

SHAKESPEARE IN THE MOVIES

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

ES♦ TRIALS IN AMERICA ♦ DIS

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

CRIMINATION AND THE LAW ♦

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

EARTH ETHICS ♦ PHILOSOPHY

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

YOUTH OF THE HUMAN ♦ VIOLENCE

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AN ANTHROPOLOGICAL APPROACH

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

ROACH ♦ PUBLIC OPINION ♦ T

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

THE BEAT GENERATION ♦ IDEA

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AMERICA ♦ FROM THE LOCK

FALL2011HONORSCOURSEGUIDE FALL2011HONORSCOURSEGUIDE

FROM THE BOARDROOM

♦ THEMES IN EXISTENTIAL

ISM ♦ SACRED SPACE ♦ EXPAT

# HONORS REGISTRATION GUIDE – FALL 2011

UPDATED: JUNE 13, 2011

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1. HOW TO SEARCH FOR HONORS COURSES IN BANNER

2. SELECTED HONORS COURSE DESCRIPTIONS

a. ENGLISH 0902 – ANALYTICAL READING &  
WRITING

b. HONORS GEN EDS

c. UPPER LEVEL HONORS COURSES

3. FALL 2011 HONORS COURSE SCHEDULE MATRIX

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*Questions?* E-mail an academic advisor for more information about course registration or the Honors course offerings in fall 2011.

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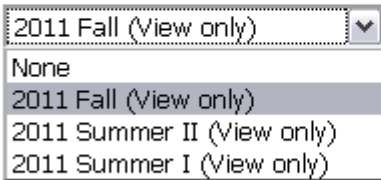
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# HOW TO SEARCH FOR HONORS COURSES IN BANNER

## 1. Go to “Class Schedule Search” Page under Banner

### Class Schedule Search

*Search by Term:*

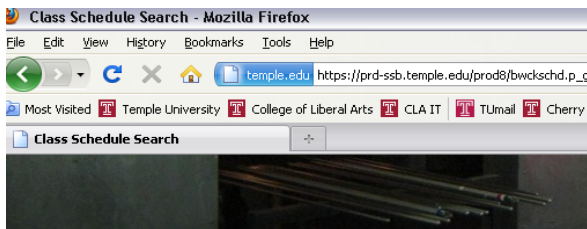


2011 Fall (View only) ▼  
None  
2011 Fall (View only)  
2011 Summer II (View only)  
2011 Summer I (View only)

Enter in the upcoming term that you are registering for.

RELEASE: 8.3.0.1

## 2. Set the search parameters



To search for all Honors courses for Fall 2011, start by selecting all subjects

### Class Schedule Search

You must select at least ONE subject.

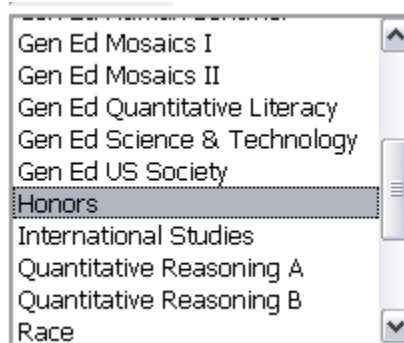
Subject: \*



Teaching English to Speakers  
Theater  
Therapeutic Recreation  
Topical Studies  
Tourism&Hospitality Management  
Tyler School of Art  
University Seminar  
Urban Education  
Vietnamese  
Women's Studies

WARNING! Do not select ALL SUBJECTS unless you also select *General Education/Core Attributes, Campus, Times and/or Days.*

### General Education or Core Attributes



Gen Ed Mosaics I  
Gen Ed Mosaics II  
Gen Ed Quantitative Literacy  
Gen Ed Science & Technology  
Gen Ed US Society  
Honors  
International Studies  
Quantitative Reasoning A  
Quantitative Reasoning B  
Race

Under “General Education or Core Attributes” select **Honors.**

**3. All Honors courses are brought up, arranged alphabetically by subject area.  
But what does it all mean?**

Course Title                      CRN      Course Number and Section

World Society in Literature & Film - 7003 - ARBC 0968 - 001

**Associated Term:** 2011 Fall  
**Registration Dates:** No dates available  
**Registration Levels:** Undergraduate  
**General Education or Core Attributes:** Gen Ed Global/World Society, Honors  
**Instructors:** Waiel Abdelwahed (P)

Main Campus Campus  
 Base Lecture Schedule Type  
 Classroom Instructional Method  
**Credit Hours:** 3.000

**Seats Available:** 22

[View Catalog Entry and Course Description](#)

*Scheduled Meeting Times*

TYPE	TIME	DAYS	WHERE	DATE RANGE	SCHEDULE TYPE	INSTRUCTORS
Class	3:30 pm - 4:50 pm	TR	Anderson Hall 00306	Aug 29, 2011 - Dec 17, 2011	Base Lecture	Waiel Abdelwahed (P)

If a course satisfies a Gen Ed area, it is listed here

Click here to see any prerequisites for the course

**TO REGISTER FOR CLASSES IN BANNER:**

- 1. Log on to TUPortal**
- 2. Click on “Self Service Banner”**
- 3. Under the main menu click on “Student”**
- 4. Click on “Register”**
- 5. Go to “Add or drop classes”**
- 6. Enter in your PIN when prompted**
- 7. Enter in the CRN of the course and press “Submit”**

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# English 0902 – Analytical Reading and Writing

## English 0902.01: **Cosmic Composition (CRN: 3567)**

**Instructor:** Matthew Desiderio (matt@temple.edu)

**Class Days/Times:** Monday/Wednesday, 8 – 9:40 AM

**Course Description:** More than thirty years ago, PBS aired a remarkable television series that inspired young nerds like me to marvel at the miracles of the universe. Over the course of thirteen episodes, the program's host, a quirky astrophysicist sporting bell-bottom corduroys and a suede jacket, took viewers on a tour of the cosmos – and hence the name of his series: *Cosmos*. Carl Sagan popularized science like few before him, and he spoke with uncommon eloquence and insight about topics as varied as physics and philosophy, neuroscience and rocket science, art and astronomy. Each week, we will revisit one of the episodes of *Cosmos*. The show, however, is only a launching pad for ideas, and our work will not be easy. We will critically engage challenging literary and nonfiction texts from four different areas of study: philosophy, politics, science, and art. We will address the historical and cultural contexts of these ideas, and we will try to see how the ideas presented in *Cosmos* are evolving in light of new discoveries and within our changing culture.

**Evaluation:** Your reading and writing will drive this course. You will be evaluated on your ability to mine ideas from texts, and to draft and revise four papers over the course of the semester. In these papers, you will engage and evaluate texts, synthesize ideas, present independent research, and generate original arguments. At the end of the semester, you'll assemble this work into a portfolio. The work may not hold the answers to all the mysteries of the cosmos, but it should demonstrate a thoughtful response to academic material and display the skills of a strong writer.

**About the Professor:** I have taught writing at Temple for 11 years and am currently teaching Intro to Literature at the Center City campus. I am also teaching Intro to Film Studies at the University of Delaware, and I am co-teaching a course entitled Cognition, Neuroscience, and Cinema at Rutgers Camden. Long before I earned my PhD here at Temple, I used to lie on the carpet in front of the television on Wednesday nights, absorbed by *Cosmos*. A few years ago, I rediscovered this program, and was struck by its multi-disciplinary complexity and its unbridled sense of wonder. I think the show may be responsible in a small but significant way for my pursuit of an academic career. I look forward to sharing this gem in the classroom.

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## English 0902.02: **Analytical Reading and Writing (CRN: 3568)**

**Instructor:** Patricia McCarthy (patricia.mccarthy@temple.edu)

**Class Days/Times:** Monday/Wednesday, 10 – 11:40 AM

**Room:** E&A 719

**Course Description:** Expatriate— a person who lives outside his or her native country, usually by choice. Famous expat writers— James Baldwin, Samuel Beckett, T.S. Eliot, Ernest Hemingway, James Joyce, Gertrude Stein. In this course we will read literature written by expatriate writers and / or that takes expatriotism as a theme. In addition to the writers listed above, we will also very likely read work by Mina Loy, Semezdin Mehmedinovic, Paul Muldoon, Vladimir Nabokov, M. Nourbese Philip, and Dubravka Ugresic. We will discuss the related states of the exile, the emigrant, the émigré, the refugee, etc. We will also consider the politics of home and the state of displacement. Texts will include novels, poetry, and plays. Probable requirements: short reading responses, three critical papers, and one presentation.

**Evaluation:** Major requirements are short reading responses, three critical papers, and one presentation. Upon completion of this course, students will have read, analyzed and interpreted a variety of literary texts. Students will have written responses in a variety of forms to the literature studied, including reading responses, in-class responses, analytical essays, and more.

### English 0902.03: **The City in Literature (CRN: 3569)**

**Instructor:** Elizabeth Mannion (mannion@temple.edu)

**Class Days/Times:** Monday/Wednesday, 1 – 2:40 PM

**Room:** Gladfelter 441

**Course Description:** The great cities of the world have all been captured by truly magical literary works. What sets the magical above the rest is the ability to make you feel like you are there, in that city, at that time. This course, with its focus on urban-set literature, will consider some standard city characters (including the flâneur and the detective), how the city setting and character can become blurred, and how our attitudes toward the city are reflected in and influenced by literary representations. Our texts will include Joseph Conrad's *The Secret Agent*, Toni Morrison's *Jazz* and select short stories by Edgar Allan Poe.

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### English 0902.04: **Cultural Difference(s), Past & Present (CRN: 3570)**

**Instructor:** Geoffrey Gust (geoffrey.gust@temple.edu)

**Class Days/Times:** Monday/Wednesday, 2 – 3:40 PM

**Room:** E&A 719

**Course Description:** Etymological scholarship suggests that the concept of “multiculturalism” is a mid twentieth-century creation, but the historical reality is that for thousands of years, the world has been a “multicultural” society in which a number of different groups, races, classes, and creeds have co-mingled. And for millennia, a frequent result of this “melting pot” has, unfortunately, been a world full of misunderstanding, prejudice, and outright conflict. In this class, students will examine such conflict by exploring the core disagreements surrounding identity and identity-formation, with specific regards to three of the most important issues of the modern world: gender, sexuality, and race. By focusing on notable literary works, as well as selected historical, artistic, news, and multimedia “texts,” students will analyze how these three major issues are manifest today by negotiating their historical roots and development – and also by reflecting upon their presence in modern-day Philadelphia. To investigate the very meaning of cultural difference, we will consider significant literary works written by such notables as Geoffrey Chaucer, William Shakespeare, Allen Ginsberg, and Joyce Carol Oates. In working with such literary authors – and indeed interrogating the identities of/in the city of Philadelphia itself – we will follow the sound advice of Dorothy Allison, who emphasizes that “class, race, sexuality, gender—and all other categories by which we categorize and dismiss each other—need to be excavated from the inside.” Through exposure to a variety literary texts and “real-world” examples, students in this class will work together to interrogate and “excavate” the concept and ramifications of “the Other,” in both its past and present forms.

**Evaluation:** Given that this is a writing course, students will primarily be graded on their writing. They will complete a variety of written assignments, and each major paper will go through several drafts and revisions. Students will write three major papers in all. In the spirit of collaboration, students will also be graded in terms of their active participation in the course.

**About the Professor:** Geoffrey Gust is a specialist in premodern English literatures. His research primarily focuses on the medieval period, and he has recently published his first scholarly book, titled *Constructing Chaucer: Author and Autofiction in the Critical Tradition*. He is currently researching medieval obscenities and organizing a Premodern Film Colloquium for Temple. He has taught literature to students on both the West and East coasts, and completed his doctoral work overseas, at the University of York. When he is not working, Dr. Gust enjoys spending his “free time” chasing around his two little daughters.



