

HON 1000/1001/1003-001
Interdisciplinary Humanities I: The Ancient World
Immerwahr/Rose/Danove

MWF 9:30-11:20, MWF 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.

HON 1090-001
BL: Legal Environment of Business & Society
Sebastian Rainone

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 1101-001
FIN: Financial Accounting
Kenneth Hildebeitel

TR 11:30-12:45

HON 1101 (Financial Accounting) attempts to foster an understanding of business by enabling the student to understand corporate financial statements. Accounting concepts, transaction analysis, analytical procedures, valuation and allocation, revenue recognition and expense matching, as well as cash flow analysis are all part of HON 1101. The course includes appropriate use of technology. A course project is required of each student that enables the student to demonstrate his/her understanding of the course. The student analyzes a company's financial statements utilizing the facilities in the Applied Finance Lab. The student then prepares a report and presents his/her analysis to the class. This course is offered for 3.0 credits and is classified as a lecture approach. This course is offered by the Department of Accountancy in the college of Commerce and Finance.

HON 1137-001
MKT: Principles of Marketing
Julie Pirsch

TR 1:00-2:15

This class provides students with a description and evaluation of the ways in which goods and services are developed to meet customer and consumer needs, and how they are distributed for domestic and international consumption. It examines the economic, government, social, and other environmental forces in relation to the marketing function, placing emphasis on relevant social problems and responsibilities.

All aspects of a marketing plan are covered, including mission statement and marketing objective development, SWOT and environmental analyses, marketing research and prospect identification, new product development, distribution of products, pricing, promotional strategies, and ethics. This material is applied to a real world setting by working directly with a local non-profit organization. Students actively write a marketing plan, conducting marketing research, identifying the target audience(s), and generating a promotional strategic plan.

HON 1241-001
Core Humanities Seminar: Ancient, Medieval & Renaissance Thought
Catherine Staples

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: 11:00- 12:00 a.m. Tues./Thurs. and by appointment in current office in St. Augustine.. Also available at home: 51 Hunters Lane, Devon (Paoli local, R5, west to Devon) home: 687-9010;

[Click here to see Syllabus](#)

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

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

Augustine. *Confessions*. Trans. F.J. Sheed. Indianapolis: Hackett, 1943. ISBN: 0-87220-186-4

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. This edition only.

MLA documentation—you will need to have access to one of the handbooks or a good MLA documentation website.

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
- three unexcused absences may affect your grade, five=failure; excessive tardiness penalized in a similar fashion.

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. However, a failing grade in any component of the course is grounds for a failing grade for the entire course. *Late work* will not be accepted without penalty.

HON 1331-001

ENG: Monstrous Mothers, Lovers, and Others: Literary Imaginings of Gender, Person, and Place

Karima Bouchenafa

MW 3:00-4:15

From Scylla to Godzilla, monsters and the monstrous have occupied a prominent place in the literary imagination. Often depicted as asocial and asexual, inspiring fear and dread in the hearts of mere mortals, they displace and destroy--just as expected--and can be victoriously dismissed once their battlers have slain them and saved the day. But what can we make of the generative and generated monsters--those with mothers, lovers, and others who give or receive their attention, affection, and protection? What can we say when Grendel and Caliban are seen as sons of monstrous mothers, or when Horus is seen as the monstrous son of deified lovers? And did you know that Godzilla has a son? In this course, we'll ask these questions and more, hoping to draw out connections between some of literature's monsters and minstrels and our own wrestlings with ideas of gender, person, and place.

HON 1380-002

ETH: Ethical Traditions & Contemporary Life

Mark Doorley

TR 11:30-12:45

Ethics is a study of "the good life." It is a required course for all A&S and C&F students. 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 section of the course is a service-learning section. As such, the above goals will be fulfilled in conjunction with ongoing class participation in a service project. Each student will participate in programs at Jay Cooke Middle School in the Logan Neighborhood, at Urban Bridges in the

Olney neighborhood or at the National Student Partnership Office in the West Oak Lane neighborhood. These service projects will enable us to look at contemporary issues such as civic responsibility, poverty, access to quality health care, the continuation of racism, and the lack of educational opportunities. 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, Olney and West Oak Lane communities, 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.

