

**Honors Program
Course Descriptions, spring 2008**

HON 1113-001 FIN: Principles of Finance, Nancy Heck

The course covers the theory and techniques of corporate financial management including financial markets (Ch 2, 3), time value of money (Ch 4), risk and return (Ch 5), security valuation (Ch 6), cost of capital (Ch 7), capital budgeting (Ch 8,9), and financial statement analysis (Ch 12).

HON 1242 – 005 ACS: Modernity & Its Discontents, Professor Newell

Creating the Perfect World:

As the consequences of modernity increased through colonialism and the development of the New World, through industrialism, and through new scientific discoveries, traditional ways of understanding the world have fallen apart leaving a greater sense of uncertainty. As a result, the desire to fix what ails the world has become increasingly urgent. Since the New World was once envisioned as a “new heaven” of golden opportunities, this course will use the Americas as our context for examining particular moments when people tried to better the world. The Puritans escaping religious persecution once believed they were establishing a new City of God, and the Declaration of Independence uttered by the new colonies insisted “all men are created equal.” However, the course of history that led to and followed the birth of this great new civilization, coincided with religious intolerance and persecution, extermination of Native Americans, enslavement of Africans, the legal subjugation of women, and the destruction of the natural environment, suggesting that the line between utopia and dystopia is quite fine indeed. Throughout the course, we will read, discuss, and write about texts that establish the philosophical theories underpinning modern thought like those of Thomas Hobbes, Friedrich Nietzsche, and T. S. Eliot, alongside political visions of what America could be created by authors like Thomas Jefferson, Ralph Waldo Emerson, Abraham Lincoln, and Martin Luther King, Jr., and in conjunction with literary portraits of America by writers like Walt Whitman and Ralph Ellison. The course will come to a close with Margaret Atwood’s futuristic novel *Oryx and Crake*.

HON 1380-01 ETH: ETHICAL TRADITIONS & CONTEMPORARY LIFE, Sarah Vaughan Brakman

This course will introduce the student to major ethical theories and we will study their application to contemporary moral issues. Ethics asks the questions, “What makes for a good human life, a good human being, or a good human action?” In addressing these questions, philosophers in the West have developed three major theoretical positions: virtue-ethics, duty-ethics, and consequentialism. We will study the approach and solution to the problems in this class through these positions, as well as considering the approach of feminist-ethics and

natural rights. Among the issues we will discuss are, obligations to the poor, euthanasia and physician-assisted suicide, genetics, capital punishment, affirmative action and college speech codes. Throughout the course, we will focus on the overriding issue of conflict - conflicting rights and conflicting interests, among individuals, between the individual and society, and between societies. We will learn how to subject our views to rational scrutiny, and how to approach conflict resolution through moral discourse

HON 1435-001 HIS: THEMES IN MODERN WORLD HISTORY, Maghan Keita

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

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

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

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

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

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

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

Implementation: A five-minute quiz on the material for the experiment may be given at the beginning of the lab. As mentioned above students will keep a weekly record of their experimental work in a loose-leaf binder. At the conclusion of each lab, a short summary of the

results of that lab is to be entered at the end of that section in the lab notebook. The lab notebook is to be a personal, precise and concise record of your experimental work. All calculations and graphical analyses are to be entered into this lab notebook. This requires that the student perform these operations during the lab period. The two formal lab reports. Since this is a writing enriched course, each student must submit a draft of their report for review at least one week prior to the due date. Each student is to submit their own report. Students should schedule a conference with their professor to discuss revisions of their report. The laboratory will be available to the students at times other than the normal lab periods.

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

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

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

HON 1825-01 THL/RST: Christianity Theology: Introduction, Joanna Scholz

Life is a mystery and it is often difficult to understand ourselves, our beliefs, our relationships, our world. This course invites and challenges students to do theology, that is, to think critically, and reflect on the ultimate mystery the mystery of God - revealed through the word, in Scriptures, and through the Word, in the person of Jesus Christ. Throughout their study of the Hebrew Scriptures and Christian Testament students will discover images of God - who God is and what God does. They will study the writings of philosophers and theologians on the existence of God - as well as explore the writings of philosophers who deny God's existence. Students will be asked

to further develop their own images of God, reflecting on how the Scriptures, tradition, and their own experiences mold their images.

This course will also explore these issues: How did Christian doctrine develop in the early Church? What are the similarities and differences among Christian Churches?

Why is there evil in the world? How does a Christian live a moral life?

Course requirements: Active participation in all class sessions, which will include evidence of having completed the assigned readings, completion of several one to two page written assignments throughout the semester, and four tests.