## English 0902.06: **Analytical Reading and Writing (CRN: 5049)**

**Instructor:** Michael Ingram (ingram@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 11:40 – 1:20 PM

**Course Description:** The subject of this course, broadly, is humor in literature. We'll read several British and American novels, as well as a number of shorter humorous pieces. We'll talk about how humor works, and how it can be a serious rhetorical strategy. We'll examine several comic traditions, including satire, dark humor, ironic humor and absurdity. We'll also look at some examples in humor in art, film, television, and a variety of other media.

**Evaluation:** You'll write four research papers, using the assigned novels as jumping-off points, though as the semester goes on you'll be given an increasing amount of flexibility in choosing and shaping your research topics. Your final grade will also reflect class participation, the occasional quiz, and short in-class writing assignments.

**About the Professor:** Mike Ingram holds an MFA in creative writing from the Iowa Writers Workshop, and has taught at Temple since 2006. He's published several short stories and is currently at work on a novel. He's also one of the founding editors of *Barrelhouse*, a Washington-D.C.-based literary journal publishing fiction, nonfiction and poetry.

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## English 0902.07: **Celebrity and Media Culture (CRN: 3572)**

**Instructor:** Gabriel Wettach (gabriel.wettach@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 11:30 AM

**Course Description:** In this course we will critically examine all twenty-first century texts: forms of media such as film and television, popular culture, celebrities, and other aspects of everyday life. Note: Two books are required for this course: 1) *The Celebrity Culture Reader* (edited by P. David Marshall, Routledge Press) and 2) *The Craft of Research*, 3<sup>rd</sup> edition (by Wayne. C. Booth, et el, The University of Chicago Press). People who enroll in this course are encouraged to purchase these class texts as soon as possible in order to begin familiarizing themselves with the material.

**Evaluation:** You will write and revise four academic essays that involve evaluation, argumentation, synthesis and development of rhetorical strategies and original ideas.

**About the Professor:** My academic work focuses on film and television studies, stardom, fandom, and popular culture.

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## English 0902.08: **What's So Funny?: The Serious Business of Humor (CRN: 3573)**

**Instructor:** Christopher Rothschild (christopher.rothschild@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:50 – 11:30 AM

**Course Description:** What's so funny? This course aims to explore some of the many forms and functions of humor. To do this, the class will examine texts—a term which we use to encompass not only prose, plays and poems, but also films, television shows, songs and comic strips—from humorists and comedians of different times and genres. Students will read both primary sources (e.g., humorous texts from Shakespeare, Aristophenes, Wilde, Twain, Vonnegut) and secondary sources (e.g., humor theories from Freud, Bergson, Hobbes, Kant, Schopenhauer); students will also conduct original research on the subjects of humor and comedy. Humor has been an important part of the human experience for ages, not only as a means of entertainment, but as a way to challenge, question or affirm significant social, political and cultural concerns. Therefore, a study of the changes and continuities across different modes of humor can provide revealing insights into an often overlooked human experience and its many uses.

**Evaluation:** Students will be expected to read and write extensively in this course. Grades will be determined by the successful completion of two substantial essays, which you will reread and revise throughout the

semester, as well as: weekly journal entries, a take-home mid-term, and a final project proposal. I also value consistent attendance and participation, and reflect as much in my grading. Be prepared to write and talk about not only the topic of humor but also successful strategies for academic reading, writing and research.

**About the Professor:** Christopher Rothschild studied at Rutgers University in New Brunswick (home of the increasingly famous "Fat Sandwiches") before coming to Temple. Christopher's concentration is in composition and rhetoric. You may see him running all over Philadelphia, training for his next half-marathon. He is easily recognized by his graceless, flailing stride. His other interests include cooking, ballroom dancing and trying to come up with a funny third thing.

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### English 0902.10: **Graffiti, Copyright, and Ownership of Public Culture (CRN: 3575)**

**Instructor:** Donald Deeley (donald.deeley@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:20 – 5 PM

**Course Description:** Who owns the air? Who owns your attention? Who owns the culture you experience? For the Situationists and graffiti artists, Dadaists and the Subgeniuses, Culture Jammers and cultural critics, culture is understood as a participatory process, not a spectator sport. This course will examine the questions raised by street art, remixing, cultural control, and how these processes are changing the way we define ourselves and our culture.

**Evaluation:** Students will have to write 3 analytical papers, do at least two creative projects, and maintain a blog documenting the process of their developing analysis and projects.

**About the Professor:** I am a graduate of Temple's Creative Writing Masters program as well as an author, activist, and assonant alliterationist. My writing and study is focused on how individuals assert control in their daily lives and how their culture tries to assert control over them. I am also a music enthusiast, so if you see me at a concert in town, I will drag you into the pit with me.

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### English 0902.11: **Animals in Literature (CRN: 3576)**

**Instructor:** Daniel Featherston (daniel.featherston@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 1:30 – 3:10 PM

**Room:** EA 719

**Course Description:** Animal Studies is an exciting new field that has attracted attention not only from those working in the social and environmental sciences, but also from scholars in the humanities. In this course, we will explore representations of animals in literature throughout history and from various cultures. Some questions we will ask: What is an animal? What does it mean to represent animals in literature? How do representations of animals reflect our values, beliefs, and ideas? What can we learn about animals through literature? What can we learn about ourselves by studying the images of animals in religious and secular texts, folktales and fairy tales, bestiaries and poems, fiction and nonfiction prose?

**Evaluation:** Grades will be based on critical papers, short journals and blog entries, a presentation, and student participation.

**About the Professor:** Dan Featherston (Ph.D., University of Arizona) is a scholar of modern and contemporary American literature and a poet whose books include *The Radiant World* (BlazeVox, 2009), *The Clock Maker's Memoir* (Cuneiform Press, 2007), and *United States* (Factory School, 2005).

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### English 0902.13: **Where You At/Where You From: Place and History (CRN: 4270)**

**Instructor:** Kevin Varrone (kvarrone@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 11:40 – 1:20 PM

**Room:** GH 441

**Course Description:** Everyone is from somewhere and sometime. As such, in this course we'll look at texts that center around place and history and the way they inform and complicate the worlds of these works.

During the semester, we'll read & discuss essays, short stories, poems, and novels, as well as a number of hybrid texts that blur the lines between genres. The readings will vary widely, but the common thread will be how the notions of place and history work on people and in literature. We'll read a wide range of work (in multiple genres) by major American and international authors, including Samuel Beckett, Octavia Butler, Raymond Carver, Carolyn Forché, Tonya Foster, Charlotte Perkins Gilman, Ernest Hemingway, Jamaica Kincaid, Jonathan Lethem, David Markson, Mark Nowak, Jena Osman, and others.

**Evaluation:** Your grade will be determined by attendance, participation, and completion of reading and writing assignments. Your evaluation will be based on your critical engagement with the literary works through class discussion, writing exercises, and formal papers.

**About the Professor:** I received my MA in Creative Writing (Poetry) from Temple and have taught writing and literature courses at Queens College of the City University of New York, Towson University in Baltimore, and The University of the Arts and Temple University in Philadelphia. I live in an often decaying old house in South Philadelphia. When not chasing three young children or a great dane around, I watch baseball and write poems, often about place and history. Some have been published in print and online literary journals. A book, *g-point Almanac: id est*, was published in 2007. A collection loosely about Philadelphia, evening, and winter--called *Passyunk Lost--wash* published in December 2010. A long poem about baseball is forthcoming in 2012.

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### English 0902.15: **Understanding Plays and Movies (CRN: 5363)**

**Instructor:** Nathan Gabriel (nathan.gabriel@temple.edu)

**Class Days/Times:** Monday/Wednesday, 4 – 5:40 PM

**Course Description:** In this course, we break down the elements of storytelling by examining plays and films. We learn what makes a comedy funny and what makes a tragedy sad, and we explore why people watch stories in the first place. But most importantly, we learn how to analyze the stories we consume and how to articulate and support our opinions clearly and concisely so that the next time we're asked what we think about a movie or play we can go way beyond, "I liked it."

**Evaluation:** Students are graded on their analytical writing ability with the expectation that their writing improves as the course progresses. Students' grades are their own to earn (or not) with re-writes always being accepted and expected.

**About the Professor:** Nathan is a theatre director and educator who received his MFA from Temple University, where he also earned his Teaching in Higher Education Certification and was named a Graduate Teaching Fellow. He has worked at the Shakespeare Theatre Company of DC, the Arden Theatre Company of Philadelphia, and in too many Cincinnati theaters to name. He originally hails from Kentucky but promises to wear shoes to class.

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## Honors Gen Ed Courses

### Arabic 0968.01: **World Society in Lit & Film (CRN: 7003)**

**Instructor:** Waiel Abdelwahed (waiel.abdelwahed@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Course Description:** This course aims at helping students engage critically with different aspects of contemporary Arab societies as well as develop a general understanding of the development of modern Arabic literature and film. The course (taught in English) explores issues like: the question of national identity, the anti-colonial struggle, the rise of Islamic fundamentalism, depictions of poverty and life at the margins of Arab urban centers, portrayal of women, the question of gender and sexuality. While engaging with these topics, students will also be encouraged to reflect on the nature of the connections between literature and film on the one hand and society on the other. Some of the overarching questions will be: Does art mechanically reflect society? Is it

mediated through the artist's point of view? If so, what does this mediation mean? What does it tell us about both art and society? And finally: What is society? Is it something that is already formulated prior to its representations? Or, does it get constructed while being represented? Students will read literary works (novels, short stories and poems) and view feature and documentary films drawn mainly from Egypt, Sudan, North Africa, Palestine, Lebanon and Iraq. **(Fulfills Gen Ed Global Society.)**

**Evaluation:** Grading will be based on class participation, 2 film reviews (1-2 double spaced pages), a midterm and a final exam.

**About the Professor:** In my academic work I have been mainly interested in how "truth" is produced in modern Arabic fiction. I am also a published writer in Arabic. My first book of short stories was published in 2006 in Cairo, the city where I was born and lived most of my life.

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### Computer and Information Science 0935.01: **Cyberspace and Society (CRN: 4549)**

**Instructor:** Claudia Pine-Simon (csimon@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 2 – 2:50 PM; Monday, 10 – 11:50 AM

**Room:** Tuttleman 7, Tuttleman 1A

**Course Description:** This course provides students with an understanding of the underlying principles of technology that have an impact on their lives and how those principles are related to real-world activities. The course promotes information fluency by giving students an understanding of the foundational concepts on which the technology is derived and helping them to develop higher-level intellectual capabilities for applying the technology. The class is broken into three equal sections of technology, ethics and virtual labs. It is the combination of these three sections that will enable students to understand the foundation and the implementation of technology in their daily lives. Class lectures, readings, virtual labs and student discussions will be utilized to integrate the application of technology with social and ethical issues facing society. As examples, discussions might include: What is the impact of the Internet on intellectual property? How far can government surveillance go to detect criminal behavior without reducing our civil liberties? How can vulnerable groups be protected from predators, scam artists, and identity theft? Is it ethical to download free music and video from the Internet? **NOTE:** No credit for students who have taken CIS 1055 (C055), 1955 (H095) or 0835. This course fulfills a **Science & Technology (GS) requirement for students under Gen Ed** and Science & Technology Second Level (SB) for students under Core.

**Evaluation:** There are many tools used for evaluation: the traditional final exam and quizzes, a group video project, student debates, blogs, student participation in class discussions, and "virtual labs" in which students create their individual web sites among many other interesting activities.

