

# HONORS PROGRAM

## COURSE GUIDE FALL 2016 (AUGUST 2016 VERSION)

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# HONORS ANALYTICAL READING & WRITING

**MEMORY, NOSTALGIA & FORGETTING** (English 0902.01, CRN: 29846)

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

**Professor:** Patricia McCarthy

**About:** This course will explore twentieth- and twenty-first-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, Elizabeth Bishop, Tonya Foster, 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 six books of poetry, most recently—*Nulls* (from horse less press), as well as *bk of (h)rs*, Verso, *Table Alphabetical of Hard Words*, *Marybones*, and *Quiet Book* (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, and a Great Dane.

**THE SOCIAL, THE MEDIA, AND LITERARY FORM** (English 0902.02, CRN: 3568)

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

**Professor:** Lindsay Bartkowski

**About:** With the rise of media and communication technologies like photography and film at the turn of the twentieth century, artistic and social scientific interests converged to explore cultural differences and sites of identification such as class, gender, sexuality, race, and ethnicity. The rendering of reality in documentary film or journalistic literature intended to help us to better understand ourselves and relate to other people through the use of new technologies that uncovered the “truth.” In the twenty-first century, new creative forms of documenting and communicating “reality”—such as reality TV, Instagram, or Twitter—are a pervasive shaping force in our daily lives. Where do our virtual and actual worlds intersect? Where do they deviate? In a culture that encourages us to share our “status” immediately and constantly, what aspects of our selves and our lives nonetheless remain outside of documentation? How do these new cultural forms enable communication and self-expression? How do they inhibit our ability to understand others and ourselves? In our course, we will study literature, film, and contemporary cultural artifacts from across the twentieth and twenty-first centuries that experiment with and test the limits of these new technologies. Our course will investigate the ethical and aesthetic questions that arise when we construct “reality”—in a novel, a photograph, a film, or via a social media platform.

**About the Professor:** I have lived in Philadelphia for the past 4 years with my loyal dog, Beau, but we both hail from Buffalo, NY, where I received my BA and MA in English Lit at SUNY Buffalo. I have taught composition, communications, and literature in Buffalo and Philadelphia for the past 7 years. I am currently working on a dissertation in Temple’s English Department about the representation of labor and working-class life in the twentieth-century. Though I am a serious academic, I’m also a pop culture junkie, as my course description may suggest. I hope to use this combination of virtues and vices to inspire curiosity and critical reflection about the realities we construct and inhabit.

**TOLKIEN** (English 0902.03, CRN: 3569)

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

**Professor:** Andrew Ervin

**About:** It's difficult to overstate J.R.R. Tolkien's influence on contemporary literature and popular culture. We'll spend our semester looking at his most important novels and the aesthetic vision they contain. The world Tolkien created—Middle-earth—is so rich and expansive that students will be able to respond to it in writing using the tools and techniques of their individual fields of study. We'll start with *The Hobbit* then move on to the *Lords of the Rings* series and parts of *The Silmarillion*. We'll also look at any number of critical essays and commentaries, as well as some of the literature that inspired Tolkien. The material promises to be enjoyable, but please understand that we'll do an enormous amount of reading and you will be required to keep up every week or... You Shall Not Pass.

**About the Professor:** I'm a fiction writer and critic who lives in the Manayunk neighborhood of Philadelphia. My undergraduate degree is in philosophy and religion and I have a master's in English (perhaps a bit heavy on literary theory) and an MFA in fiction from the University of Illinois at Urbana-Champaign. My first book was a collection of novellas titled *Extraordinary Renditions* and my debut novel *Burning Down George Orwell's House* was published in 2015. I do quite a lot of writing for places like the *New York Times Book Review* and *Salon*, and have a "Geek Reads" column at *Electric Literature*. I genuinely love teaching at Temple and although Philadelphia is my favorite city in the world, the idea of spending a semester commuting to Middle-earth sounds like a great deal of fun. Please feel free to give me a shout at the email above if you have any questions.

**LOVE AND ROMANCE IN 20<sup>TH</sup> CENT AMER FICTION** (English 0902.04, CRN: 3570)

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

**Professor:** Sue-Im Lee

**About:** What does love and romance look like in 20th and 21st C American fiction? We will pose this question to a spectrum of fiction of various historical moments, genres, ethnicities, gendered and sexual identities, and class. Is there a kernel commonality in how love and romance transpires in these fictional worlds or are the differences too great to render a general definition of love and romance? When is love and romance an ideology--a gateway to dating, marriage, and family--and when is it an aspiration--simply a good thing, in and of itself--and how do you tell the difference? Fiction texts might include: Wharton's *House of Mirth*, Toomer's *Cane*, Le Guin's *Left Hand of Darkness*, Carver's *What We Talk about When We Talk about Love*, Hwang's *M. Butterfly*, Bechdel's *Fun Home*, Dunn's *Geek Love*.

**About the Professor:** I teach and write about contemporary fiction and Asian American literature in the English department. I have a particular fondness for this class's topic--love and romance in American literature--because Harlequin romances are my favorite books to read. It's precisely because love and romance in American literature look nothing like love and romance of Harlequin romances that I'm interested in asking: Why? What is the meaning of that difference? Why do I enjoy reading both? Why do we study one but not the other?

**SAM I AM: IDENTITIES, LANGUAGE & INTERTEXTUALITY** (English 0902.05, CRN: 29847)

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

**Professor:** Catherine Wiley

**About:** How can our understanding of our individual identities be represented in words? How might our understanding of ourselves and our place in society be linked to our history of reading? How much does storytelling (both the stories we read and hear, and the stories we tell ourselves about who we are) inform and/or limit what we understand ourselves to be? How much does memory influence our becoming ourselves? Many writers have been interested in the complex interlay of reality, perception, mythology, and storytelling involved in the making of individual identity in a complex social context. In representing the project of identity-formation (or, as Virginia Woolf calls it, "the complex weaving and unweaving of ourselves"), they have experimented with form, genre, narrative, and time, producing writing which may be irrational, fragmented, or ambiguous. In reading such texts for this course, we will explore such questions as, how does ambiguous or irrational writing represent the process of making identity? Does the making of identity -- at least as it is represented in

literature -- ever end? That is, is the self, once made, static or mutable? How much does desire figure into the process? Do we have any say over the question of who we are, who we will become? Texts will include novels, poetry, and essays, probably including Paul Harding, Jean Rhys, John Ashbery, Michel de Montaigne, Virginia Woolf, Julio Cortazar, Audre Lorde, and others.

**About the Professor:** Catherine Wiley received her doctorate from Temple University and has been teaching literature and writing courses in the English department since 2002. She has written articles on late-Victorian representations of aesthetics and sexuality, has been recently described as "a huge nerd for Virginia Woolf," and lives with her husband and two sons outside of Philadelphia, in a near-constant state of hilarity and surprise.

**THE AMERICAN APOCALYPSE** (English 0902.08, CRN: 29848)

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

**Professor:** Matt Blasi

**About:** Through film and literature, we'll discuss the peculiar American fascination with apocalyptic media in pursuit of defining and criticizing the notion across various media. In particular, we'll pay close attention to several key facets of apocalyptic media, including the meaning and context of the inciting incidents, the relationship between an apocalypse and the society it destroys, and how culture interacts with the notion of the end times. We'll also examine how the concept of an apocalypse has been interpreted for different times and how it has evolved across distinct genres.

**About the Professor:** A Southern transplant, Matthew Blasi studied at the University of Florida and Rutgers University, Camden and has been teaching for eight years. His interests lie in the intersection of genres, the craft of creative writing, and the tensions between the rural and the urban in Southern literature. In addition to teaching, he is a publishing author of short stories and has been twice nominated for the Pushcart Prize. His first novel is expected to be available in 2017.

**FRAGMENTED: THE NON-LINEAR NARRATIVE** (English 0902.09, CRN: 29849)

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

**Professor:** Kathryn Ionata

**About:** Stories begin at the beginning and end at the end, except when they do not. In this course, we will read narratives that do the latter, and discuss the concept of the non-linear or non-chronological text. Why do authors turn to this kind of "fragmented" writing? In what ways can a non-chronological narrative best reveal the themes of a text? What does chronology even mean in fiction and poetry? What does this structure tell us about memory and time?

We will read fiction, poetry, a play, and a graphic memoir. Authors will likely include Alison Bechdel, Dan Chaon, T.S. Eliot, Gabriel García Márquez, Rick Moody, Harryette Mullen, Flannery O'Connor, Beau Sia, and Paula Vogel. We will also screen some films, such as *Citizen Kane*, and TV shows, such as *Orange is the New Black*. Classes are discussion-based and work will consist of three formal papers in addition to shorter writing for homework or in class.

**About the Professor:** I have been teaching at Temple since 2009. I have an MFA in writing and I'm the author of *Yield Signs Don't Exist*, a poetry chapbook, as well as other pieces that can be found in print or online. In my free time, I like making collages, cooking and baking, and going to places I haven't been. Feel free to email me about the course at [kathryn.ionata@temple.edu](mailto:kathryn.ionata@temple.edu).

**PRIVATE SELVES, PUBLIC IDENTITY** (English 0902.11, CRN: 3576)

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

**Professor:** Matthew Harrington

**About:** Identity, private or public, is no longer something we take at face value: as a given or as self-evident. Our course will take as a fundamental starting point the idea that societies and people "construct" or "perform" identities, that identities are "socially constructed"—but, significantly, no less real for being so. We will explore concepts of "self" in the U.S. and the broader Americas in historical and cultural context. As we do so, we will focus on the distinct yet overlapping discourses of privacy, intimacy, and identity, as these are shaped by evolving understandings of race, sexuality, gender, class, and nation.

How do people in the U.S. create public identities in dialogue with identities already swirling around in the news, social media, TV, movies, and popular culture more broadly? How do such public identities relate to our private identities, our more private selves? How do differences in social power affect the ability to claim a private identity? We will begin by considering how the nation's Puritan settlers articulated, practiced, and regulated "the self," move into Ben Franklin's idea of the self-made man, and focus primarily on a few novels in which the precarity of a unified identity or "self" is the central theme. We will conclude with a consideration of how self and identity are presented in mediated environments such as Facebook, Instagram and Twitter.

**About the Professor:** I came to Temple and Philadelphia by way of New York City and Seville, Spain. I received my M.S. in Secondary Education from Lehman College while teaching public high school in New York, and my B.A. in English from Bates College in Maine. I have been teaching for ten years total and at Temple since 2012 when I began my doctoral work. My dissertation studies the role translation played in the creation, circulation and practice of political forms like democracy, socialism and anarchism in the Americas during the 19th century. I live in West Philly and often go to a bowl-shaped park there to kick a soccer ball. I also get around the city by bike whenever possible and sometimes mooch time at the Tyler light tables to look at film from photographs I've taken on my SLR camera.

**SEX & DEATH IN LITERATURE** (English 0902.13, CRN: 31599)

**Days/Times:** Monday & Wednesday, 8 to 9:50 AM

**Professor:** Lisa Grunberger

**About:** We will read modern writers including Margaret Atwood, Milan Kundera, James Baldwin, Aharon Appelfeld, David Foster Wallace, and Zadie Smith whose stories ask us to think deeply about the relation between sex/eros and death, the individual and the state, the imagination and politics. From communism in Prague to fundamentalist Christianity in the United States, from the one girl's survival during the Holocaust to a gay black man's survival in the United States, we will explore how these stories oppose what Nietzsche called "the tyranny of the actual." How does the imaginative world of literature fight against politically and socially repressive regimes that stifle the imagination? What effect do stories have on us outside of the classroom? Does the moral imagination achieve anything in the "real" world? Is literature a form of resistance or merely an aesthetic pursuit? We will also watch two films: *The Handmaid's Tale* and *The Unbearable Lightness of Being*.

**About the Professor:** I am a poet, performer, professor and yoga teacher who is committed to teaching as an art form and vocation. I earned my doctorate from the University of Chicago and have published two books, *Yiddish Yoga: Ruthie's Adventures in Love, Loss and the Lotus Position* and *Born Knowing*. Like many writers, I have a love-hate relationship with writing and have found creative strategies to trick myself to do the necessary hard work of facing the blank page. I hope to share these strategies with you to unlock your creative/critical voice. I look forward to a creative, engaging semester where we will read, write, practice yoga in class to relax and center ourselves in our bodies, and create a supportive community together. Feel free to contact me if you have any questions about the course.

**FREEDOM & BOUNDARIES IN THE WILD WEST** (English 0902.14, CRN: 31600)

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

**Professor:** Caitlin Hudgins

**About:** The American West is popularly called "wild," known for its freedom from restrictions on space, law, and even morals. But where did the label for this region come from? How did it develop over time? And is it really *\_true\_*? This course will explore the concept of western freedom – both where the notion originates and the extent to which the West has actually lived up to the idea(l). Using historical documents, novels and short stories, scholarly articles, and pop culture artifacts, we will investigate where, how, and why we draw geographical, social, and ethical boundaries in the West. Classes will follow a seminar format, concentrating on close reading and small- and large-group discussion, activities, and workshops. Students will complete two shorter papers and one research paper, along with a short presentation on a topic of their choosing. All assignments will be developed recursively and collaboratively, beginning with brainstorming, outlines, and proposals, and ending with revisions based on input from both the instructor and peers. Ultimately, the goal of this course is for students to survey how various groups and historical periods have constructed boundaries in the West in order to stake their own claims in that ongoing conversation.



**About the Professor:** Caitlin Hudgins earned her PhD from the English Department right here at Temple University. Specializing in 19th and 20th century ethnic-American literature, her research interests include racial representation, cultural geographies, and the literature of the American West. When she's not teaching, reading, or writing, she's most likely grilling/cooking/baking, biking/hiking/camping, or playing with her dog, Panda.

**RHETORIC OF NARRATIVE: AUTOBIOGRAPHY, HISTORY & FICTION** (English 0902.15, CRN: 31601)

**Days/Times:** Tuesday & Thursday, 3:30 to 5:10 PM

**Professor:** Jaclyn Partyka

About: Writing is at once a very personal process, but one that is necessarily located within the specifics of culture and history. In this course we will read autobiographical and historical excerpts not as inherent "truths" but as texts to reevaluate, analyze, and adopt to create a new idea. The course broaches questions such as: What is the rhetorical purpose of telling a life story? How do significant ideas from these life stories influence current political, ethical, or cultural modes of thought? Who has the agency to create history? Does written history tell the whole story or are there voices left out, obscured, or stifled? And finally, how do fictional representations of life stories alter how we understand the past? In considering these questions, you will use these stories of the past in order to develop your own writing in the present. We will read and view autobiographical, historical, and fictional works by: Malala Yousafza, Marjane Satrapi, Ron Chernow, Lin-Manuel Miranda, Toni Morrison, and others.

About the Professor: Jaclyn Partyka has been teaching in Temple's English and First Year Writing department since 2009 and received the Distinguished Graduate Student Teaching Award from the College of Liberal Arts in 2014. She writes on contemporary authorship, narrative, and genre and welcomes questions about the course at [jaclyn.partyka@temple.edu](mailto:jaclyn.partyka@temple.edu).