HON 2250-001 MGT: GLOBAL CORPORATE RESPONSIBILITY AND INNOVATION, Jonathan Doh

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 2560-01 SOCIAL SCIENCE SEMINAR, Edwin Goff

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: 3050-001 HIS/AAH: Art and Chivalry in Renaissance Courts, Timothy McCall

The course “Art and Chivalry in Renaissance Courts” investigates how princes deployed art to represent power, chivalric and absolutist ideologies, and adulterous love and evaluates the ways that sovereignty, courtliness, and authority were grounded in visual and artistic productions. We investigate change and continuity in diverse courtly models, from the chivalric cultures of the late Middle Ages and the fifteenth century, to the emphasis on courtly customs with the international popularity of books of manners such as Castiglione’s *Book of the Courtier*. The course emphasizes historical constructions and performances of gender, sexuality, and love, and the origins and development of familiar ideals of romance and romantic love will be identified in concepts of courtly love. This class introduces students to various approaches to provide a complex, interdisciplinary understanding of the social and political history of courtly art and culture. We will primarily study Italian courts and artists (including Leonardo, Titian, and Raphael), though comparative material will include the court of Elizabeth I of England courts in Burgundy, France, and the German Holy Roman Empire. Students read primary sources and literature (*Book of the Courtier* and Capellanus’ *De amore*), classical art historical and sociological scholarship, literary criticism, and recent scholarship by art and literary historians working in the dynamic field of Early Modern court studies. We will conclude with an extended case study of the Philadelphia Museum of Art’s two portraits of sixteenth-century Medici Dukes (Alessandro and Cosimo as Orpheus), viewing these paintings first hand and, through them, investigating important themes, including sexuality, power, race, and identity.

HON 3302-001 MGT: Policy Formulation and Administration Practicum, Scott Newbert

HON 3302 will serve as an innovative, practice-oriented complement to HON 3301. Student groups will work directly with the owner of a for-profit business based in an economically distressed area to identify an opportunity or threat faced by that organization. By applying the expertise they have learned in courses across the various business disciplines, students will then develop an actionable strategy in response to this issue. This practicum will allow students the opportunity to experience how academic theory and principles can be applied directly to real-world problems, to work with others from different functional and/or cultural backgrounds toward a common objective, and to contribute in a positive way to an otherwise neglected sector of our local economy.

HON 3600-001 ENG: Creative Writing, Claire Keegan

Fiction Workshop

The fiction workshop is designed for those students whose aim it is to work on stories or a novel. Each participant will be expected to compose and submit two pieces of original fiction. These works will be constructively criticized by the course director and fellow students during the term.

The first two weeks will focus on the structure of a narrative, point of view, dialogue, setting and pace. We will examine the tension in fiction, the relationship between time and action. Texts of published short stories and novel extracts will be closely read and discussed alongside the students' own writing. These will include works by Raymond Carver, William Trevor, John McGahern, Chekhov, Sherwood Anderson, Roddy Doyle, Flannery O'Connor, Eudora Welty, Primo Levi and Damon Galgut. Non-fiction works by these authors and some interviews from writers in *The Paris Review* will be discussed also. Students will be graded on group participation, written criticism of all work submitted and the originality and depth of their own fiction. A rewritten piece of fiction will be required in place of a final examination.

The Irish Story

This course is aimed at those students who would like to read and explore the themes and style of the Irish short story. Works by many Irish authors will be discussed: O'Flaherty, Lavin, Joyce, Beckett, O'Connor, McGahern, Trevor, O'Brien, Plunkett, Bowen and O'Faolain. We will examine male/female relationships, land, sex, children, the house, the church, the family. Our reading will focus on what it means and what it has meant to be alive in Ireland at a certain place and time. We will look at the folklore behind the stories, at the irrational behind the characters' daily lives and religious beliefs. Students' work will be graded on group participation, two short exams and a final essay which will be required at the end of term.

Biog:

Claire Keegan was raised on a farm in Ireland. The youngest of a large, Catholic family, she completed her undergraduate studies at Loyola University, New Orleans. She holds an MA in the Teaching & Practice of Creative Writing from the University of Wales and an M.Phil. from Trinity College Dublin. Keegan has won several awards for her work including The William Trevor Prize, judged by William Trevor, The Kilkenny Prize, The Olive Cook Award, The Tom Gallon Award, The Martin Healy Prize, The Francis MacManus Award and The Rooney Prize for Irish Literature. She was also a Wingate Scholar. Her collection of stories, *Antarctica*, was a Los Angeles Times Book of the Year. Her second collection, *Walk the Blue Fields*, was published by Faber & Faber this year and will be published by Grove/Atlantic in April, 2008. She lives in County Wexford.

HON 3651-001 ENG: Shakespeare in Performance, Dr. Alice Dailey, English & Dr. Shawn Kairschner, Theatre

1. Rationale

Nothing like "Shakespeare in Performance" is currently offered at Villanova, due in part to the varied intellectual and artistic demands and innovative nature of such a course. The success of the course will depend on the commitment of the students, their capacity for rigorous academic engagement, their preparedness for sustained and detailed study, and their willingness to take intellectual and interpersonal risks for the rewards of personal and academic development. These are the qualities of Villanova's Honors students, and it is because of these necessary qualities that we believe the course should be offered through the Honors program.

2. Objectives

Shakespeare is traditionally taught in both Theater and English Departments—each with a decidedly different emphasis and mode of inquiry. We believe that for students to comprehend and to enjoy Shakespeare’s work fully, they must engage in a sustained textual *and* performative investigation. By studying carefully the meanings and thematic structures of plays and, at the same time, determining staging techniques designed to open up and make clear these meanings, students will understand that the study of Shakespeare as simultaneously a profoundly scholarly and artistic endeavor. It is our hope that approaching his works from both of these perspectives will allow these modes of inquiry to cross-pollinate and inform one another, providing students a significantly richer experience.

