

HON 1102
ACC: MANAGERIAL ACCOUNTING
Robert West (519-4359)

MWF 11:30-12:20, BAR 2040

Accounting is in the name of the title of this course, but this is really a multidisciplinary course that focuses on the financial information needed to make decisions and run a business. Much of this decision making is microeconomics based. You will also use a bit of your statistics knowledge. Your spreadsheet skills will be enhanced which will help you in your MIS pursuits. You will use virtually everything you learn in this class in your finance and marketing courses. Part of financial analysis requires that you first understand cost terms and cost systems.

The course is case and project-based. Sixty percent of your grade comes from group case analyses and one individual spreadsheet project. Forty percent of your grade comes from (two) exams.

Topical Coverage:

Module 1—Cost Terminology and Cost Accounting

Module 2--Cost Behavior and Cost-Volume-Profit (CVP) Analysis

Module 3--Planning & Forecasting

Module 4--Performance Measurement

Ethical issues arise in all four segments of this course. We will include ethics in our discussion of many chapters and problems.

HON 1435-001
HIS: THEMES IN MODERN WORLD HISTORY
Elizabeth D. Kolsky (519-4682)

TR 10:00-11:15, SAC 438

This course will explore modern world history by focusing on the twin themes of colonialism and nationalism in India, the Middle East, Africa, and the Americas. Central questions we will return to over the course of the semester is: how did the contemporary world come to take its current political, economic and geographic shape? How do we understand the growing gap between rich and poor within and between nations? What role has violence played in modern projects of empire and nation-building? In investigating these questions, we will use primary and secondary sources along with films to study debates about the history of capitalism, industrialization, and development; the roots of racism and ethnic conflict; and the distribution of power in today's colonial and postcolonial societies.

HON 2197
MKT: MARKETING RESEARCH
Greg Bonner (519-4352)

TR 8:30-9:45, BAR 3041

The principal internal and external procedures used in collecting, processing, and evaluating both quantitative and qualitative data; includes problem definition, research design; questionnaire design, data analysis, report writing, and management of information for decision making. Prerequisites: MKT 1137 or HON 1137.

HON 1380
ETH: ETHICAL TRADITIONS AND CONTEMPORARY LIFE
Darlene Weaver (519-4218)

TR 11:30-12:45, SAC 117

This course is a service learning class offered for members of the Sophomore Service Learning Community. We will begin by asking what morality is, and whether it consists in more than cultural constructs and subjective opinions. We will then survey prominent Western ethical theories, secular and Christian. In order to appreciate the various influences these traditions have exercised, the contributions they make, and their limitations, we consider a range of moral issues concerning education, class, and race. We will bring all this material to bear on your service experience, and bring your service experience to bear on the material.

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

TR 8:30-9:45, BAR 2006

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 a close 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. We will focus specifically 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 others areas. We will then turn our attention to how corporations have responded to these tensions, especially to pressures to more fully consider the social and environmental consequences of their actions. We will explore how some companies have responded by taking affirmative stands on social and environmental issues and incorporating social and environmental goals and objectives within their corporate missions, codes of conduct, and global strategies. Finally, we will investigate strategies targeted at responding to the needs of the poorest citizens at the "base of the pyramid" of the developing world, and the application of innovation and entrepreneurship to social problems.

HON 3050-001
MONARCHY, MIGRANTS, AND MARXISTS: THE POLITICS OF MODERN ART
Jeanne Brody (519-7439)

TR 10:00-11:15, SAC 84

Picasso's Guernica. David's Death of Marat. Rivera's Execution of a Peon. Kollwitz's Never Again War! These images challenge their audience to take action against injustices and corrupt governments and their followers. Conversely, governments deftly control artistic production and

generate equally powerful imagery to inspire loyalty, nationalism, and too often, intolerance and hatred. Are both of these strategies "propaganda?"

The use and abuse of art will be the fundamental theme of this Honors Art History Course. How do governments, social theorists, philosophers, and of course, artists, support or condemn political ideologies through all media: painting, sculpture, architecture, prints, and photography, as well as through populist sources such as posters, textiles, murals, and graffiti? Can we ever really separate art from politics? The possible interpretations and layers of meaning seem endless.

Our goal will be to decipher how art has been exploited for political promotion throughout the modern era. Together we will seek to define ambiguous terms and categories such as "propaganda," "avant garde," and "social realism," and even the idea of "politics" itself, sorting out the different ways these terms have been construed by artists and governments. Beginning with Michael Brenson's question, "Can Political Passion Inspire Great Art?" we will re-evaluate his position in light of recent political events. Perhaps most importantly, we'll learn how to look at and interpret art and its histories.

This class does not assume any background in art history, and should be of particular interest to students of art history, history, literature, philosophy, and political science.

