

HON 1051/1052/1053-01
Black/McNamara/McLaughlin

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

Interdisciplinary Humanities II examines key themes in the evolution of Western culture and society from the Middle Ages through the French Revolution from the perspectives of religious, literary, and artistic movements and of the Historical background and forces they reflected. Emphasis will be placed on original texts and works of art, and on challenging interpretations of the societies that inspired them.

Although the subjects of the course appear initially remote, they not only explain how we came to be who we are and define the "intellectual tool-box" that informs us all, provide a "distant mirror" on issues that still demand our attention. Must knowledge be scientific to be true? What is the nature of religious faith? Should art be understood as part of mundane reality or as the transcendent product of inspired genius? Should art play an important role in Christianity? Are tradition and rationality mutually exclusive? What *is* tradition? And how is it taught and learned, used and re-used, adapted and transformed? Is human nature if it exists good or evil?

Religious Studies will include Anselm, Aquinas, Luther, Calvin, Locke, and Hume. Literary studies will address the various uses of writing and reading in shaping and re-shaping cultures and their participants. We'll consider literature as both a tool and a game, a way for readers and writers to define, explore, challenge, enjoy, and adapt their cultures for themselves, as well as a way for us to participate in these issues by asking our own versions of these questions. Art History will explore the ways in which art captures reality and reflects its society that differ from written texts.

Classes will consist primarily of discussion based on assigned texts and works of art. From time to time we shall resort to lectures, films, small-group discussions, and whatever creative ideas we get as the semester progresses. All disciplines will also require extensive writing.

Students must register for all three sections. Individual sections of the course may be used fulfill introductory requirements in the respective disciplines; one of the three sections must be used to fulfill the Core Humanities Seminar.

Art History Note:

Art History Studies will include Chartres Cathedral, Raphael's Stanza della Segnatura, Bernini's Sculpture, and Watteau's fete galantes. Studies of these works will provide a forum from which to study questions concerning the "new" and its relationship to "tradition", "standards" and creativity and finally the question of how the artist must define himself before he can begin to create. Art History defines its questions both through examination of context, subject, and aesthetic modes that define the Middle Ages to the Early Modern Period. In doing so, we shall learn of the untold richness of our cultural heritage.

HON 1076-01
BIO: GENERAL BIOLOGY II
Todd Jackman

MWF 10:30-11:20; T 8:30-11:20

HON 1076-02
BIO: GENERAL BIOLOGY II
Todd Jackman

MWF 11:30-12:20; T 8:30-11:20

HON 1081-01
ECO: INTRODUCTION TO MACROECONOMICS
John Farrell (519-4324)

MWF 11:30-12:20, BAR 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 Macroeconomics. The material will be covered under the following objectives:

1. Introduction to the subject matter of Economics and to the nature and characteristics of the American economy.
2. Analysis of domestic and international forces that govern the determination of the aggregate level of economic activity.
3. Analysis of the American banking system and its role in affecting the level of economic activity.
4. Prospects for achieving stability and full employment through tools of economic policy as well as the positive and normative issues that have led to controversies among economists and policy-makers in achieving those goals.

Method of Instruction:

The course will consist mainly of multimedia presentations (in PowerPoint) and class discussion.

During the semester, handouts will be provided to insure that the presentation is as up-to-date as possible. It is suggested that students read The Wall Street Journal and The New York Times daily. Also, readings other than the textbook will be assigned. All students are expected to have read the assigned material and attempt relevant problems before class. Take a look at the Important Links Page to connect to other Internet sites, both economics-related and non-related.

HON 1242-01
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Michael Thompson

MWF 2:00-2:50

HON 1242-02
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Fayette Veverka

MWF 8:30-9:20

HON 1242-03
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Rev. Martin Laird

TR 8:30-9:45, SAC 135

This seminar will explore various themes concerning "the human condition." Topics such as fear of death, anxiety, the voice of conscience, the mystery of passionate desire and awakening, the folly of pride and arrogance will be explored through various readings. Readings include Tolstoy's "The Death of Ivan Ilyich", Shusaku Endo's "Silence", Erich Fromm's, "The Art of Loving", Flannery O'Connor's, "The Complete Short Stories".

HON 1242-04
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Wittman

MWF 3:00-3:50

HON 1380-01
ETHICAL TRADITIONS & CONTEMPORARY LIFE (Restricted to Service Learning Community)
Mark Doorley (519-4737)

TR 10:00-11:15, SAC 478

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 an after-school program at Jay Cooke Middle School in the Logan section of Philadelphia. This service project will enable us to look at contemporary issues such as civic responsibility, poverty, 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 community, and by writing we will explore our history and the way in which it sheds light on our experience. We will also allow our experience to shed light on our own way of thinking, perhaps calling into question our assumptions about life and about people, and about the choices that we make.

HON 1435-01
HIS: THEMES IN MODERN WORLD HISTORY
Paul Rosier (519-4677)

MW 12:30-1:45, SAC 441

"The great tragedy that has befallen many peoples has been the loss of their cultural identity. In the attempt to make them acceptable, dominant peoples have often required of the subordinate people that they abandon their traditional ways and adopt those of the dominant culture. Furthermore, many peoples finding themselves in a subordinate position to the "superior" people fall into a posture of subserviency, and wish nothing than to become like those who dominate them. Soon they come to look upon "the old ways" as inferior, even something of which to be

ashamed. In this way the ancient virtues and contributions, of religion, folklore, philosophy, language, arts, manufactures, and much else, have been abandoned or rejected and lost."

-Ashley Montagu

COURSE DESCRIPTION

The focus of this course is imperialism – "broadly, the extension of rule or influence by one government, nation, or society over another" --and intercultural conflict in modern world history. Through an examination of historical documents, cultural studies, fiction, film, and video we will gain the perspective of both the colonizer and the colonized and explore the ways in which the colonized fought to escape the fate described by Montagu. 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 post-1500 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. In addition, we will read several documents from a body of work called Catholic Social Thought to consider the ways in which the Catholic Church has responded to crises of poverty that have resulted from the forces of imperialism and globalization.

Requirements: midterm exam; final exam; class participation; several short reviews and one 8-10 page paper.