**MYSTERIES OF THE CITY** (English 0902.16, CRN: 23315)

**Days/Times:** Tuesday & Thursday, 5 to 6:40 PM

**Professor:** Jeffrey Renye

**About:** Life in the city has its public version, its private version, and its secret version. Cities are sites where past and present often exist simultaneously, and in ways that can be obvious to the casual viewer. However, often evidence is hidden or obscured to all but the prepared eye. This course considers three of the world's great cities where the stories of the past meet the realities of the present: Philadelphia, London, and Berlin. Our work will consider how and why certain stories are told and re-told about these cities and their citizens, and what role memory serves for the interrogation of self and place. We'll think about how audiences respond to and interact with the content and the methods that are used in the telling of these histories. In addition, our sources will ask us to consider how a place may shape us, and we, in turn, may shape a place. Philadelphia's Old City, the London Underground, and the realities of the former East Germany and its Secret Police force (known as the Stasi) will be major areas that we explore and consider through fiction and non-fiction sources, including photography and film.

**About the Professor:** Dr. Renye has explored the mysteries of Philadelphia, stared into the grey soul of London, and traveled to Berlin for study abroad courses with multiple groups of students. My interests include photography and antiquarian delights.

## **HONORS MOSAIC I & MOSAIC II**

**HONORS MOSAIC I** (Intellectual Heritage 0951.01, CRN: 25851)

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

**Professor:** Sheryl Sawin

**HONORS MOSAIC I** (Intellectual Heritage 0951.02, CRN: 4778)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Jesse Iwata

**HONORS MOSAIC I** (Intellectual Heritage 0951.03, CRN: 4779)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** John Dem

**HONORS MOSAIC I** (Intellectual Heritage 0951.05, CRN: 25926)

**Days/Times:** Tuesday & Thursday, 11:00 to 12:20 PM

**Professor:** Naomi Taback

**HONORS MOSAIC I** (Intellectual Heritage 0951.06, CRN: 5308)

**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM

**Professor:** Kenneth Dossar

**HONORS MOSAIC I** (Intellectual Heritage 0951.07, CRN: 5931)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** David Mislin

**HONORS MOSAIC I** (Intellectual Heritage 0951.08, CRN: 26001)

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

**Professor:** TBA

**HONORS MOSAIC I** (Intellectual Heritage 0951.09, CRN: 19037)

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

**Professor:** David Mislin

**HONORS MOSAIC I** (Intellectual Heritage 0951.10, CRN: 23381)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** Stephen Jankiewicz

**HONORS MOSAIC I** (Intellectual Heritage 0951.11, CRN: 23397)

**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM

**Professor:** Jordan Shapiro

**HONORS MOSAIC I** (Intellectual Heritage 0951.12, CRN: 23472)

**Days/Times:** Monday, Wednesday, Friday; 3:00 to 3:50 PM

**Professor:** Matthew Smetona

**HONORS MOSAIC I** (Intellectual Heritage 0951.13, CRN: 23709)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Randall Pabich

**HONORS MOSAIC I** (Intellectual Heritage 0951.14, CRN: 28240)

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

**Professor:** Grant Ward

**HONORS MOSAIC I** (Intellectual Heritage 0951.15, CRN: 28239)

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

**Professor:** Linda Chavers

**HONORS MOSAIC I** (Intellectual Heritage 0951.16, CRN: 28331)

**Days/Times:** Monday, Wednesday, Friday; 12:00 to 12:50 PM

**Professor:** Genevieve Amaral

**HONORS MOSAIC I** (Intellectual Heritage 0951.18, CRN: 31614)

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

**Professor:** TBA

**HONORS MOSAIC I** (Intellectual Heritage 0951.19, CRN: 31622)

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

**Professor:** Sheryl Sawin

**HONORS MOSAIC II** (Intellectual Heritage 0952.01, CRN: 4781)

**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM

**Professor:** Rebekah Zhuraw

**HONORS MOSAIC II** (Intellectual Heritage 0952.02, CRN: 4782)

**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM

**Professor:** Marcia Bailey

**HONORS MOSAIC II** (Intellectual Heritage 0952.03, CRN: 4783)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** James Getz

**HONORS MOSAIC II** (Intellectual Heritage 0952.04, CRN: 4784)

**Days/Times:** Monday, Wednesday, Friday; 2:00 to 2:50 PM

**Professor:** Norman Roessler

**HONORS MOSAIC II** (Intellectual Heritage 0952.05, CRN: 4785)

**Days/Times:** Tuesday & Thursday, 8:00 to 9:20 AM

**Professor:** Elizabeth Pearson

**HONORS MOSAIC II** (Intellectual Heritage 0952.06, CRN: 4786)

**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM

**Professor:** Joseph Foster

**HONORS MOSAIC II** (Intellectual Heritage 0952.07, CRN: 7778)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Elizabeth Alvarez

**HONORS MOSAIC II** (Intellectual Heritage 0952.08, CRN: 6393)

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

**Professor:** Natasha Rossi

**HONORS MOSAIC II** (Intellectual Heritage 0952.09, CRN: 6610)

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

**Professor:** Anna Peak

**HONORS MOSAIC II** (Intellectual Heritage 0952.10, CRN: 6611)

**Days/Times:** Monday, Wednesday, Friday; 12:00 to 12:50 PM

**Professor:** Alicia Cunningham-Bryant

**HONORS MOSAIC II** (Intellectual Heritage 0952.11, CRN: 6612)

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

**Professor:** Richard Libowitz

**HONORS MOSAIC II** (Intellectual Heritage 0952.12, CRN: 25389)

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

**Professor:** Michael Neff

## **HONORS GEN EDS**

**ARTS – CREATIVE ACTS** (English 0926.01, CRN: 4578)

**Days/Times:** Tuesday & Thursday, 3:30 to 5:10 PM

**Professor:** Kevin K. Varrone (kvarrone@temple.edu)

**About:** What is a creative act? Hard to say with certainty, but in this course we'll define it as that very human act of processing all the stuff of living—experiences: thoughts, actions, what we read, see, hear, taste, feel, and smell—and turning it into art. More specifically, our creative acts will be explorations in language. In short, we'll read and write, fiction, poetry, and creative non-fiction. We'll eat and sleep (and talk!) writing, by published authors and of your own making. We'll work closely and collaboratively with one another to do what humans have done in various times since the time of the cave: make art from life.

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

**About the Professor:** I'm a poet (I know, I know). I specialize in Modern and Contemporary American Poetry, but I'm also an avid reader of contemporary short fiction and non-fiction. I've also published a few books of my own poems, most recently a book-length poem about baseball and Philadelphia, which was published as a free iPad/iPhone app (boxscoreapp.com), and I organize a small press/hand-made poetry and art festival called PHILALALIA, which takes place each September here at Temple, in the lobby of Tyler School of Art.

**ARTS – SHAKESPEARE IN MOVIES** (English 0922.01, CRN: 20001)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Barbara Riebling

## **ARTS – WORLD MUSICS** (Music Studies 0909.01, CRN: 7467)

**Days/Times:** Monday, Wednesday, Friday; 12:00 to 12:50 PM

**Professor:** Lindsay Weightman

**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.

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

## **ARTS – MEANING OF THE ARTS** (Philosophy 0947.01, CRN: 31785)

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

**Professor:** Michael Szekely

**About:** Conventional wisdom would have it that art imitates life...or perhaps that life imitates art. It is also conventional wisdom to say something like "Beauty is in the eye of the beholder." But let us not be so conventional. Or, if you will, let us take conventional wisdom seriously and see where it gets us. Plato was so concerned about art and poetry (and its impact on our lives, our thinking, our knowledge, our understanding) that he proposed banning it from the republic. Art is too close to life. Marinetti had the modest proposal that we blow up all museums. Art is too separate from life. Duchamp saw a urinal he liked, signed it, called it something else, and exhibited it...as art. Art is...anything? John Cage composed a piece whereby the performer does nothing for four minutes and thirty-three seconds. Art is...nothing? Or...everything? (Cage also played music for amplified cactus.)

If we weren't such curious, creative, critical, and cosmopolitan citizens of culture, we might just throw up our hands and say, "Whatever...it's all relative...who cares?" But thankfully, we're a bit hungrier than that. Thinking and learning in the arts and humanities -- and particularly in philosophy -- calls not just for clearly stating your position on a certain problem, but also for thinking about what support there is for it in the face of possible objections. That is, to think philosophically is to think an issue through so that you can explain to others (as well as to yourself) what strikes you as sensible about having those views as opposed to having other views. After all, anyone can say that a painting is beautiful or that one play is better than another, so we will be going deeper to discover what support, if any, such claims have.

To achieve this, we will be reading, talking, and writing about what others have said about these issues at the intersection of art and life, not necessarily for the sake of agreeing with them, but rather for the sake of using the readings to get clear on what some of the questions are within each subject, what is at stake in each subject, and what some examples of carefully considered positions look like. So we will be using a range of readings and viewings and listenings as springboards for what I like to call our "experiment" -- which is to say, our collective discussions and provocations, as well as our own creative and critical analyses.

**About the Professor:** Dr. Szekely's primary research and teaching interests are in aesthetics (especially the philosophy of music and improvisation), existentialism, and French poststructuralism. He has published articles in such journals as *Jazz Perspectives*, *Social Semiotics*, *Textual Practice*, *Rhizomes*, *Contemporary Aesthetics*, *Popular Music and Society*, and the *Oxford Handbook of Philosophy in Music Education*, some of which have curious titles like "Jazz Naked Fire Gesture," "Schizo Zen," and "Progressive Listening." Also a practicing musician, Dr. Szekely has collaborated with a number of other musicians and groups contributing to the improvisational music scene in Philadelphia, as well as playing in the jazz/folk

outfit Hawk Tubley & The Ozymandians. He was once described in a student feedback form as "a cross between jazz musician and evil genius," a comment he has, to this day, neither embraced nor disavowed.

**ARTS – ART OF ACTING** (Theater 0925.01, CRN: 5235)

**Days/Times:** Monday, Wednesday; 1:00 to 2:20 PM

**Professor:** Kristen Ann O'Rourke

**About:** This is a course designed to increase your understanding and appreciation of the art and craft of acting. Our class work will focus on ensemble building game play, improvisational explorations and practical application of acting techniques through monologues and scene studies. However, the only way to truly learn about this subject is to learn about you, your relationship with the world around you and your feelings about the people you interact with everyday. This class will challenge assumptions that you may have made about how you function in daily life and how you perceive others to function. As you become a more effective observer of the world, you will become a stronger actor and by extension a "stronger" person outside of the classroom. You will learn to develop personal courage and grow your sense of empathy for others. The ultimate goal would be to foster a curiosity in human behavior that would continue after the course is over as you recognize your connection to others and the effectiveness of communicating clearly and bravely.

**About the Professor:** Everyone calls me by my initials, "K.O."

The Many Hats of this Local Freelance Artist; What Am I? - Two-Time Barrymore Award Nominated Actor - Barrymore Award Nominated Choreographer - Teaching Artist for Youth Theater - Certified Yoga Instructor - Ballroom Dance instructor - Creative Marketing Innovator - Childcare Provider - Brand Ambassador - Director of Programming for local Non-profit Ballroom Dance Company - and so on... I have been teaching at the university level since 2010. I hold a Master's of Arts in Theater Studies from Villanova University. Currently, I am a second-year Master's of Fine Arts in Acting candidate here at Temple University. I serve as a Barrymore Judge for Theater Philadelphia, which means I have the honor of seeing between 80-100 live professional theater productions annually in our region. In my free time I enjoy poker (Texas hold'em), the ocean, learning new languages (working on Russian and Spanish), seeing and performing standup comedy, soccer, Words with Friends and being part of an ensemble.

**ARTS – ART OF ACTING** (Theater 0925.02, CRN: 19973)

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

**Professor:** Lee Richardson

**About:** Have you ever watched a great performance and wondered, "How did that actor do that"? We all have our favorite actors and favorite movies. And we have all heard, through interviews, through shows like Inside the Actors' Studio, actors talking about their work. Acting is probably the most popular and most-seen of all the performing arts, yet in many ways, it remains the most mysterious: How do you become someone else? How do you believe what you're saying if you have to lie? How do you memorize all those lines?

The Art of Acting will give you the opportunity to learn about the craft of acting by actually doing it. Whether you have acted before, or are exploring the craft for the first time, this course will open new doors, expanding your expressive capabilities, use of imagination and spontaneity. You will gain greater confidence on stage and in front of people. In addition it will give you the basic tools of interpreting a script, and the interpretive skills you need to develop a character and bring it fully and believably to life.

Finally, this course aims to awaken in you the love of life-long learning that is at the core of every successful actor. For the actor, each role is a new and challenging mystery to be decoded, each play an entire world to be cracked open and explored. Aside from the pleasure of performing, one of the great joys of acting is this constant opportunity to explore new worlds. In this class, you will find out some of the ways actors research their roles and explore these worlds.

Please note: There's an actor in all of us. William Shakespeare said "all the world's a stage, and we just merely players". But it takes COURAGE to act. If you are ready to face the darkness without a flashlight, well, this course is for you. If you aren't, well, you should take the course anyway. You might learn something-LOL.

**About the Professor:** Professor Richardson is an Associate Professor in the drama department. He has four decades of experience as a professional actor, director and producer. Of all his work, his students have always seemed most intrigued with his work in the film SNOOP DOG'S HOOD OF HORROR - go figure! Mr. Richardson is loud, cantankerous and overly expressive. He will make you laugh and challenge you in new and exciting ways. Be ready to hold his hand and jump off the cliff (there's water to break your fall).

**GEN ED ARTS – ART OF ACTING** (Theater 0925.03, CRN: 32057)

**Days/Times:** Monday & Wednesday, 9:30 to 10:50 AM

**Professor:** Rosemay Hay

**DIVERSITY & RACE – REPRESENTING RACE** (English 0934.01, CRN: 26662)

**Days/Times:** Tuesday & Thursday, 11:00 to 12:20 PM

**Professor:** TBA

**DIVERSITY & RACE – REPRESENTING RACE** (English 0934.02, CRN: 31618)

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

**Professor:** Linda Chavers

**About:** This is a class with a big pop culture contemporary society angle but deeply and critically grounded in framed literary narratives. The 21st-century has seen an outpouring in the ways American culture talks about, portrays, and performs the vision of the interracial in popular forms of entertainment. This course will look at and interrogate how the interracial is seen, read and staged. Students will use classic literary texts alongside television, movies, and even commercials to interrogate real-life concerns such as police brutality, civil rights protests, and Supreme Court cases. We will look at the ways classic texts such as the slave narratives of Harriet Jacobs and Frederick Douglass or the early works of William Faulkner resonate powerfully in popular television such as "Scandal" and "How To Get Away With Murder." For instance, in a season finale of the popular hit television show "Scandal" a white man, also President of the United States, tells a black man how sweet his daughter tastes. In one of his most complicated works Absalom, Absalom! William Faulkner depicts a scene of miscegenation, incest and murder on one page. Students will juxtapose such visual and textual scenes to discover and discuss patterns of how the interracial is portrayed in American society.

