

HONORS COURSES

GEN EDS

Analytical Reading and Writing

US Society

Global/World Society

Human Behavior

Arts

Race and Diversity

Science and Technology

LOWER LEVEL HONORS COURSES

Please note: These are courses that, in most cases, will not fulfill Gen Ed requirements but might be required for your major or college graduation requirements. See an advisor for specific course questions.

UPPER LEVEL HONORS COURSES

These are Honors courses, 2900 or higher, that will fulfill the Honors upper level requirement. Please note: These courses will not fulfill any Gen Ed requirements.

Gen Ed – Analytical Reading and Writing (English 0902)

Cosmic Composition (English 0902.01, CRN: 3567)

Professor: Matthew Desiderio (matt@d@temple.edu)

Days/Times: Monday and Wednesday, 8 to 9:40 AM

About: If you've ever looked up into the night sky and felt a thrilling sense of wonder, then this is the course for you. More than thirty years ago, PBS aired a short-lived but remarkable television series that inspired viewers 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 universe – 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 the class is not a course in science. Our work will be to read, write, and think critically. We will 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. Above all, we will formulate our own responses to ideas according to the methods of academic discourse.

About the Professor: I have taught writing, literature, and film at Temple and other schools for 13 years. My own research focuses on cinema studies and perception, particularly as these topics intersect with cognitive science and neuroscience. Long before I earned my PhD here at Temple, I used to lie on the shag carpet of the family living room on Wednesday nights, mesmerized by *Cosmos*. A few years ago, I rediscovered this unique television program, and I was struck by its multi-disciplinary complexity and unbridled sense of wonder. I look forward to sharing this gem in the classroom.

Alienation, Art & Subversion (English 0902.02, CRN: 3568)

Professor: Ryan Eckes (eckes@temple.edu)

Days/Times: Monday and Wednesday, 10 to 11:40 AM

About: We'll begin with a love story—*Ask the Dust* by John Fante—and proceed from there, reading works of fiction, poetry, essays, and speeches that raise questions about the relationship between alienation (individual or collective) and different kinds of creative response. Our conversation will range among different contexts and include discussions of education, work, family, racism, classism, aesthetics, politics and protest, and other issues. We'll read primarily from 20th and 21st century American authors, probably Ralph Ellison, R. Crumb, Eileen Myles, CAC Conrad, Audre Lorde, Cormac McCarthy, Kim Gek Lin Short, David Foster Wallace, Alice Walker, Herbert Marcuse, Mark Slouka, John Berger, Joan Retallack, and more. We'll watch a few movies and listen to a few songs, too. And we'll talk about our own lives a little bit. Each student will play an active role in the class, leading discussions and writing essays—and perhaps writing in other forms—that are driven by intellectual curiosity and exploration.

About the Professor: I'm an adjunct professor who's been teaching at Temple since 2005. Currently I teach at Community College of Philadelphia, too, and have taught at other schools in Philadelphia, where I've lived most of my life. Though my Rate My Professor ratings are high, I swear I've had students who didn't think I was an easy

teacher (what happened to those people?). I'm also a poet. I write books. With fellow poet Stan Mir, I organize the Chapter & Verse Reading Series, which features writers from all over the country as well as Philly writers.

The City in Literature (English 0902.03, CRN: 3569)

Professor: Elizabeth Mannion (mannion@temple.edu)

Days/Times: Monday and Wednesday, 1 to 2:40 PM

About: 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), how the city setting and character often become blurred, and how our attitudes toward the city are reflected in and influenced by literary representations. We will celebrate the detective's centrality to urban literature by devoting 3-4 weeks to the detective story, including short stories by Edgar Allan Poe (Paris) and Arthur Canon Doyle (London).

Earthly Paradise in Literature (English 0902.04, CRN: 3570)

Professor: Srimati Mukherjee (smukherj@temple.edu)

Days/Times: Monday and Wednesday, 3 to 4:40 PM

About: The course will focus on representations of "paradiso terrestre" or the "earthly paradise" in literature, with a particular emphasis on Modernist American poetry. Examples of writers we will discuss and evaluate are Ezra Pound and Wallace Stevens. In contrast, we will also consider literary depictions of individual "hells." In a few cases, we will analyze how such "hells" intersect with racial or gender identity. Selected authors we will consider in this regard are William Faulkner, Flannery O'Connor, and Sylvia Plath. My preferred method of progress in the class is a combination of discussion and lecture with more weight given to the former. You will write two critical papers, with researched secondary sources woven in, and take a final examination. Consistent in-class participation (both verbal and written) will also contribute to your grade.

About the Professor: Professor Mukherjee has taught for thirteen years in the English Department at Temple University where she is now Associate Professor on the Teaching Track. Originally from India, she now lives in Philadelphia and considers teaching her primary commitment. She is always interested in seeing how students respond to literary and cultural issues and making the classroom dialogic. Her most recent publications are in American Literature and Film Studies. She also writes short fiction and enjoys watching and discussing films.

Age of Globalization: Local Problems, Global Controversies, & the Ever-Shrinking World (English 0902.05, CRN: 3571)

Professor: Geoffrey Gust (gwgust@temple.edu)

Days/Times: Monday and Wednesday, 4 to 5:40 PM

About: To quote cultural theorist Paul Virilio, "the speed of light does not merely transform the world. It becomes the world. Globalization is the speed of light." Indeed, the dawning of the globalization movement has occurred very quickly, the earth is now "smaller" than it has ever been before, and the explosion of new technologies has essentially created a new world in the twenty-first century. In the age of globalization it is all-important that individuals are well-informed about the world-at-large, and therefore in this course, we will closely consider the new wave of globalization, and examine the impact of this "new world" in various locales. We will focus on areas and topics that are – and are not – very familiar to all of us, in ways that (I hope) will allow us to consider the problems of the twenty-first century in a sophisticated, new light. To analyze globalization and many cultural problems, near and far, we will peruse a wide variety of written works by influential writers and thinkers (including news articles, philosophical works, historical commentaries, literary sources, etc.); and we will use these works hand-in-hand with a variety of media sources in order to interrogate what it means to live in a truly "global" world, one that is full of complex issues, tensions, and misunderstandings that may even lead to violence and death.

From start to finish, this course will be a collaborative endeavor. In essence, class will be treated like a large seminar, where students and professor alike will work together to get to the "core" of the global community. Through deep critical engagement with chosen texts and crucial places and spaces around the globe, the class will seek to understand the pros and cons of the globalization movement, while becoming better informed "global citizens". 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 total. 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 his publications to date have been on Geoffrey Chaucer, the “Father of English Poetry” (including his book *Constructing Chaucer: Author and Autofiction in the Critical Tradition*). He is currently researching medieval obscenities and erotics, comparing the oral traditions of Europe vs. Native Americans, and helping to lead the Delaware Valley Medieval Association and Temple’s own Premodern Film Series. He has taught literature to students on both the West and East coasts, and completed his doctoral work overseas, at the University of York. But he regrets to report that his days of being a global tourist have largely passed him by because when he is not working, Dr. Gust has his hands full with his two young daughters.

Where I’m Coming From: Family and Community in Literature (English 0902.06, CRN: 5049)

Professor: Kathryn Ionata (tua14863@temple.edu)

Days/Times: Tuesday and Thursday, 11:40 to 1:20 PM

About: In this course we will examine the representation of family and community in literature. We’ll talk about how writers use characters’ backgrounds as a way to reveal their idiosyncrasies and allow readers deeper insight into their identities. We will consider how family dynamics affect decision-making, which in turn drives forward the plot of many stories. How do families’ expectations motivate the identities we create for ourselves? How do they cause us to rebel, conform, succeed, or change? In what way do factors such as gender, race, sexuality, immigration, and culture affect our upbringings? We will attempt to answer these questions and others through discussions and writing, with the goal of understanding texts on an analytical level. Texts will likely include a graphic novel (*Fun Home*), play (*How I Learned to Drive*), short story collection (*Woman Hollering Creek*) and novella (*Chronicle of a Death Foretold*). We may also screen a film, and perhaps an episode of *The Twilight Zone* (because the only thing scarier than family is a family that includes an evil talking doll). Probable assignments include three critical papers, a creative project, and a presentation. In-class writing, activities, and discussions will also factor into grading. Active participation is an important part of this class, and students are strongly encouraged to share their insights on the topics we discuss; as long as they are stated respectfully, all points of view are welcome.

About the Professor: I am a former Temple Honors student and went on to earn my MFA in Creative Writing Fiction and English from Temple. Now an adjunct in the English department, my devotion to the amazing people here (and the crepe truck) continues. I have also taught creative writing and composition at The College of New Jersey and Penn State Abington. My writing has appeared in *Philadelphia Stories*, *Hawai’i Review*, *Wisconsin Review*, *The Philadelphia Inquirer*, *Schuylkill Valley Journal*, and elsewhere. Feel free to send me an email at kathryn.ionata@temple.edu.

Memory, Nostalgia, and Forgetting (English 0902.07, CRN: 3572)

Professor: Patricia McCarthy (pmccarth@temple.edu)

Days/Times: Tuesday and Thursday, 9:50 to 11:30 AM

About: This course will explore twentieth-century literature of memory—and the intersections of memory and nostalgia, memory and forgetting. Topics to be considered include collective/public memory vs. individual/private memory, nostalgia vs. desire for the new, false or revisionist memory, the connection of home and place to memory, and the role of language in memory and forgetting. Texts will include novels, poetry, and plays. Authors to be studied will likely include: Margaret Atwood, Samuel Beckett, Barbara Cole, Rita Dove, Lyn Hejinian, Susan Howe, Milan Kundera, David Markson, and W.G. Sebald. Probable requirements: short reading responses, three critical papers, and one presentation. “[T]he struggle of man against power is the struggle of memory against forgetting.” (Milan Kundera, *The Book of Laughter and Forgetting*) “What follows a strict chronology has no memory.” (Lyn Hejinian, *My Life*)

About the Professor: Pattie McCarthy is the author of *bk of (h)rs*, Verso, *Table Alphabetical of Hard Words*, and *Marybones* (forthcoming), all from Apogee Press. She received her M.A. in Creative Writing—Poetry from Temple University. She has taught literature and creative writing at Queens College of the City University of New York,

Towson University, and Loyola College in Baltimore. She has been teaching at Temple since 2004. She lives just outside Philadelphia with her husband, their three children, a Great Dane, and two chickens.