Course requirements:

- Weekly readings and discussions
- Student-led lessons/presentations based on research
- Field Trip(s)
- Term paper
- Final examination

HON 3250-X12
ECO: INTERNATIONAL DEVELOPMENT AND ECONOMICS
Kishor H. Thanawala (519-4385)

T 2:30-5:00, BAR 3081

The goal of this course is to provide an economic as well as an ethical perspective on three major issues in international development: Poverty, Sustainable Development, Globalization. Topics to be discussed include: international differences in poverty levels, relationship between poverty and sustainable development, role of globalization in reducing poverty and promoting sustainable development, role of international organizations (The World Bank, The International Monetary Fund and The World Trade Organization) in enhancing living standards across the globe.

The objective of the course is to help students appreciate economic and ethical principles in discussing issues in international development. The instructor will initiate class discussions. Students will be asked at various times to take on responsibility to lead examination of specific issues. They will be expected to read the assigned materials in advance as well to participate actively in the classroom.

The course will be offered as a seminar and will be cross listed with Economics Department, Honors Program and the Program in Peace and Justice Studies.

HON 3550-X26
HUM/PHI: THE HUMAN CONDITION
Thomas Smith (519-6165)

TR 10:00-11:15, SAC 304D

Socrates told us to "Know Thyself," implying that whatever else we might do in life, it is imperative to persistently ask questions about ourselves so we can probe this great mystery. Whatever we become or acquire in life, we will do so as a human being. Indeed, in the absence of some wisdom about what is good for a human being to be and do, it seems we do not even know what career to pursue, what kind of family to have, how to spend our money, how to use our power, how to live and die well.

This course asks, "What does it mean to be a human being?" by thinking about the course of an ordinary human life; by tracking the progress of a human life, from birth, into intimacy and community, to the necessity of doing and making, to bearing and raising children, and finally, to death. We will think about the course of an ordinary life as a kind of spiritual journey and try to ask what such reflections can reveal about the course of our own pilgrimages. Hopefully, the course will give us a richer notion of who we are and how we should live, as well as a direction for future questions.

In this course, some answers might be better than others, but the essentially mysterious character of human life implies that there are no final, codifiable answers. Each conclusion will yield more questions.

HON 2570-001
NATURAL SCIENCES SEMINAR
Mike Hones (519-4885)

TR 2:30-3:45, MEN 367C

The development of the Kinetic Theory of Ideal Gases is an excellent case study in which to examine a number of topics from the viewpoint of both scientific methodology as well as epistemology. In particular, the history of this theory, first proposed by Ludwig Boltzmann in the mid nineteenth century, will illustrate how it was initially viewed by his fellow scientists as merely a heuristic model (useful for calculations but not to be taken in any realistic sense) and eventually was accepted as a realistic picture of simple gases (i.e. atoms are real entities!). It is the first example in the history of physics, in which the ancient concept of the atom is formally accepted as a legitimate entity by practicing scientists. From a philosophical perspective, questions concerning scientific realism, the objectivity and rationality of the practice of physics, and the role of factors outside the traditional realm of science in the eventual acceptance of a new theory, will be addressed in the context of this case history. Additional examples from the history of physics will be introduced to supplement the discussion of these topics.

The seminar will utilize the work of Thomas Kuhn, who wrote what is probably the most controversial and influential work in twentieth century History and Philosophy of Science, *The Structure of Scientific Revolutions*. Criticisms of this text by philosophers such as Larry Laudan, Dudley Shapere, and Ernan McMullin will be discussed. In addition to these, the work of sociologists of science such as Bruno Latour, Andrew Pickering, and David Bloor will be incorporated into the discussion. A reading of Kuhn's own response to his critics will follow these analyses.

A considerable amount of outside reading and preparation will be required as the focus of the seminar will be an in-class student discussion, analysis and critique of the various philosophical and sociological positions, using the history of the Ideal Gas Theory as a testing ground for these various positions. This seminar, in a very real sense, will be an experiment (in the scientific sense) in the Philosophy of Science, and the students will be conducting the experiment. Two

short (three or four page) papers will be assigned during the semester. A final paper, on a topic of the student's choice, will be presented at the end of the semester in a research conference format.

HON 3651-001
ENG: ROMANTICISM AND HISTORY
Evan Radcliffe (519-4648)

MWF 10:30-11:15, SAC 402J

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 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 3652-001
LITERARY FESTIVAL WORKSHOP
Lisa Sewell/Vilmure (519-4646)

TR 4:00-5:15, SAC 456

This course will introduce students to the work of several contemporary writers, and provide them with the unique opportunity to interact with them and hear them present their work. By reading the work of these living, breathing authors, students have the chance to ask questions about the direction, focus and relevance of contemporary American literature, both as a

reflection of contemporary life and in terms of the literary canon over the past fifty years. Because the authors will be visiting with the class, students will also be able to ask questions about literary works not generally investigated in English literature courses, namely, the specific conditions, motivations and processes by which writers produce their work. Some of the issues that may come up include: the forces that influence and control the literary marketplace, reasons one might choose to become an author, the challenges and satisfactions of the writer's life, the ups and downs of the writing life. Students will also have the chance to explore their own creative impulses in this class. While we will primarily focus on the work of our visiting writers, all members of the class will produce one creative project. This year, the authors coming to campus include One Book Villanova author Khaled Hosseini, poets Anne Waldman and Marilyn Nelson, and fiction writer David Means.