This course aims to help inform current discourses such as the history and language behind Black Lives Matter, definitions of white supremacy, the complexities of identifying and enacting micro aggressions, why is racist Halloween always a thing, and so on. Written work will include frequent in-class writings to be turned into a final paper.

**About the Professor:** I am a writer and a fierce lover of words. Everything in the world is up for a close read and critique. I freely discuss Socrates, Scandal, President Barack Obama, Netflix binge-watching, lynching, South Park, slave narratives, Stephen Colbert, feminism (whose?) and Love and Hip Hop: Atlanta in one sitting and I love it. I write. Like a lot. And sometimes places publish me. I have a website I occasionally remember to update. I received my PhD in African American Studies and Literature from Harvard University in 2013. Before academia I worked in journalism. I'm known for banning the words "obviously" and "interesting" in the classroom (credit to Bun B, look it up).

Invest in a solid dictionary and thesaurus. Google and Wikipedia are portals not destinations. Join me in the twitters @dorismariahphd

**DIVERSITY & RACE – RACE & ETHNICITY IN AMER CINEMA** (Film & Media Arts 0943.01, CRN: 25727)

**Days/Times:** Wednesday; 5:30 to 8:00 PM

**Professor:** Leslie Jill Koren

**DIVERSITY & RACE – IMMIGRATION AND THE AMERICAN DREAM** (Spanish 0931.01, CRN: 26271)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Guillermo Morales-Jodra

**DIVERSITY & RACE – IMMIGRATION AND THE AMERICAN DREAM** (Spanish 0931.02, CRN: 29898)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** Anastasiya Stoyneva

**DIVERSITY & RACE – RACE, ID, & EXPER IN AMER ART** (Tyler School of Art 0905.02, CRN: 24592)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Jennifer Zarro

**About:** In this course we will spend time with artists and artworks as a way to investigate varied, layered, and intersectional ideas about race, identity, and experience in America. Fortunately, there is no shortage of fascinating art and artists who may illuminate for us all that this course may offer. In the beginning of the semester, we will be certain to build a solid foundation of reasoning on which our subsequent inquiries may rest. We will establish why we are looking at art, why we are in this class; we will ask questions about what art is or can be, and indeed, what America is or can be.

The hope is that this foundation will be both solid and flexible enough to become a spring board from which we can jump into rich and immersive case studies from the world of American art -- we will investigate the earliest views of America and indigenous peoples of the Americas, learn about contemporary Native American artists, learn about Muralism and the Chicano Art Movement, we will utilize Temple University's holdings of art from the Black Arts Movement in order to understand the position of Black artists in the 1960s, we will investigate the power of photography and representation, we will meet queer art and artists, we will visit the Mexican art exhibition at the Philadelphia Museum of Art, the Church of the Advocate, The Blockson Collection at Temple University, and more.

Throughout, we will learn about artists who engage with stereotypes, who discover and write alternative histories, who attempt to rewrite dominant narratives, and who proudly share with us their own American experience and identity.

Please note that there will be at least three field trips in this class as well as group work.

**About the Professor:** Jennifer Zarro received her MA at Temple University, and her PhD at Rutgers University. She paints and writes contemporary art criticism and provides a regular artist interview podcast for theartblog.org.

**DIVERSITY & RACE – RACE, ID, & EXPER IN AMER ART** (Tyler School of Art 0905.01, CRN: 19921)

**Days/Times:** Monday & Wednesday, 9 to 10:20 AM

**Professor:** Adam Lovitz

**About:** Considering the diverse landscape of the American experience, this class asks specifically, how is identity defined and portrayed through art? In the struggle to understand the relation between self and other, artists have critically engaged with the images that define our common sense of belonging – images that saturate the public sphere via mass media, advertising, textbooks, museums, and shopping malls. We will look at ways in which the artists' work is rooted in their unique personal narratives, cultural conditioning, and their relationship to the place and times in which they live.

This class will examine painting, sculpture, photography, film, installation art, music, and performance made from the conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness. We will engage with historical and contemporary art movements that address social constructs of class, gender, and sexuality such as Afrofuturism, the Chicano mural movement, Queer art, Feminist art, and Street art.

Taking advantage of the Philadelphia art scene, field trips to local museums and cultural institutions will highlight readings and discussions held in class. Local artists will visit our class and share insight into their art practice. The ultimate goal of the course is to find ways of adequately imagining and imaging an American identity today.

**About the Professor:** Adam Lovitz lives and works in Philadelphia as an educator and artist. Receiving his Masters from Pennsylvania Academy of the Fine Arts in 2012, he views Philadelphia as a vibrant resource for creative endeavor. His



artwork balances in the wonder of the cosmos and the realness of a stone. Organizing art projects that range in experience, including collaborative mud painting to building a wall with large blocks of ice containing bones and stones in public space, Lovitz reflects on the process of making art to the involvement of viewing it. He resides in South Philly with his lovely teacher wife, Emily, and their two distinguished cats, Boomer and Beatrice.

### **HUMAN BEHAVIOR – ASIAN BEHAVIOR AND THOUGHT (Religion 0911.01, CRN: 31843)**

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

**Professor:** Marcus Bingenheimer

**About:** This course is about Asian believe systems, specifically the way communities in India, China and Japan made sense of the world. We will be looking at Brahmanism and Hinduism, Jains and Buddhists, Confucians and Daoists, as well as at Shinto, and discover unexpected commonalities and differences between them. Each week we will read a foundational text and some secondary literature, but as many beliefs and sentiments are not encoded in text, we will also look at a lot of art. The idea is to get an overview of how humans in very different times and places approached the task of being human and how they strove to transcend it.

**About the Professor:** Marcus Bingenheimer has been teaching in the Department of Religion at Temple University since 2011. He has spent most of his adult life in Asia, studying Buddhism in China, Japan, Korea and especially Taiwan, where he taught in a Buddhist College before moving to the US. He main research areas are early sutra literature and Chinese Buddhist history, which he combines with an interest in computing. He has worked on a large number of projects digitizing religious heritage information and teaches workshops on creating and using digital data in Buddhist Studies. In the last few years he has become a proud resident of South Philly and is a regular in the cafés around South Street.

### **HUMAN BEHAVIOR – LANGUAGE IN SOCIETY (Anthropology 0915.01, CRN: 22843)**

**Days/Times:** Monday, Wednesday, Friday; 12:00 to 12:50 PM

**Professor:** Michael Hesson

**About:** How did language come about? How many languages are there in the world? How do people co-exist in countries where there are two or more languages? How do babies develop language? Are some varieties of language better than others? Should English become an official language of the United States? Of the world? In this course we will address these and many other questions, taking linguistic facts as a point of departure and considering their implications for our and others' societies.

By the end of this course, you should have a basic understanding of the structures of language as well as its social nature, and be able to recognize (and debunk!) common misperceptions about language.

In pursuing answers to these questions, we will be addressing the learning goals for the Human Behavior GenEd area, which are: •Understand relationships between individuals and communities; •Understand theories or explanations of human behavior used to describe social phenomena; •Examine the development of individuals' beliefs, behaviors, and assumptions and how these affect individuals and communities; •Apply one disciplinary method to understand human behavior or explain social phenomena; •Access and analyze materials related to individuals, communities or social phenomena; and •Compare and contrast similar social phenomena across individuals or communities

**About the Professor:** Michael Hesson is an Assistant Professor of Linguistic and Cultural Anthropology at Temple. A graduate of the University of Chicago and the University of Pennsylvania, he works with Yucatec Maya speakers a few hours from Cancun, Mexico. His current research investigates how electronically mediated communication, like texts and emails, are changing Maya ideas about what constitutes a "proper" display of strong emotions, such as happiness or sadness. When he isn't on campus or in the Yucatan, he can generally be found at home in West Philly, brewing beer.

### **HUMAN BEHAVIOR – GUERILLA ALTRUISM (Architecture 0935.01, CRN: 25428)**

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

**Professor:** Andrew Hart

**About:** The guerrilla is by definition an instigator, an opposition, a reactionary force, something or someone who operates under the radar and challenges the boundaries of normal practices. A guerilla is an agent provocateur who challenges, or instigates change through subversive means and tactical application to promote a question, possibility, or alternative. Philadelphia is a home to a variety of guerrillas who reveled in satirizing, subverting, and questioning the environment around them both historically and currently. Various authorities have identified the following groups as questionable: religious outcasts (under the nickname, Quakers), civil rights leaders, graffiti artists, rebels (alias 'the founding fathers'), skateboarders, printing press operators, abolitionists, fringe artists, social commentators, filmmakers, gardeners... all of whom have sought to create, adapt, augment, and utilize their environment in new ways.

We will assemble into a loosely organized group (class) confined within an operational area (Philadelphia). We will study and learn from the tactics of the guerrilla. We will seek out and connect with designers, artists, activists, and groups who are interacting, adapting, and changing the environment around them - the rebellious, creative, and altruistic architects of Philadelphia's neighborhoods. We will seek to experiment with, adapt, and affect our surrounding environment. Finally, we will combine our knowledge and skills to identify, plan and take action to affect our environment. . We will study, we will build, we will become guerrilla altruists.

**About the Professor:** Hello there, I'm Andrew. Here's what you should know about me; I love all things Philadelphia and architecture - and I love sharing that passion with my students and friends. I am a proud Temple Honors alum., and received my graduate degree from Cornell where my studies navigated the line between architecture, art, and social commentary and individuals who have experimented with that line - like Gordon Matta Clark. I have taught at Cornell, Temple, and Philadelphia University. By day I work as an architect (and professor), by night, and sometimes anonymously, I engage with various artists, community groups, and students building impromptu parks + urban installations, record acoustical neighborhoods maps, and designing satirical architectural projects, and search Philly for architectural oddities. I am interested in expanding the definition of architecture and exploring the urban environment as a classroom - if you take take this class I hope to share with you the strange corners of our city that make it great!

**HUMAN BEHAVIOR – LANGUAGE IN SOCIETY** (Education 0915.02, CRN: 25133)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Kenneth G. Schaefer (Kenneth.schaefer@temple.edu)

**HUMAN BEHAVIOR – YOUTH CULTURES** (Education 0917, CRN: 30766)

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

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

**About:** Have you ever wondered what motivates teenagers to want to stand out rather than fit in? Have you ever thought about taking that route yourself and joining a rebellious subculture like hip hop, punk, goth, or skateboarding? This course takes a close look at several popular youth cultures, who joins them and why. We also try to understand the role youth cultures play in our youth-oriented society, and the influence groups of young people have on consumer products, politics, and culture. As a General Education course, Youth Cultures focuses on building students' critical thinking and research skills. Discussion-based and often student-led, Youth Cultures aims to open up our thinking about conformity and difference and develop deeper understanding of how group identities shape the experience of adolescents.

**About the Professor:** As a product of the sixties, I feel a deep commitment to youth cultures and the role they play in helping all kinds of young people find a place for themselves in American society and culture. In my day job, I prepare teachers for urban schools; understanding young people helps me to find better ways to teach them and their teachers. I value student voices and encourage all my students to speak up, take a position and raise questions, even when they're unsure about their own beliefs. There are no right and wrong answers in my classes. I generally learn as much as I teach, which explains why I enjoy teaching as much as I do.

## **HUMAN BEHAVIOR – TWEENS AND TEENS** (Education 0919.02, CRN: 24751)

**Days/Times:** Monday, 5:30 to 8:00 PM

**Professor:** Amanda Neuber

**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:** Amanda is the Associate Director of the Honors Program and an Educational Psychology PhD student. Born and raised in south Jersey, she now lives in Philadelphia (but, as the saying goes, you can take the girl out of south Jersey, but you can't take the leopard print out of the girl). Amanda can often be found behind a camera, watching *The Bachelor*, or making To Do lists while Alanis Morissette plays softly in the background. She loves teaching this course for many reasons, not the least of which is reading young adult literature and calling it "research."

## **HUMAN BEHAVIOR – WORKINGS OF THE MIND** (Psychology 0916.01, CRN: 31303)

**Days/Times:** Tuesday & Thursday, 11:00 to 12:20 PM

**Professor:** Kareem Johnson

**Prof. Kareem Johnson is the 2016 Honors Professor of the Year!**

## **HUMAN BEHAVIOR – THE MEANING OF MADNESS** (School Psychology 0928.01, CRN: 25318)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Laura Pendergast

**This course and instructor won the 2014-2015 Award for Innovative Teaching in Gen. Ed.**

**About:** What is Madness? Insanity? Mental illness? Who decides where the line between madness and normalcy is drawn? How have conceptualizations of madness changed throughout history? Can the same behaviors be considered "insane" in one culture but typical, or even adaptive, in another? At what point do individuals with mental illness require special accommodations within families, schools, courts, and healthcare systems, and how do these accommodations differ throughout the world? What is "stigma" and how does it affect individuals with mental illnesses? This course will explore biological, social, and cultural factors that influence mental illness, perceptions of individuals with mental illness, and treatments of mental illness over time and across cultural and other groups. For example, we will examine the historical classification and declassification of homosexuality as a mental illness and ways in which old and incorrect conceptualizations of homosexuality as a mental illness continue to harm many LGB individuals today. In this course we will study mental illness and discuss the importance of helping individuals with mental illness access appropriate diagnoses, treatments, and social supports. However, we will also discuss ways in which societies and individuals sometimes misuse mental illness labels to discourage undesirable behaviors. Throughout our lives, all of us will interact with individuals with mental illnesses, and they may be our friends, co-workers, family members, or even ourselves. Therefore, all students will benefit from taking this course because students will have the opportunity to better understand mental illness, to help reduce mental illness stigma, and to better support individuals who are experiencing mental illness. This course will be particularly beneficial for individuals who are considering going into education or "helping" professions (e.g., social work, medicine, psychology).

**About the Professor:** I am a certified school psychologist and an Assistant Professor in the school psychology program at Temple University. The overarching goal of my research is to improve the ways in which we assess and diagnose mental illness – particularly among individuals from marginalized groups. I am currently conducting research with the MAL-ED network examining the assessment of postpartum depression among women from seven nations (Bangladesh, Nepal, India, Pakistan, South Africa, Tanzania, and Peru). I am also conducting a study evaluating the assessment of bipolar disorder

across racial groups in the United States. In my free time, I can usually be found chasing my toddler around our yard, going to Mommy and Me yoga classes, and taking our adopted dog, Sammy, on long walks.

### **HUMAN BEHAVIOR – THE MEANING OF MADNESS** (School Psychology 0928.02, CRN: 25995)

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

**Professor:** Frank H. Farley

### **HUMAN BEHAVIOR – EATING CULTURES** (Spanish 0937.01, CRN: 25772)

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

**Professor:** Patricia A. Moore-Martinez

**About:** Everyone knows about the importance of home and hearth, but this concept differs radically throughout the world. The Spanish “cocina”, the kitchen as the heart of the home, appears in literature, film, theater, commercial enterprises and television. This course will examine historical, sociological, anthropological and psychological interpretations of food and food cultures. An understanding of how food and meals have evolved to create culture and memory as well as distance and otherness (You eat what?!) will augment students’ understanding of their relationship with culture, history, geography and themselves. Using literature, food studies, visual media, and advertisements, we will examine how food perception, production, preparation, consumption, exchange, and representation structure individual and communal identities, as well as relations among individuals and communities around the globe. Our focus on this most basic of needs will allow us to analyze how food conveys and limits self-expression and creates relationships as well as delimits boundaries between individuals and groups. Materials will be drawn from a wide range of disciplines including, but not limited to, literary and gender studies, psychology, anthropology, history, sociology, and economics.