HON 1755-01

PHI: INTRO TO PHILOSOPHY

Kevin Thomas Miles (519-7169)

TR 4:00-5:15, SAC 165

There is no mistaking the fact that Plato considers the Athenian condemnation of Socrates one of the most important events in the history of thought up until his time. The fact that our own intellectual tradition continues to show signs of being preoccupied with the trial and execution of Socrates suggests that there are good reasons to believe that our tradition is a reiteration of Plato's conviction. This Honors Introduction to Philosophy will investigate the classical Athenian society that condemned Socrates by executing a critical reading of Plato's Euthyphro, Apology, and Crito. The course objective will be to develop readings of these texts that can be put to work in competitive research essays that might be submitted for publication in undergraduate journals like Episteme. Our primary concern will involve investigating the grounds on which the Athenian jurors evaluated Socrates' behavior. With this in mind we will study some of the mythology of Homer and Hesiod, the philosophy of Anaximander, Heraclitus, Parmenides, and various Sophists. We will also investigate the influence of the tragic poetry of Sophocles' Oedipus Rex because we want to determine whether or not Plato's Socrates is a tragic figure. In addition to these readings in the Greek tradition we will employ Augustine's On Free Choice of the Will in an effort to compare and contrast "Athens and Jerusalem" regarding their respective views of divinity, humanity, and epistemology.

HON 1772-001
PHY: GENERAL PHYSICS II LABORATORY
Michael Hones (519-4885)

M 2:00-4:50, 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 will be due on 2/24/03 and 4/28/03. 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 March 4, 2002 (spring 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.

Office Hours: M 367C (ext. 94885); T 10:30 to 11:20 AM, W 1:00 to 2:00 PM, Th. 1:00 to 2:00 PM, and F 2:30 to 3:20 PM.

Lab Attendance: An unexcused absence will have a serious effect on your final grade. You will be allowed to make up only one experiment during the week of April 23 and only 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 1802-01
PSC: INTRODUCTION TO INTERNATIONAL RELATIONS
Ann Lesch (519-7712)

MW 4:00-5:15, SAC 260

This course relates theoretical approaches to the study of international relations to selected case studies and current issues. It compares Realist, Idealist, Political Economic, and Decision-making approaches, using original writings by classical and contemporary theorists. Realist thinkers (such as Niccolo Machiavelli, Hans Morgenthau, and Kenneth Waltz) emphasize the state as the key actor in an unregulated world and stress the importance of maintaining a stable balance of power among states in order to prevent war. The Idealist school stresses the possibility that long-term alliances and international institutions can reduce inter-state competition (e.g. Hugo Grotius, Woodrow Wilson, David Mitrany, and Robert Keohane). Theorists emphasizing political economy are concerned that the increased interaction and interdependence that Idealists celebrate can enhance inequalities among states, exacerbating the differences in political and economic power between the West and the Third World (e.g., J.A. Hobson, V. I. Lenin, and Immanuel Wallerstein). Theorists who focus on decision-making address the problems caused by imperfect policy making processes and/or distorted perceptions on the part of policy makers (e.g. Graham Allison, Ole Holsti).

The course combines analysis of these contrasting theories with discussion of current issues and performance in class of cases that illuminate the theories. Those cases include the debate over rearming West Germany after World War II, the US clash with Third World countries over trade and aid, the disintegration of Yugoslavia in 1990-1991, the implications of the nuclearization of India and Pakistan for global nuclear proliferation, the negotiations over the Kyoto treaty, and the current debate over how to respond to acts of terror.

This writing enriched course has the following requirements:

- (1) participation in class discussions and cases (35%);
- (2) three 5-page papers based on cases (35%);
- (3) a mid-term exam and a final examination (30%).

Required reading:

Phil Williams, Donald Goldstein, and Jay Shafritz, *Classic Readings of International Relations*.
Booklet(s) of cases and readings on current issues.

HON 1827-01
THL: CHRISTIANITY IN HISTORY
Joseph Loya, OSA (519-7243)

TR 2:30-3:45, SAC 231

"Christianity is a religion for historians" is not too strong of a statement. Those who profess Jesus of Nazareth as God-Man take person, time, place and event – prime constituent elements of history – very seriously, indeed. This course emphasizes the narrative aspect of the discipline of History, and in doing so is designed to draw students into a deepened awareness and understanding of the story of how the faith of a small band of disciples grew into a major world religion.

The Christian story is unfolded according to the following major areas of study:

I. The Infant Community Known as Church. ("The historical experience of the first several centuries of Christianity shaped subsequent Christianity in an extremely crucial manner. It was in this initial phase that the critical features were set; a vocabulary was created, options for belief and practice were accepted or rejected...." - William Rusch, editor of *The Trinitarian Controversy*.)

II. Christianity and Empire. ("Amputated in the fifth century of its entire Western half, the Empire survived for centuries, united by three elements generally considered constitutive of "Byzantine" civilization: Christian faith, Roman political tradition, and Greek language." - John Meyendorff, Rome, Constantinople, Moscow: Historical and Theological Studies.)

III. The Church Divided. ("Events in the Christian East and West proved, once again, that there could be no political victory without corresponding religious consequences, and no religious victory without political repercussions." - H.J. Magoulias, Byzantine Christianity: Emperor, Church and the West.)

IV. The Church(es) Reformed. ("Christianity became self-conscious and self-critical about its transmission of the Gospel to an unprecedented degree." - Marianne Sawicki, The Gospel in History.)

Testing and Research/Writing Requirements:

A midterm and a final exam will be administered. The final exam will not be cumulative, i.e., it will cover material from the second half of the semester only. The form of each exam will be five to eight short essays.

Research/writing assignments include various projects (e.g., book reviews, the development of a historical conspectus dealing with a specified person, event, movement or era, and a short thesis paper), plus a series single-page chapter reports from assigned books. The writing requirement will comply with the criteria for a course designated as "Writing Enriched." Each research/writing assignment will be undertaken with the presumption that it will be presented to the class for questions, comments and critique.

HON 2114-001

FIN: ADVANCED FINANCIAL MANAGEMENT

Victoria McWilliams (519-4313)

TR 10:00-11:15, BAR 341

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. This course is writing-enhanced.

Course Prerequisites: FIN/HON 1113 and junior or senior standing.

Course Objectives:

- 1. To reinforce and extend concepts and techniques that you learned in FIN 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.*

HON 2140-001

FIN: INTRODUCTION TO DERIVATIVES

David Shaffer (519-5637)

TR 2:30-3:45, BAR 2095

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

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

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

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

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

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

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

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

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

4. 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.

Requirements: The class will have two exams, one comprehensive course project, and I expect active participation in class discussions.

HON 2250-01
MGT: GLOBAL CORPORATE RESPONSIBILITY
Jonathan Doh (519-7798)

MW 12:30-1:45, BAR 2006

Globalization has created profound changes in the global environment. Recently, concerns over the perceived negative spillovers from economic globalization have created pressures on companies to adopt more responsible practices in their global business activities. In this course, we will explore the causes and consequences of globalization, and its implications for corporate social and environmental responsibility. We will begin with an examination of globalization from a range of vantages and perspectives, and identify some of the main players in the globalization debate, including national governments, international organizations, multinational companies, civil society, and nongovernmental organizations. Particular focus is on how tensions among these stakeholders over the implications of globalization have manifested in specific debates and exchanges in the areas of trade policy, privatization, environmental responsibility, human and worker rights, and other areas. We will explore how corporations have responded to these tensions by taking affirmative stands on social and environmental issues and incorporating social and environmental goals within their corporate missions, codes of conduct, and global strategies. Writing enriched.