Comedy and Literature (English 0902.08, CRN: 3573)

Professor: Michael Ingram (ingram@temple.edu)

Days/Times: Tuesday and Thursday, 9:50 to 11:30 AM

About: In this course, we'll read several comedic novels, as well as a number of shorter pieces, and consider what comedic points of view can teach us about the world. Why do we laugh? Can comedy be a rhetorical strategy, a way to make serious arguments about things like war, death, race, and religion? Should certain topics be off-limits for comedy, or is everything fair game? These are just a few of the questions you'll probe through your reading, research and writing over the course of the semester.

About the Professor: Mike Ingram is an assistant professor in the First-Year-Writing program. He holds a Master of Fine Arts from the Iowa Writers Workshop, and his fiction has appeared in numerous scholarly and popular publications. He's also the fiction editor of *Barrelhouse*, an independent literary journal with a pop-cultural bent.

Film, Gender, and Self-Expression (English 0902.09, CRN: 3574)

Professor: Julia Mendenhall (juliam@temple.edu)

Days/Times: Tuesday and Thursday, 3:20 to 5 PM

About: This course is for you if you wish to sharpen your reading, writing, speaking, leading, and researching skills, greatly decrease your procrastination tendencies, and to learn to feel comfortable expressing your multifaceted “self” and your complicated thoughts. This course starts from the premise that: “People are different from each other” (Eve K. Sedgwick, *Epistemology of the Closet* 22). Our course asks: How exactly are people different, or “diverse” and how can we stop mental and physical “bullying” of others based on their supposed “difference”? In this course, we'll use the lenses of gender theory and integrated biological and cultural theory to “read” what contemporary films have to say about our biological origins, gender socialization, gender ideologies and our gendered, race, and class identities, to solve problems in our own lives now as you adjust to college, think about your major, and career path. What is the difference between forced assimilation and strategic adaptation? How can humans interact civilly in these “mean times”? We'll also uncover what these films have to say about topics such as masculinity, femininity, sexuality, bullying/violence, beauty, body image, procreation, marriage, education, and careers. Although our gender roles are constrained by our biology, enculturation, and the narratives we've consumed and internalized, just as often our fictional cinematic stories also show us how to challenge and resist the status quo in order to create our “selves” and a better world for all. We'll read extensively from the fields of biology, film theory, psychology, and sociology; longer readings may include: Anne Fausto-Sterling's *Sex/Gender* (2012), Lisa M. Diamond's *Sexual Fluidity: Understanding Women's Love and Desire* (2009), Kenji Yoshino's *Covering: The Hidden Assault on our Civil Rights* (2006). Films may include: *Art School Confidential*, *Blindness*, *Blue Valentine*, *Bully*, *Crazy Stupid Love*, *Eternal Sunshine of the Spotless Mind*, *Fight Club*, *I've Heard the Mermaids Singing*, *Juno*, *Me and You and Everyone We Know*, *Pariah*, *The Sweetest Thing*, and *Zero Patience*.

Your grade will primarily be based on a portfolio of written papers that have been substantially written and revised throughout the semester. You will also be evaluated on your attendance and participation, a group presentation, and on responding thoughtfully to your peers' and your own writing.

About the Professor: I've been teaching full-time at Temple for five years, and won the Provost's Award for Innovative Teaching in General Education in 2010. I have a Ph.D. in English and a Certificate in Women's Studies from Temple University. My research areas are gender, sexuality, and race studies, transnational film and globalization theory, and contemporary film. I was awarded a Fulbright scholarship and spent a year in Canada conducting dissertation research on Canadian cinema, and I'm currently writing a book on the classic Canadian film *I've Heard the Mermaids Singing*: <http://www.arsenalpulp.com/seriesinfo.php?index=10> I'm happiest when swimming, watching and discussing films, writing creatively, and teaching.

What's So Funny? (English 0902.10, CRN: 3575)

Professor: Stanley McDonald (skmcdona@temple.edu)

Days/Times: Tuesday and Thursday, 3:20 to 5 PM

About: Comedians such as Louis C.K. often get audiences to laugh at jokes dealing with subjects many would consider inappropriate for polite conversation. How does C.K. get an audience to laugh at routines that include jokes about Hitler, the Holocaust, and Ray Charles while also addressing being a single father to two daughters? In addition to Louis C.K. we will also watch or listen in this course to comedians such as Margaret Cho and Wanda Sykes and watch films by Woody Allen and Monty Python. Due to the nature of the comedians mentioned above many of our discussions will deal with controversial topics such as politics, sexuality, race, and religion. Writing assignments will include three analytical essays based on prompts developed through these class discussions.

About the Professor: Stan McDonald has been teaching courses on literature and writing at Temple for six years. This summer he's looking forward to the new season of Louie.

Film, Gender, and Self-Expression (English 0902.11, CRN: 3576)

Professor: Julia Mendenhall (juliam@temple.edu)

Days/Times: Tuesday and Thursday, 1:30 to 3:10 PM

About: This course is for you if you wish to sharpen your reading, writing, speaking, leading, and researching skills, greatly decrease your procrastination tendencies, and to learn to feel comfortable expressing your multifaceted “self” and your complicated thoughts. This course starts from the premise that: “People are different from each other” (Eve K. Sedgwick, *Epistemology of the Closet* 22). Our course asks: How exactly are people different, or “diverse” and how can we stop mental and physical “bullying” of others based on their supposed “difference”? In this course, we’ll use the lenses of gender theory and integrated biological and cultural theory to “read” what contemporary films have to say about our biological origins, gender socialization, gender ideologies and our gendered, race, and class identities, to solve problems in our own lives now as you adjust to college, think about your major, and career path. What is the difference between forced assimilation and strategic adaptation? How can humans interact civilly in these “mean times”? We’ll also uncover what these films have to say about topics such as masculinity, femininity, sexuality, bullying/violence, beauty, body image, procreation, marriage, education, and careers. Although our gender roles are constrained by our biology, enculturation, and the narratives we’ve consumed and internalized, just as often our fictional cinematic stories also show us how to challenge and resist the status quo in order to create our “selves” and a better world for all. We’ll read extensively from the fields of biology, film theory, psychology, and sociology; longer readings may include: Anne Fausto-Sterling’s *Sex/Gender* (2012), Lisa M. Diamond’s *Sexual Fluidity: Understanding Women’s Love and Desire* (2009), Kenji Yoshino’s *Covering: The Hidden Assault on our Civil Rights* (2006). Films may include: *Art School Confidential*, *Blindness*, *Blue Valentine*, *Bully*, *Crazy Stupid Love*, *Eternal Sunshine of the Spotless Mind*, *Fight Club*, *I’ve Heard the Mermaids Singing*, *Juno*, *Me and You and Everyone We Know*, *Pariah*, *The Sweetest Thing*, and *Zero Patience*.

Your grade will primarily be based on a portfolio of written papers that have been substantially written and revised throughout the semester. You will also be evaluated on your attendance and participation, a group presentation, and on responding thoughtfully to your peers’ and your own writing.

About the Professor: I’ve been teaching full-time at Temple for five years, and won the Provost’s Award for Innovative Teaching in General Education in 2010. I have a Ph.D. in English and a Certificate in Women’s Studies from Temple University, My research areas are gender, sexuality, and race studies, transnational film and globalization theory, and contemporary film. I was awarded a Fulbright scholarship and spent a year in Canada conducting dissertation research on Canadian cinema, and I’m currently writing a book on the classic Canadian film *I’ve Heard the Mermaids Singing*: <http://www.arsenalpulp.com/seriesinfo.php?index=10> I’m happiest when swimming, watching and discussing films, writing creatively, and teaching.

Provocateurs: Rebels, Misfits, and Outlaws (English 0902.13, CRN: 4270)

Professor: Gregory Byala (byala@temple.edu)

Days/Times: Tuesday and Thursday, 11:40 to 1:20 PM

About: The course will explore films and novels that represent moments of social dislocation. In particular, we would be looking at figures who, for one reason or another, disturb the world in which they find themselves. Texts

includes King Lear, V for Vendetta, "A Good Man is Hard to Find," Waiting for the Barbarians, The Stranger, Exit Through the Gift Shop.

The course will look at three moments in the history of art (graffiti, Punk music, and the work of Ai Weiwei, a contemporary dissident artist in China), examining both the methods of expression that they employ in their assault on the status quo and the particular historical environments into which their expressions are launched.

About the Professor: Gregory Byala received his Ph.D. in English from Yale University in 2006. He teaches courses in writing and literature, with a primary focus on twentieth-century literature.

Transgression and Gender in Modern Literature and Culture (English 0902.15, CRN: 5363)

Professor: Nicholas Peterson (npeter1@temple.edu)

Days/Times: Monday and Wednesday, 4 to 5:40 PM

About: This course will explore transgression through the lens of gender. The primary texts for this class are Nawal El Saadawi's *Woman at Point Zero* and Chuck Palahniuk's *Fight Club*. Supplementary readings may include excerpts from Sigmund Freud's works, Emile Durkheim and Robert Merton on anomie, George Bataille's *The Accursed Share, Volume I*, and Klaus Theweleit's *Male Fantasies, Volume II*. Students will write several essays exploring these themes and integrating these works; one of the essays will require some research.

About the Professor: I studied English in Oregon and New Mexico before finishing my doctorate in English at Temple University. My main scholarly interests include economic, class, and labor issues as represented in American literature.

Gen Ed – US Society

First Person America (American Studies 0962.01, CRN: 20056)

Professor: Regina Bannan (bannan@temple.edu)

Days/Times: Tuesday and Thursday, 2 to 3:20 PM

About: Want a really good book club? If you like to read, you'll like this course. You'll have to read, actually, but you'll be well-rewarded when you do. So this is not a course for those who like to do one boffo project – though you do have a mini-boffo opportunity to visit and report on a local museum – but it is for those who like to write and talk about other people's lives. The discussions with fellow honors students are great. It's First Person America, seven autobiographies of Americans who changed their worlds – understand major social movements from the pens of those who lived them. And you get to choose the book you read for the 21st century.

