are viewed through a critical lens built from understandings of diverse individual, familial, cultural and societal notions of aging and human experience and drawing on student and faculty background and life experience. Skills for participant observer field work in the tradition of thick description are built to allow reflection of current representations of aging and being old in contrast to the contemporary and historical ideas gleaned from the literature.

[Syllabus](#)

NURS-339-401

“Aging, Beauty, and Sexuality”: Psychological Gerontology in the 21 st Century

[Sarah Kagan](#) ([alternate biography](#))

T 4:00-7:00 PM

CROSS LISTED: GSOC-339 HSOC-339

Sector I

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

[Syllabus](#)

Physics

PHYS-171-301 and -302 or -303

Honors Physics II: Electromagnetism and Radiation

[Eugene Mele](#)

-301: MWF 10-11, 2-3, R 5-6. -302: W 1-3 (302). -303: F 1-3 (303)

Physical World sector and QDA

This course parallels and extends the content of Physics 151. 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; geometrical and physical optics. Prerequisite(s): Successful completion of Physics GH170 (Well-prepared students who have taken Physics 150 and are co-registered in Math 240 or above are also eligible to take Physics 171). 1.5 c.u. 4 hours in lectures. 2 hours in labs.

Political Science

PSCI-395-301

Power Sharing

[Brendan O'Leary](#)

W 2-5 PM

Sector I

Consociations' and 'federations' are often commended to share and divide power in territories with (past or present) national, ethnic and communal conflicts. This course examines conceptual, explanatory and normative debates over the merits and effectiveness of consociation and federation -and mixed systems. Case materials will be drawn from Belgium, Canada, Switzerland, India, Sri Lanka, South Africa, Bosnia and Herzegovina, Macedonia, Northern Ireland and Iraq.

Psychology

PSYC 441-401 (cross-listed as BIBB 441-401)

Genetics, Evolution, and Behavior

[Frank Norman](#)

T-Th, 1:30-3:00PM

Sector V

The first half of the course treats Behavioral Genetics (e.g., genetic and environmental components of IQ, personality, and psychopathology; gene-environment interaction), and the second half deals with Evolutionary Psychology (e.g., evolution of altruistic, cooperative, and competitive behavior). There are no prerequisites, but previous courses in Psychology, Biological Basis of Behavior, Anthropology, Biology, or Statistics would be helpful preparation. For additional information see: <http://www.psych.upenn.edu/~norman/441Overview.htm>

Religious Studies

RELS126/JWST126-401/NELC 186

Introduction to Jewish Mysticism

[Talya Fishman](#)

TR 10:30-12:00 PM

Sector IV is for the classes of 2010-2011

For Freshman and Sophomores

Survey of expressions of Jewish mysticism from Hebrew Scripture through Madonna. Topics include rabbinic concerns about mystical speculation, the ascent through the celestial chambers [heikhalot], the Book of Creation, the relationship of Jewish philosophy and mysticism, techniques of letter permutation, schematization of the Divine Body, the prominence of gender in kabbalistic thought, the relationship of kabbalah to the practice of the commandments, Lurianic kabbalah, Hasidism. All primary source readings will be in English translation.

Russian

RUSS 201-301

Dostoevsky

[Ilya Vinitsky](#)

MW 3:30-5

Sector III and CCA

This course explores the ways Fyodor Dostoevsky (1821-1881) portrays/investigates the “inner world (s)” of his characters. Dostoevsky’s psychological method will be considered against the historical, ideological, and literary contexts of mid- to late- nineteenth century Russia. The course consists of three parts – External World (the contexts of Dostoevsky), Inside Dostoevsky (the author’s technique and ideas) and The World of Text (close reading of Crime and Punishment and The Brothers Karamazov). Students will write three essays on various aspects of Dostoevsky’s “spiritual realism.”

Romance Languages

ROML-390-401: Crosslisted with COML 360/ENG 394

Critical Issues in Global and Transnational Studies

[Roman de la Campa](#)

TR 1:30-3
Sector III and CCA

This course will focus on critical issues pertaining to global and transnational studies in the humanities. We will clarify conceptual paradigms as much as possible, outlining their historical evolution in the 20th-Century, as well as their spheres of dissemination and contradiction, particularly in the Americas. We will then test these notions in literary and cultural texts (short stories, novels, poems, films, videos, music or other forms).

The course will be specifically organized around the following questions and themes: *Postmodern, Postcolonial, Cosmopolitan and Subaltern proposals of the past twenty years*. Do they offer new points of departure for literary and cultural studies? How do they situate notions of modernity in various part of the world? What role do notions such as hybridity and multiculturalism play in our understanding of transnational spheres? Are historical differences between the English and Hispanic legacies of colonialism in the Americas highlighted or erased through these discourses? What are the claims of diasporic, post-nationalist and post-humanist forms of writing and reading? What role does feminism play in them? *Culture, Multitudes, New citizenry*. Are contemporary subjects susceptible to a powerful aesthetic pull cultural studies attempt to address? Is there such a thing as an aesthetic of globalization? Can it be studied critically? Is it mostly visual? Does literature or critical thinking play a role in it? *Performativity and Immanence*. A look at various notions surrounding these new tropes; specifically their modes of reshaping intellectual subjects and the notions of creativity, autobiography and culture brokering prevalent in the pull towards techno-mediatic globalization.

