

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

MWF 9:30-11:20; MW 12:30-1:20

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.

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**HON 1072-001**  
**BIO: LIFE IN THE SEA**

TR 10:00-11:15; R 12:45-3:45, MEN G24B

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**HON 1075-001/002**  
**GENERAL BIOLOGY LABORATORY**  
**STAFF**

T 1:00-3:50

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**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.

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### **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.

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### **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 discussing the tug of fate and free will in Achilles, the varied spiritual journeys of Augustine and Dante's pilgrim, or patterns of wit and silence in Shakespeare's *Much Ado About Nothing*, we will work to forge connections between texts from different genres and disciplines and to draw upon relevant fine art (trips to Philadelphia Museum of Art), music, and performance.

Office Hours: 10:45-11:45 a.m. Tues./Thurs. and by appointment in current office in St.

Augustine. 519-5244. Also available at home: 51 Hunters Lane, Devon (take Paoli local train, the R5, west to Devon) home: 687-9010

Website: <http://www89.homepage.villanova.edu/catherine.staples/syllabus.html>

Texts:

Rayor, Diane. *Sappho's Lyre: Archaic Lyric and Women Poets of Ancient Greece*. trans. Diane Rayor. Berkeley: Univ. Calif. Press, 1991. ISBN: 0-520-07336-3

Mack, Knox, McGalliard. The Norton Anthology of World Masterpieces. Volume I. 6th ed. New York: Norton, 1992. ISBN: 0-393-96141-9. (6th ed.—first choice, if not 7th edition)

Homer. Iliad. trans. Robert Fagles. New York: Penguin, 1990. 014-04-4592-7. N.B. Fagles translation.

Halpern, Daniel. Dante's Inferno: Translations by Twenty Contemporary Poets. New Jersey: The Ecco Press, 1993. 0-88001-373-7.

Shakespeare, William. Much Ado About Nothing. Ed. E.R. Humphries. London: Routledge, 1982. ISBN: 0-416-19430-3.

\*de Pizan, Christine. The Book of the City of Ladies. New York: Persea, 1990. 0-89255-066-X  
Optional text.

MLA documentation—you will need to have access to one of the handbooks, for example, Kirsner and Mandell's Brief Holt Handbook.

Required Work:

- careful reading and rereading of all assigned material
- writing intensive course--four to five critical papers (4-6 typed pages each)
- final examination oral presentations
- five quizzes (short essays, paper preparations, revisions)
- weekly journal writing (2-3 typed pages per week)
- active daily participation, including trips to art museum, seminar/dinners, attendance at readings, movie night

Grading is based upon the above criteria. In calculating your final grade, recent work is weighted more heavily than early work. In this way, the student whose work improves dramatically as the semester progresses is given due credit for improvement.

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**HON 1241-002**

**CORE HUMANITIES: ANCIENT, MEDIEVAL AND RENAISSANCE THOUGHT**

**Emmet McLaughlin (519-7429)**

TR 8:30-9:45, 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

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**HON 1241-003**  
**CORE HUMANITIES: ANCIENT, MEDIEVAL AND RENAISSANCE THOUGHT**  
**Kas Saghafi**

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**HON 1241-004**  
**CORE HUMANITIES: ANCIENT, MEDIEVAL AND RENAISSANCE THOUGHT**  
**Rachel Beard**

MW 4:00-5:15

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**HON 1331-001**  
**LITERARY EXPERIENCE**  
**Emily Wittman**

MW 3:00-4:15

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**HON 1380-001**  
**ETH: ETHICAL TRADITIONS AND CONTEMPORARY LIFE**  
**William Werpehowski**

MWF 11:30-12:20

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**HON 1380-002/HON 1381-001**  
**ETH: ETHICAL TRADITIONS AND CONTEMPORARY LIFE, SERVICE LEARNING PRACTICUM**  
**Mark Doorley (519-4736)**

TR 11:30-12:15, SAC 478

What does justice demand? This question will frame our discussion throughout the semester in this introductory Ethics course. This class is limited to members of the Service-Learning Community, and so the question of justice will be filtered through the experience of the students at Cooke Middle School or at the National Student Partnerships office in Philadelphia. The reading in this class will be primarily of contemporary texts though there will be echoes of classical, medieval, modern and Christian attempts to articulate the demands of justice. There are two shorter essays and a major essay in this class

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

TR 10:00-11:15, 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 students' 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.