**About the Professor:** I received the Steven Petchon Excellence Award in Mentoring from the College of Science and Technology fall of 2009. I was voted Honors Professor of the Year for 2009, an honor I will cherish forever. I received the ACM Outstanding Teacher Award in the spring of 2007 and the spring of 2001. I also was nominated for Honors Teacher of the Year in the spring of 2008. I teach in the Computer and Information Sciences department. I helped develop "Cyberspace and Society" and piloted the course in the fall of 2007. I am very passionate about technology. It empowers everyone. The synergy of human creativity and computer power unleashes infinite possibilities. Imagine how those little 0's and 1's unlock the secrets of the universe and bring the world to your doorstep. I love both the "techie" side and the social and ethical aspects of this fast-paced changing technological world. I try very hard to engender that same excitement and amazement.

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### Computer and Information Science 0935.02: **Cyberspace and Society (CRN: 4400)**

**Instructor:** Abbe Forman (afmusic@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 10:20 AM; Monday, 12 – 1:50 PM

**Course Description:** Cyberspace and society provides students with an understanding of the underlying

principles of technologies that have an impact on their lives and how those principles are related to real world activities. Class lectures, readings and student discussions will be utilized to integrate the application of technology with social and ethical issues facing society. For example: What is the impact of the Internet on intellectual property? How far can government surveillance go to detect criminal behavior without reducing our civil liberties? How can vulnerable groups be protected from predators, scam artists, and identity theft? **NOTE:** No credit for students who have taken CIS 1055 (C055), 1955 (H095) or 0835. This course fulfills a **Science & Technology (GS) requirement for students under Gen Ed** and Science & Technology Second Level (SB) for students under Core.

**Evaluation:** Your grade will be based on quizzes, class participation in discussions, virtual labs, midterm and final and a project.

**About the Professor:** Abbe Forman holds a Bachelor of Science in Information Science and Technology from Temple University as well as a Master of Science in Information Science from Penn State University. She is a PhD candidate at Nova Southeastern University in the field of Information Systems. Her dissertation topic is computer ethics. Abbe loves all kinds of music especially classic rock and almost anything with loud guitars. She has 2 dogs and 6 cats.

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### Dance 0931.01: **Shall we Dance? (CRN: 7156)**

**Instructor:** Kariamum Welsh (kariamum@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 12 – 12:50 PM

Room: Tuttleman 107

**Course Description:** “Shall We Dance?” is a course that uses an interdisciplinary approach to investigate the role dance has played in reifying and informing social trends in the twentieth century. We will investigate through film viewing, lectures, and readings the threads that connect dance with immigration, industry, politics, fashion, social change, class, gender, nationalism, and war. We will look at the role of dance in popular culture as it perpetuates and challenges cultural issues of power, class, gender, sexual orientation, and age—acting as a (sometimes less than accurate) mirror to society. The class will discuss popular perceptions of dance, dance in Hollywood, dance as a reflection of political and economic change, dance as ritual, and contemporary notions of the “impossible body” both perpetuated and challenged by dance. **(Fulfills Gen Ed Arts.)**

**Evaluation:** Dr. Kariamum loves films and particularly musicals in all of their variety. She is a Scrabble player too but hasn't figured out how to work Scrabble in the Shall We Dance course.

**About the Professor:** *Remember, Ginger Rogers did everything Fred Astaire did, but backwards and in high heels.* ~Faith Whittlesey

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### Education 0917.01: **Youth Cultures (CRN: 5293)**

**Instructor:** Peshe Kuriloff (kuriloff@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 10:50 AM

**Course Description:** This course investigates the nature of youth cultures and the relationship between them and mainstream society. We look at the origins and development over time of cultures like punk, hip hop, skateboarding, and riot grrls and attempt to answer the question: do youth cultures change mainstream society or become absorbed into the mainstream and disappear? Course material includes readings and videos. Students lead class discussions and conduct original research on a youth culture of their choice. **(Fulfills Gen Ed Human Behavior.)**

**Evaluation:** There is a mini-research assignment early in the semester, a midterm assignment, and a longer research project due in stages. Students present their areas of research to the class.

**About the Professor:** I have learned about youth cultures primarily from my students who participate in them, although I was a peacenik and civil rights activist in the 60's (and maybe a bit of a hippie). As an educator, I enjoy gaining deeper understanding of how youth operate in today's world. As a grandmother, I try to stay

current with the trends. My friends are amazed that I even know what queercore or conscious rap is. Teaching and learning is a two-way street. Be prepared to teach as well as learn.

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**English 0922.01: Shakespeare at the Movies (CRN: 9473)**

**Instructor:** Christopher Dennis (dennisc@temple.edu)

**Class Days/Times:** Thursday, 5:30 – 8 PM

**Room:** Tuttleman 209

**Course Description:** This will be a study of several major plays of Shakespeare, chosen from among the comedies, tragedies, and histories. By carefully studying how film makers, stage directors and actors have developed “readings” of the plays, we will develop our own abilities to interpret Shakespeare’s plays in particular—and works of art in general. We will consider the plays both as literary texts and as works meant to be performed. As luck would have it, this fall will offer several especially promising Philadelphia-area stage productions of Shakespeare plays, and students will be expected to attend at least one of these. We will take advantage of these current productions and older and more recent film adaptations to develop an understanding of issues of adaptation and interpretation of Shakespeare’s plays in film and in the modern theater. The focus in our class will be on developing a careful understanding and appreciation of the plays, employing appropriate principles of literary and film analysis. The class will also attend to Shakespeare's social, intellectual and linguistic background as elements that illuminate our experience of the plays and their later cinematic adaptations. We will be learning about and working with typical resources for studying early modern English literature and language--as well as studying some of the documents, art and music that inform the historical settings of many of the plays. Works of literature are also physical objects, and we will be studying some aspects of the art of the printing, production and transmission of Shakespeare's texts. As time permits, we will also be exploring some issues in recent critical theory about film as they relate to several Shakespearian adaptations. **(Fulfills Gen Ed Arts.)**

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**English 0926.01: Creative Acts (CRN: 4578)**

**Instructor:** Kevin Varrone (kvarrone@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 1:30 – 3:10 PM

**Room:** Anderson 806

**Course Description:** This course will focus on the practice of writing in hybrid genres. In a workshop setting, students will work closely and collaboratively with their classmates and the instructor on original works combining elements of short fiction, poetry, and creative non-fiction. In addition, we’ll read and discuss published works by a variety of authors to help us develop our craft. During the semester students will be required to turn in original works multiple times for workshop discussion and will also be required to complete a series of writing exercises. At the end of the semester, each student will produce a substantial portfolio of original work. We’ll read a wide range of work by major American and international authors, including Samuel Beckett, Ted Berrigan, Jen Bervin, Allison Cobb, Tonya Foster, Robert Hass, Lyn Hejinian, Lisa Jarnot, Ronald Johnson, Bill Luoma, Otessa Mosfegh, Haryette Mullen, Eiléan Ni Chuilleanáin, Frank O’Hara, Akilah Oliver, Tom Phillips, Sherod Santos, Gertrude Stein, and others. **(Fulfills Gen Ed Arts.)**

**Evaluation:** Your grade will be determined by attendance, participation, and completion of reading and writing assignments. Your evaluation will be based on your critical engagement with the literary works through class discussion, writing exercises, and your portfolio of work.

**About the Professor:** Kevin Varrone received his MA in Creative Writing (Poetry) from Temple and has taught writing and literature courses in New York, Baltimore, and Philadelphia. He lives with his family in an old house in South Philadelphia. His poems have been published in numerous print and online literary journals. He is the author of two poetry collections, *g-point Almanac: id est*, (2007), and *Passyunk Lost* (2010). He is currently working on a 75 page poem about baseball, history, Philadelphia, the Phillies, and fathers and sons.

## English 0934.01: **Representing Race (CRN: 3545)**

**Instructor:** Robert Wasilewski (rwasil@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 2 – 2:50 PM

**Course Description:** This course invites students to focus on understanding the West's cultural production of a racialized and marginalized "Other." We will pay particular attention in our discussions to the ways in which this discourse has been employed to define and justify certain social and cultural boundaries. By looking closely at the representational strategies and practices used to represent "difference," we will raise fundamental questions about the ways we think and talk about race and racial difference. We will consider these questions by not just looking at discourses that figure "difference" in its capacity to construct and maintain certain social and cultural boundaries but also in its capacity to deconstruct and interrogate them..

**(Fulfills Gen Ed Race and Diversity.)**

**Evaluation:** You will have a number of formal assignments, which will account for the bulk of your grade for this course. We will also rely on more "informal" writing to explore the works we are reading and the issues we are considering in our discussions (this writing is just as important as the writing you turn in for evaluation).

**About the Professor:** Although a medievalist by trade, I often dabble in modern Irish and British literature (especially the modernists). When not crouched over a book or computer screen, I am usually trying to run a little faster and further than the day before (with little success but I still keep going).

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## Environmental Engineering Technology 0945.01: **The Environment (CRN: 5435)**

**Instructor:** William Miller (wcmiller@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 10:50 AM

**Course Description:** You can extend your longevity and improve your health by identifying and avoiding the top 10 environmental toxins that enter and persistently stay in your body. Develop connections between the environment and everyday life. Enhance your awareness of current environmental issues by taking part in discussion and debate: Is Global Warming for real? Should the U.S. sign the Kyoto protocol? Are we running out of oil? Learn as you go on campus field trips, try hands-on experiments and hear presentations from experts on the energy crisis, global climate change, acid rain, ozone depletion, resource sustainability, biodiversity and the environmental impact of natural phenomenon. Sharpen your strategies and leave a better environment for future generations. **(Fulfills Gen Ed Science and Technology.)**

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## Environmental Engineering Technology 0945.02: **The Environment (CRN: 8756)**

**Instructor:** William Miller (wcmiller@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 10 – 10:50 AM

**Course Description:** You can extend your longevity and improve your health by identifying and avoiding the top 10 environmental toxins that enter and persistently stay in your body. Develop connections between the environment and everyday life. Enhance your awareness of current environmental issues by taking part in discussion and debate: Is Global Warming for real? Should the U.S. sign the Kyoto protocol? Are we running out of oil? Learn as you go on campus field trips, try hands-on experiments and hear presentations from experts on the energy crisis, global climate change, acid rain, ozone depletion, resource sustainability, biodiversity and the environmental impact of natural phenomenon. Sharpen your strategies and leave a better environment for future generations. **(Fulfills Gen Ed Science and Technology.)**

## French 0968.01: **World Society in Lit & Film – National Amnesia in France (CRN:3123)**

**Instructor:** Beth Curran (bcurran@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 12:30 – 1:50 PM

**Room:** Anderson 542

**Course Description:** Did you know that the student protest movement in the 1960s was not uniquely American? In 1968 French students initiated a sit-in at a university campus. Within months, their protest movement spread not only to other university campuses, but also to numerous sectors of commerce and industry. Students tore up paving stones and overturned cars to build barricades in the streets of Paris, while riot police assailed them with tear gas and batons. What became known as the events of May '68 generated the largest mass movement in French history, as widespread strikes and demonstrations paralyzed the country. In late 2005 civil unrest and protests occurred again in France – the biggest riots since May '68 – triggered by the accidental death of two teens in a working-class immigrant suburb of Paris. This course (taught in English) explores the remembrance and representations of decisive events in France's recent past. We will examine how certain crises – the Algerian War (1954-1962), the events of May '68, the riots of 2005 – have been suppressed in the collective memory or, conversely, how they have endured various forms of social amnesia and refused to disappear. Our investigation of France's memory of the recent past will encourage students to debate some of the key problems that challenge French society in the 21<sup>st</sup> century: multiculturalism, immigration, social exclusion, and shifting notions of national identity. In our analysis of these topics in the context of the sociopolitical and cultural development of contemporary France, we will consider the possibility of recovery from national amnesia. We will attempt to answer such questions as: How is the French present shaped by the past? Can a sense of community be realized in multicultural France? Can ethnic and cultural barriers be transcended to achieve mutual understanding? Who is excluded from being defined as French? To what extent does contemporary French society recognize ethnic and cultural diversity, particularly in relation to 25 North African immigrant communities? How do films reflect, address and/or challenge a nation's social concerns? How do films communicate culture and identity? **(Fulfills Gen Ed Global Society.)**

**Evaluation:** You will be graded on class participation (and preparation for class), written assignments (short response papers to the readings/films, as well as one longer paper), a midterm, and a final exam.