3. Course Description and Outline

This course will be focused on a single Shakespeare play. In Spring, 2008, this play will be *The Taming of the Shrew*. Along with detailed study of the play, students will participate in a range of other classroom and production-related activities that will build their understanding of the play, its intellectual and historical context, and the disciplines of literary study and theatrical production. These include:

- Study of a range of scholarly interpretations of the play
- Cutting of the play for performance
- Rehearsal and production of the cut play
- Public performance(s) followed by student-led post-show discussion
- Study of the play’s performance history
- Study of Renaissance theatre history (playhouses, actors, production practices, etc.)
- Participation in a multi-day field trip to the American Shakespeare Center in Staunton, Virginia (www.americanshakespearecenter.com), to see performances of original-practices Shakespearean productions, attend workshops with the actors, and rehearse on the Blackfriars Stage
- Assembling dramaturgical support for the production
- The development of essential acting skills, particularly those pertaining to the performance of blank verse.
- Study of another Shakespearean comedy for the purpose of contextualization within the Shakespearean canon
- Reading of Shakespeare’s principle sources for the play

4. Requirements

In addition to participation in the activities described above, students will be required to complete the following assignments:

- Oral class presentation, including short paper and bibliography
- Textual editing assignment
- Term paper
- Participation in play performance, either as actor or production crew

The course will be writing-enriched and will carry four credits.

5. Texts and Other Resources

- “A Merry Jest of a Shrewd and Curst Wife Lapped in Morel’s Skin for Her Good Behavior” (anonymous ballad, c. 1550)
- Ariosto, *Il Suppositi* (via Gascoigne’s adaptation / translation, *Supposes*)
- Dana E. Aspinall, *The Taming of the Shrew: Critical Essays*
- A.R. Braunmuller and Michael Hattaway, eds. *Cambridge Companion to English Renaissance Drama*
- Stevie Davies, *Penguin Critical Studies: Shakespeare’s The Taming of the Shrew*
- Kristian Linklater, *Freeing Shakespeare’s Voice*
- Elizabeth Schafer, *Shakespeare in Production: The Taming of the Shrew*
- William Shakespeare, *The Taming of the Shrew* (Arden Edition)
- William Shakespeare, *Much Ado About Nothing* (Arden Edition)

6. Qualifications to Teach the Course

Alice Dailey (Ph.D., UCLA, 2003) is Assistant Professor of Medieval and Renaissance Literature in Villanova’s English Department. She regularly teaches graduate and undergraduate courses in Renaissance drama, especially Shakespeare, including a Shakespeare course taught in the Honors Program in Spring 2007. She has taught various courses in Renaissance history and literature at Villanova, at Ohio State University, and at UCLA. Her research includes conference papers on Shakespearean drama and a book-in-progress on Shakespeare and the romance tradition.

Shawn Kairschner (Ph.D., Stanford, 2006) is Assistant Professor of Theater. He has taught courses in Shakespeare and performance at Villanova (Spring 2007), Stanford University and Williams College. He has acted in and directed Shakespeare’s plays in numerous venues across the United States and England, including, in Fall 2006, *The Tempest* at Villanova. His scholarly work on nineteenth-century European theater has been featured in *Performance Journal* and *Modern Drama* and will be included in a forthcoming collection published by the University of Toronto Press.

Syllabus

Week 1:

- Jan 15: Introduction to the course and Shakespeare’s play; introductory acting games
- Jan 17: Discussion of *Shrew*, acts I-II

Week 2:

- Jan 22: Introduction to physical characterization
- Jan 24: Discussion of *Shrew*, acts III-IV

Week 3:

- Jan 29: Discussion of *Shrew*, act V

Jan 31: Introduction to vocalization and breathing

Week 4:

Feb 5: Scansion workshop; in-class work on performing monologues

Feb 7: Discussion, secondary criticism of *Shrew*

Week 5:

Feb 12: Discussion, secondary criticism of *Shrew*, cont.

Feb 14: Begin editing play for production

Week 6:

Feb 19: Continue working on editing assignments

Feb 21: In-class work on scenes; editing projects due

Week 7:

Feb 26: Final showing of scenes

Feb 28: Discussion of Elizabethan dramatic practice; roles and edited text distributed.

Week 8: SPRING BREAK

Trip to the American Shakespeare Center, Staunton, VA

Week 9:

Mar 11: Read-through of cut text; in-class rehearsal

Mar 13: In-class rehearsal

Week 10:

Mar 18: In-class rehearsal

Mar 20: NO CLASS (instructors @ conferences)

Week 11:

Mar 25: Examination of *Shrew*'s source texts

Mar 27: Examination of *Shrew*'s source texts, cont.

Week 12:

April 1: View and discuss film clips from productions of *Shrew*

April 3: EASTER BREAK – NO CLASS

Week 13:

April 8: Production history – dramaturgical presentation(s)

April 10: in-class rehearsal

Week 14:

April 15: in-class rehearsal

April 17: in-class rehearsal

*rehearsals outside of class

Week 15:

April 22: Discussion, *Much Ado About Nothing*

April 24: Discussion, *Much Ado About Nothing*

*rehearsals outside of class

Week 16:

May 1 (week of): Performances

Finals Week: Term Papers Due

**HON 3651-001 Shakespeare in Performance, Dr. Alice Dailey, Department of English
Dr. Shawn Kairschner, Department of Theatre**

