

HON 1000/1001/1003-001
INTERDISCIPLINARY HUMANITIES I: THE ANCIENT WORLD
Immerwahr/Christy/Danove

MWF 9:30-11:20, MW 12:30-1:45

This seminar explores the literature, drama, religions, history, and philosophic thought of the Ancient World. Three faculty members representing three disciplines (currently Philosophy, Literature/Drama, and Religious Studies) attend all class sessions and actively participate in the dialogue of the seminar. Beginning with Homer and ending with the fall of the Roman Empire, the course focuses on Athens and Jerusalem in the fifth and fourth centuries B.C., with an intensive study of Aeschylus, Sophocles, Euripides, Plato, Aristotle, and The Bible. In addition, a performance component of the course allows for the dramatic interpretation of these ancient texts.

HON 1075-001/002
GENERAL BIOLOGY LABORATORY
Angela DiBenedetto (519-5197)

MWF 10:30-11:20/T 8:30-11:20, MEN G24E
MWF 11:30-12:20/T 8:30-11:20, MEN G24E

The Honors section of BIO 2105 laboratory will for the most part follow the same schedule and use the same experimental investigations throughout the semester as non-Honors sections of general biology. However, we will differ in our treatment of laboratory sessions in several important ways: pre-lab talks will be more in depth, with emphasis on advanced understanding of concepts and theory underlying experiments; data analysis will be more sophisticated, with emphasis on statistical/quantitative evaluation and graphical and tabular representation; lab reports will follow scientific journal format, and will give students the opportunity to develop scientific writing skills, with emphasis on clarity, precision, and logic. Students will have the chance to revise most writing assignments, after critical feedback from the instructor. Our goals in HON 1075 will be to practice skills in hypothesis-testing, gathering, organizing, evaluating and communicating scientific data and ideas, and to develop habits of mind that foster analytical reasoning, quantitative thinking, and wonder about the world around us.

HON 1080-001
ECO: PRINCIPLES OF MICROECONOMICS
John Farrell, O.S.A. (519-4324)

MWF 11:30-12:20, Bartley 108B

The goal of this course is to develop and expand your capacity to analyze and understand the nature of economic behavior, especially that area known as Microeconomics. The material will be covered through the following objectives:

- 1) Focus on the operation of the market system;
- 2) Examine the concepts of supply and demand to understand how these concepts are indispensable for understanding a broad range of economic activities;
- 3) Show how the system of market prices strikes an equilibrium between people's tastes for different goods and the scarce economic resources to produce them;
- 4) Examine what determines the relative prices of particular goods, how taxes affect prices and quantities, how government interference with markets can cause shortages or surpluses, and what happens when a small number of producers come to dominate a market;
- 5) Determine how returns are made to the various factors of production;
- 6) Study the principles and problems of the international marketplace.

The course is writing enriched. Writing assignments will include 3 short (2-3 pages) papers and one medium length paper (5-6 pages). The student will select a topic from the area of Microeconomics

(approved by the professor) and will write each assignment on the same topic but for different readers.
Grading: Two tests and a final examination will be given:

1st Test - 15
2nd Test - 15
Final Exam - 35
Writing Assignments - 20
Class Participation, Quizzes, Homework, and attendance - 15

Note: A textbook will be required.

HON 1090-001
BL: LEGAL ENVIRONMENT OF BUSINESS & SOCIETY
Sebastian Rainone (519-4379)

TR 2:30-3:45, SHE 101

The course examines the nature, sources, and function of law in our society. The approach will be both theoretical and practical. From a theoretical standpoint, the history of our laws and the values they reflect will be discussed from a philosophical perspective. From a practical standpoint, students will learn how our courts function, what their legal rights are, and how to protect themselves in both a business and personal environment. In addition, the role of ethics in our own society and the development of both public and private international law will be discussed.

Required Text: Cross & Miller, West's Legal Environment of Business

Recommended Reading: Daily newspaper, weekly news magazines.

HON 1113-001
FIN: PRINCIPLES OF FINANCE
Victoria McWilliams (519-4313)

TR 1:00-2:15, BAR 2042

Principles of Finance uses a combination of discussions, interactive learning, and material presentation to cover the theory and techniques of financial management. Topics included are time value of money, risk and return, financial analysis and planning, working capital management, capital budgeting, cost of capital, strategic long-term financing decisions. The course will also help the student understand the ethical implications of financial decisions as well as the international applicability of financial management concepts. This is a writing enhanced course and includes a comprehensive project. There are also three to four exams.

Prerequisite: ACC 1101; DIT 2010 or MAT 1235 or MAT 2310 or MAT 4310 or ECE 3720; C & F students must have sophomore standing; laptop required; writing enhanced.

HON 1137-01
MKT: Principles of Marketing Honors
Julie Pirsch (519-5967)

MWF 11:30-12:20, BAR 3006

This course is designed to introduce students to the language and concepts of product and services marketing. Marketing will be examined both from the standpoint of the consumer and the organization, with emphasis on relevant, real-world examples to illustrate important concepts. Through lecture, in-class exercises and interactive assignments, students will develop the ability to understand and apply major marketing concepts to their coursework and to their own professional experiences. In summary, this course is designed to:

- Familiarize the students with basic marketing concepts and terms.
- Review global economic, governmental, social and other environmental forces affecting marketing management.

- Understand the major decisions marketing managers make while developing and managing a product or service
- Relate the practice of marketing to other business disciplines
- Describe and evaluate the way products and services (both business-to-consumer and business-to-business) move into consumption channels, domestically and internationally.
- Explore the social and ethical aspects of marketing.

HON 1241-001

CORE HUMANITIES SEMINAR: ANCIENT, MEDIEVAL & RENAISSANCE THOUGHT

Catherine Staples (519-4650)

TR 8:30-9:45, SAC 103

Close reading and discussion of selected texts from the time of Homer through the English Renaissance. Writing will be intensive, with particular emphasis placed upon revision, as distinct from editing, as well as the mastery of various pre-draft writing techniques. Whether we are considering the defiance of Helen or the introspection of Augustine, the peregrinations of Sweeney and "The Seafarer," or silence and wit in Shakespeare's women, we will work to forge connections between different texts and time periods, drawing upon relevant fine art (two trips to Philadelphia Museum of Art) and performance.