**About the Professor:** Philadelphia leaves an indelible mark upon the courses I teach and through the interactions and connections we make in class, my students understand that they are as much a part of the city as the city is part of Temple. I hope that the inquiries generated in class spur conversation in the Student Center, erupt in understanding on the subway and are mulled over during the break at a basketball game -- everything is relevant. My meanderings through the parks and the neighborhoods of the city with my dog populate my examples (and a good many canine anecdotes) and I encourage my students to bring their moments, their experiences and their epiphanies to the topic at hand, thus allowing us to engage with ourselves, our classroom, our community and our world. Although my primary field is Spanish, I am currently pursuing research in Food Studies and Second Language Acquisition in on-campus programs, with many other projects lying in wait. I am wildly enthusiastic about everything I teach and my students' feedback at the beginning, middle and end of the semester matters deeply to me as we create a dynamic that maximizes the learning of every individual.

### **QUANTITATIVE LITERACY – INVESTING FOR THE FUTURE** (Finance 0922.01, CRN: 24951)

**Days/Times:** Monday, Wednesday, Friday; 2:40 to 3:50 PM

**Professor:** Jon Scott

**About:** So you say you are not a numbers person and have math anxiety. You never liked word problems in algebra and always wondered why you had to find  $x$  when it was never lost in the first place. 😊 In this course you will hopefully be empowered to make the most important – and somewhat less important – financial decisions of your life. The challenge is that the results of these decisions, especially retirement, will not be seen for many years. But if you don't start today you could end up like the median family retirement savings for ages 54-65 of under \$50,000, a level that may have you wearing a blue, red or orange vest in what would be your retirement years. At the same time, we will be using many of the tools learned in class to address important public policy issues such as the appropriate inflation-adjusted minimum wage, who pays for unfunded pension liabilities, regulation of the companies that provide credit reports. I have several excel assignments to help you manage your numbers phobia and actually have a useful takeaway from the class. And finally, there's nothing like jumping right into investing, which you will do with Stocktrak early on in the class.

**About the Professor:** I have been at Temple since late 1990 when I moved here from the Dallas-Ft. Worth area where we lived for 13 years. After spending 6 years in the Dean's Office I returned to the faculty where I have been ever since. In August 2008 I was appointed Academic Director of the Fox Honors program and later that year Managing Director of Temple's student managed investment fund, the William C. Dunkelberg Owl Fund. Beginning this year I was appointed

Undergraduate Program Chair for the Finance Department. For the past 5 years I have run a summer program for 35 rising juniors from Philadelphia High Schools in association with Philadelphia Futures. If any of you have an interest in working with a group of highly motivated students who attend neighborhood high schools and will be the first in their family to go to college (or maybe even graduate from high school), please let me know.

**QUANTITATIVE LITERACY – MATHEMATICAL PATTERNS** (Mathematics 0924.01, CRN: 6666)

**Days/Times:** Monday, Wednesday, Friday; 2:40 to 3:50 PM

**Professor:** TBA

**QUANTITATIVE LITERACY – QUANT METHODS SOCIAL SCIENCES** (Soc 0925.01, CRN: 30094)

**Days/Times:** Tuesday & Thursday, 11:00 to 12:20 PM

**Professor:** Michael Altimore

**SCIENCE & TECH – CYBERSPACE & SOCIETY** (CIS 0935.01, CRN: 4549)

**Days/Times:** Tuesday & Thursday, 4:00 to 4:50 PM; Tuesday, 9:00 to 10:50 AM

**Professor:** Claudia Pine-Simon

**About:** Cyberspace will be exploring the explosive world of technology. Hang on. The ride is an incredible journey into the 21st century. 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. 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? Should Apple help the FBI to unlock iPhone of a terrorist? What is the impact of "Big Data"? Are social networks beneficial or harmful? We will be examining these issues and more. 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.

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

**About the Professor:** I helped develop "Cyberspace, Technology and Society" and piloted the course in the fall of 2007. In 2009, I received the Honors Professor of the Year Award. I am very passionate about technology. It empowers everyone. The synergy of human creativity and computer power unleashes infinite possibilities. Imagine how those little 0's and 1's unlock the secrets of the universe and bring the world to your doorstep. I love both the "techie" side and the social and ethical aspects of this fast-paced changing technological world. I am also known as the "bag lady" since I carry around many "show and tell" devices to share with the class. I am definitely a gadget person. I try very hard to engender that same excitement and amazement to my students about the world of technology. My students actually energize me.

**SCIENCE & TECH – THE ENVIRONMENT** (Environment Engineering Tech 0945.01, CRN: 5435)

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

**Professor:** Evelyn Walters

**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.

**About the Professor:** Dr. Evelyn Walters is an Assistant Professor in the Department of Civil and Environmental Engineering. She completed her undergraduate studies in chemical engineering at Manhattan College and her masters and

Ph.D. in environmental engineering at the Technical University of Munich (Germany) where she also played professional basketball. Dr. Walters is an avid biker having completed several multi-week tours through Europe.

### **SCIENCE & TECH – THE ENVIRONMENT** (Environment Engineering Tech 0945.02, CRN: 22006)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Evelyn Walters

**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.

**About the Professor:** Dr. Evelyn Walters is an Assistant Professor in the Department of Civil and Environmental Engineering. She completed her undergraduate studies in chemical engineering at Manhattan College and her masters and Ph.D. in environmental engineering at the Technical University of Munich (Germany) where she also played professional basketball. Dr. Walters is an avid biker having completed several multi-week tours through Europe.

### **SCIENCE & TECHNOLOGY – BIONIC HUMAN** (Mechanical Engineering 0944.01, CRN: 22262)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Dr. Alireza Jahangir

**About:** Do you ever wonder if humans are merging with machines, can worn-out body parts be replaced, or what is the difference between an MRI and an X-ray? What about the ethical and legal implications of all the rapid changes in healthcare technologies? From MRIs to tissue engineering, modern healthcare has become synonymous with applications of bioengineering and technology. This course focuses on the new bioengineering paradigm, exploring the ways in which disciplines intersect to produce advances in healthcare. A key goal is to enable students to make more informed decisions about healthcare based on their understanding not only of technological advancements but also of the ethical and societal issues arising as a consequence. This discovery-based seminar includes interactive lectures, hands-on labs, discussions, peer-reviewed scientific journal analysis and presentations.

**About the Professor:** Dr. Alireza Jahangir is a multilingual and multidisciplinary professional who has been living, studying, and working in 3 continents of the globe with a passion for science, engineering and music. He is currently a Sr. Manager at one of the world's largest pharmaceutical companies in suburb of Philadelphia, advising a global team of medical device engineers on proper designing of combination products as well as advanced drug- and cell-delivery conduits. He holds a Ph.D. and [M.A.Sc.](#) in Biomedical Engineering from University of Toronto and completed his Postdoctoral Fellowship in Tissue Biomechanics at Harvard School of Public Health. Upon completion of his graduate and postgraduate studies, Dr. Jahangir has taken a remarkable and exciting journey to explore various aspects of applied engineering, from developing a novel concept in laboratory, to industrial scale up, patent drafting and prosecution, marketing and ultimately, its commercial launch in various global markets, to meet patients/consumer unmet needs. His extensive R&D and product development career span several sectors including: consumer, medical devices, pharmaceutical and oil and gas industries. Given his passion for teaching, he has constantly maintained his contact with academia in both Canada and US, offering undergraduate and graduate level courses to engineering, dentistry and medical students in the following areas expertise: biomechanics, biomaterials, polymer engineering, tissue engineering and cellular communication and etc.

### **US SOC – ARCH & THE AMERICAN CULTURAL LANDSCAPE** (Arch 0975.01, CRN: 27268)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Stephen Anderson

**About:** The places in which we live and work and play impact our individual and collective lives in ways that are deeper and more various than they may first appear -- how you imagine your future and your relationships with those around you has much to do with the qualities of the places in which your life is unfolding. Stated more simply: who you are is inseparable from where you are. This critical intersection of culture, individual, community, place, and possibility is often called "the cultural landscape," and this course carefully examines that intersection through a variety of disciplinary lenses, but with an emphasis on the physical and architectural aspects of that milieu. To help examine how spatial configurations engage and influence culture and cultural possibility, the course is organized around different themes and categories within American culture that have an often surprising relationship to place, such as cultural landscapes of consumerism, cultural landscapes of play, of spirituality, of dining, and of the contemporary American workplace, for example. The course is a combination of lecture (typically one day per week) and open discussion (typically on the other day) based on images, select readings/films/audio, and the students' own experiences. The course aims to enable students to better understand and critique the ways that places engage, influence and, at times, enrich, our personal and collective lives.

**About the Professor:** Stephen Anderson is a professor of architecture specializing in theory, design, and architectural history. His interests are grouped mostly at the intersection of ethics, buildings, creativity, and cities, bringing to those studies related interests in history, philosophy, politics, and art (especially poetry and film). He is a long-time resident of Philadelphia, where he lives with his wife and two daughters, but has deep connections to the Carolinas, and odd connections to Scandinavia.

### **US SOC – ARCH & THE AMERICAN CULTURAL LANDSCAPE (Arch 0975.02, CRN: 31869)**

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

**Professor:** Kenneth Jacobs

**About:** The places in which we live and work and play impact our individual and collective lives in ways that are deeper and more various than they may first appear -- how you imagine your future and your relationships with those around you has much to do with the qualities of the places in which your life is unfolding. Stated more simply: who you are is inseparable from where you are. This critical intersection of culture, individual, community, place, and possibility is often called "the cultural landscape," and this course carefully examines that intersection through a variety of disciplinary lenses, but with an emphasis on the physical and architectural aspects of that milieu. To help examine how spatial configurations engage and influence culture and cultural possibility, the course is organized around different themes and categories within American culture that have an often surprising relationship to place, such as cultural landscapes of consumerism, cultural landscapes of play, of spirituality, of dining, and of the contemporary American workplace, for example. The course is a combination of lecture (typically one day per week) and open discussion (typically on the other day) based on images, select readings/films/audio, and the students' own experiences. The course aims to enable students to better understand and critique the ways that places engage, influence and, at times, enrich, our personal and collective lives.

### **US SOC – JUSTICE IN AMERICA (Criminal Justice 0952.01, CRN: 32111)**

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

**Professor:** Cheryl Irons-Guynn

**About:** The US criminal justice system is an interesting study in contradictions. The implications of how it operates are significant and not always effective or positive. The objective of this class is to provide students with a basic understanding of how the system works while exploring the many issues surrounding that operation. What IS justice? Why do (or don't) people commit crime and once they do, what can be done to make it less likely that they will offend again? How much of your personal freedom are you willing to sacrifice to the goal of crime control and prevention? What's going on with the relationship between the police and inner city communities? These are just a few of the problems that we will discuss within the context of studying how the system actually functions (vs. the media portrayal of the American adversary system.) Guest speakers and court observation will add context to our study. We will look at policy decisions and the ramifications of those policies through assigned readings and class discussion.

**About the Professor:** Dr. Irons earned her JD at Temple University and began her career as a prosecutor in the Montgomery County District Attorney's Office, where she practiced for 8 years. During her tenure there, she was appointed Chief of the court diversion division (ARD) and moved on 1 year later to become Juvenile Division Chief, where she served for several years. She later worked full time as a research associate for the Crime and Justice Research Institute, where she co-authored several publications, including *Emerging Judicial Strategies for the Mentally Ill in the Criminal Caseload: Mental Health Courts in Fort Lauderdale, Seattle, San Bernardino and Anchorage* and *Community Prosecution Strategies: Measuring Impact*, both of which were published by the US Department of Justice. She coordinates and runs Temple's annual Criminal Justice Career Fair. If you love nature are interested in Temple's ProRanger program, ask Dr. Irons about it!

**US SOC – HIGHER EDUC IN AMERICAN LIFE** (EDAD 0955.01, CRN: 28348)

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

**Professor:** Musu Davis (musu@temple.edu)

**About:** You have decided to go to college. But why? What role will college and in particular Temple University play in your life? Reflect on this important question by looking at the relationship between higher education and American society. What do colleges and universities contribute to our lives? They are, of course, places for teaching and learning. They are also research centers, sports and entertainment venues, sources of community pride and profit, major employers, settings for coming-of-age rituals, and institutions that create lifetime identities and loyalties. Learn how higher education is shaped by the larger society and how, in turn, it has shaped that society. Become better prepared for the world in which you have chosen to live for the next few years.

**About the Professor:** Musu Davis is an Honors senior academic advisor and a doctoral candidate in Urban Education. Teaching about higher ed has been a passion of mine since I became a student leader and realized I'd never have to leave college if I worked at one. Fast forward eleven years, and here I am. As a former sprinter and English major, I love partaking in Philly's sports and arts scenes. When I'm not advising Honorables or dissertating, I like to do performance poetry, listen to jazz, and try all kinds of food. I reside in the open fields of South Jersey where I constantly long for urbanity. My research interests are understanding the intersections of Black women's social identities, experiences of high-achieving undergraduates of color, access to higher education, and college student engagement.

**US SOC – DISSENT IN AMERICA** (History 0949.01, CRN: 19137)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Ralph F. Young

**About:** A central aspect of a democratic society is the constitutional guarantee that all citizens possess freedom of 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. We will look at such historical figures as Anne Hutchinson, Roger Williams, Henry David Thoreau, Susan B. Anthony, Randolph Bourne, Woody Guthrie, Pete Seeger, Martin Luther King, Malcolm X, Allen Ginsberg, Bob Dylan, Abbie Hoffman, Timothy Leary, Timothy McVeigh, Michael Moore, and many others who have dissented from mainstream America. Since I created this course for Temple's Honors Program in 2002 I was given a Fulbright grant to teach it at the University of Rome in 2009 and again at Karlova University in Prague, Czech Republic in 2012. I have written two books specifically for this course. *Dissent in America: The Voices That Shaped a Nation* (Pearson/Longman, 2006) is an edited compilation of scores of documents written by dissenters. And the upcoming *Dissent: The History of an American Idea* (New York University Press, April 2015), is a complete narrative history of the United States from the standpoint of dissenters and protest movements.

**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*, hitchhiked 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."

**US SOC – LAW AND AMER SOCIETY** (Legal Studies 0956.01, CRN: 4010)

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

**Professor:** Terry Halbert

**About:** Should Hulk Hogan collect \$100 million from Gawker Media for posting a sextape that was made of him without his consent? (Think privacy v. free speech.) Should a Christian evangelical baker be able to refuse to bake a wedding cake for a gay couple? (Think freedom of religion v. civil rights.) Should animal rights activists be prosecuted when they use false IDs to get access to slaughterhouse to video workers beating and kicking the birds? (Think defamation v. right to know.) And what should happen when the federal government demands that Apple de-encrypt a terrorist's cell phone? Current controversies at the intersection of law and public policy provide the content for this course, which is designed to develop your communication skills, while strengthening your understanding of news as it breaks. As our country goes through the paroxysm of a presidential election, we will be following that too, alert for legal and policy issues.