This unique course will be focused on a single Shakespeare play, *The Taming of the Shrew*, which we will study in detail and perform publicly at the end of the semester. Students will participate in a range of classroom and production-related activities that will build their understanding of the play and its literary and theatrical contexts. The course will include a four-day trip to the American Shakespeare Center in Staunton, Virginia, at the beginning of Spring Break (Feb. 29-Nov. 3) to see four plays, attend workshops with the actors, and rehearse on the Blackfriars Playhouse stage (visit <http://www.americanshakespearecenter.com/blackfriars-playhouse/> for more information on the ASC and Blackfriars). The success of the course will depend on the commitment of the students and their willingness to take intellectual and interpersonal risks. Although all students will participate in the final production, not everyone will be required to perform on stage. Course requirements include: participation in classroom activities and discussions, oral class presentations, participation in the Blackfriars trip, attendance at out-of-class rehearsals and performances, and a final term paper. Both the demands and the rewards of this four-credit class are likely to exceed those of a conventional three-credit course. Students with questions about the time commitment, Blackfriars trip, performance requirements, or any other matters should feel free to contact Dr. Dailey or Dr. Kairschner.

HON 3652-001 ENG: Contemporary Authors On and Off the Page, Instructors: Lisa Sewell and August Tarrier

This course will introduce you to the work of five contemporary writers—two poets, one memoirist, and two fiction writers—while providing you with the unique opportunity to interact with them and hear them present their work. Each author will give a reading at Villanova as part of the *Tenth Annual Villanova Literary Festival*, and they will also visit the class in order to meet with students and answer questions. By reading the work of these living breathing authors, we will have the chance to explore the direction, focus, and relevance of recent American literature. But we will also be able to ask questions about literature not generally investigated in English courses – namely, the specific conditions, motivations, and processes by which writers produce their work. It is a great opportunity to explore an interest in contemporary literature, creative

writing or even the publishing industry. This year, visiting authors include poets Eavan Boland and Arthur Sze, and fiction writers Richard McCann and Hermann Castillo.

Students will also have a chance to explore their own creative impulses by working on their own poetry and prose. While we will primarily focus on the work of our visiting writers, all members of the class will be expected to produce at least one creative writing project.

This class is a seminar, and class sessions will be run as a discussion; you will be expected to contribute your own thoughts and responses to the work. Course requirements include: regular participation in class discussions, two critical essays (one on poetry and one on prose), one creative project, and attendance at all five readings, which will be held at 7:30 on either Tuesday or Thursday evenings. Please note: attendance at the readings is mandatory.

HON 4350-001 PHI: CONTEMPORARY POLITICAL CULTURE, GABRIEL ROCKHILL

OVERVIEW

This course explores the recent transformations in our “political culture,” understood as the practical mode of intelligibility that dictates the very nature of politics by determining who qualifies as a political subject, what is visible as a political action, and how the spatio-temporal framework of politics is structured. After a brief methodological introduction, we will explore significant changes in the *what*, the *when* and the *where* of contemporary political culture. More specifically, we will discuss whether or not there has been a transformation in the very nature of political practice *from a redistributive politics* in which rights and/or wealth are reallocated *to a politics of recognition* in which the symbolic valorization of minority identities has come to play the central role in political practice. Secondly, we will examine the apparent shift *from an era of revolutionary politics* (roughly 1789 to 1968) *to a post-revolutionary epoch* in which the temporal horizons of political action have become resolutely “presentist” insofar as the future is destined to perennially repeat the present. Thirdly, we will discuss the debates regarding the recent displacements in the geographic framework of politics *from the nation-state to globalization* by exploring “globalization discourse” and its critics. After this examination of the changes undergone by the *what*, the *when* and the *where* of politics, we will then turn to a set of “keywords”—a term borrowed from Raymond Williams—that have left their mark on the early 21st century, including words such as democracy, terrorism, free opinion, neo-racism, and Islamophobia.

Our approach will be resolutely interdisciplinary in nature, drawing on the fields of philosophy, psychology, political science, sociology, history, and media studies. Our primary methodological goal will be to bridge the gap between theoretical reflection and concrete analysis of the contemporary socio-political situation. We will also stress the importance of comparison between different cultural contexts by relying on an international perspective and regularly challenging parochial cultural assumptions. Finally, this course will directly engage with our immediate context, and we will often discuss and critically reflect on current events as they unfold.

Students should come away from this course with critical tools to analyze and assess relevant changes in the conceptual and practical horizons of our times—from an interdisciplinary and

cross-cultural perspective—in order to have a greater understanding of the contemporary social and political world.

REQUIRED MATERIAL AND VISITS

1. Essays and articles will be made available to you electronically via WebCT and placed on reserve in the library. **It is required that you print or photocopy them so that you can bring them to every class.**
2. The films we will watch will be available at the library as well as at Reel Divine (and occasionally on Internet). Group screenings will be organized at the library.
3. A field trip will be organized to Independence Hall for our discussion of democracy and *democratophilia*.