HON 1241-002

CORE HUMANITIES: ANCIENT, MEDIEVAL AND RENAISSANCE THOUGHT

Emmet McLaughlin (519-7429)

TR 2:30-3:45, SAC 443

The societies of the modern West share many characteristics, not least on the level of intellectual discourse. Drawing upon an increasing number of sources, Western culture perhaps finds its identity not so much in the answers that it presents to common problems as in the way that it defines those problems and sets out to address them. There is a continuity of concerns and traditions of differing solutions that bind us all together, even when we are unaware of it. As children and young adults we are indoctrinated by our parents, schools, religions, the media, and peers so that those concerns and some of the answers appear self-evident to us. In this course we will examine some of the most important texts produced by those whom the modern West recognizes as its forebears in order to see this tradition being made and to participate in its decisions. The thread that ties this selection of texts is the often tangled and troubled relationship between the individual, the larger society, and God or the gods. Anyone who reads the newspaper or sees or hears broadcast news realizes that these issues remain a problem for us all. By using the tools that earlier thinkers have left us we can work our way through to our own positions, which may well agree with what we have been taught, but which need not. Tentatively, we will be reading the following in whole or in part:

Plato, The Republic
 Sophocles, Antigone
 Holy Bible: The New Revised Standard Version
 St. Augustine, The City of God
 Machiavelli, The Prince
 Shakespeare, Richard III

HON 1241-04

CORE HUMANITIES: ANCIENT, MEDIEVAL & RENAISSANCE THOUGHT

MWF 8:30-9:20

HON 1331-001
ENG: THE LITERARY EXPERIENCE
Heather Hicks (519-46445)

TR 10:00-11:15, SAC 454

In this course we will read a selection of major American novels written since 1945. Our topics of discussion will range from formal issues regarding narrative experimentation and genre to key themes including the status of community in American society; the relationship between history and truth; the relationship between power and knowledge; how technology is changing who/what we are as a species; the radical changes in the meanings of American masculinity and femininity that have occurred in the past 50 years; and the impact of racial/racist thinking on the experience of contemporary Americans. The primary objectives of the course are to enhance your ability to write effective, thesis-driven analysis; to hone your techniques for reading critically; to introduce you to a variety of contemporary canonical texts; to inspire you to think in new ways about your own life and others; and to broaden your sense of the value and pleasures of reading literature. Authors will include Toni Morrison, T. Coraghessan Boyle, Don DeLillo, Louise Erdrich, and Tim O'Brien.

HON 1380-001/HON 1381-001
ETH: ETHICAL TRADITIONS AND CONTEMPORARY LIFE SERVICE LEARNING PRACTICUM
Mark Doorley (519-4736)

TR 11:30-12:45, SAC 478

Ethics is a study of "the good life." One goal of the course is to introduce students to the history of ethical reflection, both philosophical and religious. Another goal of the course is to think about contemporary issues in light of this history. A last goal is to give students an opportunity to think about their own character, decision-making process and life choices.

This course is also a service-learning course. As such, the above goals will be fulfilled in conjunction with ongoing class participation in a service project. Each student will participate in an after-school program at Jay Cooke Middle School in the Logan section of Philadelphia. This service project will enable us to look at contemporary issues such as civic responsibility, poverty, the continuation of racism, and the lack of educational opportunities for many in our society. We will look to see how our history of ethical reflection can help us to think about and act on the challenges of our day. Our participation in the service project may shape the way we read what we read and the way we think about ourselves and about our world. In this way we become active partners in the ongoing conversation about the good life.

By reading philosophical/theological texts, by listening to members of the Logan community, and by writing we will explore our history and the way in which it sheds light on our experience. We will also allow our experience to shed light on our own way of thinking, perhaps calling into question our assumptions about life and about people, and about the choices that we make.

HON 1380-02
ETH: ETHICAL TRADITIONS & CONTEMPORARY LIFE
Sarah Vaughan Brakman (519-4004)

TR 4:00-5:15, SAC 488

This course will introduce the student to major ethical theories and we will study their application to contemporary moral issues. Ethics asks the questions, "What makes for a good human life, a good human being, or a good human action?" In addressing these questions, philosophers in the West have developed three major theoretical positions: virtue-ethics, duty-ethics, and consequentialism. We will study the approach and solution to the problems in this class through these positions, as well as considering the approach of feminist-ethics and natural rights. Among the issues we will discuss are, obligations to the poor, euthanasia and physician-assisted suicide, genetics, capital punishment, affirmative action and college speech codes. Throughout the course, we will focus on the overriding issue of conflict - conflicting rights and conflicting interests, among individuals, between the individual and society, and between societies. We will learn how to subject our views to rational scrutiny, and how to approach conflict resolution through moral discourse.

HON 1435-001
HIS: THEMES IN MODERN WORLD HISTORY
Maghan Keita (519-6964)

TR 1:00-2:15, SAC 446

Themes in Modern World History is a writing intensive, critical examination of several themes which define the modern era. Among the themes are "modernity" itself and questions of both individual and group identity. Central to the examination of these themes is an analysis of the bodies of knowledge which guide our assumptions about the modern world and the ways in which those bodies of knowledge shape historical discourse. The basic notion of the course is to challenge our assumptions of the modern and the bodies of knowledge and the histories that undergird them.

This challenge will be undertaken through a critical examination of primary source material and literary and graphic sources that confer some meaning about modernity. Central to this process will be the student's willingness to participate in intensive discussion on both the primary and literary sources and the meaning that they think these sources convey about the nature of the modern world.

The writing intensive nature of the course constitutes a major dynamic that will also be used to spur in-class discussion.

HON 1755-001
PHI: INTRODUCTION TO PHILOSOPHY
David Schindler (519-4692)

TR 8:30-9:45, SAC 107

The purpose of this course is to introduce students to philosophy through a direct encounter with a number of the major thinkers in the Western tradition, spanning from ancient Greece to modernity. Students will read primary texts from authors such as Plato, Aquinas, Descartes, Kant, and Nietzsche. Our engagement with these authors will focus around a fundamental concern: what is the nature of reality, and is genuine knowledge of reality possible? At the same time, this concern will provide the occasion to consider a number of other classical philosophical theme such as knowledge, art and beauty, virtue, the soul, and God. Emphasis will not be so much on learning history as on first-hand experience of philosophical wonder, questioning, and argumentation. Because this is a writing intensive course, students will be required to prepare a number of essays in addition to writing a mid-term and final examination.

HON 1771-001
PHY: GENERAL PHYSICS I LABORATORY
Michael Hones (519-4885)

M 2:00-4:50, MEN 367C

Text: Interactive and Discovery Laboratory Experiments for Life Science Students; available at a nominal cost in the physics lab storeroom. This includes a computer disk for the storage of experimental data, and a looseleaf binder in which to store experiment notes, data, and summaries.

Course Content: Selected experiments in mechanics will be performed. Emphasis will be on the interactive-discovery approach to experimental work in physics. The purpose of this is to give the student a more realistic laboratory experience. For example, this will entail the use of a lab notebook to keep a detailed record of weekly experimental work. Extensive use will be made of state-of-the-art computers and software. Students will be expected to perform in the laboratory setting all the work necessary to write a complete lab report.