Dissent in America (History 0949.01, CRN: 19137)

Professor: Ralph Young (ryoung03@temple.edu)

Days/Times: Monday, Wednesday, Friday, 10 to 10:50 AM

About: A central aspect of a democratic society is the constitutional guarantee that all citizens possess freedom speech, thought and conscience. Throughout American history individuals and groups of people, oftentimes vociferously, marched to the beat of a different drummer, and raised their voices in strident protest. We are going to study the story and development of dissent in America. How has dissent shaped American society? Why is it that some people never “buy into” the “American Dream” perceiving it not as a Dream, but more like a Nightmare? How has dissent molded groups of people within American society and, indeed, even transformed individuals. This course will look at such historical figures as Anne Hutchinson, Roger Williams, Mary Dyer, Henry David Thoreau, Susan B. Anthony, Randolph Bourne, Martin Luther King, Malcolm X, Allen Ginsberg, Abbie Hoffman, Timothy Leary, George Lincoln Rockwell, Timothy McVeigh and others who have dissented from mainstream America. Texts will include: Henry David Thoreau, Walden, & “Essay on the Duty of Civil Disobedience” John Howard Griffin, Black Like Me Martin Luther King, Jr., Why We Can't Wait Allen Ginsberg, Howl Betty Friedan, The Feminine Mystique Abbie Hoffman, Woodstock Nation Timothy Leary, The Politics of Ecstasy . We will attempt to answer such questions as: What is the nature of Dissent? Is dissent necessary in a free society? Should Dissent consist solely of peaceful non-violent demonstrations? Under what circumstances should it ever become violent? Or should it never become violent? What is the difference between legitimate grievances and injustices and perceived grievances and injustices? Are dissenters, on the whole, prophets or “loonies?” When does a dissenter become a “crackpot”? What is the difference between Martin Luther King Jr. and Timothy McVeigh?

About the Professor: Bob Dylan once wrote that “he not busy being born is busy dying.” I grew up near New York City, attended graduate school at Michigan State University, did research at the British Museum on seventeenth-century Puritanism, wrote my doctoral dissertation at the same desk in the reading room where Karl Marx wrote Das Kapital, hitch-hiked around Europe, passed through Checkpoint Charlie a couple of times, taught history at the University of London and Bremen Universität, played guitar on the streets of Hamburg and Bremen, demonstrated against the Vietnam War on the steps of the American Embassy in London on Grosvenor Square, managed a second-hand bookstore in Philadelphia, got stuck in a traffic jam for two hours with Allen Ginsberg talking about William Blake, Walt Whitman, and Bob Dylan, climbed Ayers Rock, taught scuba diving in Dominica, wrote a couple of thrillers about terrorism, viewed Halley's Comet from the top of Corcovado, swam with a pod of

wild dolphins in the Gulf Stream, but somehow never managed to get to a World Trade Organization Conference. And of course, as Paul Simon would put it, “Michigan seems like a dream to me now.”

Law and American Society: Focus on the Immigrant Experience (Legal Studies 0956.01, CRN: 4010)

Professor: Terry Halbert (thalbert@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

About: This course is a blend of learning and doing. You will spend at least 10 hours in Philadelphia interacting with immigrants to the US, and with the non-profit organizations that work to support them. You will hear from lawyers and activists who have devoted themselves to what some call *the* human rights issue of the 21st century—the rights of immigrants, of those who cross borders to find new homes.

The United States is in the midst of the biggest wave of immigration in its history. While the US legal system has made some civil rights progress, the status of recent immigrants to this country remains highly contested. In 2012, as the non-white birthrate surpasses the white birthrate for the first time, deep social tensions have emerged. In this course we will look at a series of controversial questions at the intersection of law, ethics and the immigrant experience: Should there be a “route to citizenship” for the 12 million undocumented individuals in the US? Should they have access to health care, to education? Can states legislate criminal punishments for those who rent to or employ undocumented people? Should police be permitted to stop and search any individual they suspect as undocumented? To what extent can a company enforce English-only rules? Are the working conditions for some immigrants tantamount to slavery? Do immigrants help or hurt the US economy?

As we investigate questions like these you will be introduced to the US legal system, and to the ways in which law both mirrors and shapes the culture around it. You will get practice analyzing cases and statutes, and you will learn to make persuasive arguments in discussions, mock trials and negotiation exercises.

IMPORTANT: This course will be “community based.” You will be spending at least 10 hours during the semester working with organizations in Philadelphia which support immigrants and/or asylum seekers. You will be, for example, interviewing immigrants to discover the kinds of social, political and legal challenges they face. You will observe a naturalization proceeding where people from many different countries of origin are sworn in as citizens of the United States. You will be trained to assist newly-naturalized immigrants in registering to vote, and will assist in voter registration. You may also be observing a deportation hearing or a court proceeding involving an asylum-seeker. You will have the opportunity to attend a play, a dance performance or an art exhibit related to the immigrant experience.

About the Professor: I am a lawyer with a liberal arts background. I have been a professor in Legal Studies in the Fox School, teaching at the intersection of law, ethics and business. I like inventing new courses: I developed a course all about whether slot machines should come to Philadelphia, and another called *Tobacco in America: From Pocahontas to Virginia Slim*, an interdisciplinary look at the industry through the lenses of history, economics, culture studies, psychology, ethics and law. I believe in active and experiential learning, and while I was the Director of GenEd at Temple, got the PEX passport program underway. Jobs I’ve had in my life: waitress, calligrapher, and teacher. Places I’ve lived in my life: Philadelphia, Maine, Scotland, Malawi. Movies I can watch over and over: Blues Brothers, Ponette. TV I like: Madmen. The Colbert Report. Favorite foods: shad roe, maple syrup, dark chocolate with really big chunk of almonds. Book I just read: *Every Man Dies Alone* by Hans Fallada. Book I want to read next: *What We Talk About When We Talk About Anne Frank*, a short story collection by Nathan Englander. What I’m learning lately: video storytelling, ashtanga yoga.

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

Professor: Katayun Jaffari (kjaffari@temple.edu)

Days/Times: Tuesday, 5:30 to 8 PM

About the Course: 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 areas of laws such as constitutional, contract, criminal, and tort, among others. The political, social and economic forces that affect change are also discussed thereby providing guidance as to the future direction of the law.

About the Professor: The professor is a partner at Ballard Spahr LLP and a member of the Firm's Business and Finance 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 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, currently serving as President of the Support Center for Child Advocates.

Landscape of American Thought (Philosophy 0924.01, CRN: 19226)

Professor: TBA

Days/Times: Monday, Wednesday, Friday, 12 to 12:50 PM

About: We'll examine the work and influence of a range of prominent American public intellectuals ranging from Emerson, Thoreau, Du Bois, Dewey, King, in the first half of the term, on to Rawls, Strauss, Chomsky, Butler, and West in the second.

About the Professor: Dr. Meyer is a graduate of Harvard University and the University of Pennsylvania, and works in the field of philosophy, specializing in issues around recent philosophical treatments of the human.

Religion in Philadelphia (Religion 0976.01, CRN: 8066)

Professor: Rebecca Alpert (ralpert@temple.edu)

Days/Times: Tuesday and Thursday, 2 to 3:20 PM

About: 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.

About the Professor: 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.

Gen Ed – World Society

World Society in Literature and Film (Arabic 0968.01, CRN: 7003)

Professor: Waiel Abdelwahed (waiel@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

About: 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.

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.

World Society in Literature and Film (French 0968.01, CRN: 3123)

Professor: Beth Curran (bcurran@temple.edu)

Days/Times: Tuesday and Thursday, 12:30 to 1:50 PM

About: 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 21st 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?

About the Professor: 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).

Development and Globalization: Fate, Hope & Action (Political Science 0962.01, CRN: 8337)

Professor: Alistair Howard (alistair@temple.edu)

Days/Times: Monday, Wednesday, Friday, 2 to 2:50 PM

About: 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.

About the Professor: 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.

World Affairs (Political Science 0966.01, CRN: 5690)

Professor: Mark Pollack (mark.pollack@temple.edu)

Days/Times: Tuesday and Thursday, 2 to 3:20 PM

About: This course offers an interdisciplinary introduction to major themes in international studies. It explores the history and evolution of major international trends from different disciplinary perspectives, including Political Science, Economics, Law, History, the Humanities and the Natural Sciences. Particular attention is given to trends in the nature of war, political and economic development, international law, human rights, disease and health, and governance of the global commons. The course is organized in three parts. Part I briefly introduces major trends in world affairs, including the nature of war, trade, disease, international law, and the environment, and explores explanations of these trends from several disciplinary perspectives. Part II builds on the conceptual work in the previous sections to explore the causes and consequences of inter-state war; emerging forms of global violence in the 21st century, including terrorism and civil wars; the origins of democracy and the prospects for democratization; the emergence of human rights and new norms on humanitarian intervention; the origins and effects of differences in wealth and poverty; variations in health around the world and the global combat against diseases; developments in the protection of the global commons, and the effects of globalization in national societies. Part III concludes the course with a review of primary challenges for the future of world affairs, and conclusions.

About the Professor: Mark A. Pollack is Jean Monnet Chair and Associate Professor of Political Science at Temple University, where he teaches classes in international relations and European Union politics. He received his Ph.D. from Harvard University in 1995, and has also taught at the University of Wisconsin-Madison (1995-2004) and the European University Institute in Florence, Italy (2000-2002). His research agenda focuses on the role of international institutions and international law in regional and global governance, with specific projects examining the delegation of powers to the supranational organizations in the European Union, the creation of new mechanisms for the governance of the transatlantic relationship, the global regulation of genetically modified foods, and the "mainstreaming" of gender issues in international organizations. Prof. Pollack is the author of *The Engines of European Integration: Delegation, Agency and Agenda Setting in the EU* (Oxford University Press, 2003), and co-author (with Gregory C. Shaffer) of *When Cooperation Fails: The Law and Politics of Genetically Modified Foods* (Oxford University Press, May 2009). He is also co-editor of six books, including most recently *The Handbook of European Union Politics* (with Knud Erik Jorgensen and Ben Rosamond, Sage Publications, 2007) and *Policy-Making in the European Union*, 6th edition (with Helen Wallace and Alasdair Young, Oxford University Press, 2010), as well as several dozen articles and book chapters.