**HON 2550-01
HUMANITIES SEMINAR
Anthony Godzieba (519-6917)**

MWF 8:30-9:20, SAC 137

How do the arts and humanities "think"? This course is designed to enable the participants to step back and view the arts and humanities as a whole in order to discern whether there is a common process of understanding which runs through them.

The seminar participants should also be able to see the provocative effects of such an overarching view and learn to navigate the various contemporary points of contention (regarding literary, artistic, social, political, philosophical, religions, and gender issues) which have their roots in divergent evaluations of interpretative understanding.

We will start by examining the so-called "objectivism" which has passed as the norm of Western understanding. We will then turn to philosophical hermeneutics and do a close study of its history, as well as the claims it makes regarding the human understanding's non-negotiable interpretive nature. Next, we will pursue some critical applications of and counter-readings to hermeneutics, and see how interpretation itself is interpreted. Finally, we will explore the effects of hermeneutical and anti-hermeneutical theories on contemporary evaluations of human subjectivity and human action. The format of the course is, naturally, the seminar style.

COURSE REQUIREMENTS

- 1. A seminar presentation of a summary of one of the assigned readings for the course, and leadership of the discussion of that reading by the seminar participants. The reading will be summarized and the results submitted in written form.*
- 2. A presentation of a critique of one of the assigned readings, which examines the reading's cogency and explains its significance for our study of "how the humanities think".*
- 3. Four two-to-three-page, double-spaced papers, reacting to the readings or discussing a specific question (in the format of e-mail postings to the seminar's participants).*
- 4. A mid-term examination.*
- 5. A final examination.*
- 6. Personal and active presence at all class sessions.*

REQUIRED TEXTS

Richard J. Bernstein, Beyond Objectivism and Relativism: Science, Hermeneutics, and Praxis (Philadelphia: University of Pennsylvania Press, 1983).

Nicholas Cook, Music: A Very Short Introduction (Oxford/New York: Oxford Univ. Press, 1998) [non-technical].

Hans-Georg Gadamer, Truth and Method, 2d rev. ed., trans. rev. Joel Weinsheimer and Donald G. Marshall (New York: Continuum, 1989).

Kurt Mueller-Vollmer, ed., The Hermeneutics Reader (New York: Continuum, 1988).

George Steiner, Real Presences (Chicago: University of Chicago Press, 1989).

Additional individual required readings (essays, etc.) will be available online or in the reserve room.

This course is writing enriched. Writing assignments will include 3 short (2-3 pages) papers and one medium length (5-6 pages) paper. The student will select a topic from the area of Macroeconomics (to be approved by the professor) and will write all assignments on the same topic; each assignment will be directed toward a different audience. Deadlines to be determined.

Grading Method:

<i>1st Test</i>	<i>15%</i>
<i>2nd Test</i>	<i>15%</i>
<i>Final Exam</i>	<i>35%</i>
<i>Writing Assignments</i>	<i>20%</i>
<i>Homework, and Attendance, Class Participation, Quizzes</i>	<i>15%</i>

N.B. All homework must be completed by the Friday after the corresponding chapter is completed in class.

NO late homework will be accepted.

Attendance Policy:

Students are expected to attend all lectures. Attendance is critical to learning the subject matter and therefore, to obtaining a good grade. Why? Because some material is developed by the instructor and may not be directly covered in the text, or it may be covered in a different way.

HON 2560-01
SOCIAL SCIENCE SEMINAR
Edwin Goff (519-4650)

TR 8:30-9:45, SAC 103

Our foundational question for the Social Science Seminar will be "What are persons doing when they do what is called social science?" We shall examine ways in which social science is differentiated from natural science; ways in which social science is differentiated from social theory; ways in which the sciences are differentiated from the humanities; and ways in which social policies inform and are informed by the practice of social scientists.

The seminar will include dialogue with practicing social scientists from the different disciplines (economics, geography, political science, psychology, sociology); a review of the history of social science as an academic discipline; an examination of contemporary social science as mature; and an analysis of the practice of science as value neutral with the value-laden questions that they raise regarding ethics and social justice.

Requirements will include individual and group presentations, response papers to our guest presentations, and a semester-long research project that addresses one or more of the questions raised above.

HON 2570-001
NATURAL SCIENCE SEMINAR
Jennifer Greenblatt (519-7467)

MWF 10:30-11:20, SAC 172

Are the sciences moving toward a unified account of the world, or are the models of reality they provide becoming even more disparate, (e.g. models of explanation from physics and biology)? What in essence accounts for a scientific explanation? What is the nature of validation procedure in science? How should we explain causal correlations? How do socio-political factors and issues of gender infect scientific research? These are some of the questions we will examine and attempt to answer in this course.

HON 2700-01
FIN: CORPORATE RESTRUCTURING
Gerard T. Olson (519-4377)

TR 4:00-5:15, BAR 2070

Honors 2700 is designed to help you develop an understanding of the acquisition process and other methods of corporate restructuring. In particular, you will learn the advantages of internal vs. external expansion, the types of combinations, the financial analysis required, negotiation strategies, tax options, and the role of government. You will also develop an understanding of the benefits and limitations of initial public offerings, leveraged buyouts, employee stock ownership plans, and bankruptcy.

HON 3250-001
ECO: INTERNATIONAL ECONOMICS
Kishor Thanawala (519-4385)

T 2:30-5:00, BAR 3081

This course is designed to provide a broad and comprehensive treatment of the fundamentals of the international economy. It includes areas of international trade and international finance. The objective of the course is to achieve an understanding, within an ethical framework, of the basic issues in the sphere of international economics.

The following topics will be discussed during the course of the semester:

International Economic Institutions (International Monetary Fund, World Bank, World Trade Organization)

Pure Theory of Trade

Trade Policy

Foreign Exchange Markets and Exchange Rates

Regional Economic Agreements (North American Free Trade Agreement)

By the end of the course, a successful student should have the following abilities:

1. Possess a high level of familiarity with International Economic and Financial Markets:

Understand why countries gain from international trade.

Explain the reasons for the commodity composition of a country's exports and imports.

Identify and analyze forces which lead to changes in exchange rates.

Understand the linkages between domestic saving, domestic investment and international flow of capital and trade deficits/surpluses.

Explain the role of international organizations like the International Monetary Fund and the World Trade Organization.

2. Possess the skills to:

Explain the relevance of ethical principles to global economic issues.

Understand the ethical dimension in international competition.