Students are to read the text and the instructions before coming to the laboratory in order to familiarize themselves with the experiment.

Implementation: Unannounced five-minute quizzes on the material for the experiment will be given at the beginning of the lab. Students will keep a weekly record of their experimental work in a loose-leaf binder. At the conclusion of each lab, a short summary of the results of that lab is to be entered at the end of that section in the lab notebook. The lab notebook is to be a personal, precise and concise record

of your experimental work. This requires that the student perform these operations during the lab period. During the first half of the semester, your instructor will discuss the various aspects of writing a research paper (e.g. the abstract) such that by midterm (the week of October 4, 2004) a complete formal lab report will be submitted on an experiment to be determined by the instructor. Each student is to submit his/her own report. A second complete lab report will be submitted at the end of the semester, during the week of November 15, 2004. Since this is a writing enriched course, prior to the submission of the second formal report a draft of this report must be submitted for review at least one week in advance. The laboratory will be available to the students at times other than the normal lab periods. Since the use of computers will be an integral component of this course, the first several labs will involve an introduction to the various roles that the computer will play in the laboratory experience. This will include computations, graphical analysis, and word processing.

Goals: In addition to the more traditional goals of observing and analyzing physical data relevant to some of the classical experiments in mechanics, upon the successful completion of this lab course, you should be proficient in the utilization of the computer as an integral component of the experimental apparatus. In addition to this you should have developed sufficient skill in the use of the data collection and analysis software Data Studio. Although you may not use Data Studio in future experimental work, it should serve as a useful prototype for other applications. Finally and certainly of equal importance, you should have developed the skill to keep a detailed lab notebook and with this write a clear, coherent scientific paper in which to present the results of your experimental work.

Grading: The completed lab notebook will be a prerequisite for completion of the course requirements. This notebook will be reviewed during fall break, the week of October 11, 2004. At the discretion of the instructor, five-minute closed-notebook quizzes may be given at the beginning of the lab period. The final grade will be based upon the lab reports, lab performance, the lab notebook, the short quizzes, and, circumstances permitting, a lab final. Since this lab course will emphasize in-house work, this evaluation of lab technique will be an important component of the final grade. The specific details of the grading procedure are left to the discretion of the individual instructors. All these aspects of the course will be discussed frequently so that all are well aware of the course expectations.

Office Hours: T 10:00 to 11:00, W 1:00 to 2:00, Th 2:00 to 3:00, F 2:00 to 3:00; M 367C. Other times by appointment. My office is M367C and my extension is 94885.

Lab Attendance: An unexcused absence will have a serious effect on your final grade. You will be allowed to make up only one experiment at the end of the semester and only at the discretion of the lab instructor. This make-up lab will be the same for all students and is the last lab in the Table of Contents, Newton's Law of Cooling. It is strongly recommended that if you miss a lab for a legitimate reason, you should make up the missed lab during the same week at another regularly scheduled lab period.

Experiments:

August 30 (week of) - An Introduction to the Computer and Laboratory Analysis Techniques - I
September 13 - An Introduction to the Computer and Laboratory Analysis Techniques - II
September 20 - The Simple Pendulum
September 27 - Kinematics - I
October 4 - Kinematics - II - First Formal Report Due
October 18 - Free Fall: Galileo's Tour de Force
October 25 - Newtonian Dynamics I - The Cart and Pulley on a Horizontal Plane
November 1 - Kinetic and Static Friction
November 8 - Newtonian Dynamics II - Atwood's Machine
November 15 - Collisions: the Impulse-Momentum Theorem - Second Formal Report Due
November 29 - Hooke's Law, Elasticity and Periodicity
December 6 - Make-Up - at the discretion of the instructor - Newton's Law of Cooling

N.B. There will be no labs during the weeks of September 6 (Labor Day and St. Thomas of Villanova Day) and November 22 (Thanksgiving).

HON 1801-001
PSC: INTRODUCTION TO AMERICAN GOVERNMENT
John Johannes (519-4521)

TR 8:30-9:45, TOL 103

This course is designed for those seeking an introductory overview of American national politics and government, and it includes four sections: the political environment and structure (American culture, the constitution, the founding); the role of the public and political dynamics (culture, public opinion, media, interest groups, political parties, elections and voting); the political structure and institutions (federalism, Congress, presidency, judiciary, bureaucracy); and public policy outputs (economic policy, social welfare policy, foreign and defense policy).

The primary course objective focuses on reaching informed judgments about the political system=s strengths and weaknesses, based on knowledge of how it functions. In the process, students refine their abilities to read accurately and critically, to argue cogently, and to write forcefully and persuasively about American government and politics.

Using a seminar format, students will be asked to make presentations, critique arguments, and find answers to questions. Requirements include exams, papers, and class participation. A willingness to keep up with current political events by means of newspapers, media news broadcasts, and on-line sources will be expected.

HON 1825-01
THL: CHRISTIAN THEOLOGY: AN INTRODUCTION
Kevin Hughes (519-4728)

MWF 10:30-11:20, SAC 128

Christian theology is the science of all things in so far as they are related to God. At least that's Thomas Aquinas's definition. This means that Christianity is not understood first or best as a list of beliefs or practices but as a perspective, a way of seeing all things -- culture, art, politics, ethics, science, the cosmos -- from the perspective of Trinitarian faith. Beginning with reflection on American culture through literature and cultural commentary, this course offers and introduction to the logic of that perspective -- not only what Christians think and believe, but how and why they think and believe the way they do.

Included in the course will be historical and theological reflection on the elements of the Christian story-- God, creation, sin, redemption, consummation in art, literature, sermons, films, and other theological works. Attention will be given to contemporary issues touching on Christianity -- e.g., The DaVinci Code and Mel Gibson's Passion of the Christ, among others. Requirements for the course will be seminar preparation, a midterm essay (5-7pp), and a take-home final.

HON 1911-001
SOC: INTRODUCTION TO SOCIOLOGY
Rick Eckstein (519-4772)

MWF 9:30-10:20, SAC 285

Within the framework of liberal education, this course is dedicated to developing a structural, systematic, and critical perspective for understanding and explaining human behavior. This "sociological perspective" will be used to look at a variety of contemporary and historical issues in the hope that we will be better able to make sense out of the complex world we live in, and our role in shaping the circumstances in which we live. At the end of this course, you should be more adept at identifying important social phenomena, analyzing these phenomena from a sociological perspective, and clearly communicating your analysis both orally and in writing.

This course will be offered as a two-semester sequence during Fall, 2002 and Spring, 2003. Signing up for this class indicates a commitment to enroll for the entire academic year.