**About the Instructor:** I teach French language, literature and cinema in the Department of French, German, Italian and Slavic. During winter, spring and summer breaks I go to France as often as possible. My book focuses on cinematic adaptations, and my other research interests include socio-political commentary in contemporary French cinema and the portrayal of children in European fiction and film. I have an identical twin sister (who speaks Spanish).

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## Greek and Roman Classics 0903.01: **The Art of Sacred Space (CRN: 7922)**

**Instructor:** Daniel Berman (dwberman@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 1 – 1:50 PM

**Course Description:** This course examines the art, literature, myth, music, and ritual of ancient Greece as they relate to the sacred spaces in which they were practiced, displayed and performed. Through the course of the semester we will examine a variety of ancient experiences of sacred spaces by studying a range of such spaces and the activities and associations that are connected to them. We will discuss literature, art, religion and ritual, music and dance, architecture, archaeology, and philosophy as we explore the ways the Greeks understood and experienced sacredness in their landscape. Our study of ancient sacred space will also allow us to consider concepts of the sacred and sacred locations in modern times, even here in Philadelphia and at Temple. **(Fulfills Gen Ed Arts.)**

**Evaluation:** Short response papers, occasional quizzes, course project that includes term paper, and participation in class discussions.



**About the Professor:** I am a Classicist who is interested primarily in ancient Greek myth, literature, and language. I am especially fascinated by the ways that myths (traditional stories) are told and retold in the ancient world, and how these stories relate to the culture and landscape of ancient Greece. My recent publications have focused on Thebes, a city in central Greece, but my interests range from Greece to Rome and Italy and from myth to representations of animal husbandry in the ancient world.

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### Greek and Roman Classics 0904.01: **Race in Ancient Mediterranean (CRN: 4465)**

**Instructor:** C. Sydnor Roy (sydnor@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 10 – 10:50 AM

**Course Description:** This class will examine how the Ancient Greeks and Romans thought about concepts of race and ethnicity and whether or not we see reflections of their views in the modern world. We will read a broad range of texts, from Homer to Herodotus and Vergil to Tacitus. There will be in-class projects, four short papers, and one longer final paper. **(Fulfills Gen Ed Race and Diversity.)**

**Evaluation:** Students will be evaluated upon class participation, papers, and occasional quizzes.

**About the Professor:** Professor Roy is a classicist who works on Herodotus and political theory in the ancient world. As a scholar of ancient history, she hates herself for loving the movies 300 and Troy.

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### History 0964.01: **War and Peace (CRN: 17071)**

**Instructor:** Vladislav Zubok (zubok@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 11 – 11:50 AM

**Course Description:** What's happening in Iraq reminds us daily of the prominence and persistence of war throughout human history. Yet we understand this creature only too little. It is obvious the "eternal peace," explored so nicely in Immanuel Kant's work, is not around the corner. It is less obvious how the causes of war and foundations of peace are often intertwined in the history of Western Civilization boasting of its progress and rationality. We will take a voyage through the two centuries of wars, from the Napoleonic Wars to the War on Terrorism. In the course we will explore the relationship between the concept of "total war" and the rise of modern civilized nation-states around the world. We will devote special attention to the cases of France, Germany, the United States, Russia, and Japan. We will discuss, among others, the following questions: What does patriotism consist of? Are "civilized" people prone to be more or less patriotic? What can stop a war and what cannot? Are the world wars behind us or ahead of us? Can genocide be compatible with the spread of democracy and global markets? What are the ingredients of the lasting peace in our times? **(Fulfills Gen Ed Global Society.)**

**Evaluation:** The class is a mixture of lectures and discussions. There will be six writing tasks, two of them (Midterm and Final Paper) will be revised. There will be critical reading of Karl von Clausewitz, Friedrich Engels, Ernst Junger, John Keegan and more.

**About the Professor:** I graduated and wrote my Ph.D. in Moscow in the Soviet Union, became involved in the international research projects on the Cold War, was one of the three principal consultants for CNN's 24-part "Cold War" documentary, and produced two scholarly books on that long conflict. I was not in the battle, but still managed to see quite a few things in my life. I witnessed the fighting in Moscow in October 1993, met with the Soviet Afghan vets who stormed Torah-Borah, crossed Checkpoint Charlie in Berlin, inspected the former missile base in Cuba at the invitation of Castro, visited the Shah palaces in Tehran, walked by the Hilton in Hanoi and stood on the DMZ in Korea. My recent book is on the Soviet "Sixties" and why the Soviet Union collapsed peacefully.

## Jewish Studies 0902.01: **Race & Identity in Judaism (CRN:6703)**

**Instructor:** Elliott Ratzman (eratzman@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 3 – 3:50 PM

**Room:**

**Course Description:** Are Jews white? Is Zionism racism? Is Judaism just a religion? Jews have been the subject of debates about race, ethnicity, and justice in the modern period. Jews have been regarded as the “other” of European history and politics, the perpetrators of discrimination in Israel, and agents of racial justice in America. This course is an introduction to Jewish history and politics through the lens of race. We will examine primary documents, works of history, fiction, film, comedy, ethnography, and theory in order to make sense of present problems in Israel, Europe, and America. Topics will include: race and difference in the Hebrew Bible and Rabbinic culture, the history of “race” in Europe, anti-Semitism and racism, the theory and practice of Nazism, ethnic conflict in Israel, diverse Jewish communities and practices, Jews in the civil rights movement, Jews and blacks in American culture and politics. **(Fulfills Race and Diversity Requirement.)**

**Evaluation:** Assignments will focus on practical public communication in the form of op-eds, essays, and “letters to the editor.”

**About the Instructor:** Elliot Ratzman received his doctorate from Princeton University’s Religion Department studying Jewish thought, religious ethics, and modern politics. Before coming to Temple, he has taught courses in Christian and Jewish thought, ethics and politics at Vassar, Princeton, and Swarthmore.

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## Legal Studies 0956.02: **Law and American Society (CRN: 4011)**

**Instructor:** Katayun Jaffari (KJaffari@saul.com)

**Class Days/Times:** Tuesday, 5:30 – 8 PM

**Course Description:** The American legal system affects each of us on a daily basis. Educated citizens, no matter what career path they may choose, should be aware of the ways in which the law can impact on their lives. This survey course introduces students to the essential aspects of law: its sources, organization, and evolution. They will learn the basic elements of constitutional, contract, criminal, tort, and administrative law. The political, social and economic forces that affect change are also discussed thereby providing guidance as to the future direction of the law. **(Fulfills Gen Ed US Society.)**

**About the Instructor:** The professor is a partner at Saul Ewing LLP and a member of the Firm's Business Department in Philadelphia. She practices in the area of business law, and concentrates her practice in a broad range of securities law matters and corporate governance issues, including mergers and acquisitions. Her experience includes counseling companies in acquisitions, sales, securities offerings (including IPOs), public reporting documents, internal investigations, federal and state governance issues, and exchange listing matters. She sits on the boards of a number of prominent non-profit organizations in the Philadelphia area, including the Committee of Seventy and the Support Center for Child Advocates. She also sits on the Board of a local theatre company InterAct.

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## Music Studies 0909.01: **World Musics & Cultures (CRN: 7467)**

**Instructor:** Lindsey Weightman (weightma@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 11 – 11:50 AM

**Course Description:** Nobody can doubt the value of the sciences in the world. They make life easier, safer, healthier and more efficient. But art addresses the reason for living. It is at the root of understanding ourselves and our feelings. It is the expression of human experience and leads to a more profound appreciation of life. Studying music of other cultures expands the scope of this experience. Each civilization expresses itself differently through art depending on which values are held most dearly in that culture. Attempting to understand the divergent methods of a Japanese flute player and an American rapper in expressing themselves through their art works is a mental exercise in flexibility and open-mindedness. You will be more

open to the unusual, less dismissive or critical of the new and different. The class covers the music of Africa, India, the Middle East, China Japan and Indonesia, addressing the folk, popular and classical traditions from historical, analytical and ethnomusicological perspectives. **(Fulfills Gen Ed Arts.)**

**Evaluation:** Four tests spread throughout the semester and a final ethnography paper describing your reactions to and analysis of a live performance that you will attend during the semester.

**About the Instructor:** Trained as a classical pianist in my native England. Lived and taught in Egypt before coming to the US to teach and perform. I travel often to many parts of the world, always fascinated how the comparison of my own way of life with the sights, sounds and customs of other cultures leads to a greater understanding of my place in the world.

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### Political Science 0966.01: **World Affairs (CRN: 5690)**

**Instructor:** Karl Orfeo Fioretos (kof@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 11 – 11:50 AM

**Course Description:** We live in a global age when events beyond our borders significantly affect our lives. Sharpen your understanding of international developments, including wars, economic globalization, wealth and poverty, the spread of democracy, environmental degradation, and global pandemics. This course offers an introduction to the study of world affairs that gives you the conceptual tools to deepen your understanding of how major historical and current trends in the world affect your life and that of others around the globe. Readings include historical documents, classic texts in the study of international relations, and current perspectives on the state of the world from multiple disciplinary perspectives. **(Fulfills Gen Ed Global Society.)**

**Evaluation:** A library research project, short reflection paper, and a term paper.

**About the Instructor:** Prof. Orfeo Fioretos is an assistant professor in the Department of Political Science where he offers courses in political economy, international relations, and the origins and consequences of globalization. His research is focused on the politics of markets and international institutions. Learn more here: <http://astro.temple.edu/~fioretos/>

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### Political Science 0962.01: **Fate, Hope, & Action: Globalization (CRN: 8337)**

**Instructor:** Alistair Howard (alistair@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 10 – 10:50 AM

**Course Description:** This course explores the political relationship between globalization and development. Development is a structural transformation of national economies—essentially industrialization—that increases productive potential and wealth. Globalization is the trans-national integration of product, service, capital and labor markets. We observe this integration daily as trade, foreign investment, and migration. The goal of this course is to help you understand these intensely political economic processes and the ways capitalist institutions are constantly changing. In academic terms, we draw on the sub-fields of international political economy and comparative political economy in political science. We'll also talk about development economics. **(Fulfills Gen Ed Global Society.)**

**Evaluation:** Students are assessed through a research paper, seminar papers (on readings), and participation.

**About the Instructor:** I am in my tenth year of teaching at Temple University's Political Science Department. My interests are eclectic within political economy and public policy. My doctorate is from George Washington University and my Bachelor's degree is from Oxford University. Between undergraduate and graduate schools, I worked in public policy in Washington DC for ten years.