REQUIREMENTS

1. **Attendance and Participation – 15%.** The class will be conducted as a seminar so it will be very important for you to come to class having engaged with the required material. This means taking notes on the readings, preparing informed questions and comments, and re-reading the material after class discussion. A cursory, passive overview of the material will prove insufficient. In addition, you should make sure that you organize your time wisely since some sessions will require more out-of-class work than others.
2. **Response Papers – 45%.** You will be required to write **a single one-page paper per week** (1 or 1 ½ spaced) that responds to and critically engages with the material. The questions for the response papers will be made available to you weekly. Although you will write nine response papers through the course of the semester (you will have the last few weeks off in order to work on your final papers and presentations), only **three** of them will be collected and graded. The other papers will act as springboards for class discussion and other pedagogical exercises (peer review, group work, class assessment, oral presentations). Therefore, you **must bring a printed copy** of your response paper to each class. It is **highly recommended** that you make use of the Villanova Writing Center for your response papers, particularly at the beginning of the semester (please turn in your Writing Center form with your paper).
3. **Final Paper – 40%.** You will be required to write one 8-10 page double-spaced research paper. You will choose the topic based on the material covered, and I will provide guidelines and suggestions. During the last four weeks of class, one hour per class will be devoted to student presentations of their rough drafts. This will provide us with an opportunity to critically reflect on one another's ongoing research projects. It is **highly recommended** that you make an **early appointment** to take advantage of the Villanova Writing Center for your paper (please turn in your Writing Center form with your paper).

PROGRAM (subject to change)

INTRODUCTION TO THE STUDY OF POLITICAL CULTURES

Week 1 Introduction to Political Epistemology: Ideology, Practical Knowledge and Political Cultures

Louis Althusser. "Ideology and Ideological State Apparatuses"

Friedrich Engels and Karl Marx. *The German Ideology* (selection).

Paul Stratton. "Vision Without Inversion of the Retinal Image."

SECTION I: CONTEMPORARY POLITICAL CULTURE

PART 1

THE *WHAT* OF POLITICS: REDISTRIBUTION VERSUS RECOGNITION

Week 2

Liberalism and Pragmatism

John Rawls. *A Theory of Justice* (selection).

Richard Rorty. *Contingency, Irony, and Solidarity* (selection).

Week 3

Radical Democracy, Communitarianism and Multiculturalism

Ernesto Laclau and Chantal Mouffe. *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics* (selection).

Charles Taylor. *Multiculturalism* (selection).

Week 4

Cultural Politics

Nancy Fraser. "From Redistribution to Recognition?" in *Justice Interruptus*.

Samuel Huntington. *The Clash of Civilizations* (selection).

Will Kymlicka. *Multicultural Citizenship* (selection).

PART 2

THE *WHEN* OF POLITICS: TOWARD A POST-REVOLUTIONARY POLITICAL CULTURE?

Week 5

Postmodern Presentism, the End of Utopia and the Age of Simulacra

Jean Baudrillard. "The Precession of Simulacra" in *Simulacra and Simulation*.

Fredric Jameson. "Postmodernism and Consumer Society."

Jean-François Lyotard. *The Postmodern Condition* (selection).

Week 6

Has History Come to an End?

Francis Fukuyama. *The End of History* (selection).

Jürgen Habermas. "The New Obscurity: The Crisis of the Welfare State and the Exhaustion of Utopian Energies" in *The New Conservatism*.

PART 3

THE *WHERE* OF POLITICS: GLOBALIZATION OR THE NATION-STATE?

Week 7

Globalization Debate

David Held and Anthony McGrew. "The Great Globalization Debate: An Introduction" in *The Global Transformations Reader*.

Nancy Fraser. "Abnormal Justice."

Week 8

Critiques of "Globalization Discourse"

Pierre Bourdieu. "The Myth of 'Globalization' and the European Social State."

Gabriel Rockhill. "Paradigms of the Present: Reframing Global Justice."

Immanuel Wallerstein, "After Developmentalism and Globalization, What?"

SECTION II: KEYWORDS FOR THE 21ST CENTURY

PART 1

DEMOCRACY VERSUS TERRORISM

Week 9

Democracy and *Democratophilia*

Moses Finley. "Leaders and Followers" in *Democracy Ancient and Modern*.

Jacques Rancière. *Hatred of Democracy* (selection).

Gabriel Rockhill. “*Democratophilia and the History of Democracy*” (work in progress).

Week 10 **Terrorism and Securitarian Politics**

National Security Strategy of the United States of America.

Noam Chomsky. *9/11* (selection).

Terry Gilliam. *Brazil* (1985).

PART 2

PUBLIC OPINION

Week 11 **What Is Freedom of Opinion?**

Noam Chomsky and Edward S. Herman. “A Propaganda Model” in *Manufacturing Consent*.

Robert Greenwald. *Outfoxed – Rupert Murdoch’s War on Journalism* (2004). *Outlawed* (available at www.witness.org).

John Pilger. *Breaking The Silence - Truth and Lies in the War on Terror* (available at www.video.google.co.uk).

Week 12 **Case Study: The Veil Debate**

Seyla Benhabib. “*L’Affaire du foulard* (The Scarf Affair)” in *The Rights of Others*.

Nancy Fraser and Axel Honneth. *Redistribution or Recognition?* (selection).

PART 3

NEO-RACISM, META-RACISM AND ISLAMOPHOBIA

Week 13 **Racism, Neo-Racism, and Meta-Racism**

Michael Banton. “The Idiom of Race” in *Theories of Race and Racism: A Reader*.

Sophia Coppola. *Lost in Translation* (2003).

Stuart Hall. “Old and New Identities, Old and New Ethnicities.”

Gabriel Rockhill. “Losing Meta-Racism in Translation” (work in progress).

Week 14 **Islamophobia**

Edward Said. “Introduction” in *Orientalism*.