Gen Ed – Human Behavior

Criminal Behavior (Criminal Justice 0912.01, CRN: 18997)

Professor: Jennifer Wood (woodj@temple.edu)

Days/Times: Tuesday and Thursday, 11 to 12:20 PM

About: Although we like to think differently, committing crime is an extremely common human behavior. From the extremes of armed robbery or serial murder to the ordinary failure to declare income on tax returns or the tendency to speed on the highway, nearly everyone has broken the law and committed a crime at some point. This course examines the problem of crime, and how we respond to it, from various disciplinary perspectives including law, psychology, sociology, public health and geography. Although the focus is on crime in the United States and Philadelphia in particular, the course examines different conceptions of criminal behavior from other parts of the world.

About the Professor: Jennifer Wood is an Associate Professor of Criminal Justice at Temple University (Philadelphia, USA) and is a Methods Core member of Robert Wood Johnson's program for Public Health Law Research. Her work focuses on the delivery of policing and security in the context of wider shifts in regulation and governance. Her current research examines the nexus between security and public health. She teaches courses on qualitative research, criminal behavior, crime and social policy, and policing. She is the author of *Imagining Security* (2007; with Clifford Shearing), co-editor of *Democracy, Society and the Governance of Security* (2006; with Benoît Dupont), and co-editor of *Fighting Crime Together: The Challenges of Policing and Security Networks* (2006; with Jenny Fleming). Prior to joining Temple University in 2007, Dr. Wood was a Fellow at the Regulatory Institutions Network, Australian National University.

Youth Cultures (Education 0917.01, CRN: 5293)

Days/Times: Tuesday and Thursday, 9:30 to 10:50 AM

About: Do you listen to hip hop, spend all your time in Second Life, dress up like a cartoon character and go to anime fairs, or go skateboarding every day with your friends? Then you're part of the phenomenon called youth culture. Often related to gender, race, class and socio-economic circumstances, youth cultures enable young people to try on identities as they work their way to a clearer sense of self. Empowered by new technology tools and with the luxury of infinite virtual space, young people today can explore identities in ways not available to previous generations. Students in this class will investigate several youth cultures, looking closely at what it means to belong. They will also come to appreciate how the media and marketing construct youth identities and define youth cultures around the world

Tweens and Teens (Education 0919.01, CRN: 17178)

Professor: Amanda Neuber (aneuber@temple.edu)

Days/Times: Monday, 5:30 to 8 PM

About: Exuberance, risk-taking, experimentation. Peer pressure, parental pressure, sex, drugs and alcohol. This Honors class on human development takes a close look at one of the most confusing, exciting, and critical phases of development, the pre-teen and teen years. Students will learn theoretical frameworks for interpreting their own experience and that of their peers. They will view media representations of adolescence and draw conclusions about how the media influence adolescents. Students will conduct original research on a teen issue and draw their own

conclusions about whether identity is innate or a product of our environments.

About the Professor: Born and raised in South Jersey, she now lives in center city Philadelphia. Amanda is the associate director of Honors, while she also serves as the director of alumni for the Pennsylvania-East chapter of HOBY (Hugh O'Brian Youth Leadership). She enjoys photography, the arts, Philadelphia sports, spending time with family and friends, and will forever be a cheerleader at heart. She will also be starting her PhD program in the fall—Educational Psychology.

Asian Behavior and Thought (Religion 0911.01, CRN: 16261)

Professor: Monte Hull (mhull@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

About: People in Asia, as elsewhere, have grappled with fundamental questions about human life. How can my life be most meaningful? How can I find true happiness, or is that even possible? What is most important, real, or sacred in human life? How can I find or know this? What is, or should be, my relation to other people? To the natural world? Since these are real questions that affect people's lives, we will examine how they have been responded to in practice as well as in theory. Thus, we will take an interdisciplinary approach that utilizes religion, philosophy, literature, art, and even gardens, in order to examine representative answers offered to these and related questions, sampling from the long, rich, and wonderfully diverse traditions of Indian, China, and Japan. In each case we will examine concepts, theories, and practices in order to gain insights into the cultures from which they emerged, as well as to see their relevance to issues of human life. Special attention will be given to the practice of meditation. There are no prerequisites for this course. **Evaluation:** Participation in class discussions, very short weekly postings on Blackboard, two take-home midterms, and a take-home final exam.

About the Professor: Monte Hull was formerly 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.

Gen Ed – Arts

Shall We Dance? (Dance 0931.01, CRN: 7156)

Professor: Michael Roberts

Days/Times: Monday, Wednesday and Friday, 12 to 12:50 PM

About: Investigate the role dance plays and has played in informing and acknowledging social trends in the twentieth and early twenty-first centuries. Connections are made between dance and immigration, industry, politics, fashion, social change, class and gender, nationalism, education and popular culture. Dance both perpetuates and challenges social and cultural issues of power, class, gender, sexual orientation, and age, and acts as a mirror of our society. We will study popular perceptions of dance, dance in Hollywood, and dance as a reflection of social change, dance as social ritual, dance and contemporary notions of the "Impossible Body." You will participate in dance movement sessions, but the course is primarily based on learning through lecture, discussion and film/videotape viewing.

Shakespeare in the Movies (English 0922.01, CRN: 20001)

Professor: Christopher Dennis (dennisc@temple.edu)

Days/Times: Thursday, 5:30 to 8 PM

About: 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.

About the Professor: I received my B.A. from the University of Massachusetts; M.A. from Oxford University; and Ph.D. from Princeton University. My academic training is in Medieval and Renaissance Studies, and I have taught literature and writing at Princeton, Michigan, Penn, and the University of London. I’ve been at Temple since 1999, teaching in the English department, Honors Program and in the Intellectual Heritage Program. I am also a higher education administrator and work as Temple’s Associate Vice Provost for Undergraduate Studies

Creative Acts (English 0926.01, CRN: 4578)**Professor:** Andrew Ervin (erwin@temple.edu)**Days/Times:** Tuesday and Thursday, 3:20 to 5 PM

About: Creative Acts is an introductory creative writing workshop that will focus on poetry and short stories. Creativity cannot be taught in any conventional sense, but it can be harnessed and focused, often with profound results. Our course will explore different methods of tapping into our inner creative resources and using them to find artistic expression for what we see, think, feel, know, and want to know better. Our primary tools of self-expression, in poetry and fiction, will be form, content, and voice; we will use those tools to take creative act(ion)s in the greater Temple and Philadelphia communities in a series of public readings, events, installations, and happenings.

About the Professor: Andrew Ervin is the author of *Extraordinary Renditions*, a collection of three novellas that in 2010 the Huffington Post called, "One of the year's most memorable books of fiction." Originally from the Philadelphia suburbs, he has lived in Budapest, downstate Illinois, and the Louisiana bayou.

World Musics (Music Studies 0909.01, CRN: 7467)**Professor:** Lindsay Weightman (lindsay.weightman@temple.edu)**Days/Times:** Monday, Wednesday and Friday, 11 to 11:50 AM

About: 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.

Art of Acting (Theater 0925.01, CRN: 5235)**Professor:** Lee Richardson (man3916@temple.edu)**Days/Times:** Monday and Wednesday, 1 to 2:20 PM**Art of Acting** (Theater 0925.02, CRN: 19973)**Professor:** Lee Richardson (man3916@temple.edu)**Days/Times:** Tuesday and Thursday, 12:30 to 1:50 PM

Gen Ed – Race and Diversity

Representing Race (English 0934.01, CRN: 3545)

Professor: Caitlin Hudgins (caitlin.hudgins@temple.edu)

Days/Times: Monday, Wednesday, Friday, 2 to 2:50 PM

About: This course will examine and interrogate two related practices in Western thought: that of defending and justifying differences in status and access to power by inventing a naturalized hierarchy of race, and that of defining concepts like citizenship, freedom, and civilization against others to whom those attributes are denied. Our inquiry will require careful and critical attention to how race and racial difference have been represented in a wide variety of disciplines and discourses, including law, theater, literature, philosophy, the sciences and social sciences, and the visual media. We will examine how various dominant cultures have represented a racialized otherness, how those representations intersect with such categories as gender, sexual orientation, religion, and ethnicity, and what interests are served by creating and maintaining racial and other hierarchies. We will pay particular attention to how racial boundaries have been established and regulated, and to cases where those boundaries seem to have been transgressed or to lose their visibility. And we will consider how artists, writers and scholars from marginalized groups have represented both themselves and the dominant culture, how they have both engaged with and resisted the dominant culture's racist imaginary.

About the Professor: Caitlin Hudgins specializes in ethnic-American literature of the 19th and 20th century, multicultural studies, and border theory.

Race in the Ancient Mediterranean (Greek and Roman Classics 0904.01, CRN: 4465)

Professor: William Tortorelli

Days/Times: Monday, Wednesday, Friday, 2 to 2:50 PM

About: This course aims to introduce students to ancient thinking about race and ethnicity and to consider how ancient thinking remains current and influential today. We will investigate how categories of race and ethnicity are presented in the literary and artistic works of Greece and Rome. Our case studies will pay particular attention to such concepts as: notions of racial formation and racial origins; ancient theories of ethnic superiority; and linguistic, religious and cultural differentiation as a basis for ethnic differentiation. We will also examine ancient racism through the prism of a variety of social processes in antiquity: slavery, trade and colonization, migrations, imperialism, assimilation, native revolts, and genocide.