**About the Professor:** Terry Halbert is a Legal Studies professor in the Fox School of Business. She enjoys developing courses that make the most of the way a legal case is a story, with a protagonist, an antagonist, a reveal and a resolution. She is curious about the use of smartphone technology as a simple tool for storytelling, and when she isn't grading papers she is thinking about her next digital story. She is an avid--perhaps an obsessional--walker. She makes good winter soup. She thinks Breaking Bad is a masterpiece.

**WORLD SOCIETY – WORLD SOCIETY IN LITERATURE & FILM** (Spanish 0968.01, CRN: 26273)

**Days/Times:** Wednesday; 5:30 to 8:00 PM

**Professor:** John Cunicelli

**WORLD SOCIETY – IMAGINARY CITIES** (Film and Media Arts 0969.03, CRN: 22457)

**Days/Times:** Tuesday & Thursday, 8:00 to 9:20 AM

**Professor:** Shahin Izadi

**About:** This course takes students to cities around the world, and across time, examining how national cinemas have richly depicted and interpreted urban life during the last hundred years. We will study both screen images as well as the business structure that produces them and the audiences that view them. The urban focus of the course is international, including Tokyo, Tehran, Dakar, and Rome, but we will also explore "home" settings such as New York, New Orleans, LA, and Philadelphia itself.

**About the Professor:** Shahin Izadi is an Adjunct Professor in Film and Media Arts at Temple where earned his MFA. He additionally holds a PhD in Philosophy from the University-Madison where he focused on theories of well-being. A writer, director, and editor of films, his work has screened around the country at numerous venues and festivals including the Austin Film Festival, the Maryland Film Festival, the Blackstar Film Festival, and the Anthology Film Archives. He is currently finishing post-production on his first feature film, and preparing for his next project to be shot in Philadelphia. When he's not watching or making movies, he may be playing or watching sports, listening to podcasts, or baking cookies.

## **LOWER LEVEL HONORS COURSES**

*\*These courses, in most cases, will not fulfill Gen Ed requirements. If you're not sure how a course will count towards your graduation requirements, see an advisor.*

**MEDIA AND SOCIETY** (Advertising 1901.01, CRN: 31151)

**Days/Times:** Tuesday & Thursday, 2:00 to 3:20 PM

**Professor:** Dana Saewitz (dsaewitz@temple.edu)

**About:** The average adult consumes 15.5 hours of media each day. Media surrounds us in all of our daily activities (including when many of us are sleeping!) In this course we will examine ethical issues and the power and influence of media. We'll study the history of each form of media, but we'll spend most of our time looking at current events to see how they are framed and shaped by media's influence.

We'll examine: •the ascendancy of digital media and the rapid decline of traditional media •the impact of media on women's body image •children's media and representations of race, gender, and power •media and the political process (this will be quite interesting during the 2016 Presidential election) •the danger of media conglomeration •the future of books, libraries, and universities as well as the future of the TV, radio, music and film industry and much more.

This class will be highly interactive and discussion-based. Current events will play a key role in shaping the class discussions. Students will choose their own research topic which they can explore in depth throughout the semester.

**About the Professor:** I have been teaching at Temple for over 11 years. This is my first time teaching in the Honors Program, and I am really looking forward to interesting and eye-opening class discussions with Honors students. I regularly teach Media and Society, Intro to Advertising, and I run the internship program for the Department of Advertising, where I am also Assistant Department Chair. I am very proud to have won the Junior Faculty Teaching Award from the School of Media and Communication in 2011. I am also a member of the Board of Governors of the Philly Ad Club and I am Co-Chair of the Philly Ad Club Students Committee. If you'd like to learn more about the Philly Ad Club, please check out our website at [www.phillyadclub.com](http://www.phillyadclub.com). I completed Temple's Leadership Academy in 2014/15 and I will participate in the Provost's Teaching Academy in the summer of 2016. Prior to coming to Temple, I spent fifteen years working in the advertising business. I earned a Master's Degree at the University of Pennsylvania with a concentration in Media and Society. In my free time, I am a voracious reader and I actively participate in four separate book groups. Please send me your favorite book recommendations and I'll share mine with you.

**ART HERITAGE OF THE WESTERN WORLD** (Art History 1955.01, CRN: 4923)

**Days/Times:** Monday & Wednesday, 11 to 11:50 AM

**Professor:** Jane D. Evans

**About:** The Art Heritage I class is normally called "cave paintings to Giotto", and covers a wide span of time and a Mediterranean-centered space. I will explore with you a different way to look at the development of artistic expression, especially in how the modern world interacts with its past. For instance, we will examine how works of art shape our conversation about the perception of cultures (the 'violent' Assyrians, who were based in modern-day Iraq); why heavily restored (and possibly counterfeit) art is accepted as reflecting the society that was supposed to have made it, not our own; how (ancient and modern) cultural genocide shows the importance attached to the creation of art that expresses our lives and societies; how our "reading" of an artwork changes with new methods of inquiry. This will not be your standard "memorize and compare" Art History class, but one that will introduce you to new ways of thinking about ancient and medieval architecture, painting and sculpture. This is the first time I will be teaching this class, although I have taught a class on counterfeits, looting and the ethics of collecting ancient art in the Honors program.

The class requires 2 field trips, one to the University Museum, one to the Metropolitan Museum of Art (fee charged; all day). We will vote as a class on the date of those trips.

**About the Professor:** I am an archaeologist who has worked in England, Italy, Jordan, Israel and especially France and (currently) Turkey. As most archaeologists, I love to work with people and enjoy engaging in discussion. My interest in ethics has led me to become a member of the Cultural Heritage Awareness Committee of ASOR (an organization dedicated to studies in the Levant, Cyprus, Egypt and Turkey); I have testified several times at the Presidential Committee on the enactment of emergency import controls for art-rich countries which have seen their antiquities smuggled into the US.

## GENERAL CHEMISTRY I – LECTURE & RECITATION (Chemistry 1951)

Professor: Katherine Willets

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

- Recitation Days/Times: Tuesday, 4:00 to 4:50 PM (Section 1, CRN: 1080)
- Recitation Days/Times: Wednesday, 12:00 to 12:50 PM (Section 2, CRN: 1081)

## GENERAL CHEMISTRY I – LECTURE & RECITATION (Chemistry 1951)

Professor: Michael Zdilla

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

- Recitation Days/Times: Thursday, 12 to 12:50 PM (Section 4, CRN: 23283)
- Recitation Days/Times: Friday, 11 to 11:50 AM (Section 6, CRN: 30856)

**About:** This course is an introduction to chemistry with emphasis on scientific problem solving. It is a comprehensive survey of modern physical, inorganic, and descriptive chemistry. Topics include: atomic theory, stoichiometry, thermochemistry, chemical periodicity, concepts in chemical bonding, and the shapes of molecules. Students should have had two years of high school chemistry, preferably AP chemistry, and should have strong math and problem-solving skills.

## GENERAL CHEMISTRY I – LAB (Chemistry 1953)

Professor: Robert Rarig

- Days/Times: Monday, 1:00 to 3:50 PM (Section 1, CRN: 1082)
- Days/Times: Monday, 4 to 6:50 PM (Section 2, CRN: 1083)
- Days/Times: Tuesday, 8:00 to 10:50 AM (Section 3, CRN: 26243)
- Days/Times: Tuesday, 2:00 to 4:50 PM (Section 4, CRN: 23277)
- Days/Times: Wednesday, 4:00 to 6:50 PM (Section 5, CRN: 23278)
- Days/Times: Thursday, 8:00 to 10:50 AM (Section 6, CRN: 23279)

## PROGRAM DESIGN AND ABSTRACTION (CIS 1968.01, CRN: 23265)

Days/Time: Monday, Friday, 9:30 to 10:50 AM, Wednesday, 9:00 to 10:50 AM

Professor: Paul LaFollette

**About:** An honors version of CIS 1068, this course provides an introduction to problem solving and programming in Java, software engineering, procedural and data abstraction, and object-oriented programming, including class hierarchies, inheritance and interfaces. Data types covered include primitive data types, strings, classes, arrays, vectors, and streams. Programming techniques include at least techniques for searching and sorting an array. In addition to the standard materials for 1068, this course will look more deeply into the underlying representations of numeric data types, it will consider some more advanced language topics including a more detailed look at polymorphism, and it may consider additional techniques such as linked data structures and recursion.

Expect the usual boundary between lab and lecture to be somewhat blurred as we look at design and implementation in both places, often in the context of small group activities. The course will end with small group programming projects of modest complexity chosen jointly by the students and instructor based on their areas of interest. These could include elements of graphics, robotics, applied mathematics, engineering, or projects from other disciplines.

While this course is a part of the curriculum for majors in Computer Science and Information Science and Technology, it is appropriate for any person wishing to learn the Java programming language and to begin to develop an appreciation for the object oriented approach to software design. No previous programming experience is required, but a comfortable relationship with mathematics is very helpful.

**About the Professor:** Professor LaFollette became interested in automatic computing machinery when he was in 7<sup>th</sup> or 8<sup>th</sup> grade and realized that computers might mean a world in which he would not need to memorize the “facts” of arithmetic. At

about that time, he began experimenting with relay based logic circuits using relays scrounged from discarded pin ball machines.

Forty-nine years ago this fall (2013) , he wrote his first computer program in FORTRAN as a part of a weekend program run by the University of Toledo in Ohio for seniors in surrounding area high schools. In college, he majored in mathematics, took the one course in computer programming offered at that time, and spent the last two years of his college life making extra money by working as a free-lance programmer.

After graduating from college, he went to Temple University Medical School, and following that and his internship, he spent nine or ten years as an emergency room physician. During that same time, he continued also to earn money doing mathematical and software consulting.

In 1983, he was invited to join the Computer and Information Sciences Department here at Temple. He jumped at the opportunity, left medicine behind, and has been a member of the Temple family ever since.

He is fascinated by the technology of the early to middle 20<sup>th</sup> century. His hobbies include restoring and using vacuum tube based radios, televisions, and audio equipment. He also studied voice for many years and is currently the tenor soloist/section leader at one of the historic churches in center city. More than 40 years ago he married his wife, a pianist. He has two sons, the elder being a professional French hornist and the younger a professional cellist. The latter has been heard to say, "All my family are musicians except for my father who is only a tenor."

**AMERICAN SIGN LANGUAGE** (Comm Sci & Disorders 1901.01, CRN: 25412)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Megan Rainone

**MACROECONOMICS PRINCIPLES** (Economics 1901.01, CRN: 5521)

**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM

**Professor:** Richard E. Bernstein

**MICROECONOMICS PRINCIPLES** (Economics 1902.01, CRN: 5522)

**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM

**Professor:** Erwin A. Blackstone

**About:** An introductory course in microeconomics. The course introduces the analysis of economic behavior and applies the analysis to real world issues. We shall emphasis 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 burglar alarms, and the movie and television industries.

**MICROECONOMICS PRINCIPLES** (Economics 1902.02, CRN: 5523)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Douglas Webber

**About:** Microeconomics is the study of how people and firms make decisions. You will learn the building blocks of economic analysis (supply, demand, etc.), as well as how economic principles can inform everything from public policy to personal decisions like how much time you should spend doing homework.

**About the Professor:** I am in my fourth year at Temple (I received my PhD from Cornell University in 2012). My research is primarily in the field of labor economics, where I have published articles on topics such as inequality, the gender pay gap, and student loan policy.

**INTRO TO ENGINEERING** (Engineering 1901.01, CRN: 17267)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** David S. Brookstein et al.

**INTRO TO ENGINEERING** (Engineering 1901.02, CRN: 28304)

**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM

**Professor:** David S. Brookstein et al.

**ITALIAN I** (Italian 1901.01, CRN: 8032)

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

**Professor:** TBA

**ITALIAN II** (Italian 1902.01, CRN: 26623)

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

**Professor:** TBA

**LEGAL ENVIRONMENT OF BUSINESS** (Legal Studies 1901.01, CRN: 16405)

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

**Professor:** Jeffrey Boles

**About:** Decision-makers in the business, government and non-profit sectors must be able to spot risks and opportunities in a fast-paced, complex workplace. The legal environment of business forms a vast segment of our contemporary society. This survey course aims to provide students with deepened awareness and sharpened critical thinking skills as we explore some of the most fascinating legal issues of the day. Students will investigate the structure and operation of our legal system, the legal factors influencing the creation and enforcement of business contracts, and a host of legal principles, ranging from constitutional law to criminal liability, from a business perspective.

**About the Professor:** Dr. Boles is an Assistant Professor in the Legal Studies Department at the Fox School of Business. A graduate of the Temple University Honors Program (CLA, '00), he obtained his M.A., Ph.D., and law degree from the University of California, Berkeley, where he won the Outstanding Graduate Student Instructor Award. He also was the Temple University Honors Professor of the Year Award recipient for the 2008-2009 academic year and a recipient of the Lindback Award for Distinguished Teaching for the 2015-2016 academic year. He enjoys long-distance running, singing karaoke in "shock and awe" performances, collecting vinyl records, and volunteering for a local animal welfare organization.

**LEGAL ENVIRONMENT OF BUSINESS** (Legal Studies 1901.02, CRN: 23454)

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

**Professor:** Jeffrey Boles

**About:** Decision-makers in the business, government and non-profit sectors must be able to spot risks and opportunities in a fast-paced, complex workplace. The legal environment of business forms a vast segment of our contemporary society. This survey course aims to provide students with deepened awareness and sharpened critical thinking skills as we explore some of the most fascinating legal issues of the day. Students will investigate the structure and operation of our legal system, the legal factors influencing the creation and enforcement of business contracts, and a host of legal principles, ranging from constitutional law to criminal liability, from a business perspective.

**About the Professor:** Dr. Boles is an Assistant Professor in the Legal Studies Department at the Fox School of Business. A graduate of the Temple University Honors Program (CLA, '00), he obtained his M.A., Ph.D., and law degree from the University of California, Berkeley, where he won the Outstanding Graduate Student Instructor Award. He also was the Temple University Honors Professor of the Year Award recipient for the 2008-2009 academic year and a recipient of the Lindback Award for Distinguished Teaching for the 2015-2016 academic year. He enjoys long-distance running, singing karaoke in "shock and awe" performances, collecting vinyl records, and volunteering for a local animal welfare organization.