Required Texts: Glasberg and Neubeck, *Sociology: a Critical View*
Ron Kovic, *Born on the Fourth of July*
George Orwell, 1984

Jeffrey Reiman, *The Rich Get Richer and the Poor Get Prison*
Mishel and Bernstein, *The State of Working America*

Writing/Grading (for the two-semester course):
3-4 take-home essays 70%
Computer work 20%
Class preparation & participation 10%

Short assignments and complete a small-medium-sized project by the end of the year.

HON 2002-001/ HON 2004-001
INTERDISC. HUMANITIES III
Anthony Godzieba/Edwin Goff

MW 11:30-1:45

F 11:30-12:20

An examination of selected themes in nineteenth century European cultural history, with an emphasis upon the emergence of the social sciences as distinct intellectual disciplines, and the interrelationships between history and literature. Particular attention will be paid to gender, state and capital formation.

We shall begin with an overview of Immanuel Kant's effort to construct a metaphysics of experience, see how his critique of reason delimited the domain of natural science, and outline the role that the "creative genius" plays in his aesthetic theory, and in the creation of human culture. We shall explore further the theme of culture and genius in our reading of Friedrich Schiller's *On the Aesthetic Education of Man*. This theme will be reprised in our examination of Kierkegaard and Nietzsche.

We shall follow a second theme, "the science of culture," through these same authors, see how the paradigm of natural science sustains a counterpunctal theme, and illustrate its prominence in the "dialectical materialism" of Karl Marx. We first shall note the inversion that Marx effects in his representation of reason, culture, and genius, and then shall return briefly to re-view the paradigm of psychology implicit in Kierkegaard and Nietzsche.

Finally, we shall trace the play of these two themes as they recur in the emerging paradigms of sociology developed by Emile Durkheim and Max Weber.

Students will be responsible for correlative readings that appropriately can be integrated into dialogue with the readings that we shall discuss in common. This course is writing intensive, and will include the following formal requirements:

- 1) participating in class discussions (15%);
- 2) small group presentations (20%);
- 3) two short papers (2-4 pages) (20%);
- 4) a medium-length paper (5-7 pages), including a re-write, which will address one or more of the issues referred to in the course description (20%);
- 5) a final paper (8-10 pages) (25%).

Required Texts:

Immanuel Kant (1724-1804), "Transcendental Doctrine of Method," from *Critique of Pure Reason*
_____, "Analytic of the Sublime," from *Critique of Judgment*
Emile Durkheim (1858-1917), *Selections*
Max Weber (1864-1920), *Selections*
Friedrich Schiller (1759-1805), *On the Aesthetic Education of Man*
Soren Kierkegaard (1813-1855), *Fear and Trembling*
Friedrich Nietzsche (1844-1900), *The Birth of Tragedy & The Genealogy of Morals*
Erich Fromm (1900-1980), *Marx's Concept of Man* (includes a translation of Marx, (1818-1883)
"Economic and Philosophic Manuscripts")

HON 2140-001
FIN: INTRODUCTION TO DERIVATIVES
David Shaffer (519-5637)

MW 3:00-4:15, BAR 2095

Market for derivatives securities, such as those for futures, options, and swaps, have evolved at a dramatic pace over the past 30 years. No other area of finance has experienced the explosive growth that derivatives has witnessed. It is truly a growth industry—both in terms of academic theoretical developments and real applications in the business world. Indeed, “derivatives” is one of the few areas in finance where theory had been so quickly and completely implemented into actual business practice.

The explosive development of these markets has many causes, but most agree that it can be traced to a combination of the following events:

1. Developments in Financial Economic Theory: in 1973 the groundbreaking work of Fisher Black and Myron Scholes (*Journal of Political Economy*, 1973) and Robert Merton (*Bell Journal of Economics and Management Science*, 1973) for the first time gave the finance community a means to price derivatives securities. Prior to that time, derivatives pricing was based on ad hoc statistical fits, unsupported by theory.

2. Business Demand for Derivatives Securities: the financial environment is riskier today than it was in the past. There is great uncertainty regarding foreign exchange rates, interest rates, commodity prices, and natural disasters—financial variables that in some way affect all organizations operating in our present economic environment. The increased economic uncertainty can be linked to the following events:

- A. Abandonment of the Bretton Woods System of fixed exchange rates in 1971.
- B. Change in Federal Reserve monetary policy in 1979 to stabilize money supply growth rather than stabilizing interest rates.
- C. Changing demographics that has led to rapid growth of property values in high-risk, catastrophe-prone areas of the United States (the west coast of California, the Eastern seaboard, and the Southern gulf states).

Traditional methods of dealing with the increased financial uncertainty focused on forecasting financial prices. However, because financial prices have a strong random component, this method proved less effective than had been hoped. As a result, the business community turned to the financial markets in record numbers to solve their financial risk problems. Derivatives markets enable firms, not to eliminate risk, but instead to transfer it to those in the financial markets with the capacity and willingness to accept the risk. Indeed, the classic reason for the existence of derivatives markets is to enable businesses to manage risk. This course introduces the markets for options, futures, and swaps. The goal of the course is threefold:

- 1. Learn how derivatives markets operate
- 2. Learn how derivatives are priced
- 3. Learn how derivatives are used

Although, we will address all three goals, there will be a notable emphasis on (2) how derivatives are priced. The first-half of the course will cover futures markets, whereas the second-half will cover options markets.

The course will be conducted as a combination lecture and seminar. It is my goal to make the environment relaxed and conducive to open discussion and inquiry.

HON 2150-01
FIN: INTERNATIONAL FINANCIAL MANAGEMENT
Andrea DeMaskey (519-6108)

MW 4:30-5:45, BAR 2017

This course introduces the principles of international financial management. It focuses on the financial operations of multinational corporations and financial institutions with an emphasis on the international financial environment, foreign exchange risk management, multinational working capital management, foreign investment analysis, and financing foreign operations. Course requirements include a currency-related research project and case analyses with write-ups along with extensive class participation.

HON 2160-01
FIN: FINANCIAL DECISION MAKING
McWilliams/Howton/DeMaskey

TR 11:30-12:45

This application-based course integrates the varied financial tools and techniques learned in earlier courses. Case analysis and real-world problem solving allows students to test and apply their knowledge in a variety of business settings. Course requirements include case analyses and write-ups along with extensive class participation.

HON 2200-01
ME: INTRODUCTION TO DYNAMICS
Alan Whitman (519-7315)

MWF 11:30-12:20, TOL 113C

This course is intended to provide you with a thorough understanding of Newton's laws, to illustrate the application of these laws to rigid bodies undergoing various kinds of plane motion, and to improve your problem solving abilities by emphasizing a systematic approach to defining and analyzing problems.