Abdullah Sajid. “Islamophobia: A New Word for an Old Fear.”

Vincent Paronnaud and Marjane Satrapi. *Persepolis* (2007).

HON 4550-001 PSC/PJ/GIS: PERSPECTIVES ON MIGRATION, Professor Michele Pistone and John Hoeffner

Course Overview

This course will explore migration from multiple perspectives and disciplines. It aims to provide students with a comprehensive understanding of the various types of migration and the issues raised by them. The effects of migration on both sending and receiving countries will be considered. The class will be structured around class discussion based on readings, reaction papers, exercises, discussion questions, media logs, and immigrant interviews.

Required Texts

Migration Theory: Talking Across the Disciplines, edited by Caroline B. Brettel & James F. Hollifield (New York: Routledge, 2000)

Stepping Out of the Brain Drain: Applying Catholic Social Teaching in the New Era of Migration, by Michele Pistone and John Hoeffner (Lanham: Lexington Books, 2007)
ISBN-10: 0739115057

The Spirit Catches You and You Fall Down, by Anne Fadiman (New York: Farrar, Straus, and Giroux, 1997)
ISBN: 0-374-52564-1

Handout containing articles included in the weekly reading lists contained below

Course Requirements	<u>Grade Distribution</u>
4 Reaction Papers (3-5 pages each)	50%
Oral presentation	15%
Media Logs on migration (discussion of media logs will occur in most classes)	5%
Class Participation and Attendance	20%
Discussion questions and facilitation of class discussion	5%
1 announced quiz	5%

Please also see Week Three of the syllabus for a small extra-credit opportunity.

Week by Week Assignments

Week One -- Overview

This week will provide an overview of, and introduction to, the course. Course requirements will be stated and discussed. The reading list for week one is *The Spirit Catches You and You Fall Down*, by Ann Fadiman, and the April 23, 2007 San Francisco Chronicle article, *Newsom says S.F. won't help with raids*. In addition, before coming to class, please reflect upon the migration issues raised by the readings, and give some thought as to what you believe regarding other migration issues such as:

- Are there too many immigrants in the United States today?
- Should English be made the official language of the United States? Should most immigrant children be taught in bilingual educational programs?
- What should be done about illegal immigration? Should a wall be built on the U.S.-Mexican border?
- What should be done about and with illegal immigrants already residing in the United States? Should they receive amnesty and a path toward citizenship?
- Should legal immigration be made more merit-based? How should "merit" be measured?
- What should immigrants be prepared to give up to live in the United States?

- How should the United States change to better accommodate immigrants?
- Are immigrants different than they used to be? How so?

Week Two - Historical Perspectives on Migration

This week we will examine various historical perspectives on migration, particularly regarding migration to the United States. Continuities with the past, as well as dissimilarities between past eras and our own, will be noted and explored. The reading list for week two includes the following:

- Hasia R. Diner, *History and the Study of Immigration*, in *Migration Theory*, pp. 27-42
- Nancy Foner, *Transnationalism Then and Now: New York Immigrants Today and at the Turn of the Twentieth Century*, in *Migration, Transnationalization & Race in a Changing New York*, pp. 35-57 (Philadelphia: Temple University Press, 2001)
- Leti Volpp, *Impossible Subjects: Illegal Aliens and Alien Citizens*, *Michigan Law Review* 103: 1595-1630 (May 2003) (review of book by Mae Ngai)
- William H. McNeill, *Human Migration in Historical Perspective*, *Population and Development Review* 10: 1-18
- Joe R. Feagin, *Old Poison in New Bottles*, in *Immigrants Out*, pp. 13-43 (New York: NYU Press, 1997)
- Oscar Handlin, *The Uprooted* (selected chapters)
- R.J. Vecoli, *Contadini in Chicago: A Critique of the Uprooted*, *Journal of American History* Vol. 51, no.3, pp. 404-417 (1964)
- Thomas Sowell, *Ethnic America: A History*, pp. 273-296 (New York: Basic Books, 1981)

Week Three - Moral Perspectives on Migration

This week we will examine what Catholic social thought has to say about migration, as well as several other moral perspectives on the matter. The reading list includes the following:

- *Stepping Out of the Brain Drain*, pp. 3-7, 21-72, 177-212
- Patrick A. Taran, *The Church of the Stranger: Risking to be in Solidarity with the Uprooted*, in *Migration at the Threshold of the Third Millennium*, 295-298
- *Writings of the Catholic Church (read at least one Church document)*
 - “The Pastoral Concern of the Church for People on the Move”
 - ["Welcoming the Stranger Among Us: Unity in Diversity"](#)
 - ["Strangers No Longer: Together on the Journey of Hope"](#)
 - “Together, a New People”
 - “One Family Under God”
 - “The Love of Christ towards Migrants”

- Dana W. Wilbanks, *Re-creating America: The Ethics of Immigration & Refugee Policy in a Christian Perspective* (selected pages)

NOTE: Media logs will begin to be discussed in class this week.

EXTRA CREDIT OPPORTUNITY: Students can earn up to five extra-credit points by writing a two-page paper on moral and ethical approaches to migration not discussed in the assigned readings. The selected ethical perspective can be religious or secular. Students will be expected to briefly discuss their extra-credit paper in week three's class.