Appreciate the relevance of ethical principles in the context of policy making in international organizations.

Evaluate international distribution of income and wealth in a framework of ethical principles.

Classes will consist of a combination of lecture and discussion.

HON 3450-001**COM: COMMUNICATING CULTURE: RACE, CLASS AND GENDER****Sheryl Bowen (519-7919)**

TR 10:00-11:15, SAC 243

Whiteness. Racial profiling. Political correctness. Gender equity. Ethnic intimidation. These terms are woven deeply into the subtext of our nation's conversations about who we are and what we value. Authentic domestic peace cannot be legislated, but emerges out of an awareness of the bonds that unite us as a country while simultaneously dividing us by race, ethnicity and gender. Peace will only occur when as a nation we are able to heed the simple plea to "get along". Our ability to stimulate constructive social change is wholly dependent upon our ability to communicate messages that are meaningful across the cultural divides of race, class and gender.

This course will focus on the interpersonal aspects of communication in a variety of intercultural interactions. We will consider personal, professional, and socio-political contexts as we analyze communication within and across intersecting lines of race, class, and gender in the United States. Students will be challenged to apply their understanding of these cross-cultural communication principles to their current living and learning situations and develop communicative strategies toward social change.

HON 3450-002**COM: RHETORIC AND SOCIAL RITUAL****Bryan Crable (519-5163)**

TR 2:30-3:45, SAC 238

Ritual isn't just something found in history books, or in documentaries on the "Discovery" channel—indeed, it is a vital part of "normal" social functioning and, consequently, a determining factor in the creation of social change! If we look around us, we can find examples of social rituals in all aspects of our lives. There are rituals based in fashion, rituals created through friendship, rituals peculiar to your family, rituals related to the classroom, rituals specific to Villanova University, even rituals governing your interaction with a doctor. Drawing on Edward Hall's work on cross-cultural communication, we will discuss the nature of ritual: acts which perform a vital symbolic role, placing individuals within communal boundaries through correct cultural performance. Following this, using the work of Erving Goffman, we will be examining the way in which the rules governing these rituals tell us something about human social interaction—and about alienation from that interaction. Finally, with the work of Ernest Becker, we will explore the importance of these everyday rituals, discussing the way in which such rituals bind us in community—and assist us as we create, maintain, and recreate our identities and our surrounding communities. As a result, these questions and topics should be of special interest to those interested in social change, as well as those interested in communication, psychology, sociology, philosophy, political science, history, and anthropology. The course itself will be discussion-driven, meaning that each student will play an important role in the development of the course itself. Assignments include several short reaction papers, as well as a midterm book review and a final paper.

Course Texts:

Becker, Ernest. The Birth and Death of Meaning, 2nd ed.

Goffman, Erving. Behavior in Public Places.

Hall, Edward. Beyond Culture.

HON 3450-003
COM: Multicultural Leadership
Donald Godwin (519-7316)

W 6: 10-8:50, DOU 108

This course examines issues related to gender, ethnicity, race, culture, sexual orientation, physical ability and other cultural groups. It is designed to introduce the student to a range of issues of oppression and social and economic injustice pertinent to creating a more Just society. References will be made to policies which affect populations negatively impacted by oppression and/or social injustice. Furthermore, the course will focus on practical ways students can be effective leaders in being a part of the solution to the problem of social injustice at Villanova and our global society.

HON 3450-04
COM: PERFORMANCE ART FOR SOCIAL CHANGE
Heidi Rose (519-6939)

MW 12:30-1:45, SAC 250

This course approaches performance as a powerful medium of art and art as a powerful tool for social change. In this course we will explore the use of performance to create change in society. Studying established performance artists and creating original performance pieces, students will have the opportunity to learn specific techniques and develop their own style in a performance lab environment—to find their unique voice and acquire the tools to use it.

In this course we will focus on performance as simultaneously a process and product/creation—a means of exploring questions about self and society, and at the same time a means of articulating a rhetorical message. In addition to short performances and exercises, primary work will involve selecting and delving deeply into a social issue, then playing with various media and modes of performance to wrestle with the questions raised. We will explore both solo and group performance work.

Students with or without prior performance experience are welcomed equally!

HON 3450-005
COM: Documentary Theory
Shakti Jaising (519-4750)

M 10:30-1:00pm, SAC 203

In this class we will 1) identify genres and styles that have dominated documentary film history and 2) examine contemporary documentary films in relation to their social context. Students will write critical and analytical papers as well as work on short video exercises designed to better grasp stylistic considerations in documentary film.

HON 3650-01

ENG: INSIDE OUT AND OUTSIDE IN: EMIGRATION AND EXILE IN IRISH LITERATURE
Vona Groarke and Connor O’Gallaghan (519-4630)

TR 11:30-12:45, SAC 402

The “Inside Out” component will be lead by Vona Groarke, the “Outside In” component by Conor O’Callaghan. Vona and Conor will alternate the weekly class, so that each component will proceed at fortnightly intervals and will complement the other both thematically and chronologically.

Emigration and exile are abiding themes in Irish writing. From the eighteenth-century to the present day, the question of how writers have changed their style and thematic or formal concerns along with their place of residence, has been a lively and contested one. This course proposes to look at several poets whose work has engaged with the challenges, disappointments and rewards of exile, either from or in Ireland.

“Inside Out” will look at the work of major Irish poets who have lived for substantial periods outside of Ireland. The course will focus on writers such as Oliver Goldsmith, Louis MacNeice, Derek Mahon and Eavan Boland, looking at key poems in their work and considering how the experience of exile has informed those poems. The course will consider, in less detail, other recent poets whose work has been shaped by periods of “living abroad”, such as: Eamon Grennan, Paul Muldoon, Seamus Heaney, Thomas Kinsella, Sinead Morrissey and Justin Quinn. The last class will look at the work of US and British poets of Irish extraction (Susan Howe, Michael Donaghy, Carol Ann Duffy, Don Patterson etc.) who have written about their exiled parents and their heritage.

“Outside In” will consider the work of non-Irish poets who have lived for substantial periods within Ireland. The course will focus especially on Gerard Manley Hopkins, Philip Larkin and John Berryman, looking at key poems in their work and considering how living in Ireland informed those poems. The course will consider, in less detail, other foreign poets who have written about Ireland either from afar or from first-hand experience (Wallace Stevens, Theodore Roethke, Joseph Brodsky, Craig Raine, Carol Rumens, Jean Valentine, Tess Gallagher etc.) and ask what Ireland and Irishness represent as an imaginative entity to those poets.