HON 3000-01
AAH: INTERPRETING ART
Kim Nastick (Voice Mail 83444)

MW 3:00-4:15, SAC 116

Art and art history play a vital part in the cultural transformations in our contemporary society. To keep pace with the rapid changes art and society continually experience, the interpretation of art has changed dramatically since the 1980s. Moving away from strictly formal, historical and narrative interests, the interpretation of art today includes a number of influential and dynamic theories that are more suited to how we shape and define ourselves in the twentieth-first century.

In this seminar, you will be introduced to the theories and criticism relevant for the study and interpretation of art such as feminism, psychoanalysis, structuralism, deconstruction, post-colonialism, and postmodernism. Interpreting Art is designed to be a discussion oriented, interdisciplinary approach to art. Seminar discussions will be based on a number of creative articles representing some of the most innovative thinking about art today. Visits to local museums and writing assignments provide an opportunity to use one or more of the critical theories in your own practice of interpreting art.

Requirements: At least one prior course in Art History or permission of the instructor.

HON 3400-01
COM: RALPH ELLISON AND KENNETH BURKE: RACE, WRITING, AND FRIENDSHIP
Bryan Crable (519-5163)

TR 2:30-3:45, SAC 238

Ralph Ellison's first novel, *Invisible Man*, is a touchstone of 20th century literature, and is one of the most

easily-recognized works of fiction by an African-American author. Ellison's own remarks on the book point not only to the influence of fellow novelist and African-American Richard Wright, but to the work of (white) critic and theorist Kenneth Burke. Burke remains one of the central—but least recognized— influences on Ellison's thought, but we are about to change all that.

Throughout this course, we will read *Invisible Man* in conjunction with Burke's writings—trying to reconstruct the intellectual environment that produced this groundbreaking novel. Additionally, we will be reading the written correspondence exchanged between and concerning Burke and Ellison in a complementary attempt to reconstruct the personal context that these two men shared. We will be asking questions such as the following: how did Burke's work specifically affect the novel? How did Ellison influence Burke? To what degree did the interracial nature of their relationship complicate matters, both artistic and interactional? In what way might we bring both their insights to bear in the study of contemporary American race relations and racism?

In addition to primary readings (Burke's Counter-Statement; Ellison's *Invisible Man*; Ellison's *Collected Essays*), students will be required to complete several short papers offering critical reactions to course readings, as well as a 10-12 page final paper. However, given the nature of this material, the course itself will be highly discussion-driven, meaning that each student will play an exceedingly important role in the development of the course itself.

HON 3600-01
Eng: Madness and Imagination
Charles Cherry (519-4632)

TR 10:00-11:15, SAC 402

This course examines madness as metaphor and reality in selected works, primarily from modern and contemporary literature. Background lectures by the instructor will trace a history of medical psychology and the continuing reason-imagination split beginning with the Greeks and running through Bosch's gardens of the mind to the psychodynamics of Romantic revolt. Possible texts: Fyodor Dostoyevsky, *Notes from Underground*; Franz Kafka, *The Penal Colony*; Ian McEwan, *Enduring Love*; Flannery O'Connor, *The Complete Stories*; Robert Pirsig, *Zen and the Art of Motorcycle Maintenance*; Sylvia Plath, *The Bell Jar*.

HON 4000-01
HIS: THE CRUSADES
Rebecca Winer (519-7255)

TR 1:00-2:15, SAC 429

Christian, Jewish, and Muslim Perspectives From 1095 to 1291, and on through out the early modern period, western Europeans regularly participated in crusades aimed at claiming Jerusalem and the Holy Land as a Christian patrimony. In this course we will tackle difficult questions concerning the history of crusades, crusading and Christians/Jewish/Islamic relations during the Middle Ages. Some of the issues we will explore include: What is a crusade? What are the origins of the First Crusade? What kind of person became a crusader? What drove the crusaders to travel thousands of miles on military missions that they often found to be physically debilitating, economically ruinous and strategically nightmarish? Should the crusades be viewed as colonial enterprises or religious movements? How did the western Europeans' treatment of the Greek Orthodox people of the Byzantine Empire reflect their understanding of Christianity, heresy, and the goals of a crusade? What impact did crusades have on the Jewish communities of Western Europe and the Levant (Middle East)? How did Muslims react to the crusading movement? Can Islamic jihad be seen as a reaction to Christian crusade? What kinds of stereotypes concerning the cultures and beliefs of Christians were developed by Muslims and vice versa? And finally, are any of these misconceptions still around today in our own modern problems of mutual understanding? This course is writing intensive and satisfies the diversity 3 requirement.

Two position papers of two pages in length, and one research project of ten to fifteen pages. For the research project extensive preliminary work is required. Students must submit a preliminary bibliography, an annotated bibliography, a rough draft, and a final draft.

HON 4150-01
MAT: MATHEMATICAL EPIDEMIOLOGY AND IMMUNOLOGY
William Fleischman (519-4819)

TR 11:30-12:45, MW 12:30 – 1:45, MEN 167B

The aim of this course is to explore the rich interplay between ideas of mathematical modeling and the study of disease epidemics. We will also connect the study with the role of disease in the history of civilizations. Of particular note are 1) the inclusion of population models for the predicted demographic collapse of nations of Sub-Saharan Africa under the weight of incidence of HIV/AIDS; 2) studies of the average length of healthy life in the spirit of the World Health Reports of 2000 and 2001; and 3) consideration of the menace of terrorist attack involving smallpox or anthrax. As in Fall 2003, there will be a course research project to model a contemporary epidemic. In Fall 2003 we developed models of the SARS outbreak that occurred during winter and spring of the same year. For this year, the avian flu epidemic presents a challenging and interesting modeling problem.

Topics: Dynamics of epidemics and mathematical models that capture important aspects of these dynamics; epidemic and endemic phases; threshold effects; equilibrium and stability; oscillations in disease prevalence; epidemiological models seen from the perspective of the disease-causing organism; can a disease survive if it is too virulent?; infectious diseases as regulators of host population size.

Control and regulation of diseases; what epidemiological models say about control and eradication; is what is good for the individual always good for the community? How hard must one work to eradicate a disease? What are the consequences of not working hard enough?

Historical aspects of epidemiology; interactions between ecology and epidemiology; interactions between epidemiology and the organization of human societies; global aspects of the incidence of HIV and AIDS; World Health Organization studies of the average length of healthy life throughout the world.

Mathematical prerequisites: A good grasp of the meaning and interpretation of the derivative; some familiarity with the basic ideas of systems of differential equations; confidence in the use of (high school) algebra – inequalities, solutions of systems of algebraic equations.

Biological prerequisites: Not much, except a certain fearlessness about reading and making sense of non-technical material in a new discipline.

Computing prerequisites: In this area, the course should be self-contained. We will work cooperatively. Anything you bring to the table will be helpful, including experience with spreadsheets (for example, Excel), or with mathematical packages such as MatLab, MAPLE, or Mathematica.