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**HON 1755-001**  
**PHI: INTRO TO PHILOSOPHY**  
**Michael Thompson**

TR 11:30-12:45

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**HON 1755-001**  
**PHI: INTRODUCTION TO PHILOSOPHY**

MW 1:30-2:45

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**HON 1771-001**  
**PHY: GENERAL PHYSICS I LAB**

M 1:30-4:20

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**HON-1825-00**  
**THL: Christian Theology**  
**Kevin Hughes (519-4728)**

MWF 11:30-12:20, SAC 128

Religion – and Christianity in particular – seems more and more in danger of being captured by one party or the other in the polarized political discourse of our era. At a time such as this, the re-consideration of Christianity's intellectual heritage – the way Christianity reflects on and criticizes itself – becomes all the more vital. Through an interdisciplinary and interreligious approach, embracing literature, cultural commentary, and classical and contemporary Christian theology, this course aims to re-frame our orientation to the problem of religious identity and the spiritual life, and therefore to recover a more authentic account of Christian theology as classically construed: a school of thought that addresses the deepest concerns of the human condition in very practical ways -- birth, death, community, human frailty, violence, human possibility, love, intimacy – through the lens of Christian doctrine : creation, sin, incarnation, redemption, holiness. Paradoxically, such an intensive particular focus on Christian doctrine may

be a path to deeper understanding between Christianity and other religious or philosophical schools. The course will require 2 shorter analytical essays (4-6pp), a take-home midterm, and a take-home final.

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

TR 8:30-9:45, 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.

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

MWF 12:30-2:20

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

Reading Packet:

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")

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**HON 2114-001**

**Victoria McWilliams (519-4313)**

TR 2:30-3:34, BAR 2042

Course Description: Risk and return relationships, valuation models, cost of capital, capital structure, capital budgeting, dividend policy, international financial transactions, financial statement analysis and forecasting, working capital management.

Course Prerequisites: FIN/HON 1113. All students are assumed to comprehend material presented in FIN/HON 1113 since HON 2114 draws heavily on topics covered in 1113.

Course Objectives:

1. To reinforce and extend concepts and techniques that you learned in HON 1113. At the completion of HON 2114 you should be able to analyze various financial problems, write reports, and actually make financial management decisions.
2. To help you understand the applicability of topics covered in this class as demonstrated through articles appearing in The Wall Street Journal.
3. To help you learn relevant concepts through in-class collaboration with your colleagues.
4. To help you gain in-depth knowledge of a multinational firm by determining its weighted average cost of capital based on recent data, and by analyzing various financial issues for the firm that are related to topics covered in this class.
5. To help you understand the ethical implications of financial decision-making as well as the international applicability of financial management concepts. With the existence of a global economy, it is essential for you to have a grasp of the international relevance of the tools

developed in this class.

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

TR 10:00-11:15, 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.

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**HON 2227-001**  
**FIN: Financial Markets**  
**Andrea DeMasky (519-6108)**

MW 4:30-5:45, BAR 2017

An introduction to the structure and operation of the money, capital, mortgage, derivatives, and international financial markets; flow of funds from savers to borrowers; efficiency of financial markets; theories of interest rates; term structure of interest rates. Course requirements include an interest rate-related research project and real time case analysis with write ups along with extensive class participation.

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**HON 2570-001**  
**Natural Science Seminar**  
**Michael Hones (519-4885)**