## Religion 0976.01: **Religion in Philadelphia (CRN: 8066)**

**Instructor:** Rebecca Alpert (ralpert@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 2 – 3:20 PM

**Room:** Tuttleman 202

**Course Description:** Philadelphia has a rich religious history. We will explore how Philadelphia's religions have played a role in the city's traditions of toleration and freedom, conflict and oppression. The course will examine the influences various religions have had on the fabric of Philadelphia's history and cultural life. We'll think about at how religion has interacted with other areas of urban life, including politics, art, education, journalism, and popular culture. We will explore religious Philadelphia by visiting religious sites including houses of worship, shrines and burial grounds. **(Fulfills Gen Ed US Society.)**

**Evaluation:** Grades will be based on class participation, three field projects, and a final examination.

**About the Instructor:** I write and teach about contemporary American religion, medical and social ethics, and sexuality. For the past few years I've been working on a project on Jews and sports, which has culminated in my most recent book called *Out of Left Field: Jews in Black Baseball*. For fun I go to the movies.

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## Sociology 0929.01: **History and Significance of Race in America (CRN:6537)**

**Instructor:** Matt Wray (mwrap@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 1 – 1:50 PM

**Room:** Tuttleman 305B

**Course Description:** What is the history and significance of race in America? While there is widespread agreement that race mattered a great deal during the eras of slavery, Jim Crow, and civil rights, there is much less agreement about how race matters to Americans today and how it will matter in the future. This course explores contemporary issues in race and class, with attention to the historical forces that shape the present and our collective futures. **(Fulfills Gen Ed Race and Diversity.)**

**Evaluation:** Grades will be based primarily on participation, 2 in-class exams, occasional quizzes, 2 short response papers, and a short PEX assignment.

**About the Instructor:** Prof. Wray is a sociologist with a special interest in minority-majority relations. He has written widely about white people in America. Currently, he is researching the social determinants of health and mortality

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## Upper Level Honors Courses

### American Studies 2900.01: **The Gilded Age in American Life and Literature (CRN: 9064)**

**Instructor:** James Salazar (jsalazar@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 10:50 AM

**Room:** Anderson 422

**Course Description:** This course examines the culture, politics, and literature of the United States from approximately 1865 to 1914—an era that has come to be known as “The Gilded Age.” A turbulent era in American history shaped by financial meltdowns, American military interventions abroad, globalization, and booming immigrant populations, the Gilded Age was a period defined by concerns that in many ways echo or anticipate those of today. It was also the period in which so many of the foundational technologies, institutions, and social practices of the modern age emerged, such as the telegraph and telephone, photography and motion pictures, transcontinental railroads, mass media journalism, the department store, the stock market, amusement parks, national parks, and the modern assembly line—to name just a few. We'll thus study the Gilded Age as a critical era in American history by examining the cultural, technological, economic, and political forces that have come to define the modern nation. We'll consider such topics as: the rise of

consumerism, mass culture, and the leisure industry; new media and communication technologies; urbanization; imperialism and the Spanish American War, film and visual culture; the New Woman and new gender norms; the frontier ideology; and the literature of realism and naturalism.

**Evaluation:** Grades will be based on two analytical essays, a research paper, a series of short homework and in-class writing assignments, class presentations on course readings, and participation in class discussions.

**About the Professor:** My academic research has focused on the relationship of literary form to the social and political reform movements of the nineteenth and early twentieth century, and on the relationship of aesthetic to social forms of literary value. I am particularly interested in the ways that our experiences with narrative and with forms of dramatic character structure our understandings of ourselves and of others. My concern is not so much with the ways that we mistake literary characters for real people, but rather with the ways that we measure people's lives against the drama and developmental coherency of narrative fiction.

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### American Studies 3901.01: **Ideal America – Reform, Revolution, & Utopia (CRN: 16145)**

**Instructor:** Margaux Cowden (mcowden@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Weiss 542

**Course Description:** Ideal America will explore expressions of idealism, political and social reform, and utopianism in 19th and 20th century American literature and journalism. We will read utopian fiction, muck-raking journalism, and science fiction in order to understand how different American authors and communities have defined and represented the ideal. Along the way, we will consider the socio-historical factors that shape different idealistic principles, the effects of political idealism, the practicality of enacting utopian visions, and the relationship between utopia and dystopia. (*Cross listed with Women's Studies 3900.03*).

**Evaluation:** Assignments will include: -Moderation of discussion -Two short textual analysis papers -Final research paper

**About the Professor:** Margaux Cowden is Assistant Professor in American Studies & Women's Studies, and also the advisor for the LGBT Studies minor. She received her PhD in Comparative Literature from the University of California-Irvine. Her research bridges the fields of American literature, sexuality studies, and cultural geography.

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### Anthropology 3910.01: **Violence – An Anthropological Approach (CRN: 7011)**

**Instructor:** Mindie Lazarus-Black (mindielb@temple.edu)

**Class Days/Times:** Tuesday, 2 – 4:30 PM

**Room:** Gladfelter 231 B

**Course Description:** This seminar explores violence historically and in modern times. We begin with experiences of violence recorded by men and women in the past, focusing first on slavery and then on war. In subsequent weeks we consider how words, pictures, and physical harm make violence, how violence silences people and creates unsafe spaces, and when violence is called "business." Finally, we explore how violence is structured and expressed in contemporary American society at home, at work, and in courts and prisons (*Cross listed with Women's Studies 3900.01*).

**Evaluation:** I give my students the freedom to choose any topic related to the subject of violence that they wish to explore in a research paper. Students also take two in-class exams at mid-term and at the end of the semester. The final portion of the grade is based upon active participation in class discussions and brief writing exercises designed to help you improve your research paper.

**About the Professor:** My scholarship focuses on law and society research, domestic violence, and the history and ethnography of class, kinship, gender, and law in the English-speaking Caribbean. I have conducted fieldwork in Antigua and Barbuda, Trinidad and Tobago, and the United States to understand how and why law operates as a discourse and practice of rights and repression. I am currently at work on a new project,

"Lawyers Beyond Borders," that explores the globalization of legal education and the practice of law. I care deeply about student research and writing, and strive to promote these as exciting learning experiences in my classes.

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Architecture 2941.01: **Architectural History – Ancient through Renaissance (CRN: 809)**

**Instructor:** John Pron (john.pron@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 9 – 9:50 AM

**Room:** Tuttleman 105

**Course Description:** An examination of the architectural heritage of the western world beginning with several ancient cultures, through early Christian and gothic eras, and leading to the Italian Renaissance. The class focuses on the evolution of architectural thought and meaning by understanding the political, social, economic, and cultural milieu of each culture and era. In particular, the course provides a detailed understanding of the evolution of two building types: the antique temple and the Christian church.

*Note:* There is a special Honors component within a larger course, where special attention is given to honors students in terms of selecting term paper topics (especially if it seems like it could fruitfully complement their particular major), and in terms of discussions, reading drafts, etc.

**Evaluation:** A midterm exam and a final exam (based on the readings & lectures), plus a term paper (a research paper on one building). The professor is amenable to working closely with honors students who choose topics that reflect their particular academic interests.

**About the Professor:** John James Pron has lectured on the architectural history of both western and non-western culture for almost twenty years. In addition, he teaches in architectural design studios that focus upon the adaptive reuse of older buildings and has an architectural practice that specializes in historical design.

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Art Education 3911.01: **Honors Seminar in Community Arts (CRN: 17377)**

**Instructor:** William Yalowitz (yalowitz@temple.edu)

**Class Days/Times:** Wednesday, 3 – 5:30 PM

**Room:** Tyler B085

**Course Description:** Community Arts brings artists together with people of a community of location, spirit, or tradition, to create art that is based in the life of that community. The course will engage students in issues including: \* Collaborative Art Making as a means of Community Organizing \* Arts as social justice intervention \* Arts as a vehicle for building relationships across lines of race, class, religion Come join us as we create site-specific installations and inter-disciplinary performances with Philadelphia communities. Bring your own arts practices and interests, and your passions for social justice, urban histories and futures, working with Philadelphia community-based organizations and families, and your own communities of origin. The course is the first in a sequence that prepares students to become involved in the field projects in Community Arts that are offered through Tyler/Temple's Arts in Community Certificate Program.

**Evaluation:** Projects for the course include interactive oral-history and creative writing/research projects on students' communities of origin, documenting field visits to community arts events in Philly, and engaging in self-reflective work on issues of identity. Participation and initiative are key to evaluation.

**About the Professor:** Billy Yalowitz, playwright/director/choreographer/, is an Associate Professor at Temple University's Tyler School of Art. He has directed critically acclaimed community-based performances in several Philadelphia neighborhoods, and his work has been featured at national conferences, and in the New York Times, Jerusalem Post, San Francisco Chronicle, Philadelphia Inquirer, and on National Public Radio. Yalowitz's "Six Actors in Search of a Plot", co-written with Palestinian playwright Mohammad Zaher, was performed throughout Israel and off-Broadway. He was named "Best Unclassifiable Theater Artist" by Philadelphia's City Paper in 1997 and Best Choreographer by the Philadelphia Inquirer in 1999.

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**Asian Studies 3900.01: The Body, Meditation, and Healing (CRN: 16269)**

**Instructor:** Shigenori Nagatomo (snagatom@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 11 – 12:20 PM

**Room:**

**Course Description:** (*Cross listed with Religion 3912*) This course is designed to intellectually address the issues of mind-body, meditation and healing from a holistic point-of-view. It is organized around five themes. In order to guide students to a fruitful understanding of what meditation is and how healing works, the course will examine:

- I. Two Paradigms of the Body (Who Are You? A Mind, A body, Both or Neither?)
- II. Awareness of One's Own Body (or Getting Acquainted with Your Own Body)
- III. Deeper Dimensions of One's Own Body (There is More to Your Awareness)
- IV. Meditation (How Does One Become Aware of them?)
- V. How to Get out of the Mess?

**Evaluation:** The student is required to complete 1) two exams (40%), and 2) a term paper (40%), and 3) class participation(20%).

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**Asian Studies 3904.01: Earth Ethics (CRN: 16505)**

**Instructor:** Monte Hull (mhull@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Tuttleman 203AB

**Course Description:** What is, or should be, our relation to the natural world? Especially since we are presently living in a modern urban environment, have we perhaps outgrown nature? Is it something we have mastered? Is it primarily a luxury of sorts that we can go to for periodic enjoyment or relaxation? On the other hand, why do we seem to be in a burgeoning environmental crisis? Is it just greed? Too many people? Insufficient technology? How did we get to where we are? Or more immediately--and perhaps deeply--what fundamental beliefs, attitudes, and values shape our everyday actions, how we perceive and use (or misuse) the earth? What creative alternatives can we find, and how can we apply them? In addressing these kinds of questions we will explore both Western and Asian ways of conceiving and interacting with the natural world, past and present (*Cross listed with Religion and Env. Studies 3904*).

**Evaluation:** Participation in class discussions, very short weekly postings on Blackboard, five response papers aimed at integrating material from the class with your own thoughts, feelings and experiences, and a take-home final exam.

**About the Professor:** Monte Hull is Assistant Director of the Asian Studies Program. He has a B.A. in Philosophy from Carleton College and a Ph.D. in Asian Philosophy from the University of Hawaii. He grew up in Hawaii and has spent much of his life there, loves to travel (especially in Asia), ocean kayak, hike and climb, has been active in environmental issues, and has also had a career in art.

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**Criminal Justice 4901.02: Reform Strategies in Crim Justice – An Inside Out Prison Exchange (CRN: 16845)**

**Instructor:** M. Kay Harris (mkay@temple.edu)

**Class Days/Times:** Wednesday, 1 – 3:30 PM

**Course Description:** CJ 4091, Honors Reform Strategies in Criminal Justice, will be taught on the Inside-Out Prison Exchange Program model. This is a 3-credit course through which Temple students have class with a

group of people who are currently incarcerated. The Inside-Out approach fosters ongoing dialogue and creative responses to the most central issues involved in criminal justice today. Class is conducted once a week for 2½ hours on topics like: what prisons are for; why people commit crime; punishment vs. rehabilitation; the myths and realities of prison life; the scope, causes and consequences of the prison boom and issues of victims and victimization. The class will be highly interactive, involving a variety of active learning techniques. All students will be assigned a series of readings and regular reaction/reflection papers, as well as a final paper. During the final month of the class, the group works together on a project, developing new ideas to address core crime and justice issues.