Race and Identity in Judaism (Jewish Studies 0902.01, CRN: 6703)

Professor: David Weinfeld

Days/Times: Monday, Wednesday, Friday, 8 to 8:50 AM

Note: Cross listed with Religion 0902.01

Race and Identity in Judaism (Religion 0902.01, CRN: 6704)

Professor: David Weinfeld

Days/Times: Monday, Wednesday, Friday, 8 to 8:50 AM

Note: Cross listed with Jewish Studies 0902.01

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

Professor: Benny Marcus (bmarcus@temple.edu)

Days/Times: Monday, Wednesday, Friday, 1 to 1:50 PM

About: We will use historical-comparative methods to systematically explore the theoretical and empirical aspects of race and ethnicity. We will focus primarily on the history of the relationships of the major racial and ethnic groups of the United States. The primary themes of the course include: 1) the social construction of race and ethnicity, i.e., that racial and ethnic categories and the meanings, identities, and inequalities associated with them are not fixed in terms of biological or geographic descent, but are constantly being constructed and reconstructed through social processes, especially processes of struggle; and 2) the degree to which the reconstructions of race and ethnicity over time in the United States have resulted, on the one-hand, in a society free of racial and ethnic hierarchies, or, on the other hand, in a society in which racial and ethnic minorities continue to experience differing levels of disadvantages due to past and ongoing prejudice and discrimination.

About the Professor: BA in Sociology and Spanish, Masters in Public Affairs, and PhD in Sociology, all at the University of Texas at Austin. Areas of interest include Development, Globalization, Race and Ethnicity, Political Sociology, Social Movements, and Latin America.

Race, Identity and Experience in American Art (Tyler 0905.01, CRN: 19921)

Professor: Jennifer Zarro (jzarro@temple.edu)

Days/Times: Friday, 8 to 9:40 AM

About: Artists have critically engaged a variety of strategies in an attempt to understand the relation between self and the greater world. These strategies include rejections of stereotypes to their appropriation, a discovery of alternative histories, and a rewriting of dominant narratives, among others. This course will attempt to chart past and present artistic mediations of racial, ethnic, gendered and other types of identities and experiences in the Americas through an exploration of specific works of art and visual culture. What is “race?” What is “American?” What is “art?” Where can we look to find out about artists who reflect on and explore their identities and experiences? Part of this course will include close readings and considerations of artworks, theories, and texts from the earliest Colonial settlers in the Americas through the contemporary art world. Another part of the course will include organizing and producing an exhibition of select works of art from the Charles L. Blockson Afro-American Collection at Temple University. All told, this honors class will provide participants with opportunities to engage deeply with works of art and art ideas and to put these experiences into practice as exhibition curators.

About the Professor: Jennifer received her doctorate in art history from Rutgers University where her research focused on early American urban imagery including maps and engravings from the late eighteenth century. She has been teaching classes on race and art at Temple University for three years. Jennifer’s recent scholarly work includes presenting a poster session outlining how primary art research can foster deeper and more interesting learning and writing for ARTstor.wordpress.com about ways in which university students can use images on ARTstor to talk about American identities. She continues her dissertation research and is currently investigating a 1797 map of Burlington, NJ made by the English-born artist William Birch. Jennifer’s professional experiences also include work as a museum administrator and educator and as a non-profit gallery curator. In her spare time, Jennifer can be found in the art galleries of Philadelphia, in painting classes, or at home with her family.

Gen Ed - Science and Technology

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

Professor: Niwaer Ai (tue87497@temple.edu)

Days/Times: Monday and Wednesday, 1 to 1:50 PM, Monday, 10 to 11:50 AM

About: Cyberspace technology empowers us to do more, but it also has a broader societal impact. It raises new questions regarding the use and misuse of information obtained from the Internet. For example, what is the impact of the Internet on intellectual property? How far can computer surveillance go to detect criminal behavior without reducing our civil liberties? How can vulnerable groups be protected from predators, scam artists, and identity theft? Does privacy even exist anymore? You will develop an understanding of the technologies behind the Internet, the web and your computer, and then use this knowledge to evaluate the social and ethical implications of this technology. This course counts toward the General Education Science Tech requirement or Core SB requirement.

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

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

Days/Times: Tuesday and Thursday, 3:30 to 4:20 PM, Monday, 12 to 1:50 PM

About: Cyberspace technology empowers us to do more, but it also has a broader societal impact. It raises new questions regarding the use and misuse of information obtained from the Internet. For example, what is the impact of the Internet on intellectual property? How far can computer surveillance go to detect criminal behavior without reducing our civil liberties? How can vulnerable groups be protected from predators, scam artists, and identity theft? Does privacy even exist anymore? You will develop an understanding of the technologies behind the Internet, the web and your computer, and then use this knowledge to evaluate the social and ethical implications of this technology. This course counts toward the General Education Science Tech requirement or Core SB requirement.

Geology of the National Parks (Earth and Environmental Science 0954, CRN: 20781)

Professor: Dennis Terry (doterry@temple.edu)

Days/Times: Class - Monday and Wednesday, 1 to 1:50 PM, Lab – Monday, 2 to 4 PM

About: The primary purpose of the National Park Service is to preserve areas of natural or cultural interest for current and future generations. Quite commonly these areas of interest, such as the Grand Canyon, or Yellowstone National Park, are the result of extreme geologic forces which have shaped the landscape. The goal of this class is to use geologic principles to understand the "science of the scenery" of individual parks. Students will also address key issues within individual parks, such as the competing interests of visitor access vs. land management, the societal need for natural resources, and the preservation of unique or delicate ecosystems.

The Environment (Environmental Engineering Technology 0945.01, CRN: 5435)

Professor: Leonard Bernstein (lkberns@temple.edu)

Days/Times: Tuesday and Thursday, 9:30 to 10:50 AM

The Environment (Environmental Engineering Technology 0945.02, CRN: 8756)

Professor: William C. Miller (wcmiller@temple.edu)

Days/Times: Monday, Wednesday, and Friday, 10 to 10:50 AM

About: 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.

HONORS COURSES

Lower Level Courses

Please note—these courses do not fulfill upper level Honors requirements, nor do they fulfill Gen Ed requirements*

**except for Chemistry (Gen Ed Science and Technology) and Calculus (Gen Ed Quantitative Literacy)*

Art Heritage of the Western World I (Art History 1955.01, CRN 4923)

Professor: Jonathan Kline (jdkline@temple.edu)

Days/Times: Tuesday and Thursday, 9:30 to 10:20 AM

About: Students in this course examine and analyze the art of the Western tradition, including architecture, sculpture, painting, and modern media. Students analyze the forms, techniques, styles, subjects, and symbolism represented in art and architecture both historically and in relation to the impact of societal beliefs and values. Students employ contemporary methods in the interpretation of forms, subjects, and artistic differences and parallels. Because this is an honors section of the course, students will be asked, even required to think about the underlying philosophical, social, and historical causes for the development, maintenance, and change of period aesthetics.

General Chemistry I Class and Recitation

Chemistry 1951.01, CRN: 1080 – Class: Mon, Wed, Fri 11 to 11:50 AM, Recitation: Tuesday, 3 to 3:50 PM

Chemistry 1951.02, CRN: 1081 – Class: Mon, Wed, Fri 11 to 11:50 AM, Recitation: Wednesday, 3 to 3:50 PM

Professor: Frank Spano (spano@temple.edu)

General Chemistry I Lab (Chemistry 1953.01, CRN: 1082), Monday, 4 to 6:50 PM

General Chemistry I Lab (Chemistry 1953.02, CRN: 1083), Tuesday, 4 to 6:50 PM

General Chemistry I Lab (Chemistry 1953.03, CRN: 1084), Wednesday, 8 to 10:50 AM

Professor: Andrew Price (acprice@temple.edu)

***Please note:** AP Chemistry (or an equivalent) is strongly recommended prior to enrolling in Honors General Chemistry I

Macroeconomic Principles (Economics 1901.01, CRN: 5521)

Professor: Richard Bernstein (aaron83@temple.edu)

Days/Times: Monday, Wednesday, Friday, 9 to 9:50 AM

Microeconomic Principles (Economics 1902.01, CRN: 5522)

Professor: Donald Wargo (docwargo@temple.edu)

Days/Times: Monday, Wednesday, Friday, 1 to 1:50 AM

About: Microeconomics is how people and companies make economic decisions

About the Professor: Lots of degrees: Philosophy and Economics. Lots of times teaching this course. Lots of GREAT students evaluations.

Microeconomic Principles (Economics 1902.02, CRN: 5523)

Professor: Erwin Blackstone (erwin.blackstone@temple.edu)

Days/Times: Monday, Wednesday, Friday, 10 to 10:50 AM

About: An introductory course in microeconomics. The course introduces the analysis of economic behavior and applies the analysis to real world issues. We shall emphasize the use of economic principles to understand such issues as antitrust and monopoly, crime, health care, and labor problems.

About the Professor: Professor Blackstone has published on a wide range of microeconomic issues including cellular telephones, hospital mergers, economics of false bugler alarms, and the movie and television industries.

Italian I (Italian 1901.01, CRN: 8032)

Professor: Carmelo Galati (cgalati@temple.edu)

Days/Times: Monday, Wednesday, Friday, 11 to 11:50 AM and Monday, 10 to 10:50 AM

About: Introduction to the use of Italian as a spoken language. Topics: Fundamentals of grammar, basic patterns of oral communication, writing and reading, introduction to Italian culture.

Calculus I (Mathematics 1941.01, CRN: 3760)

Professor: Maria Lorenz (angelone@temple.edu)

Days/Times: Tuesday and Thursday, 11:40 to 1:20 PM

Psychology as a Social Science (Psychology 1996.01, CRN: 959)

Professor: Donald Hantula (donald.hantula@temple.edu)

Days/Times: Tuesday and Thursday, 12:30 to 1:50 PM

Basic Spanish I (Spanish 1901.01, CRN: 2000)

Days/Times: Tuesday and Thursday, 9:50 to 11:30 AM

Professor: Carolyn Phipps (Carolyn.phipps@temple.edu)

Basic Spanish II (Spanish 1902.01, CRN: 6450)

Days/Times: Tuesday and Thursday, 3:20 to 5 PM

Professor: Carolyn Phipps (Carolyn.phipps@temple.edu)

Intermediate Spanish (Spanish 1903.01, CRN: 2560)

Days/Times: Monday, Wednesday, Friday, 10 to 10:50 AM

Professor: Patricia Moore Martinez (patricia.moore-martinez@temple.edu)

Upper Level Honors Courses

Ideal America (American Studies 3901.01, CRN: 16145)

Professor: Nathaniel Racine (tub68178@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

Violence - An Anthropological Approach (Anthropology 3910.01, CRN: 7011)

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

Days/Times: Tuesday, 2 to 4:30 PM

About: 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. **Note:** This is cross-listed with Women's Studies 3900

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.