MEN 367C

The development of the Kinetic Theory of Ideal Gases is an excellent case study in which to examine a number of topics from the viewpoint of both scientific methodology as well as epistemology. In particular, the history of this theory, first proposed by Ludwig Boltzmann in the mid nineteenth century, will illustrate how it was initially viewed by his fellow scientists as merely a heuristic model (useful for calculations but not to be taken in any realistic sense) and eventually was accepted as a realistic picture of simple gases (i.e. atoms are real entities!). It is the first example in the history of physics, in which the ancient concept of the atom is formally accepted as a legitimate entity by practicing scientists. From a philosophical perspective, questions concerning scientific realism, the objectivity and rationality of the practice of physics, and the role of factors outside the traditional realm of science in the eventual acceptance of a new theory, will be addressed in the context of this case history. Additional examples from the history of physics will be introduced to supplement the discussion of these topics. The seminar will utilize the work of Thomas Kuhn, who wrote what is probably the most controversial and influential work in twentieth century History and Philosophy of Science, *The Structure of Scientific Revolutions*. Criticisms of this text by philosophers such as Larry Laudan, Dudley Shapere, and Ernan McMullin will be discussed. In addition to these, the work of sociologists of science such as Bruno Latour, Andrew Pickering, and David Bloor will be incorporated into the discussion. A reading of Kuhn's own response to his critics will follow these analyses.

A considerable amount of outside reading and preparation will be required as the focus of the

seminar will be an in-class student discussion, analysis and critique of the various philosophical and sociological positions, using the history of the Ideal Gas Theory as a testing ground for these various positions. This seminar, in a very real sense, will be an experiment (in the scientific sense) in the Philosophy of Science, and the students will be conducting the experiment. Two short (three or four page) papers will be assigned during the semester. A final paper, on a topic of the student's choice, will be presented at the end of the semester in a research conference format.

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**HON 3300-001**  
**EDU: PHILOSOPHY OF EDUCATION**  
**Helen Lafferty**

TR 1:00-2:15

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**HON 3600-001**  
**ENG: Poetry and Possibility in 19th Century America: Poe, Whitman, Dickinson**  
**Michael Berthold (519-4630)**

TR 2:30-3:45, SAC 465

"I dwell in possibility," wrote Emily Dickinson in the 657th of her 1775 poems, "A fairer house than Prose." This course, in a close study of three of the most singular and thrilling poets of the American nineteenth century, will consider what it means to "dwell in possibility." How does poetry generate "possibility?" What kinds of "possibility" are available for American poets and readers? How is "possibility" a form of power? To what degree, as Dickinson also suggests, can the poet in fact "gather Paradise"?

Besides extensive reading in the poetry of Poe, Whitman, and Dickinson, we will also examine the poetics, or poetic theory, of each writer. Poets such as Emerson and Longfellow will also be considered for the context they provide for an understanding of Poe, Whitman, and Dickinson. Writing for the course will include two shorter critical essays and a longer final paper. Students will also be asked to give one or two oral reports.

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**HON 3601-001**  
**ENG: Poverty and Justice**  
**Cristina Maria Cervone (519-8091)**

TR 10:00-11:15, SAC 424

In late medieval England, almsgiving was promoted as a positive good, one of the seven corporal works of mercy and a debt owed by the haves to the have-nots in order to maintain Christian community in charity. Deadly real-world indigence existed side-by-side with the spiritual ideal of voluntary poverty espoused, but not always practiced, by mendicant friars and others. Almsgiving assumes a population in need. The ubiquity of poverty suggests that such a population may necessarily exist; as the gospels put it, "For the poor you have always with you" (Matt. 26:11). In considering the moral obligations of a Christian people, medieval writers posed questions that still resonate today: should one distinguish between the deserving poor and those able-bodied enough to provide for themselves? And if so, how? What responsibilities do individuals bear for their neighbors' well-being?

In this course, we will consider evidence from medieval literary models, historical documents, and modern critical analysis to examine how social, political and religious systems and beliefs may promote poverty as an ideal or a necessity despite the obvious hardships and suffering

poverty imposes. Under what parameters can diametrically opposed views of poverty coexist? What views did our medieval authors hold on social justice, relative to the poor? To what specifically literary uses can conflicting constructions of poverty be put? Latin texts will be read in translations; all other texts will be read in their original Middle English (prior reading knowledge of Middle English is useful but not required). An interest in and aptitude for language study is helpful. Course requirements include several seminar presentations, including group projects, accompanied by brief papers; regular class participation; periodic language quizzes; and a seminar paper.