**CALCULUS I** (Mathematics 1941.01, CRN: 3760)  
Days/Times: Tuesday & Thursday, 9:50 to 11:30 AM  
Professor: TBA

**CALCULUS I** (Mathematics 1941.02, CRN: 21934)  
Days/Times: Monday, Wednesday, Friday; 2:40 to 3:50 PM  
Professor: TBA

**CALCULUS I** (Mathematics 1941.03, CRN: 22626)  
Days/Times: Tuesday & Thursday, 1:30 to 3:10 PM  
Professor: TBA

**CALCULUS I** (Mathematics 1941.05, CRN: 23596)  
Days/Times: Monday, Wednesday, Friday; 1:20 to 2:30 PM  
Professor: TBA

**CALCULUS I** (Mathematics 1941.06, CRN: 28223)  
Days/Times: Tuesday & Thursday, 9:50 to 11:30 AM  
Professor: TBA

**CALCULUS II** (Mathematics 1942.02, CRN: 23253)  
Days/Times: Monday, Wednesday, Friday; 12:00 to 1:10 PM  
Professor: TBA

**CALCULUS II** (Mathematics 1942.03, CRN: 25863)  
Days/Times: Tuesday & Thursday, 1:30 to 3:10 PM  
Professor: TBA

**FUNDAMENTALS OF NEUROSCIENCE** (Neuroscience-CLA 1951.01, CRN: 27991)  
Days/Times: Tuesday & Thursday, 9:30 to 10:50 AM  
Professor: Sheree Logue

**ELEMENTARY CLASSICAL PHYSICS I - LECTURE** (Physics 1961.01, CRN: 31616)  
Days/Times: Tuesday & Thursday, 8 to 9:40 AM  
Professor: Bernd Surrow

**About:** This undergraduate level course is intended for Honors students majoring in physics and related fields. Physics 1961 is the first part of a two-semester course in classical physics starting with classical mechanics for Physics 1961 and electricity and magnetism for Physics 1962. Topics for Physics 1961 include one- and two-dimensional motion; forces and particle dynamics, work and energy, conservation of energy, linear momentum, and angular momentum; collisions, rotational kinematics and dynamics, gravitation, oscillations, waves, and fluid dynamics. This course differs from the Physics 1061 course in the number of topics and a more mathematical treatment and discussion. A strong background in algebra and trigonometry and some understanding of vector algebra is required. A math review will take place during the first week of classes including basic elements of algebra, trigonometry, vector algebra and some calculus. This course is taught in the Studio Physics format combining elements of lecturing and recitation supplemented with a separate, but integrated lab. This course requires registration for a 0.0 credit Laboratory section in addition to the 4.0 credit Lecture and Recitation section. The Laboratory section is listed under the same course number (1961) as the Lecture and Recitation section, but has a unique section number (041) and Course Registration Number (31652). Physics majors on the pre-med track should consult with an advisor about taking this course or Physics 2921/2922.

**About the Professor:** Professor Bernd Surrow is a Professor of Physics in the Department of Physics and serves as Vice Chair of the Department. He joined the Department of Physics at Temple University as a tenured faculty member in 2012

starting a new research program in high-energy collider physics and novel micro-pattern detector development profiting from a state-of-the-art laboratory facility within the Science Education and Research Center (SERC). Prior to coming to Temple University, Professor Surrow was a faculty member at MIT for almost ten years working on high-energy nuclear physics and novel detector development. He has developed a strong interest in teaching introductory physics in a 'Studio physics' type environment, combining elements of lecturing and recitations using computer aided simulations and modern tools for enhancing the understanding of students with concept questions but at the same time emphasizing the very traditional way of developing problem solving skills on paper / on the board and thoroughly practicing those skills. A strong emphasis is placed on developing those skills not only through a conceptual understanding, but also by applying a clear strategy to attack a physics problem using mathematical tools.

**ELEMENTARY CLASSICAL PHYSICS I - LAB** (Physics 1961.01, CRN: 31652)

**Days/Times:** Tuesday & Thursday, 8 to 9:40 AM

**Professor:** John Noel

**INTRO TO PSYCHOLOGY** (Psychology 1901.01, CRN: 22427)

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

**Professor:** Kareem Johnson

**Prof. Kareem Johnson is the 2016 Honors Professor of the Year!**

**INTRODUCTION TO SOCIOLOGY** (Sociology 1976.01, CRN: 26546)

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

**Professor:** Matt Wray (mwray@temple.edu)

**About:** Did you know that the new MCAT exam is going to "emphasize concepts that tomorrow's doctors need to know in order to serve an increasingly diverse population and have a clear understanding of the impact of behavior on health. Further, it communicates the need for future physicians to be prepared to deal with the human and social issues of medicine." You are not going to learn that in Organic Chem, but these issues are at the heart of the discipline of sociology. Whether or not you are Honors pre-med, taking this course will equip you to understand and navigate our increasingly complex social world. As an added bonus, you will discover things about yourself you never knew.

**About the Professor:** I was born in Ohio, but grew up in small-town New Hampshire and migrated first to Keene, NH for college (KSC—thanks to state-funded scholarships), then to Oregon (The Oregon Extension), then to Ann Arbor (RC-UMich), then to Chicago (Greenpeace—and my first taste of urban life!), then to San Francisco/ Berkeley/ Oakland (UC Berkeley), then to small town Northern California (Humboldt State), then to Washington, DC (The Smithsonian) then to Las Vegas (UNLV), then to Cambridge (Harvard), before landing with a thud in Philadelphia (Temple). Along the way, I worked as a cab driver, a lumberjack, a bookstore clerk, an environmental activist, and a bike messenger. Those were the legal jobs, anyway. Today I make my living as a professor of sociology at Temple University. I like to read, write, and talk. People tell me I'm fairly good at all three, so it is a perfect job for me. I've got a wife and two kids, but so far, no dog. I prefer the West Coast to the East Coast.

**SPANISH BASIC I** (Spanish 1901.01, CRN: 2000)

**Days/Times:** Tuesday & Thursday, 12:30 to 1:50 PM; Thursday; 3:30 to 4:20 PM

**Professor:** Joshua M. Pongan

**About:** ¡Bienvenido a Español 1901! Basic I, Spanish 1901 (4 credit hours) is an introductory honors course for students with little or no previous experience with Spanish. In this class, learning develops through continual interactions in Spanish. From day one, students are immersed in the language and begin to learn to use Spanish for the reason it and every language exists: to actually communicate. Since communication is the goal, the class is organized to reflect the most up-to-date approaches to learning languages with the study of grammar at home and class time dedicated to supported student interaction. Each three hours of classroom instruction are complemented by one hour per week sessions where you will be exposed to language and culture through state-of-the-art computer-mediated technologies. Finally, to develop a more nuanced understanding of Hispanic culture, students will connect to the greater Philadelphia community through community

engagement and participation in cultural events around the city.

**About the Professor:** Teaching Honors Spanish brings me full circle. Not terribly long ago my first university course was Honors Spanish here at Temple, and now I am thrilled to find myself back in this class, just in a different capacity. That first course left quite an impression on me, and was an important factor that led me to the path I am on now. Years have gone by, but I am still in the Department of Spanish & Portuguese working toward my PhD. In the courses I teach, I strive to create the same environment of community, support, and positivity that kept me wanting to learn more and more Spanish. Even in Spanish Basic I, everyone works together to create a "familia" and a space where we can interact, share experiences, and explore our world all in another language.

**SPANISH BASIC II** (Spanish 1902.01, CRN: 6450)

**Days/Times:** Tuesday & Thursday, 3:30 to 5:10 PM

**Professor:** Guillermo Morales-Jodra

**About:** ¡Bienvenido a Español 1902! Basic II, Spanish 1902 (4 credit hours) continues to develop your skills with Spanish that took root in Spanish 1001 or 1901. Our teaching philosophy is predicated on communication and interaction, so in this class you will continue to develop your ability to share your opinions, ideas, and even stories all in another language. In this course, not only will you learn the language in a class taught entirely in Spanish. In addition to class time, you will also have exposure to authentic language through films, community engagement, and cultural events around the city.

**INTERMEDIATE SPANISH** (Spanish 1903.02, CRN: 2560)

**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM

**Professor:** Angel Diaz-Davalos

**About:** Students will continue to develop speaking, listening, reading and writing competencies. More sophisticated grammar concepts will be introduced. Classes are designed to promote communication, and include class/group discussions, videos, and other interactive activities. In addition to learning to converse about topics such as food, health, entertainment, the environment, students will have the opportunity to learn about the differences/similarities between Latin American cultures and their own. Students will take a more active role in their own learning process by using computer technology out of class to hone grammar skills, as well as to practice/improve their vocabulary and pronunciation. Classes are taught entirely in Spanish, and students must come prepared to participate actively in class.

**VISUALIZING URGENCY** (Tyler School of Art 1911.01, CRN: 28493)

**Days/Times:** Wednesday; 5:30 to 8:00 PM

**Professor:** Robert Blackson, Sarah Biemiller

**About:** Temple Contemporary is the visual art gallery at the Tyler School of Art. Every year we offer a new class in the gallery whose curriculum is responsive to a topic of local relevance and international significance. This year Visualizing Urgency will focus on the question, "How and why do we fix things?" From the designed obsolescence of a DustBuster to apartheid reparations in South Africa, we will be addressing the question of what can be "fixed" from a range of historic, social, and consumer perspectives. A range of speakers will address Visualizing Urgency from their first hand experiences. We will visit various sites throughout the city to see some of the ways artists, designers, historians, repair professionals, and civic leaders are working within the context of our disposable culture to make lasting and meaningful repairs within our fractured society.

**About the Professors:** Visualizing Urgency will be co-taught by Robert Blackson (Director of Temple Contemporary) and Sarah Biemiller (Assistant Director of Temple Contemporary). Together Blackson and Biemiller have undertaken a number of projects addressing issues of contemporary social relevance within Philadelphia. Most recently, Temple Contemporary commissioned reForm – a two-year commission embedded within the Fairhill neighborhood of Philadelphia. In 2013, Fairhill Elementary was closed along with 23 other schools by the School District of Philadelphia due to budget cuts. Since then, Temple Contemporary has been working with artists, residents, and former students from the school to re-imagine "public" education. In 2014, Temple Contemporary curated Funeral for a Home – a project rooted in the proud African-American community of Mantua, in West Philly that addressed the issue of deteriorating housing stock with residents living in the neighborhood.



## UPPER LEVEL HONORS COURSES

### INTRO TO BIOLOGY II (Bio 2912.04, CRN: 23987)

Professors: Allen Nicholson, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Friday, 2 to 4:50 PM

### INTRO TO BIOLOGY II (Bio 2912.05, CRN: 23990)

Professors: Allen Nicholson, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Tuesday, 9:30 to 12:20 PM

### INTRO TO BIOLOGY II (Bio 2912.06, CRN: 23991)

Professors: Allen Nicholson, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Wednesday, 5:30 to 8:20 PM

### INTRO TO BIOLOGY II (Bio 2912.07, CRN: 23992)

Professors: Allen Nicholson, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Tuesday, 5:30 to 8:20 PM

### INTRO TO BIOLOGY II (Bio 2912.41, CRN: 730)

Professor: Richard B. Waring, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Thursday, 2 to 4:50 PM

### INTRO TO BIOLOGY II (Bio 2912.42, CRN: 731)

Professor: Richard B. Waring, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Wednesday, 2 to 4:50 PM

### INTRO TO BIOLOGY II (Bio 2912.43, CRN: 5288)

Professor: Richard B. Waring, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Thursday, 9:30 to 12:20 PM

### INTRO TO BIOLOGY II (Bio 2912.44, CRN: 31022)

Professor: Richard B. Waring, Daniel Spaeth

- **Lecture Day/Time:** Monday, Wednesday, Friday; 12 to 12:50 PM
- **Lab Day/Time:** Thursday, 2 to 4:50 PM

### ORGANIC CHEMISTRY I – LECTURE AND RECITATION (Chemistry 2921.01, CRN: 1085)

Professor: Steven Fleming

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

**Recitation Days/Times:** Monday, 10 to 10:50 AM

**ORGANIC CHEMISTRY I – LECTURE AND RECITATION** (Chemistry 2921.02, CRN: 24004)

Professor: Steven Fleming

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

Recitation Days/Times: Wednesday, 10 to 10:50 AM

**ORGANIC CHEMISTRY I – LECTURE AND RECITATION** (Chemistry 2921.04, CRN: 30896)

Professor: Steven Fleming

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

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

**ORGANIC CHEMISTRY I – LECTURE AND RECITATION** (Chemistry 2921.05, CRN: 30897)

Professor: Steven Fleming

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

Recitation Days/Times: Wednesday, 11 to 11:50 AM

**About:** Organic chemistry is the stuff of life. This course will start with the basics and by the end of the second semester (Chem 2922) you will understand the essential reactions that occur in all living organisms. You will be able to answer important questions like: Why aren't we like rocks? Why is oxygen causing me to age? and What is the secret to a substance being aromatic? Along the way we will discuss wonderful topics such as the chemistry of alkenes, alkynes, amines, alcohols, ethers, ketones, esters, carboxylic acids, and amides.

**About the Professor:** It is my goal to make the subject of organic chemistry a joy to learn. I enjoy the challenge of taking this tough subject and helping you see its inherent beauty. I look forward to every class of o-chem that I teach and I want you to eagerly anticipate every o-chem class. Oh, and by the way, taking organic chemistry is a great way to learn critical thinking skills.

**ORGANIC CHEMISTRY I – LAB** (Chemistry 2923)

Professor: Jeffrey Campbell, Michael Lawlor

- **Day/Time:** Friday, 1 to 3:50 PM (Section 1, CRN: 1086)
- **Day/Time:** Tuesday, 2 to 4:50 PM (Section 2, CRN: 20264)
- **Day/Time:** Wednesday, 4 to 6:50 PM (Section 3, CRN: 20265)
- **Day/Time:** Thursday, 8 to 10:50 AM (Section 4, CRN: 24010)
- **Day/Time:** Thursday, 2 to 4:50 PM (Section 5, CRN: 24012)
- **Day/Time:** Monday, 2 to 4:50 PM (Section 6, CRN: 30920)

**TEEN WOLVES: FERAL CHILDREN ON PAGE & SCREEN** (College of Lib Arts 3900.01, CRN: 31249)

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

Professor: Douglas Greenfield (dgreenfield@temple.edu)

*Cross listed with English 3900.02*

**About:** From Enkidu in the ancient Epic of Gilgamesh to the six brothers sequestered in a Manhattan apartment for more than a decade in last year's documentary *The Wolfpack*, the "wild child" of myth, fiction, and history has long fascinated us. Absent human parents, or socially isolated, feral boys and girls grow up without human contact, without human language, and without human social norms. For millennia, these outsiders have been the object of artistic, philosophical, and scientific investigation, figures through which to ask timeless questions about what makes us human, or what prevents us from realizing our nature. Stories and accounts of feral children offer us a window onto constructions of gender, race, disability, sexuality, and childhood itself. Raised by wolves, apes, bears, gazelles, sheep, dolphins, penguins, and other surrogates, feral children also challenge us to examine the meanings of home and family, and our relationship to non-human nature. We will closely consider the cultural and historical backdrop against which each character is projected, and reflect on the cultural uses of feral children today, with possible discussion of twee culture, tiny houses, and the films of Wes Anderson.