Ancient Architecture through the Renaissance (Architecture 2941, CRN: 809)

Professor: John Pron (jpron@temple.edu)

Days/Times: Monday, Wednesday, Friday, 9 to 9:50 AM

About: 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 and in terms of discussions, reading drafts, etc.

About the Professor: John James Pron has lectured on the architectural history of both western and nonwestern 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.

Introductory Seminar in Community Arts (Art Education 3911.01, CRN: 17377)

Professor: Billy Yalowitz (yalowitz@temple.edu)

Days/Times: Wednesday, 2:40 to 5:10 PM

About: 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. **Please note:** Students in the arts are encouraged to take this course—visual studies, film and media, dance, music, theater, etc.—all are welcome! Additionally, GUS majors/minors should consider this course.

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 the City Paper in 1997 & Best Choreographer by the Philadelphia Inquirer in 1999.

Philadelphia's Radical Jewish Cultures and Communities (Art Education 3989.01, CRN: 19935)

Professor: Billy Yalowitz (yalowitz@temple.edu)

Days/Times: Monday and Wednesday, 12 to 2:30 PM

About: The Arts in Community Program, Tyler School of Art, in collaboration with the Feinstein Center for American Jewish History at Temple, has initiated a Community Arts & Oral History project on the history of radical Jewish culture and communities in Philadelphia. The project begins with an oral history project to document the world of left-wing Jews in Philadelphia, their communities and organizations, as they intersected with urban arts and culture in the 20th century. The stories and documentation gathered will be used as a basis for the creation of a cycle of community arts and media works by Tyler and Temple students in partnership with those who have lived radical Jewish culture and history.

In this course, students will learn methods of Community Arts research -including oral history interviewing, observation of community visual environments and cultural forms, and relationship building - as they study the history of Philadelphia's left-wing Jewish communities. Site visits to community locations and meetings with community leaders provide context for this research. Working with community members, Tyler and Temple students will identify emerging themes and key issues toward the conceptual design of community arts and media projects. **Please Note:** You must receive professor permission to register for this course. Students in the Arts, GUS, and Jewish Studies are encouraged to register!

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 the City Paper in 1997 and Best Choreographer by the Philadelphia Inquirer in 1999.

Introduction to Biology II

Biology 2912.41, CRN: 730 - Lab: Tuesday, 2 to 4:50 PM

Biology 2912.42, CRN: 731 - Lab: Wednesday, 2 to 4:50 PM

Biology 2912.43, CRN: 5288 - Lab: Thursday, 9:30 to 12:20 PM

Biology 2912.44, CRN: 6324 - Lab: Tuesday, 5:30 to 8:20 PM

Professor: Richard Waring (waring@temple.edu) and Daniel Spaeth (spaceman@temple.edu)

Days/Times: Class meets Monday, Wednesday, Friday, 12 to 12:50 PM for all sections, see above for lab times

About: The first seven weeks of the course will introduce the student to the fundamental concepts of biochemistry required to understand living processes. The topics to be covered include the structures of the four major biological

macromolecules (nucleic acids, proteins, carbohydrates, and lipids), the properties of these macromolecules and how they relate to cell structure and function, mechanisms of enzyme catalyzed reactions, and an introduction to metabolic pathways. The second seven weeks will concentrate on topics dealing with cell structure and function. Areas to be discussed include cell division, DNA replication, the molecular biology of genes and protein synthesis, gene regulation, and the fundamental laws of heredity and their relationship to the sexual life cycle.

Lab: In lab students will learn proper techniques: how to gather and analyze data and report results. They will perform experiments of chromatography, microscopy, enzymology, DNA purification and DNA analysis and they'll learn to use instruments such as pH meters and spectrophotometers. The emphasis in this course is on the quantitative, and students will emerge with a clear understanding of the differences between an experiment and a laboratory exercise. The information, disciplines, and techniques learned in Biology 2912 will form the basis on which upper level biology courses will build.

Prerequisites: The prerequisites for Bio 2912 are one of two options: 1) passing a High School Advanced Placement exam with a grade of 4 or 5 in either Biology or Chemistry; 2) successful completion of one year of college level General Chemistry with a grade of C or better. Concurrent enrollment in Organic Chemistry is required. Calculus is not required for this course; however, successful completion of one year of calculus with a grade of C or better is required for a major in Biology. Bio 2911 and Bio 1911 may be taken in any order but a C is required in the first course selected before advancing to the second.

Organic Chemistry I Class and Recitation (Chemistry 2921.01, CRN: 1085)

Professor: David Dalton (dalton@temple.edu)

Days/Times: Monday, Wednesday, Friday, 10 to 10:50 AM, Friday, 1 to 1:50 PM (Recitation)

Organic Chemistry I Lab (Chemistry 2923.01, CRN: 1086)

Days/Times: Monday, 1 to 3:50 PM

Organic Chemistry I Lab (Chemistry 2923.02, CRN: 20264)

Days/Times: Wednesday, 4 to 6:50 PM

Organic Chemistry I Lab (Chemistry 2923.03, CRN: 20265)

Days/Times: Thursday, 12:30 to 3:20 PM

Honors Research Scholar Seminar: Evidence – The Course (CLA 3900.01, CRN: 20022)

Professor: Laura Levitt (llevitt@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

About: (*Ed. Note: This course is highly recommended for students interested in pursuing an **Honors Scholar Project***). Do you want make documentary films, exposing injustices around the world? Do you aim to find a cure for cancer? Or a new way to understand how dogs communicate with cats and squirrels? Do you want to be Dr. House, always knowing the cause of the strangest of symptoms? Or do you see yourself as an attorney winning the day with your brilliant defense? If you see yourself as a sleuth and/or have always found yourself questioning the neatness of the detective genre or the crime solving successes on CSI, this course is for you.

The course, designed for Honors students from across the university and its many disciplines, is a way into the Honors Scholar project/thesis. Students will craft their own research questions, focusing on the question, what is evidence? Building on a generation of critical scholarship that has challenged our understanding of empiricism in the sciences, the social sciences and the humanities, this course explores the intricacies of these arguments. How do we know what we can rely on—or not? How is the courtroom connected to the historian? What can a radio program tell us that a television show cannot? How do we find out the truth of a photograph taken at Abu Ghraib, or a photograph taken during the Crimean War? How does one prove to a Holocaust denier that there was a Holocaust? On what basis are such cases made? These concerns will act as our way into the crafting of original research.

Students will craft their own research questions, focusing on issues of evidence. They will write thesis proposals and outlines as well as a sample chapter. They will also present power point presentations of their projects to each other and to invited scholars in their respective disciplines. These projects will be vetted and edited, drafted and redrafted over the course of the semester. Texts and material for the class will include selections from the following: James Chandler, Arnold I. Davidson, and Harry Hartootunian, *Questions of Evidence: Proof, Practice, and Persuasion across the Disciplines*; Errol Morris, *Believing is Seeing (Observations on the Mysteries of Photography)*; episodes from “This American Life” for both radio and television; Deborah Lipstadt, *History on Trial; Othello*; Maggie Nelson book of narrative poems, *Jane: A Murder and Cynthia Ozick’s novella, The Shawl*.

About the Professor: Laura Levitt is a Professor of Religion, Jewish Studies and Gender at Temple University where she has directed both the Women’s Studies and the Jewish Studies Programs. She is on leave for the 2011-12 academic year, and looks forward to returning to the classroom now that she is no longer running programs!

She is the author of *American Jewish Loss after the Holocaust* (2007) and *Jews and Feminism: The Ambivalent Search for Home* (1997). Her work asks questions about American Jewish attachments to Liberalism and reconsiders notions of secular Jewish identification. Her work has also addressed issues of Jews and visual culture especially photography. She edited “Changing Focus: Family Photography and American Jewish Identity,”

<http://barnard.edu/sfonline/cf/index.htm>, and co-edited *Impossible Images: Contemporary Art after the Holocaust* (2003). Her current project, “Evidence as Archive” builds on her prior work in feminist theory and Holocaust studies in order to take more seriously the material objects held in police storage as a repository of memory. She looks at these pieces of criminal evidence next to the vast archive of objects stored in Holocaust museums, libraries, and archives. This work is the inspiration for “Evidence: The Course” her honors research seminar.

When she is not working, she spends much of her time with her beloved Newfoundland pup Sammy and her partner David Watt. They do tricks, romp in the park, and just hang out together. They are working their way towards making Sammy a certified therapy dog. Laura goes to the gym where she likes to read student papers on the elliptical machine. But what she especially likes to do is haunt thrift and consignment shops. In these venues she plays dress up and finds stuff to dress all those she loves. She comes from Dover, Delaware and once upon a time, she was going to be a United States Senator. Now she boasts that she was a senate intern with the current Governor of Delaware, Jack Markel.

Issues in Criminal Procedure (Criminal Justice 3901.01, CRN: 19004)

Professor: Cathryn-Jo Rosen (crosen@temple.edu)

Days/Times: Tuesday and Thursday, 11 to 12:20 PM

About: Americans deeply value their civil liberties, particularly their right to be free from government intrusions upon their liberty and the privacy of their homes, possessions, and thoughts. Americans also deeply value their right to live their lives unafraid that they, their property or their community will be harmed by crime. The inevitable conflict between these valued rights comes into stark perspective in the law of constitutional criminal procedure. How should the balance be struck when civil liberties and efficient apprehension and conviction of criminals collide? This question has taken on even greater urgency in recent years as the threat of terrorism within our borders has grown. In this class, we will explore these issues by studying the law of criminal procedure relating to the “police phase” of the criminal process. We will be studying primarily how the U.S. Supreme Court has interpreted the 4th, 5th, 6th, and 14th amendments to the U.S. Constitution in the areas of arrest and other detentions, search and seizure, interrogation, and offender identification. Along the way, we will debate current controversies like the recent Arizona law requiring police to ask people for proof of legal residency, whether full body scanners should be used at U.S. airports, the extent to which law enforcement agencies should have access to cell phone and other electronic communications, and whether suspected terrorists should be given Miranda warnings.