Week Four – Legal Framework and Perspectives

This week's class will address the various ways that U.S. law attempts to control and limit immigration. The different categories of legal entry will be outlined. We additionally will discuss the immigration bureaucracy – from border control agents to the courts – responsible for enforcing and applying the immigration law. Finally, several international agreements relating to migration will be noted and examined. The reading list for this week includes the following:

- *Lukwago v. Attorney General*, 329 F.3d 157 (3d Cir. 2003)
- *Law and Study of Migration chapter, Migration Theory*, pp 187-204

Weeks Five & Six - Migration from an Economic Perspective

In weeks five and six, we will examine the economic impact of migration on both sending and receiving countries. Among the subjects that will be discussed are the impact of globalization on migration, changing views about the potential beneficial effects of a nation's diaspora, the economic costs of migration for sending and receiving countries, the economic contributions of migrants to sending and receiving countries, and the role of traffickers in promoting illegal migration. Readings for these two weeks include:

- *Economic Analysis of Immigration Law*, in *Migration Theory*, pp. 205-230
- *Are Immigrants Favorably Self-selected?*, in *Migration Theory*, pp. 61-76
- Horst Entorf, *Rational Migration Policy Should Tolerate Non-zero Illegal Migration Flows: Lessons from Modelling the Market for Illegal Migration*, *International Migration Quarterly Review* 40(1): 27-41 (2002)
- Julian L. Simon, *The Economic Consequences of Immigration*, pp. 335-374 (Ann Arbor: University of Michigan Press, 1999)
- Roger Lowenstein, *The Immigration Equation*, *The New York Times Magazine*, July 9, 2006, at 36
- Aderanti Adepoju, *Continuity and Changing Configurations of Migration to and from the Republic of South Africa*, *International Migration* 41(1): 3-25 (2003)
- Michael Reis, *Theorizing Diaspora: Perspectives on "Classical" and "Contemporary" Diaspora*, *International Migration* 42(2): 42-56 (2004)
- Said Quaked, *Transatlantic Roundtable on High-skilled Migration and Sending Countries Issues*, *International Migration* 40(4): 153-164 (2002).

Weeks Seven & Eight - Migration from the Immigrant's Perspective

In weeks seven and eight, each student will make a 10-15 minute presentation to the class. The presentation will report the results of an interview with an immigrant conducted by the student. The presentation should also provide relevant background about the immigrant's home country, and discuss the ways in which the immigrant's story – including his or her background, journey, and life since arrival in the U.S. – are typical and/or atypical of the stories of other immigrants from the same homeland.

NOTE: Immigrants from every country are appropriate subjects for these interviews. However, we want to ensure that a wide variety of countries are discussed in the presentations, and do not want duplicative presentations. Accordingly, please inform the instructors of the background of the person you would like to interview before conducting extensive work on the project. If appropriate, they will authorize you to continue. As for any particular country of origin, permission to proceed will be granted on a first-come, first-served basis.

Weeks Nine & Ten - Migration from the Perspectives of Culture and Identity

Some of the most difficult and most emotionally-charged migration issues concern matters of culture and identity. During weeks nine and ten, we will explore these matters. The concepts of integration, assimilation, and multiculturalism will be introduced and discussed. Readings for these two weeks include:

- *The Sociology of Immigration, Migration Theory*, pp 77-96
- Tariq Modood, *Multiculturalism, Ethnicity and Integration: Contemporary Challenges*
- Samuel Scheffler, *Immigration and the Significance of Culture, Philosophy and Public Affairs* 35(2): 93-125 (2007)
- Kevin Johnson & Bill Ong Hing, *National Identity in a Multicultural Nation: The Challenge of Immigration Law and Immigrants*, *Michigan Law Review* 103: 1347-1390 (2005)
- Jane Freedman, *Secularism as a Barrier to Integration? The French Dilemma*, *International Migration* 42(3): 5-25 (2004)
- Douglas S. Massey, *International Migration and the Dawn of the Twenty-First Century*, *Population and Development Review* 25(2): 303-322 (1999)
- Marcelo M. Suarez-Orozco, *A Question of Assimilation*
- Michael J. Melia, *Transatlantic Dialogue on Integration of Immigrant Children and Adolescents*, *International Migration* 42(4): 123-139 (2004)
- John Fonte, *To "Possess the Consciousness of an American,"* Center for Immigration Studies
- Gregory Rodriguez, *Why "Multiculti" Shouldn't Scare You*, *Los Angeles Times*, June 18, 2006, at 5
- Leo W. Banks, *Following the Amnesty Trail*, *Tucson Weekly*, Feb. 15, 2007
- Michael Welch, *Moral Panic Over Immigrants*, in *Detained* (Philadelphia: Temple University Press, 2002), pp. 9-34

- Maia Jachimowicz and Kevin O’Neil, *Practices and Policies for Immigrant Integration in the United States, in Europe and Its Immigrants in the 21st Century* (Migration Policy Institute 2006), pp. 89-120

Week Eleven - Migration as a Security Issue

Post-9/11, security concerns have once again become prominent in the migration debate. This class will discuss how heightened security concerns have affected the immigration system, whether those concerns have been exaggerated, what additional or alternative measures should be implemented, and what impact security-based changes to the immigration system have had on other important (and possibly competing) interests. Readings for this class include:

- Maggie Ibrahim, *The Securitization of Migration: A Racial Discourse*, *International Migration* 43(5): 163-186 (2005)
- Pistone & Hoeffner, *Highly Skilled Immigration in a Post 9-11 World*, *Georgetown Journal of Law and Policy* (forthcoming 2007)
- Nora Demleitner, *Immigration Threats and Rewards: Effective Law Enforcement Tools in the War of Terrorism?*, *Emory Law Journal* 51: 1059-1094 (2002)
- Kevin Johnson, *September 11 and Mexican Immigrants: Collateral Damage Comes Home*, *DePaul Law Review* 52: 849-870 (2003)
- Andrew I. Schoenholtz, *Transatlantic Dialogue on Terrorism and International Migration*, *International Migration* 41(4): 173-192 (2003)

Week Twelve – Other Perspectives

This week’s class will explore various aspects of migration from the perspective of anthropology, psychology, demography, and domestic and international politics.

- *Demography and International Migration*, in *Migration Theory*, pp. 43-60
- *The Politics of International Migration*, in *Migration Theory*, pp. 137-186
- Lynellen D. Long, *Anthropological Perspectives on the Trafficking of Women for Sexual Exploitation*, *International Migration* 42(1): 5-29 (2004)
- Fethi Mansouri and Stephanie Cauchi, *A Psychological Perspective on Australia’s Asylum Policies*, *International Migration* 45(1): 123-148 (2007)
- *High-level Dialogue on Migration and Development*, Philip Martin, Susan Martin, and Sarah Cross, *International Migration* 45(1): 7-25 (2007)

Week Thirteen – Tomorrow’s Perspectives

In this week’s class, we will discuss the implications of our readings for future developments in migration. How is continuing globalization likely to change current economic, moral, or security calculations? Do high levels of migration have any implications for the development or maintenance of the welfare state? What are the likely consequences, for migration, of

unbalanced male-female birth rates in some parts of the world? The readings for this week include the following:

- *Stepping Out of the Brain Drain*, pp. 99-174
- David Goodhart, *Discomfort of Strangers*, Guardian (U.K.), Feb. 24, 2004
- Stephen Castels, *Globalization and Migration: Some Pressing Contradictions*, *International Social Science Journal*, 156: 179-186 (1998)
- Linda W. Gordon, *Trends in the Gender Ratio of Immigrants to the United States*, *International Migration Review* 39(4): 796-818 (2005)

Week Fourteen – Conclusion

Our final class will consist of a class discussion concerning how the U.S. immigration system and the international migration regime can be improved, and reflections upon the various perspectives we have considered. The reflections can be personal (“for me, the readings from X perspective were the most important because I never thought of the issue from that viewpoint before”) or policy oriented (“this class showed me that immigration policy can be improved only if policymakers and the public better understand the history or economics or ethics, etc., of migration”).

HON 4851-01 THL: Searching for God: Theory and Practice of the Christian Contemplative Tradition, Fr. Martin Laird, O.S.A., Ph.D.

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.

HON 4951-01 SOC: CONTEMPORARY THEMES, Rick Eckstein

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 5750-01 EGR/PHI: Engineering in the Humanistic Context, Dr. Joye, (CHE); Dr. Fielder, (PHI)

HON 5750 is a non-technical course open to all Honors students.

This course examines ethical problems of engineers and managers in an organizational setting. Case studies are used to explore actual situations where engineers and managers must respond to ethical issues in a complex array of design problems, safety, history, personalities, finances, regulation, politics and career interests all contend and conflict.

The aim is to prepare students for the ethical problems they will encounter in their work in organizations.

The course will examine three case studies in depth:

The DC-10 aircraft. Design problems with a cargo door were recognized but not adequately fixed because of a combination of economic, regulatory and historical reasons. A horrific crash in a forest outside of Paris killed all 349 passengers – and the door was fixed. This is called "tombstone technology:" when there are enough tombstones the technology gets fixed.

The space shuttle Challenger. Another design problem, but with a heavy layer of politics and the difficulty of shifting NASA from the moon program to the more prosaic space shuttle. It was like asking Ferrari to design buses. Engineers tried to stop the launch: why were they unsuccessful? A video powerfully recreates the teleconference the night before the launch,

Nuclear power and the accident at Three Mile Island. At one time the country was bursting with enthusiasm about nuclear energy. There were plans to use it to dig canals and even power artificial hearts. The accident just up the river at Three Mile Island and other factors changed our attitude toward nuclear power. Now with oil prices rising, there is increased attention to the use of nuclear energy as well as concern over the proliferation of nuclear weapons. And what do you do with the nuclear waste that will be radioactive for thousands of years?

Students will write two short papers and participate in a group project to investigate a ethical issue associated with technology. The group will formally present its research to the class and write a term paper.

HON 5702 Spring of 2008 GIS/PJ: Introduction to Cultural Studies
Silvia Nagy-Zekmi/Dina Amin

This introductory course (no previous experience with cultural studies is necessary) attempts to answer the question above while examining the various definitions and productions of culture in the era of globalization.

We'll discuss the way(s) we live and communicate by looking at the underlying ideologies and assumptions that regulate our thinking, and how these assumptions are shaped, produced and communicated through the media, the various art forms, or popular culture (music, TV, films, advertisements, etc).

The course will provide necessary tools and methodologies that enable students to understand and to analyze cultural phenomena. Lively discussions in class!

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.