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**HON 4000-01**  
**HIS: A Cultural History of Time**  
**Jeffrey Johnson (519-7404)**

T 1:00-3:00, SAC 440

This Honors seminar is intended primarily to investigate the cultural significance of time in the broadest sense. The instructor's expertise is in the social and cultural history of science and technology, but the approach of the course will be highly interdisciplinary. Students should derive from this course a better understanding of the changing perceptions and effects of time in various cultural contexts over the course of human history, albeit with a bias toward the more recent past. The chronological focus of the course will be about equally divided between the period from the ancient world to the eighteenth century Enlightenment, and the period from the Industrial Revolution to the present. Typically, the course will be balanced between scientific-philosophical-religious aspects, technological-social-economic aspects, and cultural (literary and artistic) aspects. Sessions in the course will primarily entail discussions by students of weekly common readings taken from the list below. Aside from leading discussions, the instructor will also raise questions for analysis by making occasional short introductory presentations [not lectures]. Most meetings will also feature 10-15 minute oral reports on special topics related the common readings by individual students, who will use these readings plus additional outside readings to raise questions for discussion in class; they will later develop their reports into medium-length papers. The course will be writing-enriched, with each student preparing two such papers (approx. 7-10 pages each), an in-class midterm essay examination, and a final take-home essay examination. As is normal with writing-enriched courses, students will submit papers as drafts to be revised after an initial critique by the instructor, who will give a final grade only to the revised paper.

Books for the course (other materials will be available on WebCT, on the web, or on library reserve):

James Gleick, *Faster: The Acceleration of Just About Everything* (Vintage Books, 1999) [see also his website, <http://fasterbook.com/>]

Edward T. Hall, *The Dance of Life: The Other Dimension of Time* (Random House/Anchor Books, 1989)

Stephen W. Hawking, *A Brief History of Time: From the Big Bang to Black Holes* (expanded ed., Bantam, 1998)

Stephen Kern, *The Culture of Time and Space 1880-1918: with a new Preface* (Harvard Univ. Press, 2003)

David S. Landes, *Revolution in Time: Clocks and the Making of the Modern World*, rev. ed. (Harvard Univ. Press, 2000)

H. G. Wells, *The Time Machine* (orig. published 1895)

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**HON 4001-001**  
**The Political and Social Thought of African Americans, 1870-1940**  
**Lawrence Little (519-4676)**

MW 1:30-2:45, SAC 431

Often seen as a monolith within American society, African Americans, nevertheless, developed several, often conflicting, responses to the American racism that relegated them to second-class citizenry in a near apartheid society. This course examines the development of various strains of political and social thought within the African American community during an era of increased institutionalized racism in the United States and across the globe. We will also examine and analyze the effectiveness of the rhetoric and actions produced by the various strains of thought. To analyze the responses, we will rely primarily on the words of those who sought leadership roles within the community, the nation, and the world.

Course Requirements:

This course requires regular attendance and participation in the assigned readings. Each student will write four two-page analytical position papers. In addition, there will be a 12-15 page interpretive essay based on your analysis of the course material and at least three primary sources not included in the readings.

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**HON 4300-001**  
**PHI/PJ: EDUCATION AND SOCIAL JUSTICE**  
**Carol Anthony (519-4608)**

TR 1:00-2:15, SUL GRND

This course will survey the landscape of education in the U.S., both public and private, and critically evaluate its strengths and weaknesses through the lens of Catholic Social Teaching. We will explore how the content, context, and structure of education in the U.S. serves to perpetuate and intensify inequalities of race, class, and gender in such a diverse culture, and we will address the impact of technology and corporate sponsorship on the "goal" of education. In light of this and in keeping with the tenets of Catholic Social Teaching's emphasis on those most disadvantaged and devalued in society, we will also explore scholarship that addresses the potential of education to liberate people from such modal inequalities and injustices for whatever might be meant by "full human flourishing," and to transform ourselves into a more equitable social democracy.

This course is writing enriched.

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**HON 4301-01**  
**PHI: MEDICAL MACHINES**  
**John Fielder/Jonathan Black (519-4713)**

R 1:00-3:00, SAC 187

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."