About the Professor: Prior to becoming a full time academic, I worked as a law clerk for a Pennsylvania Supreme Court Justice where I concentrated on cases involving issues in criminal procedure and as a litigator in a large Philadelphia law firm. In my free time you can find me working on my tennis game, rooting for the Phillies and Flyers, and wishing that Temple was closer to higher, snowier mountains.

Satire: The Deadliest Genre (English 2900.01, CRN: 4884)

Professor: Amy Friedman (amy.friedman@temple.edu)

Days/Times: Monday, Wednesday and Friday, 10 to 10:50 AM

About: Our course looks at examples of provocative and banned satires which have earned the authors persecution, exile, or even the threat of death. The satires span the work of Juvenal, exiled from Rome in 92 AD by the Emperor Domitian, to Salman Rushdie, forced underground by an Iranian fatwa in 1989. We'll read to build an understanding of how exactly satire works, which will take us up to some very recently banned *Doomesbury* cartoons. And we'll ponder what it says about our current state of democracy that so many people in the USA say they get their news from Jon Stewart on *The Daily Show*. You don't have to know these works to join this class; curiosity about satire and perhaps a few episodes of *The Colbert Report* under your belt will be sufficient – along with ample intellectual curiosity, and a dash of daring reading habits.

The syllabus covers satirical literary texts, which we will read alongside critical essays which offer historical and cultural context for each piece of writing. Associated readings will allow us to explore emerging debates around issues of marginalization, resistance, censorship, cultural globalization, the role of media, and agency. The course will be of interest to students of literature (focus on genre), political science, law (censorship, free speech), anthropology and sociology (marginalization, agency, deviance), history, journalism and communications (publishing ethics).

Fiction Workshop (English 2900.03, CRN: 20002)

Professor: Kevin Varrone (varrone@temple.edu)

Days/Times: Monday, Wednesday and Friday, 11 to 11:50 AM

About: Plot happens (as the saying goes). And when it does, you have people to whom it happens and places (and times) in which it happens. And when you have these things, you have a story. And when you have a story you have something to tell. And when you tell a story, you're making fiction. And that's what this class is all about: telling stories; making fiction. In this workshop, students will work closely and collaboratively with their classmates and the instructor to create original works of short fiction, ranging in length from 1 paragraph to multiple pages. Students will be required to submit work 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 also study published works in multiple genres (microfiction, short fiction, prose poetry, narrative poetry, and creative non-fiction). The course will function as an extended conversation on—and as a laboratory in which to experiment with—writing. Our goal will be to diversify our approach to understanding and writing fiction.

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 wife, three children, and their great dane in an old house in Ardmore, Pennsylvania. 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), as well as four chapbooks of poetry. He is currently working on a 75 page poem about baseball, history, Philadelphia, the Phillies, and fathers and sons.

Semantics and Pragmatics: Why Heavy Breathers Aren't Heavy and "Could You Shut Up?" Isn't a Question (English 3900.01, CRN: 18822)

Professor: Muffy Siegel (siegelm@temple.edu)

Days/Times: Tuesday and Thursday, 12:30 to 1:50 PM

About: “You can't cook eggplant too long.” A roommate of mine once told me this as I was preparing dinner. But what did it mean? English speakers can understand the basic meaning, the semantics, of that sentence in two very different ways. The sentence can mean either that eggplant is best eaten rare, or, quite the opposite, that eggplant can be cooked indefinitely with no bad effect. In addition, the sentence gains a different kind of meaning as a speech act from the context of its utterance, what linguists call its pragmatics. If I am preparing eggplant for dinner, I would probably take it as a directive to cook the eggplant correctly (whatever way that might be), not just an ordinary assertion of a fact about eggplant.

Since each of us encounters a large and unpredictable variety of sentences every day, how do we figure out such semantic and pragmatic puzzles in conversation and respond appropriately? The answer provided by linguists, who study language scientifically, is that all aspects of human language – from pronunciation to grammar to meaning – are governed by unconscious rules. We can decipher an utterance that we haven't heard before because we know these general rules and recognize the structures to which they apply. This course on the scientific study of meaning will focus on using rigorous theories from contemporary theoretical linguistics to analyze and explain intriguing data like the eggplant sentence above in terms of the underlying structures of human language and the unconscious rules that apply to them. We will work with the semantics of individual word meanings and the formal logic of combining word meanings into phrases and sentences, as well as rules that regulate the placement of new and old information in our sentences, and pragmatics, the meanings and speech acts created in context through our use of the rules of conversation. Students will apply the concepts and techniques of formal semantics and pragmatics to solving a meaning puzzle of their choice.

About the Professor: I received my BA from Swarthmore College and a PhD in theoretical linguistics from the University of Massachusetts at Amherst, though I also attended University of St. Petersburg in Russia for a summer. I taught at San Diego State University for one year before joining the Temple faculty in 1977. Once at Temple, I helped to create, and then for ten years directed, the inter-collegial Temple Program in Linguistics. In 1998, I organized the Philadelphia Semantics Society, a regional faculty research group. At Temple, I enjoy teaching Introduction to Linguistics and upper level Semantics in the English department. I received the CLA Distinguished Teaching Award in 2004.

My main research interests involve the interfaces among syntax, semantics, discourse and pragmatics (how the context of an utterance and unconscious rules of conversation contribute to its meaning). I presented the first complete scientific treatment of the syntax/semantics of adjectives in my book *Capturing the Adjective* and have continued to work and publish on other intriguing meaning problems. My two daughters and my many Temple students often help me find the most interesting data to work with. My article on the formal semantics of the teen slang word “like” (“Like: The Discourse Particle and Semantics,” *Journal of Semantics* 19.1) attracted national and international media attention in 2002, and my use of ventriloquism in my Temple classes was mentioned in an article about professorial humor in *The Chronicle of Higher Education*.

In addition to my semantics work, I have published articles on teaching writing, linguistics and literature, child acquisition of compound nouns, and on the role of conversational rules in the interpretation of courtroom evidence, as well as a little poetry. I occasionally serve as a semantics consultant for law firms, and I play the cello regularly with a community orchestra and a string quartet. My most recent publications are on the development of the exclamation *Dude!*, on unusual conditionals like “If you're hungry, there's pizza” (Isn't there pizza even if you're *not* hungry?) and on how undergraduates make use of dictionaries. I am currently working on the semantics/pragmatics of expressions like *in your dreams* and how they come to mean ‘not at all.’

Dialogues Across Time: Poetry as Emulation and Dissent (English 3900.02, CRN: 20012)

Professor: Sam Foster (sefoster@fas.harvard.edu)

Days/Times: Tuesday and Thursday, 5:30 to 6:50 PM

About: The great poets are at mental war. The visionary satirist William Blake watched Europe set on fire by revolution and terror, but the words he drew from his imagination as he brooded on his time were those another poet had used more than a century before, words that were melted and reforged in the furnace of Blake's eloquence. Why did a writer like Blake grapple with John Milton, a religious poet of an earlier time, in his struggle to comprehend and express the violence of his own age? In this course we shall think of poetry as a contentious dialogue with the dead, a war of minds across the no man's land of the years between. Why did John Keats, unschooled in the classics and apprenticed to a surgeon, become so fixated by Edmund Spenser, a poet dead for two centuries, that Spenser's old-world epic of aristocracy and virtue can be heard to echo in Keats's dreams of opium poppies or a lover's kiss? Why did Hart Crane, the lyric genius of the American jazz age, dissent from the vision of the modern city in the poems of his elder contemporary T.S. Eliot? Were they master and disciple, or enemies locked in strife? Each week we shall be reading a pair of poets, who belong to different ages or generations,

considering how the later poet has engaged, emulated, corrected, or repudiated the earlier writer. Poets will include, at a minimum, Shakespeare, Donne, Milton, Blake, Wordsworth, Keats, Tennyson, Browning, Christina Rossetti, Whitman, Dickinson, Eliot, Stevens, Crane, Bishop, Ashbery, Hill. Students are free to propose additional poets of their own choosing. The class will provide an introduction to a broad swath of English and American poetry; students with no background in poetry are welcome and encouraged to attend.

About the Professor: Sam Foster is writing a book about the Irish playwright and poet Samuel Beckett. He also studies poetry of all periods and the intellectual history of the last two centuries. He thinks that freedom and imagination must live and die together.

Gender in Antiquity (Greek and Roman Classics 2902.01, CRN: 18946)

Professor: Karen Hersch (khersch@temple.edu)

Days/Times: Monday, Wednesday, Friday, 10 to 10:50 AM

About: What can we learn about the lives of ancient Greek and Roman women from ancient literature- since the literature written primarily by and for men? Can we piece together the everyday lives of Greek or Roman women and men of any social class? Even if today we believe in the equality of the sexes, would a word like “equality” have had any meaning to the ancients? In this class we will find answers to these questions by reading Greek and Latin sources in translation (Homer’s *Odyssey*, Euripides’ *Medea*, Virgil’s *Aeneid* and Petronius’ *Satyricon*), as well as the works of modern Classicists. Taking the time to read texts closely to gain greater insight into views and portrayals of gender, we will gain a greater understanding of what was expected of both genders in the ancient world.

About the Professor: To date my research has focused largely on Roman social history and religion, in particular the Roman wedding, a ceremony in which women expected to play unusually prominent and public roles. In 2010 my book *The Roman Wedding: Ritual and Meaning in Antiquity* was published, to my great delight, by Cambridge University Press. In a larger sense my work attempts to understand why, no matter the community or its religion or its time period, weddings and marriages evolved to become something more than just desires, they became human needs. Understanding what was said about weddings by the Romans--whose culture, for good or ill, has had such an impact on our own—encourages us to reexamine the origins of our own ideas about marriage and about who should have a share in its benefits, blessings and curses.