HON 4300-001
PHI/PJ: RACE, CLASS, AND GENDER
Carol Anthony (519-4608)

TR 1:00-2:15, SUL GRND

This class treats issues of race, class and gender in an integrated and interdisciplinary fashion. Questions to be considered include: Why are women disproportionately poor in America society? Is equality of opportunity a reality or a myth in a nation burdened with severe economic inequality? What are the continuing effects of racial discrimination in areas of education, housing, and employment? Special attention will be given to the way in which considerations of race, class, and gender reinforce one another and together impede the realization of justice and the common good.

HON 4301-01
PHI: KIERKEGAARD AND NIETZSCHE
John Caputo (519-4709)

R 4:00-6:00, SAC 177

In Kierkegaard and Nietzsche, the words of Enlightenment reason and of Hegelian Absolute Knowledge

are left behind. They each foresee in their own way the madness of the twentieth century, a century whose genocidal violence made a mockery of Hegel's sanguine view of history as the autobiography of the God in time. That is why postmodernity has taken them as its prophets. Kierkegaard and Nietzsche sketch the lines of a world after the Enlightenment, after Hegel, after Philosophy. For after the fury with which Kierkegaard bit into the hide of German metaphysics, and after the way Nietzsche told the tale of how the "Real World" that the philosophers conjured up had become a "fable", no one would dare write Philosophy again.

HON 4302-01

PHI: MEDICAL MACHINES

John Fielder/Jonathan Black (519-4713)

T 4:00-6:00, SAC 187

Objectives: Our aim in this course is to explore selected ethical and policy issues associated with the use of medical technology in health care. We will examine four case studies:

§ the Bjork-Shiley C/C artificial heart valve, whose fractures resulted in hundreds of deaths;
§ the total artificial hip replacement, whose successes appear to be hampering further development;
§ the cochlear implant, which raises complex questions of science, law and cultural values; and
§ human cloning, which raises important questions about the value of human life and of personal identity.

Our focus will be on the complex interplay of technical, ethical, political, regulatory, professional, and economic considerations in the case studies. Together these cases provide a unique insight into our health care system and the ethical issues facing citizens and policy makers.

Books

Cauwels, Janice: *The Body Shop: Bionic Revolutions in Medicine* (Philadelphia: C.V. Mosby, 1986)*

(* both are OOP – photoreproductions will be provided by permission from the publishers)

Readings to be provided in class

Assignments

§ Homework (10%)

§ Two short (5 pages) papers on topics in our readings. (15% x 2 = 30%)

§ Small (3-4 persons) group presentation on an approved research topic (20%)

§ Term paper, group or individual, based on your research topic (20%)

§ Final examination (20%)

Homework

A one-page homework assignment will be due at the beginning of all classes with assigned readings. The homework will consist of three questions on the assigned material and can be easily answered from the readings.

Short Papers

Students will write two 5-page papers on specific topics assigned during the term. These papers require that you take an issue and argue for a particular point of view or conclusion. It is important to give reasons for your view and to consider important objections. The paper should be a brief but thoughtful consideration of an issue, not merely a one-sided statement of a position. Please type or computer print your papers with standard font and margins. We do not accept papers sent via email.

Group Presentation

Students will choose their own small group (three or 4 persons) to research a topic, for the presentation and term paper. The selected topic must be one that is closely associated with the issues we have studied in class and raises significant ethical and policy issues. Suitable topics include, but are not limited to, issues associated with organ transplantation, rationing and resource allocation, regulation of drugs and devices, new medical technologies, women and health care, clinical trials of new drugs or devices, genetic testing, biotechnology, the impact of technology on medical practice, etc. Topics must be approved by the instructors. You will be given class time at the beginning of the term to form a group and develop a list of possible topics. Topics will be chosen by Sept. 14. We will be glad to discuss topics with you and help you find something that fits your interests. The groups will make presentations of their research to the class during the last three class meetings. You are encouraged to be imaginative in your presentation and use audiovisual materials, handouts, audience participation, etc. to enliven your presentation. We will meet with each group to discuss the paper and presentation.

Term Paper

Students will write a term paper based on their presentation topic. It should be 12-20 pages long, computer printed in standard font and margins. It consists of two parts: first, a jointly-written research paper based on examination of the literature of the topic, and second, each person will write their own statement and justification of her or his views on the issues you have investigated. A draft of the research paper is due on Nov 9. The final version and conclusions are due one week after your group presentation.

Final Exam

The take-home final examination is a short essay consisting of a critical analysis of a broad issue in the course.

Attendance

As the famous (and now infamous) contemporary philosopher Woody Allen said: "Eighty percent of success in life is showing up."

Office Hours

Dr. Fielder: Tuesdays 1-3; Wednesdays 11-12; Thursdays 1-3; and by appointment. SAC 187, 519-4713. Email: John.Fielder@Villanova.edu

Dr. Black: Available, by appointment Tuesdays 1-4. (610) 265-6536 Email: jblack@icdc.com

Syllabus

Date Topics and Assignments (additional reading will be assigned from the two texts)

Aug. 31 Introductions; description of course objectives, content, and assignments.

Discussion: The Meaning of the Body.

Groups formed; discussion of possible topics for project

Sept 7 THE CONTEXT: Ethics, Medicine, Commerce, Regulation, and Law: Fielder, "Ethical Frameworks;" The Belmont Report; Development of New Medical Products; Fielder, "Some Ethical Issues in Clinical Trials," Rahmoeller, "Clinical Studies for Medical Devices"

Group discussion and tentative list of topics

Sept. 14 SAVING LIFE: Bjork-Shiley C/C Artificial Heart Valve:

St. Jude Medical, "Living With Your New Heart Valve;" Fielder, "Getting the Bad News About Your

Artificial Heart Valve;" Excerpts from the Subcommittee Staff Report, "The Bjork-Shiley Heart Valve:

"Earn as You Learn;" Chronology; Rahmoeller, "Bjork-Shiley Artificial Heart Valve Case Study

Topics finalized; first short paper assigned

Sept. 21 Bjork-Shiley Artificial Heart Valve (cont.)

Fielder, "More Bad News About Bjork-Shiley C/C Artificial Heart Valve;" Letter, Public Citizen;

Rahmoeller, "Notifying Patients of Implant Failures: Ethical Issues"

Sept. 28 IMPROVING LIFE: The Total Hip Replacement:

Reading: Charnley, J: "Low Friction Arthroplasty of the Hip" (excerpt)

A total hip replacement (THR) recipient will visit the class for questions and discussion

First short paper due

Oct. 5 (No class – field trip, either 9/25 or 10/2, to observe THR surgery)

Oct. 12 FALL BREAK

Oct. 19 The Total Hip Replacement (cont.)