W 9:30-11:20, SAC 488

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**HON 4350--001**  
**PHI: THEORY IN THE CONTEMPORARY VISUAL ARTS**  
**JOHN CARVALHO/ KIM NASTICK**

W 3:00-5:30

In this interdisciplinary seminar, students will be engaged in a critical study of the contemporary visual arts and of the "theory," a hybrid formed from structuralism's revision of the humanities and human sciences, that significantly impacts the creation and appreciation of these visual arts. Specific artists and theorists will be discussed on the following schedule:

Introduction Art and Theory in the 20th Century – What is Structuralism?  
Painting: Jackson Pollock – Jacques Lacan, The Split Subject  
• Cy Twombly – Roland Barthes, The Pleasure of the Text  
• Basquiat – Gilles Deleuze & Félix Guattari, The Body Without Organs  
Photography Cindy Sherman – Roland Barthes, The Rhetoric of the Image  
• Sophie Calle – Jean Baudrillard, Please Follow Me  
• Duane Michals – Michel Foucault, This is Not a Pipe  
Installations Marcel Duchamp – Jacques Derrida, Given Time  
• Joseph Beuys – Julia Kristeva, The Powers of Horror  
• Christo – Gilles Deleuze, The Fold  
Film Alfred Hitchcock – Jacques Lacan, The Mirror Stage  
• Jean -Luc Godard – Gilles Deleuze, The Time-Image  
• Michael Moore – Jean Baudrillard, The Evil Demon of Images  
Conclusions

Two 6-8 page (2000-2500 word) papers, a seminar presentation and an oral final exam.

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**HON 4351-001**  
**PHI: Aristotle's Nichomachean Ethics**  
**Mark Shiffman (519-4571)**

TR 4:00-5:15, SAC 73

This course will focus primarily on a careful reading of Aristotle's explanation of the good life in the Nicomachean Ethics. What kind of life is best and why? What does it require? Is Aristotle's account one that we recognize as universally applicable, or does it only apply within a limited perspective (e.g. aristocratic, or pagan)? Is it internally coherent or does it harbor tensions? Supplementary readings to expand and refine the conversation will be drawn from Plutarch, Augustine, Aquinas, Tocqueville, Arendt, Gadamer and MacIntyre.

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**HON 4500-001**  
**PSC: BLACK POLITICS**  
**Frank Pryor**

MW 4:30-5:45

This course is designed to provide students with an overview of Black politics and introduce students to some basic theories of and approaches to the analysis of the African American predicament. This course also examines the dynamics of two of the most salient forms of Black politics: protest activity and conventional electoral politics. There will be a special emphasis on

the relevance of Black politics in the context of the emergence of Conservative public policy and political culture in the post-Civil Rights era. Within this framework we will analyze the character, functions, and influence of Black leadership, sociopolitical organizations, and examine several public policy issues of significance facing Black Americans. This is a multimedia-enhanced course. DVD's, videos, web sites, guest speakers and lectures, as well as pertinent newspaper and journal articles will be introduced as appropriate.

Though multi-disciplinary in nature, this course is anchored in the political science literature and has no prerequisites. However, courses such as Introduction to American Government (PSC) or African American History (HIS) would be beneficial.

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**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).

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**HON 4801-001**  
**THL/PJ: Ethics, Justice, and the Family**  
**Darlene Weaver (519-4218)**

TR 11:30-12:45, SAC 117

This course explores: 1) justice in the family; 2) justice to the family; and 3) the family's debt of justice to others. We will address issues such as the tension between love and justice in family life, marriage and gender equality, what parents and children owe one another, family-friendly social policies, same sex unions, and adoption. The course draws on theological and secular sources to examine the nature and purpose of the family, and the rich variety of moral questions that arise in and bear upon family life.

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**HON 4900-001**  
**SOC: Work, Wages and Inequality**  
**Robert DeFina (519-4482)**

MWF 9:30-10:20, 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.

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**HON 4901-001**  
**SOC: Perspectives on U.S. Poverty**  
**Robert DeFina (519-4482)**

MWF 8:30-9:20, SAC 272

This course focuses on various aspects of poverty in the United States, emphasizing the experiences of urban poverty during the past thirty years. It begins by considering different reasons for the study of poverty. The course then explores how poverty is measured and how that measurement affects our understandings of why poverty exists. Different theories of poverty are then considered, including the possible roles of individual, structural, and institutional factors, and the influences of government income-support programs.