HON 3651-01

HIS: ROMANTICISM AND HISTORY
Evan Radcliffe (519-4648)

MWF 2:00-2:50, SAC 424

The time span from the late 18th century through the early 19th century is often referred to as the Romantic period—and just as often as the age of the French Revolution. Indeed, at that time history, politics, and literature were deeply interconnected; and in recent years critics have been concentrating more and more on the historical contexts (and by extension the political implications) of Romantic literature. In this course on Romanticism and history we will have a double focus: we will not only read Romantic texts, but also read these texts through the lens of current critical articles and the historical contexts that these articles and their arguments bring to bear on them. How do recent approaches compare with those of more traditional critics? How are current critics seeking to bring together aspects of both new and traditional approaches? And—a question that will draw upon our own readings of Romantic texts—what aspects of Romantic literature and Romantic problems does each approach bring into prominence or relegate to the background?

*In the course, we will not attempt to make a broad survey of Romantic writers. Our chief texts will include Blake’s *Songs of Innocence and Experience*; Wordsworth’s *Prelude* (especially the *Revolution* books) and “*Tintern Abbey*” along with other poems of his that have occasioned much debate lately; Mary Shelley’s *Frankenstein* (as both an allegorical view of the French Revolution and an exploration of how the domestic and the political intersect); and a novel on which Mary Shelley drew when she was writing *Frankenstein*—*Caleb Williams*, by her father William Godwin. Since *Caleb Williams* grew out of Godwin’s radical treatise *Political Justice*, we will also*

read excerpts from that book. Finally, if time permits we will read P. B. Shelley's *Prometheus Unbound* (as an example of radicalism cast in a visionary mode) and other poems.

We will also read other historical material that bears upon our concerns, including commentaries by Hazlitt, who consistently links aesthetic concerns to political ones, and excerpts from the political debates of the 1790s. Most prominently, we will look at Burke's conservative *Reflections on the Revolution in France* (in many ways the founding document of modern conservatism) and at some of the responses to it. Burke's influential book was seen not only as a polemic but also as a literary document; it generated arguments about both politics and literary representation, and thus involves issues that are at the heart of much of the historical and political writing that followed it.

Course requirements include at least two mini-papers; a longer final paper (which can grow out of the mini-papers); numerous journal entries; and active class participation.

HON 3652-01

ENG: Literary Festival Workshop

Daniel Vilmure/Lisa Sewell

TR 4:00-5:15

This course explores the field of contemporary American literature by focusing on the work of several diverse poets and fiction writers. We will study the work of writers who will either be participating in the Fourth Annual Villanova Literary Festival, or reading in the area. The writers who come to campus will visit the class, offering students a unique opportunity to interact with them and hear them present their work. We will have the chance to ask questions about literature not generally investigated in other literature courses, namely, the specific conditions, motivations and processes by which writers produce their work. Students will have the unique opportunity to ask questions about the nature of the literary marketplace, reasons one might choose to become an author, the challenges and satisfaction of the writer's life. Readings will include work by Ben Marcus, Sonia Sanchez, Frank Bidart, Brenda Hillman and others.

Course requirement will include attendance at all readings, active participation in class discussion, weekly informal response papers, one creative writing assignment and two analytical essays, one that focuses on poetry and one that focuses on fiction.

HON 4050-01

HIS: CULTURE OF TIME

Jeffrey Johnson (519-7404)

M 4:00-6:00, SAC 440

The principal goal of this course is to investigate the cultural significance of time in the broadest sense. Students should derive from this course a better understanding of the changing perceptions and effects of time over the course of human history, albeit with a bias toward the more recent past. The chronological focus of the course will be equally divided between the period from the ancient world to the eighteenth century Enlightenment, and the period from the Industrial Revolution to the present. Topically, the course will be balanced between scientific-philosophical-religious developments, technological-social-economic developments, and cultural (literary and artistic) developments ("cultural" as narrowly used here to designate art and literature is not to be confused with the very broad and inclusive connotation of the phrase "cultural history" in the title of the course). Students should also come out of the course with enhanced skills in analyzing, discussing, and writing about a wide variety of course materials; the instructor will assume however, that the typical person in the course will be an upper-level Honors students who will already have reached a fair level of ability in analysis and writing within the context of previous interdisciplinary courses. Hence focus will be on content than on skills. Sessions in the course will primarily entail discussions by students of weekly common readings. Most meetings will also feature oral reports on special topics based on outside readings by individual students, who would act as discussion leaders for these topics and later develop their reports into medium-length papers. The course is writing enriched, with each student preparing

two such reports and papers (approx. 7-10 pages each), a mid-term essay, and final essay examination.

HON 4051-01

HIS: WOMEN AND PRINT CULTURE IN THE ANGLO-ATLANTIC WORLD, 1675-1800

Catherine Kerrison (519-4675)

W 4:00-6:00, SAC 436

This course examines the participation of women in the culture of print, as both producers and consumers, in Britain and early America. It will raise such questions as: Did men and women participate in the world of print in different ways? How much did early modern women read and write within a male print culture? Did women react, only, to the male canon or did they create their own female print culture? How much agency did women have in their education, reading, and writing? Along the way, we shall also consider to what extent our answers might change if we apply the questions to twenty-first century America. In our exploration of these questions, we will incorporate issues such as governmental controls of the dissemination of print; the democratization and expansion of the literary marketplace; the meanings of literacy; gender and print; the British and American contexts in which the literature was produced and read; and the impact of the American Revolution upon these questions. Ultimately, the objective is to arrive at a thesis about the evolving meanings of reading and writing for women in both Britain and early America.

This class is writing intensive. The first writing assignment is a treatment of the theoretical questions of gender and literacy. Three one-page papers will treat specific questions of the early American women's narratives discussed in class. The ultimate writing goal of the class is to produce a ten-to-twelve-page analytical paper in which students advance a thesis regarding women and print in early America. The paper must be based on a primary source of the student's choice (poetry, letters, diary, captivity narrative, memoir, or novel), set in its historical context. Revised as necessary, the first assignment would be ready to be incorporated into the final paper.

The readings will include the following required texts, which will be supplemented with some reserve readings on feminist and literary theory and the history of the book.

*Angeline Goreau, *The Whole Duty of a Woman: Female Writers in Seventeenth-Century England**

*Cathy Davidson, ed., *Reading in America**

*David D. Hall, *Cultures of Print: Essays in the History of the Book**

*William J. Andrews, ed., *Journeys in New Worlds: Early American Women's Narratives**

*Cathy Davidson, ed., *Charlotte Temple**

HON 4350-01

PHI: TECHNOLOGY, MEDICINE, AND ENGINEERING: ETHICS, POLITICS, AND POLICY

John Fielder (PHI)/ Don Joy (CHE)

T 12:00-2:15

Three case studies are examined: silicone-gel breast implants, x-ray machines, and the Bjork-Shiley artificial heart valve. Each illuminates various aspects of the creation of machines for medical applications.