Course requirements include two formal papers, one creative writing project, attendance at all five evening readings, which will take place on Tuesday and Thursday evenings, and active, enthusiastic participation in class discussions. Students are expected to have the social maturity and intellectual curiosity that will allow them to take advantage of the wonderful and unique opportunities this class affords, namely the chance to meet and interact with nationally known writers.

HON 4350-X06
PHI: RACE, CLASS AND GENDER
Sally J Scholz (519-4099)

MWF 10:30-11:20, SAC 166

This course examines critically the discrete and intersecting social identities of race, class, and gender and their effects on social theory and practice. Our analyses will address the nature and structure of oppression, violence, and social equality. In part our goal is to sustain a cooperative learning environment in which we look deeply at the ways in which race, class, and gender affect social conceptions of justice and the distribution of rights. Students also will be challenged to explore how various theories and practices affect other oppressed social groups.

HON 4500-01
PSC: Political Economy of Black America
Frank A. Pryor (519-7237)

MW 4:30-5:45, SAC 331

In *The Political Economy of Black America*, we examine the complex interplay between race and economics. The course covers the principles, terminology, and methods of standard economics and black political economy. Areas of inquiry will include but not be limited to:

- Black employment & unemployment
- Labor market discrimination
- Black entrepreneurship
- Racial economic inequality
- Urban revitalization
- Black economic development

There will be a major research component to the course.

HON 4551-01
PSC: GLOBALIZATION
Markus Kreuzer (519-5300)

M 3:30-6:00, SAC 257

Globalization is one of the most talked about recent phenomena. Politicians invoked it, the media covers it, everyday people experience it and even academics study it. With so many groups engaged in the same topic, the interpretations of its causes and consequences vary widely. This disagreement is amplified by the fact that it is a very recent and ongoing phenomenon whose consequences are inherently difficult to ascertain. One goal therefore is use our critical thinking and research skills to separate facts from fiction in the globalization debate.

The course begins by clarifying different conceptions of globalization (which includes European integration) and taking an inventory of its possible causes. It then concentrates on following areas in which globalization allegedly has had the most far reaching impact:

- a) posing new challenges for national security;
- b) undermining welfare programs by limiting the capacity of governments to tax their populations;
- c) undermining democracy and nation states by shifting most economic decision-making to markets
- d) increasing anti-Americanism giving rise to new extremist movements
- e) restructuring of labor markets by shifting the balance of power from workers to corporations;

HON 4802-01
THL: SEARCHING FOR GOD: THEORY AND PRACTICE OF THE CHRISTIAN
CONTEMPLATIVE TRADITION
Martin Laird, OSA (519-7903)

TR 8:30-9:45, SAC 135

This course explores classical Christian teachings on silent prayer and meditation. Like Buddhism and Hinduism, Christianity likewise has a sophisticated tradition of cultivating interior stillness and peace that leads to the silent depths of the heart. This interior stillness facilitates the deepening of personal identity and the overcoming of the sense of alienation from God and others.

The course is both theoretical and practical. On the theoretical level there will be an interdisciplinary sampling of texts. We will read ancient Christian authors (4th-14th centuries) who talk about the search for interior peace by first dealing with the sources of anxiety within. To draw out the contemporary relevance of this ancient wisdom, we shall look at contemporary authors on depression, eating disorders, relationship junkies, the addiction process, as well as the biological dimensions of the spirituality of human depths.

There is also a practical component. A portion of each class meeting will be devoted to contemplative practice itself, so that the student not only gains a theoretical understanding of the Christian practice of contemplative prayer, but also knows how to practice it in daily life.

Requirements:

1. Due to the experiential component of the class, only students who are open to and interested in deepening the spiritual dimension of life are advised to enroll (however, one need not necessarily be a member of any religious denomination).
 2. Regular attendance and completion of reading assignments.
 3. Exams (mid-term in class; take home final).
 4. Research paper.
 5. Group presentation on assigned topic.
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HON 4950-X03
SOC/PJ: JUSTICE AND SPORTS
Rick Ecksten (519-4772)

MWF 9:30-10:20, SAC 285

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

HON 4851-01
THL: JOHN AND REVELATION
Paul Danove (519-7147)

W 3:00-5:30, SAC 129

This course introduces the exegetical (literary, narrative, and rhetorical) methods used to study Johannine Literature and employs these methods to investigate the theological, christological, soteriological, pneumatological, and mathetological (discipleship) concerns of the Gospel of John, 1-2-3 John, and Revelation. The format is lecture, exegesis of assigned texts, discussion of class readings, and paper discussions. The course requirements include regular attendance and class participation, class readings, and four papers.

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

MWF 8:30-9:20, 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.