**Evaluation:** Evaluation will be based on class participation, a series of reflection papers, contribution to a group project and a final paper.

**About the Instructor:** M. Kay Harris is a member of the Graduate Faculty in the Department of Criminal Justice and an Affiliated Professor of Women's Studies at Temple University in Philadelphia. For more than a decade, she was involved in a series of action research projects with the criminal courts and other justice system officials in Philadelphia and recently worked on a project for Pennsylvania's Governor reviewing programs and processing of people convicted of violent crimes in the Commonwealth's corrections, parole and reentry systems. Kay's lifelong commitment to empowerment and social justice is reflected not only in her scholarly work, but also in her extensive involvement with currently and formerly incarcerated people. She also draws on this service to enrich her teaching, frequently organizing and conducting interactive in-prison workshops involving Temple students and incarcerated men and women. She has written scholarly articles on how criminal offenders transform their lives, judicial intervention in corrections, community corrections legislation and programs, feminism and justice, restorative and community justice, the goals of community sanctions and the implications of different sanctioning orientations. **Please Note:** The fall 2011 class will be conducted inside the State Correctional Institution at Chester. Interested students need to be free from 12:00 noon to 4:45 or 5:00 (depending on traffic) on Wednesday afternoons to allow time for travel and getting into and out of the institution. Permission is required to register for this course. Students will have to complete a Department of Corrections clearance check form, which asks whether or not they have a criminal record and write, visit or correspond with anyone in a state correctional facility. If this class sounds like something you'd like to consider, please contact [mkay@temple.edu](mailto:mkay@temple.edu) and provide the following information: 1. Your full name, major, email and phone number 2. Your projected graduation date 3. Your student number 4. Your GPA 5. A couple of sentences describing the reason for your interest in the course 6. Whether or not you have access to a car and are willing to drive yourself and others to the prison for classes.

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### Criminal Justice 4903.01: **Criminal Justice and Psychology (CRN: 16071)**

**Instructor:** Matt Hiller ([mhiller@temple.edu](mailto:mhiller@temple.edu))

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Gladfelter 839

**Course Description:** Ripped from a scene of CSI: Miami, mass media impressions are what the general public knows regarding the role of psychological research within the criminal justice system. This class "goes behind the scenes" to investigate the reality, as presented in recent scientific publications, behind a number of topics related to law enforcement including the psychological profiling of serial murders, using polygraphs and hypnosis as investigation tools, the psychology of false confessions, stress and policing, and the use of psychological tests for police employee selection. Topics related to criminal courts include forensic mental health assessments for determining competency and criminal culpability, scientific jury selection, eyewitness identification, expert witness testimony, syndrome evidence (e.g., Battered Women's Syndrome, Rape Trauma Syndrome, Munchausen by Proxy Syndrome), and the psychology behind the presentation of evidence during a trial. Topics related to corrections focus on the large number of seriously mentally ill offenders in American prisons as well as the treatment of drug dependency as a potential strategy for reducing crime.



**Approach to Teaching:** Being prepared for class discussion each week is imperative. You will receive a set of discussion questions each week to help guide and organize your readings for the next class. Lectures will be held to a minimum, with guided group discussion being the primary means of instruction. Guest speakers also will be recruited to present on specific topics. Small and large group discussion of materials (principally journal articles), Socratic circle, critical thinking is prized, focus on other core competencies expected of liberal arts majors

**Evaluation:** Your grade in the course will be determined through ratings of your contribution during the course discussions of each topic. In addition, you will write 2 smaller research papers and 1 large research paper in the course. The 2 smaller papers will be completed on a topic covered during the course that really peaks your interest. For this paper, in addition to the course readings on the topic, you will need to find and review 4-6 additional scientific articles on it and then present an integrated summary of the literature and suggest directions for future research. The large term paper will involve your applying what you have learned during the course to a high-profile case that prominently featured psychologists and psychological research, the trial of Andrea Yates. Also as a part of this, at the end of the semester you will participate in a debate with a team of classmates specifically arguing a particular position(s) related to this case.

**About the Instructor:** Nearly as intriguing as the Brad Pitt character (Detective Mills) in the movie Seven, I earned my Ph.D. in experimental psychology in 1996 and since then I have been involved in psychological research in the criminal justice system. Although I typically keep my impulsivity in check, I have been known to engage in spontaneous games of scrabble, chess, and badminton.

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## English 2900.01: **The Beat Generation and the Angry Young Men (CRN: 4884)**

**Instructor:** Amy Friedman (amy.friedman@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 12:30 – 1:50 PM

**Room:** 1300, Room 306

**Course Description:** Welcome to the Beat Generation. Our seminar will travel from the end of WWII to the heart of 1960s counterculture America, and over to England. We'll read the works and hear the voices that came to define The Beat Generation: the slangy, loose, imaginative poetry and prose that challenged American mainstream culture and the authors who insisted defiantly on the democratization of authorship. On our agenda are Jack Kerouac, Allen Ginsberg, Gregory Corso, Gary Snyder, Amiri Baraka (Leroy Jones) and William S. Burroughs, and others. Women writers from this era include Diane di Prima, Caroline Cassady, Hettie Jones, Ann Waldman, and Joanne Kyger. In England a coinciding movement came to be called "The Angry Young Men," and we'll read Kingsley Amis's comic novel of outsidership and class consciousness, Lucky Jim, and the John Osborne drama, Look Back in Anger, that shook theatrical conventions and legitimized the so-called "kitchen sink dramas" that changed the face of British theatre.

**Evaluation:** Three essays are required in this class: a short, close reading of an aspect of one of our prose texts; a short close reading of an aspect of one of our poetry texts; and a longer (8-10 pp) researched essay on a theme, event, author, work

**About the Professor:** Amy Friedman has published on women writers of the Beat Generation, and has delivered papers on Beat topics in Boston, Philadelphia, Chicago, and Tangiers, Morocco. The best part of teaching this topic, for her, is the way student presentations bring alive hoboes and hippies, beats and beatniks, and counterculture voices that still resonate today. Dr. Friedman is fond of motorcycles.

## English 2900.02: **Disability Identity and Culture (CRN: 7989)**

**Instructor:** Shannon Walters (skw145@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 3 – 3:50 PM

**Room:** Tuttleman 202

**Course Description:** This class explores themes and issues of embodiment and disability in theory, memoir, film and literature. We will discuss the construction of the body in culture and society, exploring how “normal” and “abnormal” bodies are represented and represent themselves. In particular, we will explore how people with disabilities forge a positive sense of disability identity and create a space for disability culture. Specific topics may include physical, cognitive and psychological disabilities or illnesses and intersections with other social and cultural issues such as gender, race, and class.

**Evaluation:** Students are expected to engage in lively discussion, work together in groups and write regular reading response papers in-class and online. Students will also work semester-long on a larger research and argument paper of a topic of their choosing.

**About the Professor:** Shannon Walters arrived at Temple in 2009, after completing graduate work at Penn State in English and Women's Studies. She has written about autism and animals, accessibility and technology, and third wave feminism and television. She is an avid fan of baseball, cats and traveling, among other things.

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## Environmental Studies 3904.01: **Earth Ethics (CRN: 4544)**

**Instructor:** Monte Hull (mhull@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Tuttleman 203AB

**Course Description:** What is, or should be, our relation to the natural world? Especially since we are presently living in a modern urban environment, have we perhaps outgrown nature? Is it something we have mastered? Is it primarily a luxury of sorts that we can go to for periodic enjoyment or relaxation? On the other hand, why do we seem to be in a burgeoning environmental crisis? Is it just greed? Too many people? Insufficient technology? How did we get to where we are? Or more immediately--and perhaps deeply--what fundamental beliefs, attitudes, and values shape our everyday actions, how we perceive and use (or misuse) the earth? What creative alternatives can we find, and how can we apply them? In addressing these kinds of questions we will explore both Western and Asian ways of conceiving and interacting with the natural world, past and present (*Cross listed with Religion and Asian Studies 3904*).

**Evaluation:** Participation in class discussions, very short weekly postings on Blackboard, five response papers aimed at integrating material from the class with your own thoughts, feelings and experiences, and a take-home final exam.

**About the Professor:** Monte Hull is Assistant Director of the Asian Studies Program. He has a B.A. in Philosophy from Carleton College and a Ph.D. in Asian Philosophy from the University of Hawaii. He grew up in Hawaii and has spent much of his life there, loves to travel (especially in Asia), ocean kayak, hike and climb, has been active in environmental issues, and has also had a career in art.

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## History 2900.01: **Trials in America (CRN: 6723)**

**Instructor:** Ralph Young (ralph.young@temple.edu)

**Class Days/Times:** Monday/Wednesday/Friday, 12 – 12:50 PM

**Room:** Tuttleman 403A

**Course Description:** This course will be an in-depth look at several of the most significant trials in American History. Taking an historical perspective we shall examine the issues that surfaced during each of the trials. It will become obvious that the trials dealt with far deeper social and cultural issues than the simple question of the defendants' guilt or innocence. There will be lectures, readings, discussions, videos (e.g., *The Crucible*,

*Inherit the Wind, Ghosts of Mississippi*) as well as student research into court records. There will be a broad overview of significant Supreme Court decisions (e.g. *Plessy v. Ferguson, Brown v. Board of Education, Roe v. Wade*) and Senate hearings (e.g. McCarthy, Clarence Thomas). But we shall primarily concentrate on ten trials that were mirrors of the social and cultural issues and trends of their time. Students will make the choice from such trials as:

The Salem Witchcraft Trial (1692)

John Peter Zenger Trial (1735)

Amistad Trials (1839-184)

Dred Scott Trial (1856)

John Brown Trial (1859)

Susan B. Anthony Trial (1873)

Haymarket Trial (1886)

Sacco and Vanzetti (1921)

Leopold and Loeb (1924)

The Scopes Trial (1925)

Scottsboro Boys Trials (1931-1937)

Lindbergh Trial (1935)

Alger Hiss Trials (1949-50)

Rosenberg Trial (1951)

Lenny Bruce Trial (1964)

Mississippi Burning Trial (1967)

The Chicago Seven (1969-1970)

My Lai Courts Martial (1970)

The Birmingham Bombing Case

O. J. Simpson (1995)

Oklahoma City Bombing Trial (1997)

**Evaluation:** Examinations will be based on the readings, lectures, videos, and class discussions. For the major semester project students will do intensive research into the court records as well as secondary interpretations of the trial of their choice, and endeavor to become expert in both the legal questions and the wider social/political issues that were the real issues that underlay the trial. Students will present their findings to the class, recapping the major moments of the trial and leading a discussion about the nuances of the case. For example, what were the underlying issues of the O.J. Simpson trial? What roles did race, class and gender play in the trial? What do the facts say about Mr. Simpson's guilt or innocence? Were there any other factors that influenced the jury, the judge, the public? What implications does the outcome of this trial have for the future?

**About the Professor:** I earned my Ph.D. in history at Michigan State University, lived in London for five years and then another five in Germany, hitch-hiked through France, Switzerland, Austria, Yugoslavia, Germany, was searched at Checkpoint Charlie by the *Vopos*, camped out on the slopes of Jungfrau, taught history at the University of London and Bremen Universität, learned to play the guitar, managed a second-hand bookstore in Philadelphia, climbed Ayers Rock, taught scuba diving in Dominica, wrote a couple of thrillers about international terrorism (one of which won a literary prize in Japan), swam with a pod of wild dolphins in the Gulf Stream, mountain-biked the Slick Rock trail in Moab, but somehow never managed to get to the Taj Mahal.