The course will use both lectures and class discussions. Readings will come from a required text and from assigned articles. Grades will be based on two midterm exams, a final exam, a paper, and class participation.

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

TR 10:00-11:15, 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.

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**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.

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**HON 5701-001**

**PSC: FUNDAMENTAL LEGAL PRINCIPLES: CONTENT AND CONTEXT**

**Marguerite Walsh (519-4650)**

R 6:00-8:30, 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.

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**HON 5702-001**  
**PJ/PSC: DISCRIMINATION, JUSTICE & LAW**  
**Maura McDaid**

TR 11:30-12:45

This class will teach students about major areas of discrimination law and the development of the law in these areas. The class will focus on groups that, historically, have been discriminated against in the United States. The course will begin with an introduction to the relationship of the United States Constitution, federal statutes, and case law.

Students will primarily read case materials to learn about the development and current status of discrimination and civil rights law as it exists in different contexts. Given the varied areas in which discrimination law of some sort comes into play, the course will be limited to specified areas, including racial discrimination, gender-based discrimination, reverse discrimination, sexual preference-based discrimination, and age discrimination, if time permits.

Fulfills Diversity 1; writing enriched

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**HON 5703 -001**  
**ENG/HIS: Machiavelli and His Readers: From Renaissance Florence to the**  
**Battlefields of Iraq**  
**Paul Wright (519-6943)**

TR 1:00-2:15, SAC 271

The course examines key political and cultural crises from the Renaissance to the present day through the prism of Machiavellianism. The legacy of Machiavelli's writings leaves us with many unanswered questions: Just how and why did Machiavelli scandalize Europe's assumptions about theology, ethics, and political order? What role did technology and the rise of print culture play in the process? How did competing readings of Machiavelli inflect understandings of the conflicts that plagued Europe in the 200 years following his death? How do these readings of Machiavelli influence or alter our understanding of conflicts taking place right now?

Our course will be approached in three important phases, each lasting approximately 4 weeks (with our first week devoted to establishing the goals of the course, and the final week reserved for oral presentations):

We will commence by reading Machiavelli's *Prince* and *Discourses* in the historical context of debates about civic humanism and republicanism in Renaissance Florence; we will also look at Machiavelli's infamous sex comedy, *The Mandragola*. After examining the ways in which Machiavelli's contemporaries like Guicciardini reacted to his insights, we will look to the equally important printing history of Machiavelli's texts, both authorized and surreptitious. In this light, the history of the European book trade lends itself naturally to a broader exploration of the Reformation and Counter-Reformation, with some attention to the Index of books banned by the Catholic Church—to which Machiavelli's texts were eventually consigned. We will see how Protestant England also viewed Machiavelli as a threat, both conceptually and in terms of a broader anxiety about the importation of Italian and Catholic culture. We will read briefly from key English inheritors of the Machiavellian tradition, including Bacon, Jonson, Milton, and Hobbes. Through these interpreters, we will see how Machiavelli formed one of the intellectual cornerstones of the shaky foundation upon which seventeenth-century England built its accommodation between King and Parliament. In this sense, the English Civil War will be read as a decidedly Machiavellian contest. Finally, we will conclude our course by looking at how Machiavelli has made his way into our own times. Among things we will explore are paradoxes such as these. How could an early twentieth-century Marxist like Antonio Gramsci find such inspiration in Machiavelli, while business manuals

and leadership guides from our own time make use of Machiavelli to tell a particularly pro-capitalist story about our economy? How does Machiavelli, clearly no scientist even in Galileo's sense, continue to survive in the imagination of biologists and social scientists, especially in the context of genetic engineering and theories of "social Darwinism"? And lastly, how has Machiavelli been used to support American involvement in Iraq and the "War on Terror," when his books are so often condemned for their supposed approval of political terror and their advice that it is "better to be feared than loved"?

Course requirements—committed attendance and participation in seminar discussion; a short essay early in the term; an oral presentation; and a research paper built on the foundation of the oral presentation.