Silicone-gel breast implants present complex questions of science, law, regulation, and our cultural values concerning gender and beauty.

X-ray machines revolutionized many areas of medical practice, aided law enforcement, and revealed unusual cultural beliefs about privacy, bodies and how to deal with the risks associated with ionizing radiation.

85,000 Bjork-Shiley artificial heart valves were implanted worldwide and later found to be defective. The responses of the manufacturer, the Food and Drug Administration, and Congress revealed serious institutional weaknesses in our health care system.

There is a technical core for each case study, which does not require a technical background, that shows how the device works and what problems engineers had to solve. Around this technical core are an array of social questions and problems that the device poses and the solutions we have crafted.

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 and policy issues they generate. The course combines large amounts of "real world" information about law, medicine, engineering, money, history, culture, and politics.

There will be two short papers, a term paper, with group presentation on the research, and a take-home final examination. The course includes a field trip and guest lecturers.

HON 4351-01
PHI/PJ: THE POLITICS OF WHITENESS
Carol Anthony (519-4608)

TR 1:00-2:15, SUL GRND

This course will be an examination of the recent scholarship which serves to debate and reconstruct the nature of whiteness. Historically, whiteness has been the unexamined, invisible, normative backdrop from which people of color have been defined, delimited, and "othered." Recent scholarship serves to illuminate the nature and structure of "whiteness" and to analyze the spectrum of white supremacy that is affiliated with it. "White supremacy" will be a central issue of the course, as it is deployed through people (of different races), different systems of thought and various social practices of whether or not "whiteness" as a social construct and personal identity can be recreated and rehabilitated from the privilege, invisibility, and the normative power it has involved.

HON 4352-01
PHI: Feminist Epistemologies
Sally Scholz (519-4099)

M 2:30-5:00, SAC 166

This course will concentrate on feminist empiricism, feminist standpoint theory, and post-modern feminist epistemology but will also touch upon more recent developments in feminist epistemology such as pragmatist feminist epistemology and global feminist epistemology. We will study such concepts as objectivity, truth, and knowledge with an eye toward the political. Students will be asked to write a book review and a large term paper (20 pages) with rough draft approval and in-class presentation.

HON 4352-02
PHI: Philosophy of Democracy
Farhang Erfani (Voice Mail (88802))

MW 12:30-1:45, SAC 108

This course will retrace the modern emergence of democracy as the dominant and philosophically favored political regime. Indeed, the Ancients, especially Plato, disliked democracy; today, we cannot think of an

alternative. How did get here? Why is democracy such a popular regime? Do we really live in democracies? What are the philosophical implications of the dominance of democracy? Is democracy compatible with capitalism? With religion? With socialism? These are a few questions among many others that we will investigate throughout the semester. We will read classical thinkers such as Rousseau, de Tocqueville, Mill and many contemporary philosophers such as Lefort, Rawls, Walzer, Laclau, Mouffe and Habermas.

HON 4352-04

PHI: PHILOSOPHY OF CONTEMPORARY MUSIC

John Carvalho (519-4098)

TR 2:30-3:45, SAC 167

This course aims to clarify the meaning and import of contemporary music. It takes music to be contemporary just in case it is popular with performers and audiences who are young and/or in touch with what is culturally current. And it locates the significance and importance of this music in the cultural practices and beliefs that are expressed in and restyled by it. In addition, since what is popular represents a particular constellation of cultural practices and beliefs formed by larger institutional and economic forces, this course also aims to clarify the meaning of culture through a study of the popular music that forms the shifting soundtrack for the patterns of forces, practices and beliefs that, in turn, define music as popular. The course is properly philosophical to the extent that it explores what in fact is musical about popular music and what exactly are the relations of pop, rock, hip hop, dance, punk, funk, soul and jazz to the operations of contemporary culture. But it is also a form of cultural studies in the way it privileges space over time, ethnography over history, the imaginary and simulacral over autonomy in its analysis of the music produced and consumed by young people. In this course we will attempt to understand the significance of contemporary music in terms of its dependence on commodity fetishism, its politics of resistance (somehow deeply rooted in nostalgia), its complicit racism and sexism, and the reservoir of alcohol and drugs that fuels its culture industry. In the context of these concerns, of course, considerable attention will be paid to file-sharing and the intimidating practices of the RIAA.

Texts

Jacques Attali, Noise, trans. Brian Massumi (Minnesota, 1985).

Tricia Rose, Black Noise (Wesleyan 1994).

Ted Gracyk, I Wanna Be Me: Rock Music and the Politics of Identity (Temple 2001).

Simon Reynolds and Joy Press, The Sex Revolts: Gender, Rebellion, and Rock-n-Roll (Harvard, 1995).

Andrew Ross & Tricia Rose, eds., Microphone Fiends: Youth Music & Youth Culture (Routledge, 1994).

Dave Thompson, Funk (Backbeat Books, 2001).

Krin Gabbard, ed., Jazz Among the Discourses (Duke 1995).

Roland Barthes, "Music's Body," in The Responsibility of Forms, trans. Richard Howard (California, 1985), pp. 245-312. (On reserve in Falvey.)

Gilles Deleuze and Felix Guattari, "1835: Of The Refrain," in A Thousand Plateaus, trans.

Brian Massumi (Minnesota, 1987). (On reserve.)

Eduard Hanslick, On the Musically Beautiful, trans. Gustav Cohen (Library of Liberal Arts, 1957), chpts. I-III. (On reserve.)

Max Horkheimer and Theodore Adorno, "The Culture Industry: Enlightenment as Mass Deception," in Dialectic of Enlightenment, trans. John Cumming (Continuum, 1991), pp. 120-167. (On reserve.)

Luce Irigaray, "This Sex Which Is Not One" and "When Our Lips Speak Together" both in This Sex Which Is Not One, trans. Catherine Porter (Cornell, 1985). (On reserve.)

Friedrich Nietzsche, The Birth of Tragedy, trans. Walter Kaufmann (New York, 1968), sections 1-4. (On reserve.)

Requirements

Reading of all assignments in advance of their discussion in class, participation in those class discussions, serious listening to popular music, two papers (2000 - 2500 words each), and a cumulative final exam.

**HON 4850-02 (HON 4850-01 Restricted to Service Learning Community)
THL: THEOLOGY OF JUSTICE
Darlene Weaver (519-4218)**

TR 10:00-11:15, SAC 117

This course identifies what a theology of social justice is and what it does while trying simultaneously to respond to two problems that face any theology of social justice. First, given the secularism of contemporary society, many (believers and nonbelievers alike) regard theology as irrelevant to social concerns. Second, given religious and moral diversity, many regard theology as inadmissible to public debate and decision making. In sum, what relevance or practical value does theology have for problems of social justice? How have religious beliefs and practices contributed to social problems? Can they play any sort of role besides informing the moral motivation of persons who happen to have religious beliefs? In what ways can experience and social praxis revise religious beliefs and practices?