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## Human Resource Management 3903.01: **Management, Theory, & Practice – From the Locker Room to the Board Room (CRN: 2923)**

**Instructors:** Lynne Andersson and Fran Dunphy (lynne.andersson@temple.edu, fdunphy@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 9:30 – 10:50 AM

**Room:** Alter A232

**Course Description:** Whether a pick-up game at the local rec center or a nationally-televised Final Four dream match-up, the game of basketball provides an ideal context for examining group dynamics, ethics, and motivation in organizations. For example, in basketball, the number one draft pick is only as dominant as the teammates (s)he electrifies. Think Michael Jordan and the notorious Chicago Bulls of the 1990s. Likewise, in a corporation, the CEO is only as effective as the top management team (s)he handselects and mentors to success. Ball hogs, showboaters, and cheap foulers can disrupt a basketball team's rhythm in much the same way that crooks, arbitrageurs, and balance sheet cheats can impact the bottom line. In this course students will explore – directly and metaphorically - some of the tenets of basketball as they relate to the theory and practice of management in organizations.

**Evaluation:** Students will be required to write three short (~3-5 pages) reflection papers, participate in one debate, engage in one experiential exercise, and take a final examination.

**About the Professors:** Lynne Andersson is an Associate Professor in the Department of Human Resource Management in the Fox School. Fran Dunphy is the Head Men's Basketball Coach.

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### Philosophy 3968.01: **Themes in Existentialism (CRN:4984)**

**Instructor:** Kristin Gjesdal (kgjesdal@temple.edu)

**Class Days/Times:** Thursday, 2 – 4:30 PM

**Course Description:** In this course, we will be dealing with existentialist philosophy and its reverberations in film, art, and literature. We will read and discuss the classical works of Kierkegaard, Nietzsche, Heidegger, Sartre, and de Beauvoir, watch movies by Bergman and Godard, read Camus' famous novel *The Stranger*, and visit the Philadelphia Museum of Art. At the end of this course, students should have a broad knowledge of the basic ideas and problems in existentialist philosophy. They should be able to discuss and critically analyze both the historical development of existentialist thinking and the systematic questions addressed by the individual philosophers, artists, and film makers we will be dealing with.

**Evaluation:** Grades will be based on two essays, response papers, and participation in class discussion.

**About the Professor:** My academic work has focused on modern European philosophy, with an emphasis on German Idealism, phenomenology, and philosophy of art. I have been teaching philosophy in Norway, England, and the United States.

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### Political Science 3910.01: **Public Opinion: Where Does It Come From and Does It Matter? (CRN:7902)**

**Instructor:** Kevin Arceneaux (arceneau@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 12:30 – 1:50 PM

**Course Description:** Self-government is a central tenant of democracy, and it presumes that the public expresses its preferences to politicians and that politicians heed those preferences. Whether self-government is viable in practice hinges on a number of questions. How do people form opinions about politics? To what extent do these opinions reflect reasoned judgment? To what extent are they influenced by political elites and news media? In our attempt to find answers to these questions, we will explore how human psychology, social groups, and political institutions shape what individuals think and feel about politics

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### Political Science 3996/4996.01: **Capstone: Discrimination and the Law (CRN: 3485/8906)**

**Instructor:** Heath Fogg-Davis (hfd@temple.edu)

**Class Days/Times:** Tuesday, 5:30 – 8 PM

**Room:** Gladfelter 613

**Course Description:** Discrimination, the act of drawing distinctions, looms large in our social judgments and interactions. How might we distinguish between “benign” and “invidious” forms of discrimination? In this honors seminar we examine the criteria used by legal actors in drawing such lines. The structure of the course is both thematic and historical. We begin with the matter of racial discrimination—the genesis of U.S. anti-discrimination law. We then move on to consider how this legal paradigm has been extended and amended to cover other categories such as sex and gender, sexual orientation, religion, language, and physical and intellectual ability. **NOTE: If you are a Political Science major and plan to take your capstone—you must take this capstone.** In order to take a non-Honors capstone, you will need to receive permission from Dr. Kevin Arceneaux (arceneau@temple.edu).

## Religion 3912.01: **The Body, Meditation, and Healing (CRN:3912)**

**Instructor:** Shigenori Nagatomo (snagatom@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 11 – 12:20 PM

**Room:**

**Course Description:** (*Cross listed with Asian Studies 3900*) This course is designed to intellectually address the issues of mind-body, meditation and healing from a holistic point-of-view. It is organized around five themes. In order to guide students to a fruitful understanding of what meditation is and how healing works, the course will examine:

- I. Two Paradigms of the Body (Who Are You? A Mind, A body, Both or Neither?)
- II. Awareness of One's Own Body (or Getting Acquainted with Your Own Body)
- III. Deeper Dimensions of One's Own Body (There is More to Your Awareness)
- IV. Meditation (How Does One Become Aware of them?)
- V. How to Get out of the Mess?

**Evaluation:** The student is required to complete 1) two exams (40%), and 2) a term paper (40%), and 3) class participation(20%).

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## Religion 3904.01: **Earth Ethics (CRN: 16270)**

**Instructor:** Monte Hull (mhull@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Tuttleman 203AB

**Course Description:** What is, or should be, our relation to the natural world? Especially since we are presently living in a modern urban environment, have we perhaps outgrown nature? Is it something we have mastered? Is it primarily a luxury of sorts that we can go to for periodic enjoyment or relaxation? On the other hand, why do we seem to be in a burgeoning environmental crisis? Is it just greed? Too many people? Insufficient technology? How did we get to where we are? Or more immediately--and perhaps deeply--what fundamental beliefs, attitudes, and values shape our everyday actions, how we perceive and use (or misuse) the earth? What creative alternatives can we find, and how can we apply them? In addressing these kinds of questions we will explore both Western and Asian ways of conceiving and interacting with the natural world, past and present (*Cross listed with Asian Studies and Env Studies 3904*).

**Evaluation:** Participation in class discussions, very short weekly postings on Blackboard, five response papers aimed at integrating material from the class with your own thoughts, feelings and experiences, and a take-home final exam.

**About the Professor:** Monte Hull is Assistant Director of the Asian Studies Program. He has a B.A. in Philosophy from Carleton College and a Ph.D. in Asian Philosophy from the University of Hawaii. He grew up in Hawaii and has spent much of his life there, loves to travel (especially in Asia), ocean kayak, hike and climb, has been active in environmental issues, and has also had a career in art.

## Women's Studies 3900.01: **Violence – An Anthropological Approach (CRN: 8331)**

**Instructor:** Mindie Lazarus-Black (mindielb@temple.edu)

**Class Days/Times:** Tuesday, 2 – 4:30 PM

**Room:** Gladfelter 231 B

**Course Description:** This seminar explores violence historically and in modern times. We begin with experiences of violence recorded by men and women in the past, focusing first on slavery and then on war. In subsequent weeks we consider how words, pictures, and physical harm make violence, how violence silences people and creates unsafe spaces, and when violence is called "business." Finally, we explore how violence is structured and expressed in contemporary American society at home, at work, and in courts and prisons.

**Evaluation:** I give my students the freedom to choose any topic related to the subject of violence that they wish to explore in a research paper. Students also take two in-class exams at mid-term and at the end of the semester. The final portion of the grade is based upon active participation in class discussions and brief writing exercises designed to help you improve your research paper (*Cross Listed with Anthro 3910*).

**About the Professor:** My scholarship focuses on law and society research, domestic violence, and the history and ethnography of class, kinship, gender, and law in the English-speaking Caribbean. I have conducted fieldwork in Antigua and Barbuda, Trinidad and Tobago, and the United States to understand how and why law operates as a discourse and practice of rights and repression. I am currently at work on a new project, "Lawyers Beyond Borders," that explores the globalization of legal education and the practice of law. I care deeply about student research and writing, and strive to promote these as exciting learning experiences in my classes.

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## Women's Studies 3900.03: **Ideal America – Reform, Revolution, & Utopia (CRN: 16873)**

**Instructor:** Margaux Cowden (mcowden@temple.edu)

**Class Days/Times:** Tuesday/Thursday, 3:30 – 4:50 PM

**Room:** Weiss 542

**Course Description:** Ideal America will explore expressions of idealism, political and social reform, and utopianism in 19th and 20th century American literature and journalism. We will read utopian fiction, muck-raking journalism, and science fiction in order to understand how different American authors and communities have defined and represented the ideal. Along the way, we will consider the socio-historical factors that shape different idealistic principles, the effects of political idealism, the practicality of enacting utopian visions, and the relationship between utopia and dystopia. (*Cross Listed with American Studies 3901*).

**Evaluation:** Assignments will include: -Moderation of discussion -Two short textual analysis papers -Final research paper

**About the Professor:** Margaux Cowden is Assistant Professor in American Studies & Women's Studies, and also the advisor for the LGBT Studies minor. She received her PhD in Comparative Literature from the University of California-Irvine. Her research bridges the fields of American literature, sexuality studies, and cultural geography.

# FALL 2011 HONORS COURSE SCHEDULE

GE = Gen Ed indicator/**Upper Level Honors Courses** = Any course 2900 or higher

Department	No.	Sec	Title	GE	Crds	Days	Time	Professor(s)	CRN
AMER STUD	2900	01	The Gilded Age in Amer Life & Lit		3	TR	9:30 – 10:50	James Salazar	9064
AMER STUD	3901	1	Ideal America		3	TR	3:30 - 4:50	Margaux Cowden	16145
ANTHRO	3910	1	Violence: An Anthro Approach		3	T	2 - 4:30	Mindie Lazarus-Black	7011
ARABIC	968	1	World Society in Literature and Film	GG	3	TR	3:30 - 4:50	Waiel Abdelwahed	7003
ARCH	2941	1	Arch Hist: Ancient thru Renaissance		3	MWF	9 - 9:50	John Pron	809
ART ED	3911	1	Seminar in Community Arts		3	W	2:40 – 5:30	William Yalowitz	17377
ART HIST	1955	1	Art Heritage of the Western World I		3	MWF	9 - 9:50	Ashley West	4923
ASIAN STUD	3900	1	Topics in Asian Studies II		3	TR	11 - 12:20	Shigenori Nagatomo	16269
ASIAN STUD	3904	1	Earth Ethics		3	TR	3:30 - 4:50	Monte Hull	16505
BIOLOGY	2912	41	Intro to Bio II		4	MWF, T	12 - 12:50, 2 - 4:50	R. Waring/H. Rappaport/D. Spaeth	730
BIOLOGY	2912	42	Intro to Bio II		4	MWF, W	12 - 12:50, 2 - 4:50	R. Waring/H. Rappaport/D. Spaeth	731
BIOLOGY	2912	43	Intro to Bio II		4	MWF, R	12-12:50, 9:30-12:20	R. Waring/H. Rappaport/D. Spaeth	5288
BIOLOGY	2912	44	Intro to Bio II		4	MWF, T	12-12:50, 5:30-7:20	R. Waring/H. Rappaport/D. Spaeth	6324
CHEMISTRY	1951	1	General Chemistry I		3	MWF, T	11 - 11:50, 3 - 3:50	Daniel Strongin	1080
CHEMISTRY	1951	2	General Chemistry I		3	MWF, W	11 - 11:50, 3 - 3:50	Daniel Strongin	1081
CHEMISTRY	1951	3	General Chemistry I		3	MWF, R	11 - 11:50, 1 - 1:50	Daniel Strongin	2061
CHEMISTRY	1953	1	Gen Chem I Lab		1	M	4 - 6:50	Harry Gottlieb	1082
CHEMISTRY	1953	2	Gen Chem I Lab		1	T	4 - 6:50	Harry Gottlieb	1083
CHEMISTRY	1953	3	Gen Chem I Lab		1	W	8 – 10:50	Harry Gottlieb	1084
CHEMISTRY	1953	4	Gen Chem I Lab		1	W	1 - 3:50	Harry Gottlieb	2994
CHEMISTRY	1953	6	Gen Chem I Lab		1	R	12:30 – 3:20	Harry Gottlieb	5322
CHEMISTRY	2921	1	Organic Chemistry I		3	MWF, F	10 - 10:50, 1 - 1:50	S. Sieburth/D. Dalton	1085
CHEMISTRY	2923	1	Org Chem I Lab		1	M	1 - 3:50	David Dalton	1086
CHEMISTRY	2923	2	Org Chem I Lab		1	W	4 - 6:50	David Dalton	1087
CHEMISTRY	2923	3	Org Chem I Lab		1	R	12:30 - 3:20	David Dalton	2015
CIS	935	1	Cyberspace & Society	GS	3	M, TR	10 - 11:50, 2 - 2:50	Claudia Pine-Simon	4549
CIS	935	2	Cyberspace & Society	GS	3	M, TR	12 - 1:50, 9:30-10:20	Abbe Forman	4400
CRIM JUST	4901	2	Reform Strategies in Crim Justice		3	W	12 – 2:30	Kay Harris	16845
CRIM JUST	4903	1	Psychology and Crim Justice		3	TR	3:30 - 4:50	Matthew Hiller	16071
DANCE	931	1	Shall We Dance? Dance as Narrative	GA	3	MWF	12 – 12:50	Kariamuwelsh	7156
ECONOMICS	1901	1	Macroeconomic Principles		3	MWF	9 - 9:50	George Diemer	5521
ECONOMICS	1902	1	Microeconomic Principles		3	MWF	1 - 1:50	Donald Wargo	5522
ECONOMICS	1902	2	Microeconomic Principles		3	MWF	10 - 10:50	Erwin Blackstone	5523
EDUCATION	917	1	Youth Cultures	GB	3	TR	9:30 - 10:50	Peshe Kuriloff	5293