Students will be responsible for actively participating in this seminar class; this will include an opportunity to set up the discussion of the day at least once during the semester. In addition, students will write two shorter essays and a major essay for this class.

HON 1435-001
HIS: Themes in Modern World History
Paul Rosier

TR 10:00-11:15

I make a systematic defense of the societies destroyed by imperialism.
-*Aime Cesaire*

O my body make of me always a man who questions!
-*Frantz Fanon*

The focus of this course is the intersection of capitalism and imperialism -- "broadly, the extension of rule or influence by one government, nation, or society over another," according to the dictionary; and "robbery with violence," according to Joseph Conrad -- and the intercultural and international conflict that resulted. Through an examination of historical documents, cultural studies, narrative history, case studies, fiction and film we will gain the perspective of both the colonizer and the colonized and explore the ways in which the colonized, inspired by intellectuals like Cesaire and Fanon, fought to defend and to rebuild their societies. Although the course concentrates on patterns of colonization and decolonization, it will also cover important issues and events of world history since 1500; in lectures and in discussions we will consider revolutions in science, religion, society, politics, and economic organization, and, more generally, issues of gender, race, and class. A subsidiary focus is the impact of industrialization and colonization on the environment.

HON 1772-001
PHY: General Physics II Laboratory
Michael Hones

M 1:30-4:20, MEN 367C

Text: Interactive and Discovery Laboratory Experiments for Life Science Students; students will be given an updated CD with the lab notes and lab instructions.

Course Content: Selected experiments in thermodynamics, electricity, magnetism, wave motion, physiology, and modern physics 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 print out the text and the instructions before coming to the laboratory in order to familiarize themselves with the experiment.

Implementation: A five-minute quiz on the material for the experiment may be given at the beginning of the lab. As mentioned above 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. All calculations and graphical analyses are to be entered into this lab notebook. This requires that the student perform these operations during the lab period. The two formal lab reports. Since this is a writing enriched course, each student must submit a draft of their report for review at least one week prior to the due date. Each student is to submit their own report. Students should schedule a conference with their professor to discuss revisions of their report. The laboratory will be available to the students at times other than the normal lab periods.

Goals: In addition to the more traditional goals of observing and analyzing physical data relevant to some of the classical experiments in wave motion, electricity and magnetism, and modern physics, 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 the week of fall break. At the discretion of the instructor, five-minute closed-book quizzes may be given at the beginning of the lab period. The final grade will be based equally upon the two lab reports, lab performance, 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. All these aspects of the course will be discussed frequently so that all are well aware of the course expectations.

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 discretion of the lab instructor. This make-up lab will be the same for all students. 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.

HON 1801-001
PSC: Introduction to American Government
Frank Pryor

TR 4:00-5:15

America's commitment to democracy rests on its profound belief in an idealistic set of core values: freedom, equality, stability, majority rule, protection of minority rights, and participation. However, we do not have a perfect democracy or democratic system. We are, however, in

constant pursuit of these worthy goals. Hence, the theme of this seminar is "Approaching Democracy".

This course surveys the American national governmental system to include the foundation of government in the United States; the constitutional basis of the federal system; citizenship and civil rights, and the instrumentality's of popular control. This is a *web-enhanced* course, and *writing enriched* as well.

Our objective is to absorb a great deal of information and enjoy ourselves as we engage the material in an analytical manner. Your active participation is tantamount toward achieving that goal. Films, web sites and pertinent newspaper and journal articles will be introduced as appropriate.

HON 1827-001
THL: Christianity in History
Gustavo Benavides

TR 8:30-9:45

The course will be devoted to the examination of the emergence, growth and transformation of Christianity. We will study the origins of Christianity in the eastern Mediterranean world, its consolidation in the lands ruled by Rome and its political heirs, and its eventual expansion throughout the world. Particular attention will be paid to the parallels between the expansion of Christianity in the Mediterranean world in late antiquity and in the Western hemisphere during the early colonial period (16th and 17th centuries). In addition to studying doctrinal developments and institutional issues, we will be concerned with the way in which Christian symbolism and ritual have shaped the lives of ordinary people in the Christian world.

Readings:

Linda Woodhead, *An Introduction to Christianity*, Cambridge University Press, 2004.