The basic conviction of the course is modeled in its structure. That conviction is this: a theology of social justice understands the world and orient our acting in it in light who God is and what God has done. Put differently, religious claims both inform and direct questions of justice. Therefore, the class seeks to mine traditional theological symbols and doctrines to discover what they reveal about contemporary social justice issues, like race, sex, family, poverty, work, and the environment. However, religious beliefs are never without problems. Thus, the course also seeks to subject these symbols and doctrines to criticism in light of the demands of social justice.

**As a service learning course, the experience of service is crucial to discerning the practical relevance and the various difficulties of theological resources for addressing social problems. How do they affect why you engage in service? How you conduct your service? The sorts of relationships you establish with the community you serve? The way you understand the problems that affect that community? How best to address those problems? How you ought to live in the wake of this service learning experience?*

HON 4851-01
THL: THE GOSPEL OF MARK
Paul Danove (519-7147)

MWF 11:30-12:20, SAC 129

This course provides a detailed, verse by verse study of the text of the Gospel of Mark. The course lectures and readings introduce students to pertinent methods of contemporary Marcan scholarship, and the discussions and papers involve students actively in original research. The four required papers are designed to constitute four sections of one research project. The goal is to provide students the opportunity to conduct their own research (papers 1-3) and to dialogue with contemporary Marcan scholarship (paper 4). The projects permit and encourage collaborative work. The class format combines lectures, exegesis of assigned texts, discussion of class readings, and paper discussions and presentations.

Prerequisite: HON 1003 (Interdisc I) or an Introductory Bible Course

One required text: Donald Senior, ed., The Catholic Study Bible (New York: Oxford University Press, 1990).

All other required readings and all recommended readings will be on reserve in the Library.

HON 4851-02
THL: Archaeology of the Old Testament
Judith Hadley (519-7462)

T 6:10-8:50, SAC 131

The purpose of this course is to acquaint students with the scientific contributions of archaeology in biblical study, and to give students an appreciation of the Bible and a greater understanding of the people and places depicted in the Bible, via the discoveries and work of archaeology. Therefore, the course will focus on archaeological discoveries which help to shed light on many of the events portrayed in the Bible. Using slides and movies to accompany the lectures, the course will begin with a brief explanation of archaeological methodology and history of excavations in the ancient Near East and the Holy Land. We will then continue on to examine discoveries which relate to the Bible, concentrating on the Old Testament. Additionally, portions of some class periods will be taken up by student presentations on selected topics. The student is reminded that, given the introductory nature of the course, it is not possible to examine any of these issues in much detail. Rather, it is hoped that the course will raise many questions and possibilities for future research and study.

HON 4851-03
THL: From Hitler to Jesus: Jewish/Christian Relations from the Nazis to the New Testament
Tim Horner (519-7904)

MWF 11:30-12:20, SAC 134

Since the Holocaust, many Christians have asked the question, "Is Christianity to blame for the destruction of over 6 million Jews under the Nazi regime?" This course is designed to test this question by looking at the history of Christianity's relationship with Jews and Judaism. Is there an unbroken line of hatred that leads directly back to the New Testament, even Jesus himself? This course is not a trial. Our goal is to gain a richer understanding of the different attitudes about Jews and Judaism that were used at different times and in different places. And to examine how Jews and Judaism functioned within Christianity. Now more than ever, it is important that we understand how religion (Christianity in this case) can influence our attitudes and actions toward those we define as 'Other'.

HON 4950-01

SOC/PJ: THE SOCIAL SAFETY NET
Robert DeFina (519-4742)

MW 12:30-1:45, SAC 204

This course will examine some of the main federal programs that provide income and other kinds of critical support to low income families in the United States. These programs include food stamps, housing assistance, temporary assistance to needy families, social security and the earned income tax credit. Our study of the safety net will explore the origins of such programs, how they work, their size and coverage, and the various effects they have on individuals' living standards and on individual and group behaviors. We will also compare the U.S. safety net to that in European and Scandinavian countries.

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 paper and class participation.

HON 4950-02
SOC/PJ: PERSPECTIVES ON US POVERTY
Robert Defina (519-4742)

MWF 11:30-12:20, SAC 204

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

HON 4951-01
SOC: CONTEMPORARY THEMES
Rick Eckstein (519-4772)

MWF 9:30-10:20, SAC 285

I'm not exactly sure where the course title came from. My personal favorite was "here we go again!" You know the routine. Our topics this semester will include stratification, inequality and discrimination (economic, gender, racial/ethnic, sexual preference), education, and other "macro" stuff. We will build on the basic sociological tools from last semester so that our "sociological imaginations" are extraordinarily well developed by the time May rolls around.

HON 5200-001
COM: IDEAS AND TEXTS: COMMUNICATION AND SOCIAL CHANGE: PERSPECTIVES AND PRAXIS
Cynthia Glover (519-4483)

TR 2:30-3:45, SAC 267

This course will follow the model of the Honors Program Ideas and Text. Invited scholars will be asked to address the issue of communicating social change through the perspectives of their own disciplines. The goal will be to formulate an interdisciplinary framework for understanding the process of social change. In the last third of the course, practitioners of social change will be invited to discuss their current work. Each of the "academic" guests will provide the class with challenging reading materials to stimulate conversations. From the readings and discussions to follow, students will develop questions that will serve as the framework for discussion with the

invited social change practitioners.

HON 5600-01
ENG: ADVANCED CREATIVE WRITING WORKSHOP
Vona Groarke/ Conor O'Callaghan (519-4630)

TR 1:00-2:15, SAC 402

The weekly Advanced Creative Writing class will be facilitated, when possible, by both Vona and Conor together. The class will be open to writers of poetry and short fiction. At the beginning of each class we will discuss one point of technique (rhyme, characterization, dialogue etc), with reference to the work of outstanding contemporary writers. After that, class participants will have the opportunity to read their works-in-progress and to get some critical feedback from both moderators and fellow students. The creative writing class will be an informal workshop that aims to give aspiring writers an environment that is supportive, practical and fun.

HON 5700-001
PSC: URBAN REALITIES/SUBURBAN PERSPECTIVES
Claude Lewis (519-4650)

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.

HON 5750-01
THE: SHAKESPEARE ON STAGE
Jim Christy (519-4267)

TR 10:00-11:15, SAC 224

The course will be an exploration of about a dozen of Shakespeare plays in different genres from a theatrical perspective. There will be an emphasis on the problems and techniques of acting and staging Shakespeare. Verse speaking, physical and vocal characterization will be explored in various performance projects. Modern approaches to the staging of Shakespeare will be examined in light of productions and films attended and critiqued.