We will visit the Rosenbach Museum & Library (home to the Maurice Sendak Collection), the Philadelphia Museum of Art, and more. Sample texts and films include: J.M. Barrie, *Peter Pan*; Edgar Rice Burroughs, *Tarzan of the Apes*; Neil Gaiman, *The Graveyard Book*; Eva Hornung, *Dog Boy*; Rudyard Kipling, *Jungle Books*; DC Comics, *Superman: The Feral Man of Steel*; documents relating to the historical cases of Victor of Aveyron and Kaspar Hauser; Tim Burton, *Batman Returns*; François Truffaut, *The Wild Child*; Werner Herzog, *The Enigma of Kaspar Hauser*; Yorgos Lanthimos, *Dogtooth*; Crystal Moselle, *The Wolfpack*; Michel Gondry, *Human Nature*.

**About the Professor:** I've taught in the Honors Program—Mosaic I and II—since joining the Temple community in 2008. I'm always at a loss when I need to introduce myself—having no hobbies, teams, slogans, or idols. I did my Ph.D. in Russian Literature at Columbia University, where I thawed out from the endless winter of my college years in Madison, WI and St. Petersburg, Russia. My scholarly work's been on Russian icons, Russian Martian novels, and Russian terrorist novels. Disclaimer: I do not have human children. I'm not sure whether that disqualifies me or uniquely qualifies me to explore the subject of this seminar.

**YOUTH AND CRIME: MYTH VS. REALITY** (Criminal Justice 4941.01, CRN: 30175)

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

**Professor:** Caterina G. Roman (croman@temple.edu)

**About:** This course takes a critical look at the core issues related to youth crime, with a particular focus on violence and involvement in street gangs. We will examine why so many children and adolescents become involved in crime (and stay involved), and the community and individual consequences associated with youth crime. We will research the issues with an eye towards separating the realities from the myths, and understanding how to use data and research to develop effective, replicable, and cost beneficial programs and policies to reduce youth crime and violence.

**About the Professor:** Caterina Roman is an Associate Professor in the Department of Criminal Justice. She came to Temple in 2008 after 20 years at a research “think tank” in DC because she wanted to contribute to the development of the next generation of critical thinkers and policy changers. Her current research investigates how personal social networks (i.e., relationships) are associated with gang behavior. When she isn't on campus or working with city agencies and organizations to evaluate new and innovative gun violence reduction programs, she can generally be found enjoying the Philly music scene with all its new music venues and traveling to see her favorite bands, or using her experience as a college radio DJ to make playlists for her friends (which for her generation, were called “mix tapes”). For a bit more about her, check out her tweets at @CaterinaGRoman.

**SOCIO-CULTURAL FOUNDATIONS OF EDUCATION** (Education 2903.01, CRN: 30843)

**Days/Times:** Monday; 5:30 to 8:00 PM

**Professor:** David Bromley

**About:** What is the role of education in a democracy? Is it the responsibility of educators to alleviate the greater societal challenges that are endemic to our nation such as poverty and racism? If so, how and why? What are and what should be the expectations we have of educators? This course will help curious students place the work of an educator in a broader social, political, economic and philosophical context. It will introduce students to the history of public education in the United States, to the issues that shape our schools and the ways children, parents, and teachers experience them. This course will provide an overview of the challenges facing urban, suburban and rural schools and contemporary issues in school reform. Students should complete this course with a more robust understanding of the state of education today so that they can effectively and ethically make a difference as an educated member of our society and possibly as a future educator!

**About the Professor:** David Bromley has been working in and around public education for the past twenty plus years as a high school social studies teacher, district administrator, principal and non-profit leader. In 2009 as the Director of Big Picture Philadelphia, David founded El Centro de Estudiantes, an alternative high school in the Kensington neighborhood of Philadelphia serving students who are over-aged and under-credited. David is currently working with the School District of Philadelphia to open a new student-centered, project-based high school in North Philadelphia. David passionately believes in the promise of education and the power of our decisions and actions. When not at work, David can be found with his wife and three teenage children, hiking in the woods, playing games, having patience with the Phillies and watching movies.

**TECHNICAL COMMUNICATION** (Engineering 2996.01, CRN: 30641)

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

**Professor:** Joseph Danowsky (danowsky2196@gmail.com)

**About:** Since professional engineering writing is the primary goal of this course, we'll start with the challenge of developing an engineering project proposal and writing it "to specifications." But we'll go on to build a general model of excellent technical communication, with an emphasis on meeting the needs of nontechnical as well as technical readers. (For example, with regard to audience targeting, we'll assess SEPTA's effectiveness in posting Regional Rail guidance specifically for wheelchair users — on a bulletin board halfway up a 60-step staircase. Hint: zero.) We'll also explore methods for responsible communication, as by formulating how Volkswagen engineers might have drawn from six different schools of ethical thought to derail the company's recently exposed pollution-control cheating scheme. Finally, we'll experiment with creative ways to depict and explain complex technical concepts to a lay audience, e.g., a jury or legislative committee.

**About the Professor:** After running off in all directions at the University of Pittsburgh and Cornell Law School, the instructor found his métier as a "reflective practitioner" of technical communication — first in the then-new field of legal information retrieval and later in computer software documentation, standards and procedure analysis, technical journalism, newsletter and book editing, and several subspecialties such as legal graphics. While teaching technical writing for Temple's English department from 2003 to 2009, he developed the College of Engineering's Technical Communication course, which he now coordinates.

**TEN FILMS YOU PROBABLY HAVEN'T SEEN (BUT SHOULD)** (English 2900.01, CRN: 27730)

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

**Professor:** Gabe Wettach

**About:** This course format blends close readings and engaged discussions with screenings of films. We will investigate the films we screen not just as films you should (in my opinion) see in and of themselves but as social texts that critically examine our current circumstances: the burgeoning debates surrounding school shootings, our sobering engagement with the economy, and the media's fascination with troubled behavior by public figures (to name just a few of the complex issues that plague our society). Topics that will frame our readings, screenings, and discussions include not only the reciprocal relationship between film and culture but also the production, distribution, and reception of film.

**About the Professor:** Gabriel Wettach teaches classes in film and media studies. He also watches a lot of movies and hasn't decided on the ten films that will be screened in class.

**WRITING BETWEEN THE LINES OF GENRE** (English 2900.02, CRN: 31236)

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

**Professor:** Kevin Varrone

**About:** This workshop will be an experiment in writing stories as descriptive- and suggestively as possible—in as little space as possible and with almost no regard for what we call them afterwards.

Most often, as writers, we work like painters. Confronted with a blank canvas we add and add until we've built something. In THIS course, however, we're going to work like sculptors. Rather than just add, we'll add by subtraction; we'll build by taking away. Call it narrative prose poetry, call it flash fiction, call it whatever you like. We're going to build tiny houses of texts, small works that cast large shadows, novels in nutshells, stories in gist.

Michelangelo is credited as saying that sculpture is "the art of removing superfluous material." Poet Lorine Niedecker wrote, "I learned/ to sit at desk/and condense." In this course, we'll take these as our commandments. We'll read contemporary authors working in flash and micro-fiction, prose poetry, narrative poetry, and creative non-fiction. Working with foundational elements of fiction (plot, character, setting, narration) and poetry (image, sound, and juxtaposition), you'll try your hand at writing between the lines of genre and by semester's end will produce a chapbook collection of original work.

**About the Professor:** I've been a working writer for over twenty years. Most of my writing revolves around the fragment, often strung together with other fragments to make book-length works. I recently wrote one such book of poems called *Box Score*. It was published as a book and as a free iPhone/iPad app. I've taught writing and literature at Temple since 2004, where I also organize PHILALALIA, an annual small press/handmade literature and arts festival.

**TEEN WOLVES: FERAL CHILDREN ON PAGE & SCREEN** (English 3900.02, CRN: 31269)

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

**Professor:** Douglas Greenfield (dgreenfield@temple.edu)

*Cross listed with CLA 3900*

**About:** From Enkidu in the ancient Epic of Gilgamesh to the six brothers sequestered in a Manhattan apartment for more than a decade in last year's documentary *The Wolfpack*, the "wild child" of myth, fiction, and history has long fascinated us. Absent human parents, or socially isolated, feral boys and girls grow up without human contact, without human language, and without human social norms. For millennia, these outsiders have been the object of artistic, philosophical, and scientific investigation, figures through which to ask timeless questions about what makes us human, or what prevents us from realizing our nature. Stories and accounts of feral children offer us a window onto constructions of gender, race, disability, sexuality, and childhood itself. Raised by wolves, apes, bears, gazelles, sheep, dolphins, penguins, and other surrogates, feral children also challenge us to examine the meanings of home and family, and our relationship to non-human nature. We will closely consider the cultural and historical backdrop against which each character is projected, and reflect on the cultural uses of feral children today, with possible discussion of twee culture, tiny houses, and the films of Wes Anderson. We will visit the Rosenbach Museum & Library (home to the Maurice Sendak Collection), the Philadelphia Museum of Art, and more. Sample texts and films include: J.M. Barrie, *Peter Pan*; Edgar Rice Burroughs, *Tarzan of the Apes*; Neil Gaiman, *The Graveyard Book*; Eva Hornung, *Dog Boy*; Rudyard Kipling, *Jungle Books*; DC Comics, *Superman: The Feral Man of Steel*; documents relating to the historical cases of Victor of Aveyron and Kaspar Hauser; Tim Burton, *Batman Returns*; François Truffaut, *The Wild Child*; Werner Herzog, *The Enigma of Kaspar Hauser*; Yorgos Lanthimos, *Dogtooth*; Crystal Moselle, *The Wolfpack*; Michel Gondry, *Human Nature*.

**About the Professor:** I've taught in the Honors Program—Mosaic I and II—since joining the Temple community in 2008. I'm always at a loss when I need to introduce myself—having no hobbies, teams, slogans, or idols. I did my Ph.D. in Russian Literature at Columbia University, where I thawed out from the endless winter of my college years in Madison, WI and St. Petersburg, Russia. My scholarly work's been on Russian icons, Russian Martian novels, and Russian terrorist novels. Disclaimer: I do not have human children. I'm not sure whether that disqualifies me or uniquely qualifies me to explore the subject of this seminar.

**DIGITAL IMAGING** (Graphic Arts and Design 2961.01, CRN: 25511)

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

**Professor:** Rebecca Michaels

**About:** Life is full of wonder when you simply open your eyes to it. All it takes is an open mind and a shift in your way of seeing. The primary objective of this course is to introduce you to the act of seeing photographically. This studio class is devised to help you gain practical techniques for improving creative thinking and visual problem solving through hands-on experimentation with digital technologies. You will be instructed on the use of a variety of input and output devices (cameras, scanners, printers) and software applications. Class lectures and research on historical and contemporary artwork are used to inform your approach to the visual assignments. Emphasis is placed on creative image making and the creation of content in an image. You will produce a print portfolio that demonstrates your own unique visual thinking and skill development.

**About the Professor:** I am an Associate Professor at Tyler School of Art in the Photography Program. My background includes extensive experience as a photographer, visual communicator, and design professional. My photographic books have been exhibited and collected nationally and internationally. I am deeply committed to and passionate about visual arts education and the role of critical thinking in creating learning as a life-long pattern. In my spare time I am teaching myself how to juggle . . . which I am finding to be appropriate metaphor for life.

## **POLITICAL EXTREMISM IN THE MODERN AGE** (History 2900.01, CRN: 29936)

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

**Professor:** Kyle Burke

**About:** In contemporary political debates, both in the United States and the wider world, the label of extremism generally signifies an ideology that operates on the fringes of mainstream politics. But most historians would argue that what constitutes an extremist position or ideology has changed over time, often quite dramatically. This course will help students make sense of the shifting nature of political extremism in the modern age by examining it not as an abstract and unchanging concept but instead as a product of particular historical circumstances and power relations. To do so, we will focus on a series of political extremisms that shaped US and global history in the nineteenth and twentieth centuries-- ethnic nationalism, white supremacy, fascism, communism, neoliberalism, Islamism, and several others. As we move through that history, we'll also explore how people have employed violence to realize their political ambitions as well as the resistance that violence provoked. Along the way, we'll consult historical scholarship and a variety of primary sources including journalism, speeches, memoirs, images, and films.

This approach will allow us to not just simply compare and contrast different kinds of extremism but rather to explain where extremist ideas and assumptions came from, how people harnessed them for particular ends, how they changed over time, how they influenced each other, how they helped define mainstream politics, and how they have shaped our present world.

**Global Studies alert:** You can earn Global Security track credit for this course.

**About the Professor:** Kyle Burke is an historian of US politics, culture, and foreign relations who specializes in the Cold War. He received his PhD in history from Northwestern University in 2015, and just completed a year as a post-doctoral fellow at New York University's Center for the United States and the Cold War. He is currently completing a book entitled *Revolutionaries for the Right: American Conservatives, Anticommunist Internationalism, and Covert Warfare in the Cold War*, which examines the rise and fall of an international network of right-wing paramilitaries from the 1950s through the 1980s. He is also at work on an article about the Irish Republican Army and its U.S.-based gunrunning networks. He's received awards from the Society for Historians of American Foreign Relations and the Buffet Institute for Global Studies. In his free time, he likes to play and watch soccer, and spend time with his partner and his baby daughter.

## **LOCKER ROOM TO THE BOARD ROOM: MGMT, THEORY & PRACTICE** (HRM 3903.01, CRN: 2923)

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

**Professor:** Lynne Andersson & Fran Dunphy

**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.

## **JAPANESE POPULAR MUSIC** (Japanese 3900.01, CRN: 26375)

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

**Professor:** Noriko Manabe (nmanabe@temple.edu)

*This course is cross listed with Music Studies 3900*

**About:** What do you hear when you think of Japan? This course discusses the history and social context of Japanese popular music, from traditional music to taiko drumming, rock, technopop, hip-hop, EDM, J-pop, anime, videogame, and vocaloids. We'll consider the impact of music as propaganda (e.g., children's songs and military marches up to World War II), depictions of gender, issues of identity, processes of globalization, the roles played by music and musicians in social movements, and the aesthetics of Japanese popular music.

No prior knowledge of music or Japan is assumed. You will be expected to read the assignments before each class.

**About the Professor:** After many years working as a Japanese technology and media analyst at investment banks, I finished a PhD in ethnomusicology and music theory. I began my academic career with an article analyzing the Japanese language in rap, for which I interviewed 18 rappers. I have since met over 100 Japanese musicians, from the super-famous Ryuichi Sakamoto to underground rappers, DJs, and rockers. I've written a book on Japanese protest music after the Fukushima nuclear disaster, and I have other book projects on global nuclear music, protest music, and Japanese club musics (e.g., hip-hop, reggae, EDM). I write and play quirky songs in my spare time.

**TRUE STORIES** (Journalism 3900.01, CRN: 30753)

**Days/Times:** Wednesday, 5:30 to 7:10 PM

**Professor:** Larry Stains

**About:** It would be gross negligence on our part if you graduated from Temple without ever reading the words of Joan Didion, or Gay Talese, or David Foster Wallace or Katherine Boo. These writers (and others) have honed a storytelling style that is now producing some of today's most distinctive journalism. The subject matter of this course goes by a few names: creative nonfiction, literary journalism, narrative journalism. In digital circles it's simply called "longform." But it's all the same thing, really. Here's a one-sentence definition, courtesy of the Nieman Foundation for Journalism at Harvard: "A genre that takes the techniques of fiction and applies them to nonfiction." In other words, we'll be reading journalism that tells stories... true stories. Narrative journalism is practiced in newspapers, magazines, podcasts and books; it can be seen and heard in documentaries and on websites like Matter and Nautilus. We'll read examples both classic and contemporary. And you will try your hand at two narrative works of your own: a short work of immersion journalism and a memoir. But my main goal is to introduce you to some of the best nonfiction of our times.