Joel Harrington, ed., *A Cloud of Witnesses*. Readings in the History of Western Christianity, Houghton Mifflin, 2001.

Daniel T. Reff, *Plagues, Priests, and Demons*. Sacred narratives and the rise of Christianity in the Old World and the New, Cambridge University Press, 2005.

HON 2150-001
FIN: International Financial Management
Andrea DeMaskey

TR 11:30-11:45, 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 3000-001
AAH: Visual Culture
Kim Nastick

TR 6:00-7:15

It already has become trivial to say we live in a visual culture, but how much do we understand about how this fact came about, and about what the visualization of culture means for the people we are and the people we want to be?

In this course, we will study the circulation of visual images on our TV and computer screens, in magazines and movies, music videos and photography, and other imaging systems. We will explore the differences between mainstream or dominant culture, whose meaning is symbolized in words, and the marginal cultures of women, racial and ethnic groups, the poor and disenfranchised, who are consistently presented to us in visual images that seem to defy symbolic meanings. We will examine the ways these dominant and subordinate cultural regimes influence and modify one another by the visual giving the verbal its color, and the verbal containing the truths of the visual by the law it sets down for the dissemination of images. This course works at the intersection of art history and critical theory to interrogate these influences and modifications. Qualifies for Diversity Credit 1, 2, and 3.

Course Objectives: The primary objective of the course is to teach you how to read and understand the extraordinary proliferation of images in contemporary visual culture. By the end of the semester, you will be able to identify and analyze specific stylistic trends and theoretical methodologies that shape the field of Visual Culture and its most important concerns: race, ethnicity, gender, sexuality, and the body in Western and Non-Western modes of representation. And you will gain insight into how the circulation of images determine our patterns of consumption, mediate meaning, and shape matrices of power.

Texts

An Introduction to Visual Culture. Nicholas Mirzoeff. Available at the University Bookstore. Required.

The Visual Culture Reader (Second Edition), Edited by Nicholas Mirzoeff. Available at the University Bookstore. Required.

A Series of Articles on E-Reserve. A hard copy of each article is available from the Reserve Room, Falvey Library. Required.

The Annotated Mona Lisa. Carol Strickland. On Reserve in Falvey Library. Recommended.

Requirements: General. All assignments are posted on the course web site. You are responsible for all the material in the assigned readings, including those portions not covered during class discussions, and any changes to the syllabus and/or assignments announced in class or by email. Agreement with the positions presented in the texts or in class discussions is not required, but you will be expected to demonstrate a clear understanding of these positions in papers and exams. You are expected to uphold the principles of Academic Integrity for all course work: discussions, exams, paper assignments, and oral presentations.

Class Participation/Attendance: This course will be conducted primarily through lectures and discussions about readings assigned for each class meeting. Good participation requires that you read assignments before coming to class, form some thoughts about the readings, and be ready to share your thoughts with the class. To help you formulate thoughts and ideas about the readings, you will be asked to write four (4) Critical Reviews during the first part of the semester. Regular class attendance is important for your success in the seminar. Five (5) or more unexcused absences constitutes failure in the seminar.

Class Preparation, Participation, and Critical Reviews B 25%

Exams: There will be a written MidTerm and an Oral Presentation/Final Exam. The presentation/exam requires the use of visual material B slides, videos, DVDs.

MidTerm Exam B 25%

Oral Presentation/Final Exam B 25%

Written Assignments: In addition to the Critical Reviews, there will be one (1) Formal Writing Assignment during the second part of the semester. The paper will center on a current exhibition on display at the Philadelphia Museum of Art, the Pennsylvania Academy of Fine Art, or the Institute of Contemporary Art. Exhibitions at one of the following New York museums will also be considered for paper topics: Museum of Modern Art, Solomon R. Guggenheim Museum, Whitney Museum of American Art. You are encouraged to write drafts and revise them with me and/or the Writing Center. Rewrites of papers will be accepted at my discretion. Plagiarism constitutes failure in the seminar.

Formal Writing Assignment B 25%

Museum Trip and Films: A trip to Philadelphia Museums will be scheduled in late September or early October. This trip will expose you to contemporary art and give you an opportunity to experience visual material up close. All seminar participants must attend since material viewed during the trip will form the basis of your Formal Writing Assignment. Also, we will be viewing and discussing two films this semester. Films will be on Reserve in the Periodicals/Media Department, First Floor, Falvey Library.