Readings: Garino, Steinberg: "Etiology of Failure: An Overview", in: Steinberg, Garino: "Revision Hip Arthroplasty"; Fielder, Black: "But it's my hip! The fate of failed medical devices" Kennedy Institute of Ethics

Second short paper assigned

Oct. 26 ALTERING CULTURE: The Cochlear Implant:

Readings: Robert Crouch, "Letting the Deaf be Deaf: Reconsidering the Use of Cochlear Implants in

Prelingually Deaf Children," Hastings Center Report 1997;27(4):14-21.
Films (excerpts): About the Implant (TV); Children of a Lesser God
Nov. 2 ALTERING THE BODY: Cloning:
Readings: Huxley, "Brave New World" (excerpt); The Economist: "The Great Cloning Debate;"
Fukuyama, "The Prolongation of Life."
Second Short Paper Due

Nov. 9 ALTERING THE BODY: Cloning (cont)
Fielder, "Cloning," Being Human, Selections from Chapter 4 "Are We Our Bodies?"
Drafts of research papers due

Nov. 16 Discussion of research papers and presentations with each group

Nov. 23 Student Presentations

Nov. 30 Student Presentations

Dec. 7 Student Presentations and Evaluations

HON 4350-01

PHI: THE PROBLEM OF LOVE: A PHILOSOPHICAL CONSIDERATION David Schindler (519-6165)

TR 8:30-9:45, SAC 433

Reading a broad survey of philosophical discussions of love, we will focus on a basic question: is it possible to love something or someone other than oneself? Or, to put the question another way, is it possible to transcend selfishness? Beginning with reflections on this question offered by Plato and Aristotle, we will trace the development of their ideas through the Christian middle ages, and compare a number of contemporary interpretations. Among the various issues we will address are the relationship between the self and the other, the relationship between eros and agape, love and altruism, love and the legitimate desire for self-fulfillment, the question of whether it is, in fact, possible to love God, and the question of whether Christianity adds anything to our conception of the nature of love.

HON 4800-001

THL/PJ: WAR AND MORALITY William Werpehowski (519-4481)

MWF 9:30-10:20, SUL GRND

How are moral reflection and the reality of warfare related to one another? What approaches have been historically prominent in the West? This course will study three traditions of reflection bearing on these questions. The theory of the *Just War* seeks to account for circumstances when a people's resort to arms is tragically necessary and morally permitted. The second pacifist approach rejects the idea that warfare is warranted by claims of justice. The third tradition concerns the historical experience of women who have related themselves to man's wars in various ways. Contemporary feminist scholars argue that this is a resource for questioning and revising the connections between war, peace, killing, and morality.

As often as possible, course discussions will revolve around concrete cases (e.g., the modern world wars, Vietnam, the Persian Gulf War, Bosnia, and our current war against international terrorism).

HON 4801-01

THL: CARING FOR THE EARTH Mark Graham (519-4703)

MW 11:30-12:20, SAC 232

This is a course in Christian environmental ethics. Part of the course will be spent examining seminal thinkers and various schools of thought, such as deep ecology, ecofeminism, Leopoldian land ethics, liberation ecotheology, and the writings of the Roman Catholic magisterium. The other part focuses on practical environmental issues such as suburban sprawl and land use policy, nuclear power, global

warming, treatment of animals, agriculture, fast food, consumerism, pollution, automobile use, and wilderness preservation, to mention but a few.

Course requirements: Two 1-2 page papers; participation in one debate; a mid-term and final exam; unannounced in-class quizzes; regular class participation; and 30-50 pages of reading per class.

HON 4900-01
SOC: Sociology of Sports
Rick Ecksten (519-285)

MWF 10:30-11:20, SAC 285

Explores sports as a socializing agent and as a set of cultural, social, economic, and political institutions. Our discussions will always emphasize the relationship between sports and issues of social justice such as inequality, racism, sexism, and violence.

HON 4900-02
SOC: SOCIAL NETWORK
Brian Jones (519-4492)

MWF 11:30-12:20, SAC 276

The central objective of this seminar is the development of the social network approach to human behavior, to be pursued by the development of student's research skills. Each student will produce an independent piece of research viewing individual attitudes or actions in term of the structure of interpersonal relationships – i.e. the social network.

HON 4900-04
SOC: PERSPECTIVES ON US POVERTY (RESTRICTED TO SOPHOMORE SERVICE LEARNING COMMUNITY)
Robert Defina (519-4742)

TR 11:30-12:45, SAC 204

This course provides an economic perspective on poverty in the United States. Readings and discussions emphasize the experience of the past thirty years and cover three main areas. The course first studies alternative ways that poverty has changed over time. The focus then shifts to an examination of the underlying causes of poverty. Special attention is given to explaining the persistence of poverty during the past decade. Finally, the course investigates various policies that might be used to combat poverty. These policies include recent initiatives such as welfare reform, job training programs, and school reform. The course material is self-contained and no prior knowledge of economics is assumed.

HON 4901-01
SOC/PJ: WORK, WAGES AND INEQUALITY
Robert DeFina (519-4482)

TR 10:00-11:15, SAC 272

Outcomes from the labor market, including the wages people earn and the types of jobs they hold, are of obvious practical importance to individuals and policy makers. But they also provide a window into the fundamental workings of the larger society.

This course carefully examines two main alternative visions of how labor markets function. One view is that of standard neoclassical economics. Here, the specifics of work and wages are assumed to result from the smooth working of a competitive market in which numerous employees and employers make individual rationally self-interested decisions. The other view is what has been called the political economy model. Political economists see the labor market as a contest between competing groups structured by race, class and gender. In contrast to the simple neoclassical model, wages and work reflect power differentials and the associated exploitation, domination, and social exclusion of employees.

By studying the alternative views, the course helps students develop different answers to critical social and economic questions. These include: What determines the wages that people receive and the

conditions under which they work? Why are women and minorities greatly overrepresented in certain industries and occupation, and greatly underrepresented in others? Are the observed differences that we see, say, between men and women, workers of different racial categories, and workers of different ages natural and fair? Or is wage inequality in some sense unfair and unjust? How does discrimination operate in the labor market? Will any discrimination vanish on its own, or is government intervention necessary? If intervention is needed, what form can and should it take?

The course is completely self-contained. It has no prerequisites and specifically requires no previous knowledge of economics.