**About the Professor:** My professional background is in magazines. At Rodale Press I started up a long-since-folded magazine called New Shelter, and then Men's Health, which has enjoyed a better run. I was an editor at Philadelphia Magazine for several years before turning to full-time freelancing. I started teaching at Temple in 2002, and continue to write; one of my features for Men's Health won a 2011 National Magazine Award. I've been teaching full time at Temple since 2002.

**CALCULUS III** (Math 2943.01, CRN: 23972)

**Days/Times:** Tuesday & Thursday, 3:30 to 5:10 PM

**Professor:** TBA

**CALCULUS III** (Math 2943.02, CRN: 27815)

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

**Professor:** TBA

**CALCULUS III** (Math 2943.03, CRN: 31429)

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

**Professor:** TBA

**JAPANESE POPULAR MUSIC** (Music Studies 3900.01, CRN: 27637)

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

**Professor:** Noriko Manabe

*This course is cross listed with Japanese 3900*

**About:** What do you hear when you think of Japan? This course discusses the history and social context of Japanese popular music, from traditional music to taiko drumming, rock, technopop, hip-hop, EDM, J-pop, anime, videogame, and vocaloids. We'll consider the impact of music as propaganda (e.g., children's songs and military marches up to World War II), depictions of gender, issues of identity, processes of globalization, the roles played by music and musicians in social movements, and the aesthetics of Japanese popular music.

No prior knowledge of music or Japan is assumed. You will be expected to read the assignments before each class.

**About the Professor:** After many years working as a Japanese technology and media analyst at investment banks, I finished a PhD in ethnomusicology and music theory. I began my academic career with an article analyzing the Japanese language in rap, for which I interviewed 18 rappers. I have since met over 100 Japanese musicians, from the super-famous Ryuichi Sakamoto to underground rappers, DJs, and rockers. I've written a book on Japanese protest music after the Fukushima nuclear disaster, and I have other book projects on global nuclear music, protest music, and Japanese club musics (e.g., hip-hop, reggae, EDM). I write and play quirky songs in my spare time.

**ENVIRONMENTAL ETHICS** (Philosophy 2957.01, CRN: 31790)

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

**Professor:** Lindsay Craig

**Prof. Craig is the recent winner of the CLA Distinguished Faculty Teaching Award!**

**About:** 2015 was the hottest year on record, beating the previous record set in 2007. Since we began recording such data in 1880, we know that 15 of the 16 hottest years have occurred since 2001. 2015 was also the year that we learned about the contaminated water plaguing Flint, Michigan, an American city that is not alone in its battle for clean water. It's not obvious, but rising global temperatures and the fight for adequate natural resources have more in common than you might think. Indeed, each forces to the forefront fundamental questions about environmental justice, our place in nature, and how we should treat finite natural resources. The goal of this course is to help you develop the tools you need to start to make some headway toward ethically justified and defensible answers to those questions and more.

**About the Professor:** Assistant Professor Lindsay Craig received her BA in philosophy and science, technology, and society from Butler University and her MA and PhD in philosophy from the University of Cincinnati. Her research specialties are philosophy of evolutionary biology and philosophy of science, but her teaching isn't limited to her areas of research. Professor Craig often teaches courses in ancient philosophy, environmental ethics, and ethics in medicine, in addition to courses in her research specializations. She stays at Temple because she loves teaching Temple students. Feel free to contact her with any questions about her course offerings, research, pursuing a degree in philosophy, or philosophy stuff in general. She's pretty cool.

**ETHICS IN MEDICINE** (Philosophy 3949.01, CRN: 21660)

**Days/Times:** Thursday; 5:30 to 8:00 PM

**Professor:** Lindsay Craig

**Prof. Craig is the recent winner of the CLA Distinguished Faculty Teaching Award!**

**About:** Consider someone suffering from a terminal illness. Her doctors agree that she has less than six months to live and that there are no viable treatment options. They also agree that she is competent to make informed decisions regarding her medical condition. Is it morally permissible for a medical professional to indirectly aid her by writing a prescription for a life-ending medication if she voluntarily chooses to end her life? What if the patient is not able to self-administer the medication and requires direct physician assistance in the form of a lethal injection? Is there a relevant moral difference between these two cases? This course is designed to give students the ethical foundation needed for serious discussions of medical issues like this one. Students will practice using different ethical theories and principles throughout the semester to develop and defend their own positions on important current issues related to medicine. We will investigate justice and the Affordable Care Act; race in medicine, particularly in the case of HIV/AIDS treatment in the United States; distribution of scarce medical resources; abortion; euthanasia and assisted death; and use of human subjects in research.



**About the Professor:** Assistant Professor Lindsay Craig received her BA in philosophy and science, technology, and society from Butler University and her MA and PhD in philosophy from the University of Cincinnati. Her research specialties are philosophy of evolutionary biology and philosophy of science, but her teaching isn't limited to her areas of research. Professor Craig often teaches courses in ancient philosophy, environmental ethics, and ethics in medicine, in addition to courses in her research specializations. She stays at Temple because she loves teaching Temple students. Feel free to contact her with any questions about her course offerings or research. She's pretty cool.

**GENERAL PHYSICS I – LECTURE** (Physics 2921.01, CRN: 26940)

**Days/Times:** Tuesday & Thursday, 3:30 to 5:10 PM

**Professor:** Zbigniew Dziembowski

**GENERAL PHYSICS I – LAB** (Physics 2921.42, CRN: 24002)

**Days/Times:** Wednesday; 2:00 to 3:50 PM

**Professor:** John Noel, Colin J. Lauer

**GENERAL PHYSICS I – LAB** (Physics 2921.43, CRN: 16584)

**Days/Times:** Thursday; 1:30 to 3:20 PM

**Professor:** John Noel, Colin J. Lauer

**POLI SCI JR CAPSTONE SEMINAR** (Political Science 3996.02, CRN: 24936)

**Days/Times:** Wednesday; 3:00 to 5:30 PM

**Professor:** Roselyn Hsueh

**POLI SCI JR CAPSTONE SEMINAR** (Political Science 3996.03, CRN: 24938)

**Days/Times:** Thursday; 3:30 to 6:00 PM

**Professor:** TBA

**POLI SCI JR CAPSTONE SEMINAR** (Political Science 3996.05, CRN: 25122)

**Days/Times:** Wednesday; 5:40 to 8:10 PM

**Professor:** Aryeh L. Botwinick

**CAMPAIGN 2016** (Political Science 4904.01, CRN: 29983)

**Days/Times:** Monday; 3 to 5:30 PM

**Professor:** Robin Kolodny & David Nickerson

**About:** This is a six credit course offering (**along with PS 4781, CRN: 2708**) and is by application only. Admitted students enroll for two separate courses, worth three credits each. The seminar component of the course (Honors) meets once a week for two hours with the Seminar in Campaign Politics (PS 4131). Honors students will have an additional tutorial with the professors weekly and an honors project. The internship (regular – non-Honors) requires an average commitment of 8-10 hours per week, for a minimum work commitment of 120 hours for the semester. All members of the seminar will have campaign internships, making for a highly engaging class experience with contemporary readings and real-time political discussions. Please see additional course statement in Honors and find the application:

#### **SEPARATE APPLICATION REQUIRED – SEE AN HONORS ADVISOR**

**About the Professors:** Robin Kolodny begins her 26th (!) year at Temple in the fall of 2016. She has been teaching some form of this campaign seminar since the fall of 1998. Kolodny studies campaign finance and political parties. She has worked on Capitol Hill and has been a Fulbright Scholar to the United Kingdom. Kolodny's daughter will be a high school senior in the fall of 2016 so please do not even get her started about standardized testing for college admissions and whether high school prepares you for college. She may never stop preaching.

David Nickerson begins his second year at Temple University in fall 2016. Before that he taught at the University of Notre Dame. His research focuses on voter mobilization, voter psychology, and campaign behavior in the United States and Latin

America. His work uses field experiments to measure the effectiveness of different forms of campaign outreach. He has consulted for a wide range of non-profit organizations and served as the Director of Experiments for the Analytics Department of the 2012 Obama re-election campaign. His obsession with basketball rivals his fascination with politics.

**POLI SCI SENIOR CAPSTONE SEMINAR** (Political Science 4996.01, CRN: 24937)

**Days/Times:** Wednesday; 5:40 to 8:10 PM

**Professor:** Aryeh L. Botwinick

**POLI SCI SENIOR CAPSTONE SEMINAR** (Political Science 4996.04, CRN: 24939)

**Days/Times:** Wednesday; 3 to 5:30 PM

**Professor:** Roselyn Hsueh

**POLI SCI SENIOR CAPSTONE SEMINAR** (Political Science 4996.05, CRN: 24941)

**Days/Times:** Thursday; 3:30 to 6:00 PM

**Professor:** TBA

**DEVELOPMENTAL PSYCHOLOGY** (Psychology 2931.01, CRN: 26809)

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

**Professor:** Hongling Xie

**PREVENTION RESEARCH IN PUBLIC HEALTH** (Social & Behavioral Sciences 4991.01, CRN: 27914)

**Days/Times:** Wednesday, 5:30 to 8:00 PM

**Professor:** Stephen L. Lepore

**About:** This course provides a unique opportunity for Temple University honors students to get hands-on experience and training in the conduct of research that addresses pressing public health problems using a combination of technological and behavioral health interventions--what we in the lab call "high tech-warm touch" interventions. Examples of active research areas include tobacco cessation counseling and reduction of second-hand smoke exposure in low-income families and the use of mobile apps, animation and Internet-based interventions to promote health. Ongoing community-based public health research projects provide the context for learning about theory, research methods, and interventions that promote population health and prevent disease through tobacco control. During the course of this research, you will visit our community partner sites, the clinics delivering nutrition services to low-income women, infants and children (WIC), and get to go on home visits with staff delivering interventions to smokers. You also will participate in the day-to-day activities in the lab, weekly lab meetings, journal clubs, and one-on-one training and supervision meetings. Efforts are made to match specific roles within projects to students' skills and interests. At the end of the term students will write a term paper and give a presentation to the research lab on their selected research topic.

Course meeting times will revolve around student schedules. \*What a recent honors student (Alison Hunt-Johnson '15) had to say about the course: "When I was mapping out my last semester as an undergraduate I was trying to decide what course to take to fill my last Public Health elective. Initially I was going to take a course that I knew would have a light workload and would require minimal time. Instead, I opted to sign up for Public Health Honors Research, even though I knew it would require more time, because I thought it could be a good opportunity to gain some experience in research. I realized that this course was a chance to gauge my interest in research and to help me decide whether I wanted to go to graduate school. I spent the semester working closely with an experienced team who took the time to train me. I was able to see a lot of the material covered in my courses in practice while gaining many new skills. I was fortunate enough to be hired on after my last semester and am now working as a Research Assistant in the lab while I pursue a Master's Degree in Public Health. I would highly recommend this course to anyone with an interest in research, graduate school, or health."

**About the Professor:** I am the Chair of the Department of Social & Behavioral Sciences in the College of Public Health and Director of the Social & Behavioral Health Interventions (SBHI) lab. The mission of the SBHI lab is to develop social and behavioral interventions that prevent or reduce suffering associated with chronic disease and other life stressors. Much of my work focuses on cancer prevention and control. I believe that our social ecology--both the number and kinds of social

ties and interactions we have--has tremendous power to influence our health and well being in both positive and negative ways, particularly when we are ill or vulnerable. My research attempts to understand and harness the power of interpersonal relations to make positive changes in people's lives. The sharing of informational and emotional support, social modeling, and social skills building are the primary tools used to effect these positive changes. I bring these same tools to bear in teaching and mentoring, in order to cultivate positive development and learning in students. To keep it real, I enjoy photography, biking and trail running with my dog, Waffles, in the Wissahickon.

**CONVERSATIONAL REVIEW** (Spanish 2901.02, CRN: 2605)

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

**Professor:** Marcela Pardes

**About:** This course gives students the opportunity to improve their conversation skills, while reviewing important grammar points studied until now. The cultural component emphasizes the importance of understanding cultural differences. To facilitate this we use a variety of materials, such as newspaper articles, movies, photographs, music, and websites in Spanish. Reading, listening and writing are also practiced. Students must come prepared to participate actively in class. Most of the class time is devoted to oral individual and interactive activities, such as role-playing, discussions, games, debates, etc. Since the best way to learn a language is speaking, only Spanish is spoken in and outside the class. Other activities outside of class include an interview with a native Spanish speaker, and making a video incorporating the vocabulary and grammatical structures learned in class. Some of the videos will be selected for posting in the Spanish Department's website.

**Evaluation:** There will be two oral evaluations, and a final written exam. There will also be multiple in class and homework assignments, as well as presentations, videos and dialogues. Daily participation will be evaluated based on input, fluency and preparation.

**About the Professor:** I was born in Buenos Aires, Argentina. I enjoy engaging in conversations about everything related to Argentina and Latin America: music, film, literature, politics, history, economics, and, of course, food. In my previous life, I graduated from the University of Buenos Aires with a degree in Business. I received my Masters and Ph.D. in Spanish at Temple University. My research is in contemporary Jewish Latin American literature. I have been teaching Honors for many years, and I look forward to coming back every semester. 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.

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.

**CONVERSATIONAL REVIEW** (Spanish 2901.03, CRN: 29902)

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

**Professor:** Norma Corrales-Martin

**HISPANIC READINGS** (Spanish 2902.03, CRN: 21466)

**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM

**Professor:** Yohana Gil Berrio

**About:** Spanish 2902 is a course that allows students to improve all their Spanish language skills, especially speaking, reading and writing. Students read a variety of texts, such as short stories and poems by Hispanic writers (Ana María Matute, Rosario Castellanos, Pablo Neruda), and original newspaper and magazine articles (La nación, El país, Revista Ñ), and discuss them in class. These discussions allow students to converse in Spanish, and provide a context to learn/review vocabulary and grammar. The texts that the students read and discuss also stimulate an understanding of the cultures and

history of Latin America. Students must come prepared to actively participate in class. Since the best way to learn a language is speaking, only Spanish is spoken in and outside the class. To further build on writing and reading skills, there are two projects during the semester that students will complete on their own. For their first project, each student will select and independently read a short novel by authors like Gabriel García Márquez, Laura Esquivel or Julio Cortázar, and then write an opinion essay in Spanish. For the second project, students will work on writing their own short story in Spanish. At the end of the semester, the best stories will be selected and published in a blog.

**Evaluation:** Class attendance and participation is very important. There will be two exams, as well as multiple writing assignments. The two independent projects will also be evaluated.

**ADVANCED WRITING SKILLS** (Spanish 3996.01, CRN: 7760)

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

**Professor:** Hiram Aldarondo