The final list of writers, critics and theorists is still in progress. It will constitute a world-wide representation of authors such as Jorge Luis Borges, Judith Butler, Ernesto Laclau, Homi Bhabha, Gayatri Spivak, Octavio Paz, Roland Barthes, Walter Benjamin. Stuart Hall, Lisa Lowe, Rey Chow, Clarice Lispector, Stephen Greenblatt, Theodor Adorno, Gilles Deleuze, Paolo Virno, Allan Badiou, and others.

Theater Arts

THAR 240-401/Engl 346-401

Topics in Theatre History; Comparative Cross-Dressing

[Cary Mazer](#)

TR 1:30-3:00

Sector III

The purpose of this course is to introduce students to the basic materials and methods of theatre history and historiography, as applied to a particular topic, organized around a specific period, national group, or aesthetic issue. This year's topic is "Comparative Cross-Dressing." We will examine several periods

of theatrical activity in which men regularly appeared as women or women as men. These include the ancient Greek theatre; Early-Modern English stage (the theatre of Shakespeare and his Contemporaries), in which women's roles were portrayed by boy actors, in contrast with the English Restoration stage, where women's roles were played by actresses; traditional Japanese No and Kabuki theatres; cross-dressed and castrati roles in eighteenth-century opera; various theatrical cross-dressing traditions in nineteenth-century England (including Christmas Pantomime and music hall); and, in the twentieth century, Japanese Takarazuka, contemporary drag, and American collegiate cross-dressed comedy revue troupes.

Urban Studies

URBS-178-401; Crosslisted with HIST 173

Urban University-Community Relations

[Ira Harkavy](#)

W 2-5

Inspired by Penn's founder, Ben Franklin, President Amy Gutmann has identified rising to the challenge of a diverse democracy and educating students for democratic citizenship as critical goals of her administration. Since the present undergraduate curriculum falls short in this regard, the seminar aims to synthesize numerous, unrelated, academically-based community service courses into an effectively integrated curriculum. As now envisioned, the new Penn curriculum developed by the seminar would have as a significant component, thematic, problem-solving clusters, i.e., interrelated, cross-disciplinary, complementary sets of courses designed to stimulate and empower students to produce, not simply consumer, societally-useful knowledge. By societally-useful knowledge, we mean knowledge actively used to solve global strategic problems of democracy and society, schooling and society, health and society, poverty and society, environment and society, culture and society, etc., as those global problems manifest themselves locally at Penn and in West Philadelphia/Philadelphia.

An academically-based community service course.

URBS-403-401: Crosslisted with CPLN 506

Poverty, Racism, and Crime in West Philadelphia/Philadelphia and What Should Penn Do Democratically to Overcome Them: An Interdisciplinary Faculty Student-Seminar

[Anthony Tomazinis/Ira Harkavy](#)

R 3-6

Sector I

CPLN 430 will be a university wide seminar to analyze West Philadelphia/Philadelphia as an ecological system and what policies its major institution, the University of Pennsylvania, can initiate to reduce poverty, racism, and crime in both the short and long run. During the Spring 2007 semester, the seminar

will focus its attention on West Philadelphia (including Southwest Philadelphia). About 20 faculty will be involved with a maximum of 24 students divided into 6 studio groups for research in targeted West Philadelphia communities and the formulation of recommendations. The reports of the group will be presented to mid-term and final faculty juries for evaluation. Through the University's Office of the Vice President for Government and Community Affairs, the recommendations proposed by the seminar will be submitted to the President for consideration and action. About 13 topics, one each week, will be covered by a lead faculty with the participation of others. These topics include: wealth, income and economic development; regional development; crime and delinquency; racism and pluralism, schooling and literacy; community healthcare; arts and culture; transportation; housing; neighborhood problems and issues; families, children and youth; political capital; and the environment. Each issue will be placed within the framework of West Philadelphia as a social and physical system.

The key institutions that will be examined as possible points of entry for change are: Penn; "eds and meds"; schools'; churches; and community organizations, including political parties and groups. It is expected that students in the seminar will start with these institutions as points of departure in doing research locally. In addition, Mr. Rick Redding, Director of Community Planning of the City Planning Commission, will be a seminar participant and make available a considerable body of data, including an inventory of social and business organizations in West Philadelphia. The seminar will take shape in the fall of 2006 through meetings of the collaborating faculty, community members and participants and in the presentation of preceptorials to be organized with the Student Committee on Undergraduate Education. These presentations are intended to recruit students that are interested in research and collaborative, real-world problem solving.

[More information and syllabus](#)

Women's Studies

GSOC 339-401/ HSOC 339/ NURS 339

"Aging, Beauty, and Sexuality": Psychological Gerontology in the 21 st Century

[Sarah Kagan](#) ([alternate biography](#))

GSOC 338-401/ HSOC 338/ NURS 338

"Sweet Little Old Ladies and Sandwiched Daughters": Social Images and Issues in our Aging Society

[Sarah Kagan](#) ([alternate biography](#))

GSOC 390-401/ ENGL 390/ CINE 308

The Burden of Representation

Last updated October 19, 2007