HON 3209-001/002

ECO: International Economics

Richard C. Barnett

TR 11:30-12:45, TR 1:00-2:15

The course is split into four parts. The first part of the course gives an overview of the types of international trade, with an emphasis on how various trade accounts (merchandise trade account, service account, and capital account) are measured and how they relate across countries and over time. The second part of the course explores the issue of why countries engage in trade. Here we examine the explanations of comparative advantage as it relates to traditional models of trade (Ricardian and Heckscher-Ohlin-Samuelson). We also explore a few alternatives to these traditional models. The third part of the course examines historical and contemporary international commercial policy: tariff theory and policy, other protection measures, and international economic institutions. The fourth part of the course examines the monetary aspects of international economics: foreign exchange rates, fixed and flexible rates; balance of payments; basics of international finance.

HON 3600-001

ENG: American Literary Realism and the New Journalism

Jean Lutes

MW 1:30-2:45

Some critics argue that the American novel's strong affinity with journalism is one of its most distinctive qualities and that the gritty perspective forged in the newsrooms of the late nineteenth and early twentieth century set the stage for the era's greatest realist novels. Others

insist that the newspaper industry undermined American literary culture by “dumbing down” complex stories in order to reach wider audiences. This course examines both sides of this debate in order to explore how American literary culture was transformed by the rise of the mass-market newspaper. We will discuss how writers have responded to innovations in journalism, which inspired new forms of expression, created new reading publics, and challenged writers to invest the printed word with a newly vital sense of “the real.” We will pay special attention to the ways writers have responded to crime and violence. Texts will include Theodore Dreiser’s retelling of his own experience of reporting a lynching in 1894, Ida B. Wells’s passionate attack on lynchings in *Southern Horrors* (1892), Stephen Crane’s portrayal of a disfiguring accident in *The Monster* (1897), Susan Glaspell’s one-act play *Trifles* (1916), which was based on an incident in which an Iowa farm wife was charged with killing her husband, Nathanael West’s advice-column satire *Miss Lonelyhearts* (1933), James Agee’s report on the poverty of Southern sharecroppers in *Let Us Now Praise Famous Men* (1941), and Truman Capote’s account of the murder of a Kansas farm family, *In Cold Blood* (1966).

Students will develop a nuanced understanding of the beginnings of mass media and its impact on the profession of authorship in America. This course is designed to allow students to expand their analytic skills through close readings of primary texts, enriched by a carefully drawn historical context and a theoretically sophisticated approach to culture. Students will develop their own research projects on a literary or historical topic; possible topics range from extended studies of authors on the syllabus to examinations of contemporary phenomena such as reality TV or the furor over authenticity inspired by recent incidents such as James Frey’s now-discredited *A Million Little Pieces* or Jayson Blair, the *New York Times* reporter who was dismissed in 2003 for filing false news reports.

HON 3601-001
Poetry Writing Workshop
Lisa Sewell

T 4:00-6:30

This course will introduce you to the practice of writing poetry and will also help you deepen your understanding of poetry as a reader. We will read a lot of poetry and try out some exercises, which will allow you to explore ideas, experiment with the craft of poetry and generally exercise your poetry writing muscles. This course will give students the chance to further develop and explore their individual voices, discover new ways of approaching a poem through a range of exercises, and refine their craft in a structured and supportive environment. Because reading poetry is as important to the development of craft as writing, the course will also involve weekly reading assignments and students will keep a reading journal as well as a writing journal.

The course format will be a running conversation/discussion. Sometimes the conversation will be about poems we have read together as a class, but most of the conversation will take the form of a writing workshop and will be about the work you bring into class. Students will complete ten-twelve exercises over the course of the semester. The exercises will help develop a variety of skills. The skill may be technical (writing a poem that has a certain number of lines, syllables, etc.) or more thematic (exploring a particular subject matter) or may focus on aspects of poetry such as sound, imagery and metaphor. We will see that the same exercise can produce very different poems – and that is part of the fun of a workshop. In addition, this part of the course will help you learn to be careful, exacting but generous critics.