HON 5700-001
PSC: POLITICAL CAMPAIGNS AND ELECTIONS
Jim Brown (519-4650)

T 7:00-9:00 PM, SAC 103

Weeks:

1. Introduction: overview of course/syllabus; focus on two races: Pennsylvania US Senate and Pennsylvania Governor; discussion of student projects, assignment of teams and ground rules.
2. Campaign Management: budgeting; scheduling; voter files; use of polling; message development; targeting, analysis; media buying
3. Pennsylvania Analysis/Polling: regions; polling; voting patterns/contribution; media markets; recurring issues; interest groups
4. Television, etc.: review and analysis of TV spots; production techniques; relationship to polling; media buying; positive and negative spots
5. Campaign Finance: fund-raising techniques; regulations of fund-raising; effect on campaigns and government; interest groups; public financing
- 6/7. Campaign Management from the Manager's Perspective: strategy; issues; media; fund-raising
8. The Incumbent as Candidate: advantages of incumbency; use of free media; relation of campaigns to government
9. Press Coverage of Campaigns and Government: coverage of campaigns; coverage of government; analysis of paid television spots; news vs. editorial coverage
10. Mid-Term Exam
11. Lobbying: interest group politics; political action committees; effect on campaigns; effect on government
12. Factionalism: the coming cultural wars; abortion, race, gender, class, etc.; diffusion of governmental power; from reconstruction to deconstruction
13. Leadership in politics and government
14. Final Exam

Course readings will be magazine and newspaper articles, as well as statutes, disclosures forms and other appropriate materials. Reading materials will be available at least one week before the relevant class. In addition, students will be required to view several videotapes of television commercials and listen to some "how-to" audio tapes. There will be no textbook. The class will be divided into teams, each of which will be responsible for developing comprehensive campaign plans for candidates for statewide office.

HON 5701-001**PSC: FUNDAMENTAL LEGAL PRINCIPLES: CONTENT AND CONTEXT****Marguerite Walsh (519-4650)**

R 6:10-8:30, SAC 103

This course will explore selected key principles and themes of our legal system through reading and discussion of both legal writings and literary/historical works. Topics will include the judicial system, the right to a fair trial, speech and religion, civil rights (race and gender), the death penalty and lawyering (each to be examined in a series of two-week cycles). The course will be writing enriched, with several brief "reaction papers" and a lengthier paper on a selected theme.

HON 5702-01**CSC: MACHINE LEARNING****Frank Klassner (519-5671)**

T 6:00-8:45, MEN 160C

Prerequisites: none, although prior programming experience will be a plus.

Prerequisite Rationale: I plan to use an active-learning team-based approach for the two or three programming-based projects in the course. I believe that lack of programming experience will not be a significant impediment to non-computer science majors' derived benefits from the course. I will team CS majors up with non-CS majors to ensure this.

Description: This course will introduce students to the basic theory behind machine learning approaches as well as some of the implementation issues behind making such approaches practicable in commercial applications. Specific machine learning techniques to be covered will include: Neural networks, decision tree induction, genetic algorithms and genetic programming. I also expect to explore some of the philosophical questions behind comparing "machine learning" with commonly-accepted notions of "human learning."

Course Organization: The course will maintain a balance between lecture-oriented meetings and student-discussion meetings. I expect to have up to 3 programming-oriented projects, a midterm, and a final paper or exam. There will also be several reading assignments on which students will be expected to base discussions in class. Class participation will be included in the final grade. Currently I expect the required text to be "Machine Learning," by Tom Mitchell (1997, McGraw-Hill). In addition to including some seminal papers on machine learning theory, the book is a true textbook with study questions and projects at the end of each chapter. I will supplement the textbook with overview material copied from the Artificial Intelligence course's textbook, "Artificial Intelligence: A Modern Approach."

HON 5703-001**FRE: PARIS, CAPITALE DU XIX SIECLE****Seth Whidden (519-5468)**

TR 11:30-12:45, SAC 343

I. Rationale

This course takes an interdisciplinary look at Paris since 1789 (particularly in the nineteenth century, but considering the first part of the twentieth century as well) as it has been portrayed in literature, film, and photography.

II. Objectives

The main goal of this course is to enable students to explore how representations of Paris have been a key to the construction and the lived experience of the city and how new forms of writing and image making have emerged from the modern metropolis. If Walter Benjamin's claim that Paris was the capital of the nineteenth century was true, when did Paris lose that title? Readings will include Balzac and Baudelaire, Chevalier and Marx, Napoléon III and de Gaulle, Huysmans and Soupault; images from Clair to Doisneau, including the films of Kassovitz and the comic strip illustrations of Tardi, add to understanding the city in its many forms. In addition to this goal, the course seeks to help students hone their skills in reading, speaking, and interpreting the French language, in increasing their awareness of

differing views of the same urban spaces as well as in expanding their understanding of some of the city that is so visited but so misunderstood by most tourists and even many students.

III. Course description and outline

The current description in the course catalog reads as follows:

Interdisciplinary study of Paris through literature, film, and photography, 1789-1930. We will explore how representations of Paris have been a key to the construction and the lived experience of the city and how new forms of writing and image making have emerged from the modern metropolis. Readings will include Balzac and Baudelaire, Chevalier and Marx, Napoléon III and de Gaulle, Huysmans and Soupault; images from Clair to Doisneau, including the films of Kassovitz and the comic strip illustrations of Tardi, will add to our understanding of the city in its many forms. In addition to reading and discussing assigned materials, students will be responsible several written assignments in the course: a daily travel journal, reacting to the primary and secondary readings for each class meeting; and three pages of approximately 3-5 pages (peer-edited).

IV. Requirements

The major writing assignments in this writing enriched course are three 3-5 page papers (in French). Early drafts will be peer-edited and then the students will have time for substantial revisions, handing in both versions, roughly every five weeks. In addition, students will be required to keep an ongoing journal de voyage (travel journal), with regular installments of one page that respond to a specific text or issue raised in class. Finally, students will be expected to lead the class discussion once during the semester (making a brief presentation on a topic of their choosing to begin the hour).

V. Texts and other resources

The required texts for this course are:

Balzac, Honoré de. *Le Père Goriot*. Préface de Félicien Marceau. Notice et notes de Thierry Bodin.

Paris: Gallimard / Folio, 1999. ISBN 2070409341.

Baudelaire, Charles. *Petits poèmes en prose (Le Spleen de Paris)*. Ed. Robert Kopp. Paris:

Gallimard/Poésie, 1973. ISBN 2070319997.

Flaubert, Gustave. *L'éducation sentimentale*. Ed. Samuel S. de Sacy, préface d'Albert Thibaudet Paris:

Gallimard / Folio, 1972. ISBN 2070361470. 502p.

Soupault, Philippe. *Les Dernières Nuits de Paris*. Préface de Claude Leroy. Paris: Gallimard, 1997.

ISBN 2070751635. 154p.

Zola, Emile. *Nana*. Ed. Henri Mitterand. Paris: Gallimard / Folio, 2002. ISBN 2070423573. 512p.

As well as related primary and secondary texts (.pdf files) via Electronic reserve.