HON 5751-01
BIOETHICS: STEM CELLS: DEVELOPING 21ST CENTURY ETHICS TO DEAL WITH CURRENT TECHNOLOGIES
Mary Desmond (519-4829)

TR 2:30-3:45, MEN 120C

Rationale for the Course: This current technology is being debated world-wide and it is timely that our students have an opportunity to explore the basic truths about such debates in order to make informed decisions for themselves. The primary focus will be on fair analysis using accurate scientific information and logical assessment based on sound ethical principles. In addition to the subject matter, another novel thrust of the course will be that it will be aimed for both Science and Arts students. Based on student enrollment, it is planned that science students will present science information to their peers and arts students will be responsible for reviewing ethical principles. In order to develop true understanding of the biological and ethical principles of stem cell technology, the class will construct case studies that utilize these principles. The

course will culminate in a paper by each student that re-writes C. P. Snow's "The Two Cultures and a Second Look."

Objectives: Three major objectives are to: 1) Open the discussion of a contemporary hotly debated topic among students from both "cultures". 2) Appreciate the validity of the ethical and science approach as well as quality of information sources for each, and 3) Facilitate student assessment of the accuracy and truth of the stem cell information currently to the public. Accurate information and critical analysis will be the major theme throughout the course.

Description of Course: A review of what constitutes a morally relevant argument including a critique of principlism as applied to this particular issue will constitute the beginnings of the course. This will include a review of analyzing case studies on issues other than the stem cell issue. Next, the biology of the nature of embryonic and adult stem cells will be emphasized. Finally, the class will break out into teams to develop case studies for stem cell research that they will present to the class for critical discussion. Text materials will include excerpts from biology and bioethics textbooks, popular press, internet sources, review articles plus primary sources and the monograph by C. P. Snow.

Requirements:

(1) Class presentations by student teams on all of the assigned readings. All of the students will be required to complete a two - three page summary of the reading prior to the class discussion.

(2) Student - team summaries of semester's readings and in-class discussions up to the midterm. Each team will present an oral presentation utilizing power point.

(3) Student team development of case studies on stem cell topic. Written and oral presentation of the study will constitute the midterm grade. The instructor will critically review each team's presentation prior to their presentation as well as provide written feedback of the presentation that must be addressed by team re-writes of the presentation.

(4) A final paper of 15 pages maximum that presents a new version of C. P. Snow's Two Cultures in light of the stem cell technology.

Texts Required: Both secondary and primary literature will be used.

Prerequisites: High School Biology and Ethics or Approval by Instructor

HON 5752-001
BIO/CSC: COMPUTATIONAL MOLECULAR BIOLOGY
Robert Beck/Wilber Baker

MW 12:30-1:45

Computational Molecular Biology is a writing enriched interdisciplinary honors course open to sophomores, junior and seniors majoring in the sciences. There are no specific prerequisites; however, an interest in the subject and a willingness to work with others in solving open-ended problems are essential. The course will be directed toward students majoring in Computing Science, Biology, Mathematical Sciences, Comprehensive Science and Biochemistry who have interests in molecular genetics, macromolecular biochemistry, applied algorithmics, mathematical modeling, bioinformatics or biotechnology.

The objectives are for students to:

- 1) learn to identify and recognize problems of molecular biological significance amenable to computational/ mathematical modeling or solution;*
- 2) investigate or design algorithms for solving these problems, evaluating their efficiency and complexity; and*
- 3) develop communication techniques for working with investigators with backgrounds in other*

disciplines.

A problem based learning approach will be employed in which teams, formed from students from different majors, will address problems posed by the instructors. Topics to be considered include restriction mapping, permutations of genes, sequence alignment, site identifications, gene prediction and gene translation. During class, instructors will present the problems and background information and teams to report on progress and interact with other teams. Email will be used to enhance communication between class meetings.

Grades will be based upon team problem solutions, individual midterm and final examinations and participation in team and class activities.

Text: Pevzner, Pavel A., *Computational Molecular Biology: An Algorithmic Approach*, The MIT Press (2000).

HON 5753-03

FRE: La musique populaire française depuis 1950 (French Popular Music Since 1950)
Seth Whidden (519-4680)

SAC 303

Survey of popular French music, 1950 to the present. Students will listen to numerous discs spanning the last half-century in their appropriate contexts. In addition, they will consider: the impact of foreign influence on French music; the birth of French rap music; recent trends in the French recording industry; and the up and coming groups of the last few years. Texts, articles from music magazines, streaming .mp3 files stored on the class web server, email exchanges with French recording artists, and class discussions are entirely in French.

While I have not yet formulated a schedule for the class meetings, we will essentially be studying the last 54 years chronologically, following the table of contents from David Looseley's book (see part V, below):

Popular Music Before 1958 (pages 9-20)
The 1960's: Authenticity and Barbarism (21-36)
From 1968 to the Present: Authenticity and Métissage (37-61)
Chanson as National Myth: The Authenticity Debate (63-86)
Denationalising Authenticity: The Sociological Debate (87-112)
Music and Politics Before 1981 (113-130)
Music and Politics 1981-93 (131-150)
Policy and the Music Industry at the End of the Millennium (151-166)
Policy and Its Discontents: The Republican Debate (167-182)
Techno and the State: The Cultural Debate (183-202)

Requirements:

The major writing assignment in this writing enriched course is a 10-12 page research paper (in French). An early draft will be due around the thirteenth week of the semester, at which point students will peer-edit each other's papers and then have time for substantial revisions, handing in both versions at the end of the semester. In addition, students will be required to record a one-hour presentation of a topic of their choosing in the studios of WXVU (Mr. Greg Potter has expressed his willingness to assist us with this project), to be aired at some point during the semester. Finally, students will be expected to lead the class discussion once during the semester (making a brief presentation on a topic of their choosing to begin the hour).

HON 5999-001

PROSEMINAR: RESEARCH METHODS AND STRATEGIES
Edwin Goff

Open to students in the humanities and history who intend to pursue the six-credit Senior Thesis option. The seminar will provide an introduction to fundamental concepts, terms, and practices

of scholarly research in the humanities. Particular emphasis will be placed upon individual research projects in the specific disciplines of each student's projected Senior Thesis topics.

The seminar will allow students to work closely with the electronic databases, indexes, and search engines to develop strategies for conducting an exhaustive review of the literature in their selected topic area.

Special attention also will be given to developing skills in preparing annotated bibliographies; and class presentations of work-in-progress.

The seminar will be writing intensive, with the expectation that at its conclusion students will have made substantial progress in identifying their Honors Senior Thesis topic, and completing a significant amount of research of the relevant literature.