Students will be expected to write a new poem every week, and to turn in a portfolio of revised poems at the end of the semester. Students will also be required to memorize two poems, participate in a brief in-class presentation and write a formal essay about a number of different poets. In this course we will expose ourselves to poetry in as many different forms and voices as possible, so a genuine interest in poetry is the main requirement.

HON 3602-001
ENG: Virginia Woolf, Novelist and Feminist
Vince Sherry

TR 1:00-2:15

The course will move chronologically through Woolf's major prose, with a view to her emerging literary and political sensibility. It will track this process of growth along the larger lines of political and literary history, most notably the advent and duration of the Great War, Woolf's relation to the Women's Suffrage Movement and other issues of gender, and the emergence of the generation we know now as literary Modernism (it is this movement, rather than the Bloomsbury Group, that is of most relevance for our understanding of her importance). The course will thus combine detailed readings of literary texts with a broadly drawn perspective of intellectual and political and literary history.

Each of her major novels will be read in relation to prominent critical formulations. Most of this critical writing is included in the course-pack. The chronological reading of Woolf's fiction will be synchronized with excerpts from her essays (available in the course-pack) and broad coverage reading from her *Diary* and *Letters* (in the Reserve Room of the Library) and her concurrent work in *The Complete Shorter Fiction*. The major novels and discursive works are, in order of reading:

The Voyage Out
Jacob's Room
Mrs Dalloway
To the Lighthouse
The Waves
A Room of One's Own
Three Guineas

The main written work for the course is a final paper of fifteen pages (40% of final grade); there is also an in-class presentation of about fifteen minutes (20%). Class participation is also highly valued (20%). There is a required final examination (20%), at a time and date to be set by the registrar.

HON 4000-001
HIS: Witches, Wives, and Wenches: Women in Colonial America
Catherine Kerrison

MW 3:00-4:15

"In the beginning," John Locke famously stated, "all the world was America." This Edenic "New World" seemed to offer limitless possibilities for recreating societies different from the ones left behind in Europe, or at the very least, for presenting opportunities for a better life. In such uprooted circumstances, might hierarchies of the "Old World" be altered or even dismantled? The hierarchy of gender was among the most ancient of these, and this course will explore the extent of the transmission of Christian European ideas of gender to the English North American mainland colonies. But it will also ask: in what ways did the colonial experience change the old ideas and practices? How did contact with Indian cultures influence European settlers' thinking about gender? How did importation of Africans impact European definitions of white womanhood? In what ways did recourse to religious traditions and the Scriptures define the very "nature" of "woman"? And how did women understand and respond to the prescriptions foisted upon them? We will approach these questions in a variety of ways: the words of early American women, themselves, will be the foundation of our explorations for every class, while secondary sources will provide both context and theoretical leads. Students will explore intersections of religion, race, and colonial ideas about the nature of "woman," in a series of short papers (2-3 pages); they may write their final paper on a subject of their choice, selected in consultation with the instructor.

Required readings will include:

Berkin, Carol and Leslie Horowitz. *Women's Voices, Women's Lives: Documents in Early American History*
Brown, Kathleen. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race and Power in Colonial Virginia*
Karlsen, Carol. *Devil in the Shape of a Woman: Witchcraft in Colonial New England*
Smith, ed. *Sex and Sexuality in Early America*
Taves, Ann, ed. *Religion and Domestic Violence in Early New England: The Memoirs of Abigail Abbot Bailey*
Berkin, Carol. *First Generations* [text – optional – on reserve]

HON 4001-001

HIS: Nazism in Pop Culture

Paul Steege

TR 2:30-3:45

Over the past half-century, images and stories of Nazi Germany have provoked, challenged, and occasionally even obsessed a global public. This course will turn a critical gaze to the diverse ways that people around the world have tried to understand, represent, and sometimes master the Nazi past. Drawing on a wide range of sources including novels, works of art, posters, and film, we will explore the pervasive presence of Nazism in popular culture. While we will wrestle with the historical legacy of Nazi Germany, we will also explore some of the reasons why things Nazi continue to exert such a powerful pull on the world, even in the 21st century. This course will entail film viewings outside of class, a series of short papers, and a final paper that makes a close analysis of a particular manifestation of Nazi imagery in recent popular culture.