EDUCATION	919	1	Teens and Tweens	GB	3	M	5:30 - 8	Amanda Neuber	17178
ENGLISH	902	1	Analytical Reading and Writing	GW	4	MW	8 - 9:40	Matthew Desiderio	3567
ENGLISH	902	2	Analytical Reading and Writing	GW	4	MW	10 - 11:40	Patricia McCarthy	3568
ENGLISH	902	3	Analytical Reading and Writing	GW	4	MW	1 - 2:40	Elizabeth Mannion	3569
ENGLISH	902	4	Analytical Reading and Writing	GW	4	MW	3 - 4:40	Geoffrey Gust	3570
ENGLISH	902	5	Analytical Reading and Writing	GW	4	MW	4 - 5:40	David Walls	3571
ENGLISH	902	6	Analytical Reading and Writing	GW	4	TR	11:40 - 1:20	Michael Ingram	5049
ENGLISH	902	7	Analytical Reading and Writing	GW	4	TR	9:50 - 11:30	Gabriel Wettach	3572
ENGLISH	902	8	Analytical Reading and Writing	GW	4	TR	9:50 - 11:30	Chris Rothschild	3573
ENGLISH	902	9	Analytical Reading and Writing	GW	4	TR	3:20 - 5	Sarah Cooper	3574
ENGLISH	902	10	Analytical Reading and Writing	GW	4	TR	3:20 - 5	Donald Deeley	3575
ENGLISH	902	11	Analytical Reading and Writing	GW	4	TR	1:30 - 3:10	Daniel Featherston	3576
ENGLISH	902	12	Analytical Reading and Writing	GW	4	MW	4 - 5:40	Bridget Chapman	3577
ENGLISH	902	13	Analytical Reading and Writing	GW	4	TR	11:40 - 1:20	Kevin Varrone	4270
ENGLISH	902	15	Analytical Reading and Writing	GW	4	MW	4 - 5:40	Nathan Gabriel	5363
ENGLISH	922	1	Shakespeare in the Movies	GA	3	R	5:30 - 8	Chris Dennis	9473
ENGLISH	926	1	Creative Acts	GA	4	TR	3:20 - 5	Kevin Varrone	4578
ENGLISH	934	1	Representing Race	GD	3	MWF	2 - 2:50	Robert Wasilewski	3545
ENGLISH	949	2	Dissent in America	GU	3	MWF	11 - 11:50	Jedediah Palmer	5351
ENGLISH	2900	1	Special Topics: The Beat Generation		3	TR	12:30 - 1:50	Amy Friedman	4884
ENGLISH	2900	2	Disability Identity and Culture		3	MWF	3 - 3:50	Shannon Walters	7989
ENVT	945	1	The Environment	GS	3	TR	9:30 - 10:50	William Miller	5435
ENVT	945	2	The Environment	GS	3	MWF	10 - 10:50	William Miller	8756
ENST	3904	1	Earth Ethics		3	TR	3:30 - 4:50	Monte Hull	4544
FRENCH	968	1	World Society in Literature and Film	GG	3	TR	12:30 - 1:50	Beth Curran	3123
GR&ROM CL	903	1	Art of Sacred Space	GA	3	MWF	1 - 1:50	Daniel Berman	7922
GR&ROM CL	904	1	Race in the Ancient Mediterranean	GD	3	MWF	10 - 10:50	C. Sydnor Roy	4465
HISTORY	964	1	War and Peace	GG	3	MWF	11 - 11:50	Vladislav Zubok	17071
HISTORY	2900	1	Trials in America		3	MWF	12 - 12:50	Ralph Young	6723
HR MGMT	3903	1	From the Locker Rm to the Board Rm		3	TR	9:30 - 10:50	L. Andersson/F. Dunphy	2923
IH	951	1	Mosaics I	GY	3	MWF	9 - 9:50		4777
IH	951	2	Mosaics I	GY	3	MWF	10 - 10:50		4778
IH	951	3	Mosaics I	GY	3	MWF	11 - 11:50		4779
IH	951	4	Mosaics I	GY	3	MWF	12 - 12:50		4780
IH	951	5	Mosaics I	GY	3	TR	9:30 - 10:50		5307
IH	951	6	Mosaics I	GY	3	TR	11 - 12:20		5308
IH	951	7	Mosaics I	GY	3	TR	2 - 3:20		5931
IH	951	8	Mosaics I	GY	3	MWF	1 - 1:50		6609
IH	951	9	Mosaics I	GY	3	TR	9:30 - 10:50		7000
IH	951	10	Mosaics I	GY	3	MWF	1 - 1:50		9226
IH	952	1	Mosaics II	GZ	3	MWF	9 - 9:50		4781
IH	952	2	Mosaics II	GZ	3	MWF	10 - 10:50		4782
IH	952	3	Mosaics II	GZ	3	MWF	11 - 11:50		4783



IH	952	4	Mosaics II	GZ	3	MWF	2 - 2:50		4784
IH	952	5	Mosaics II	GZ	3	TR	8 - 9:20		4785
IH	952	6	Mosaics II	GZ	3	TR	11 - 12:20		4786
IH	952	7	Mosaics II	GZ	3	TR	2 - 3:20		7778
IH	952	8	Mosaics II	GZ	3	TR	12:30 - 1:50		6393
IH	952	9	Mosaics II	GZ	3	TR	9:30 - 10:50		6610
IH	952	10	Mosaics II	GZ	3	MWF	12 - 12:50		6611
IH	952	11	Mosaics II	GZ	3	TR	9:30 - 10:50		6612
ITALIAN	1901	1	Italian Language I		4	MWF, M	11 - 11:50, 10 - 10:50	Cristina Gragnani	8032
J. STUDIES	902	1	Race & Identity in Judaism	GD	3	MWF	3 - 3:50	Elliot Ratzman	6703
LGL STUD	956	1	Law & American Society	GU	3	TR	3:30 - 4:50	Terry Halbert	4010
LGL STUD	956	2	Law & American Society	GU	3	T	5:30 - 8	Katayun Jaffari	4011
MATH	924	1	Math Patterns	GQ	4	MWF	12 - 1:10		6666
MATH	1941	1	Calculus I		4	TR	11:40 - 1:20	David Zitarelli	3760
MATH	1951	1	Accelerated Calculus I& II		4	TR	11:40 - 1:20		9366
MUSICSTUD	909	1	World Musics & Cultures	GA	3	MWF	11 - 11:50	Lindsey Weightman	7467
PHILOSOPHY	939	1	Philosophy of the Human	GB	3	MWF	12 - 12:50	Thomas Meyer	8261
PHILOSOPHY	3968	1	Themes in Existentialism		3	R	2 - 4:30	Kristin Gjesdal	4984
PHYSICS	2921	1	General Physics I Class/Recitation		4	MWF, W	9 - 9:50, 8 - 8:50	Dieter Forster	7159
PHYSICS	2921	41	General Physics I Lab		0	T	9 - 10:50		16576
PHYSICS	2921	43	General Physics I Lab		0	T	11 - 12:50		16584
POLI SCI	962	1	Fate, Hope, & Action:Globalization	GG	3	MWF	10 - 10:50	Alistair Howard	8337
POLI SCI	966	1	World Affairs	GG	3	MWF	11 - 11:50	Karl Orfeo Fioretos	5690
POLI SCI	3910	1	Public Opinion		3	TR	12:30 - 1:50	Kevin Arceneaux	7902
POLI SCI	3996	1	PS Capstone: Discrim. & Law		3	T	3:30 - 6	Heath Fogg-Davis	3485
POLI SCI	4996	1	PS Capstone: Discrim. & Law		3	T	3:30 - 6	Heath Fogg-Davis	8906
PSYCH	1996	1	Psych as a Social Science		3	TR	12:30 - 1:50	Donald Hantula	959
RELIGION	902	1	Race & Identity in Judaism	GD	3	MWF	3 - 3:50	Elliot Ratzman	6704
RELIGION	911	1	Asian Behavior & Thought	GB	3	TR	9:30 - 10:50	Monte Hull	16261
RELIGION	976	1	Religion in Philadelphia	GU	3	TR	2 - 3:20	Rebecca Alpert	8066
RELIGION	3912	1	Topics in Religious Studies		3	TR	11 - 12:20	Shigenori Nagatomo	3912
RELIGION	3904	1	Earth Ethics		3	TR	3:30 - 4:50	Monte Hull	16270
SOCIOLOGY	929	1	History & Signif of Race in America	GD	3	MWF	1 - 1:50	Matt Wray	6537
SPANISH	1901	1	Basic I		4	TR	9:50 - 11:30	Carolyn Phipps	2000
SPANISH	1902	1	Basic II		4	TR	1:30 - 3:10	Carolyn Phipps	6450
SPANISH	1903	2	Intermediate		3	MWF	10 - 10:50	P. Moore-Martinez	2560
SPANISH	2901	2	Conversational Review		3	MWF	11 - 11:50	Marcela Pardes	2605
SPANISH	2902	1	Hispanic Readings		3	MWF	9 - 9:50	Marcela Pardes	7754
SPANISH	3996	1	Advanced Analysis		3	TR	3:30 - 4:50	Hiram Aldarondo	7760
THEATER	925	1	Art of Acting	GA	3	MW	1 - 2:20	Cheryl Williams	5235
WMN STUD	3900	1	Violence: An Anthro Approach		3	T	2 - 4:30	Mindie Lazarus-Black	8331
WMN STUD	3900	2	Inside Out		3			Patricia Way	8764
WMN STUD	3900	3	Ideal America		3	TR	3:30 - 4:50	Margaux Cowden	16873