I am delighted that I will be teaching *Gender in Antiquity* this fall, even more so because my recent research corresponds so well with what we will be studying in class. In January 2013 at the meeting of the American Philological Association, I will present my paper on Plutarch’s “Advice on Marriage,” a work that makes clear that the success of marriage rests squarely on the good behavior of the wife. I want your opinions on this text too; we will be reading this work together. More immediately, a panel I created, *Intersections: New Perspectives on Intersexuality in Antiquity*, was accepted to a conference to be held in Canada in May 2012, *Feminism and Classics VI: Crossing Borders, Crossing Lines*. The other speakers in the panel will be speaking on representations of hermaphrodites in antiquity, and my paper will examine the cross-dressing god of Roman weddings, Hymenaeus. I am eager to share the findings of this panel, and hear your views on them, when I see you in the fall!

Race, Gender and Empire in the Iberian World (History 2970.01, CRN: 19265)

Professor: Monica Ricketts (mrickett@temple.edu)

Days/Times: Tuesday and Thursday, 12:30 to 1:50 PM

About: Latin America is a culturally rich and diverse region. Its complex and fascinating history is the product of different worlds and cultures coming together in the sixteenth century. In this course we will analyze this encounter and its consequences by looking at two main topics: race and gender. Following a chronological order that starts with the conquest of the Americas by the Spaniards and Portuguese in the sixteenth century and ends with the breakdown of the Spanish empire in the early nineteenth century, the course will explore the ways in which different peoples have interacted. We will discuss the various roles men and women assumed in these societies and the significance of race. In so doing, we will attempt a deeper analysis on the social dynamics of Latin America in the past that will give us a better understanding of its present and future.

From the Locker Room to the Board Room (Human Resource Management 3903.01, CRN: 2923)

Professors: Fran Dunphy and Lynne Andersson (fdunphy@temple.edu and lynne.andersson@temple.edu)

Days/Times: Tuesday and Thursday, 9:30 to 10:50 AM

About: 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 hand selects 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.

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.

Ethics in Medicine (Philosophy 3910.01, CRN: 20018)

Professor: Diana Harris (dianah@temple.edu)

Days/Times: Thursday, 5:30 to 8 PM

About: This course explores the origination and evolution of the field of bioethics. We will begin by examining select ethical theories (Kantian, utilitarianism, virtue ethics, ethics of care, etc.). This will be followed by applying such theories to particular topics in biomedical ethics, including human subjects research, genetics, reproductive rights, informed consent, end of life decision making, allocation of scarce resources (such as organs), and justice in healthcare. This course emphasizes the integration of conceptual and participatory learning and this philosophy is reflected throughout all phases of the class. Students will develop analytical skills to synthesize and critique a variety of bioethical issues in different historical periods and within different socio-cultural contexts, including participation in an actual debate with peers.

About the Professor: Diana has been teaching Ethics in Medicine at Temple University for seven years and has been immersed in bioethics and empirical research activities for over eleven years. Her response to a call for essays, where members of the “coming generation of bioethics” were tasked with submitting a personal narrative exploring their path and decision to pursue bioethics as well as their aspirations as recently minted bioethicists was selected for publication in the 2012 edition of the Cambridge Quarterly of Healthcare Ethics journal. Diana has worked primarily in academic-research medical settings, where she continues to incorporate both her Public Health PhD training and her Master’s in Bioethics training. She is currently the Principal Investigator (PI) of a study exploring how parents think about re-consent, return of results and privacy regarding pediatric biobanking research. Diana enjoys taking long walks, trying new restaurants in Philadelphia, and hanging out with her family.

Themes in Existentialism (Philosophy 3968.01, CRN: 4984)

Professor: Kristin Gjesdal (kgjesdal@temple.edu)

Days/Times: Thursday, 2 to 4:30 PM

About: Throughout the fall semester, we will discuss and analyse existentialist philosophy and its reverberations in film, art, and literature. We will study works by Kierkegaard, Nietzsche, Sartre, and de Beauvoir, watch movies by Bergman and Godard, read Ibsen and Camus, and visit the Philadelphia Museum of Art. While working our way through existentialist philosophy, literature, art, and movies, the course aims at providing a solid fundament in philosophical argumentation. There will be in-class writing workshops and discussion groups to help you shape your thoughts and arguments.

General Physics I Class and Recitation (Physics 2921.01, CRN: 7159)

Professor: Dieter Forster (dieter@temple.edu)

Days/Times: Monday, Wednesday, and Friday, 9 to 9:50 AM and Wednesday, 8 to 8:50 AM

About: This course and its spring companion, Physics 2922, will introduce you to the basic principles of physics: mechanics, thermodynamics, electricity and magnetism, atomic and some nuclear physics. It will aim to help you understand, through intuition as well as calculation, concepts like force, energy, entropy, electric and magnetic

fields, wave motion and quantum physics. Whenever possible I will choose examples that relate to other fields of science, especially chemistry and biology. I will help you solve problems in the recitation section, and there is a weekly laboratory section. **Please note:** This course is open to any students that meet the prerequisites; however, it is encouraged mainly for students interested in pursuing Physics as a major or minor.

Prerequisites: Calculus II (Math 1042 or 1942)

About the Professor: Dieter Forster is a Professor of Physics, with a German accent and an American Ph.D. His research has revolved around turbulent flow, chaos, and materials physics. He loves numbers and music, has a strong philosophical bent, and he believes that physics is far too interesting to be left to physicists.

General Physics I Lab (Physics 2921.41, CRN: 16576) Tuesday, 9 to 10:50 AM

General Physics I Lab (Physics 2921.43, CRN: 16584) Tuesday, 11 to 12:50 PM

Seminar in Campaign Politics (Political Science 4904.01, CRN: 19803)

Professor: Robin Kolodny (rkolodny@temple.edu)

Days/Times: Tuesday, 3 to 5:30 PM

About: This six-credit course “bundle” in the Department of Political Science’s experiential learning program gets you hand-on experience working on a political campaign. If you are admitted, you will enroll for two separate courses, worth three credits each. The seminar component of the course (Honors) meets once a week for two hours. The internship (non-Honors) requires an average commitment of 8-10 hours per week, for a minimum work commitment of 120 hours per semester. **Important.** Interested students should fill out the application for this seminar on the Honors Course page (www.temple.edu/honors/courses), or see an Honors advisor in person to pick one up! Completed applications can be returned to 437 Gladfelter Hall.

Junior and Senior Political Science Capstone (Political Science 3996/4996, CRN: 3485/8906)

Professor: Sean Yom (sean.yom@temple.edu)

Days/Times: Monday, 3 to 5:30 PM

Topic: Democracy in the Middle East

About: How do democratic activists fight for freedom and accountability under authoritarian regimes? How do citizens defend their rights in established democracies? Is the worldwide spread of democracy part of an inevitable wave, or is it a fragile innovation prone to backsliding and decay? This honors capstone seminar addresses these critical questions in historical and comparative context. It will engage the social and theoretical dimensions of democracy, including how democratic governments originate and how citizens enhance these political systems. It will also analyze the progress of democratization in non-Western regions like the Middle East, reviewing recent cases of revolution and transition.

Important: For Political Science students wishing to receive distinction in major, both the Junior and the Senior capstone must be taken as an undergraduate.

Death and Dying (Religion 2996.01, CRN: 20124)

Professor: John Raines (jraine01@temple.edu)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

About: We humans share a common fate with other animals: we die. But other animals sense their end only suddenly, as the predator closes in or as age and disease take deep hold. But from an early age we humans already know that we and all those we love and depend upon are destined to die. That knowledge changes how we live. All humans, because we are human, ask similar questions and suffer in similar ways from anticipated loss and grief. The world religions all respond to these conditions, but in sharply different ways. This course examines what it means to be consciously finite creatures. It examines existential issues such as fear, denial, anxiety and hope, attachment and loss. It also examines the practical issues of how to care for dying loved ones in a high technology medical environment.

About the Professor: Who is John Raines? I am a work in progress but getting close to the final chapters. I did two graduate degrees at Union Seminary in New York. I have served on hospital bio-ethics committees and lectured widely on end of life care issues and the process and purposes of grief. I have been politically active in the civil

rights movement and in the protest movement against the war in Vietnam. More recently, I have been deeply involved in the cross-cultural dialogue between Islam and Christianity, especially in Indonesia. In 2004 I was elected Honor's "Professor of the year."

Conversation Review (Spanish 2901.02, CRN: 2605)

Days/Times: Monday, Wednesday, Friday, 11 to 11:50 AM

Professor: Marcella Pardes (marcela.pardes@temple.edu)

About: Spanish 2901 is a conversation and grammar course that stresses oral skills and reviews important grammar points studied until now. Reading, listening and writing are also practiced. Students must come prepared to participate in class. There is also a cultural component, which emphasizes the importance of understanding cultural differences. To facilitate this we use a variety of materials, such as newspaper articles, movies, photographs, and websites in Spanish.

About the Professor: My teaching philosophy reflects my life values and beliefs. I believe that when people feel respected and valued, they will strive to do their best. For that reason, I try to create a friendly, supportive, and mutually respectful classroom environment. I make an effort to learn my students' names, as well as their interests and career plans. I also encourage them to become acquainted with each other, and to work cooperatively. Many of our activities, such as dialogues, interviews, and discussions, are performed in pairs or in groups. These activities help the students to overcome their embarrassment and fear of speaking in a foreign language, and of making mistakes. (I find this to be true at all levels of language proficiency, from beginners to advanced). To promote a more personal involvement, I encourage students to share with the class their family experiences, as well as their travel stories to Spain or Latin America. In the same manner, I share with them my personal memories and articles from my native Argentina. My greatest satisfactions as a teacher come from seeing students become enthusiastic about a topic we have learned in class, or hearing of an experience outside of class where they applied skills learned in class. In my view, those cases where student's motivation goes beyond getting a good grade are the biggest success a teacher can achieve.

Hispanic Readings (Spanish 2902.01, CRN: 7754)

Days/Times: Monday, Wednesday, Friday, 9 to 9:50 AM

Professor: Marcella Pardes (marcela.pardes@temple.edu)

Advanced Writing Skills (Spanish 3996.01, CRN: 7760)

Days/Times: Tuesday and Thursday, 3:30 to 4:50 PM

Professor: Hortensia Morell (hortensia.morell@temple.edu)

Violence – An Anthropological Approach (Women's Studies 3900.02, CRN: 16873)

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

Days/Times: Tuesday, 2 to 4:30 PM

About: 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. **Note:** This is cross-listed with Anthropology 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.