HON 4300-001

PHI: French Theory in America

John Carvalho

R 4:00-6:20

The title for this course and the idea driving it are lifted from a volume edited by Sylvère Lotringer and Sande Cohen. Lotringer is the general editor of *Semiotext(e)* whose magazines and *Foreign Agents* series publications in the 1970s and 80s disseminated French theory in the United States. Here, he and Cohen have collected essays offering a view across the Atlantic and back again of the becoming American of French criticism that by now belongs to no recognizable national identity. At a time in the United States when utopianism and legalism were the only permissible responses to what was intolerable in the status quo, "theory" operated outside or between the academic and institutional disciplinary regimes. Theory, never a unity or an orthodoxy of thought, much to the consternation of those who celebrated its demise with the death of Derrida, can be found in a variety of "tactics and strategies of representation that are not based on a resemblance of representations to what they represent – the opinions of passive habit, transcendental stupidity and the merging of subjective and institutional identity. As an alternative, theory invents on-the-spot critiques, event, "joy-flights" of positively schizo-analytic delirium. "We believe," Lotringer and Cohen write, "that the last French theorists will be American because we are convinced that Americans will keep finding in the overall unpacking of 'differences' provided by French theory powerful means to counter law and utopia, or other such satisfactions of negative schizophrenia."

In this course we will read Roland Barthes, Jean Baudrillard, Gilles Deleuze and Félix Guattari, Jacques Derrida, Julia Kristeva, Jacques Lacan and a variety of commentators on the works of these writers, including Jean-Michel Rabaté and his idea of literature as theory.

This course will be as a seminar. Informed participation will be required as well as two papers and a final presentation.

HON 4301-001
PHI: Medical Machines
John Fielder/Jonathan Black

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."

HON 4302-001
PHI: Catholic Social Teaching and the Common Good
Wall

TR 8:30-9:45

Catholic Social Teaching has been part of the historical unfolding of Christianity through the centuries as the Church responded to the needs of the human community. In 1891, the Catholic Church began to formalize a conceptual framework for social concerns through the publication of a papal encyclical, the Condition of Labor. Throughout the last century, the Church has responded to social, economic and political events throughout the world by addressing in a normative framework such concepts as solidarity, the common good, a just wage, human rights, private property, a free economy, subsidiarity, the preferential option for the poor, and the dignity of human work.

HON 4500-001
PSC: American Foreign Policy
Joseph Thompson

TR 2:30-3:45

The Honors seminar initially reviews the different theories and historical doctrines of American foreign policy. This is followed by substantial attention to U.S. institutions and processes as they offer six key options for future foreign policy formation. Then, using geopolitical issues as a focus for their individual research presentations, students examine the United States stance in

the post-9/11 international system.

HON 4800-001
THL: Christology and Culture
Rachel S. Baard

MW 1:30-2:45

This course will focus on the question: who is Jesus Christ today? We will start with a brief examination of the historical events surrounding Jesus of Nazareth and the way he was interpreted by the early church and in Christological dogma, but the main focus of the course will be on modern Christological interpretations by North American, African, Asian, and Latin American theologians. These theologians questions issues that have to do with cultural issues, poverty, feminism, and religious pluralism. We will address issues such as: the relationship between the historical figure, Jesus, and the Christ of the church's proclamation; the relationship between faith in Christ and economic and cultural issues; and the relationship between Christ and other religious traditions.

HON 5700-001
PSC: Political Campaigns and Elections
Jim Brown

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 Principals: Content and Context
Marguerite Walsh

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.

HON 5702-001
PSC: Urban Realities/Suburban Perspectives
Claude Lewis

R 11:30-1:30, SAC 103

The class will consist of lectures, guest politicians, etc. Also, I hope to include, when possible, special guests requested by students. We occasionally will use relevant videos, but most sessions will involve student and professor participation. The course includes lively and sometimes controversial points of view. Among subjects to be discussed are crime, drugs, impact of police review board, public housing, public welfare, and the impact of the media on cities. The course will stress the realities versus the rumors about city life and the manner in which cities are generally perceived by suburban-based students.

Requirements: Probably will require three term papers.