

# HONORS PROGRAM

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## HONORS ANALYTICAL READING & WRITING

### ANALYTICAL READING AND WRITING (English 0902.01, CRN: 23956)

**Days/Times:** Monday & Wednesday; 1:00 to 2:40 PM

**Professor:** Patricia M. McCarthy

**About:** This course will explore twentieth and twenty-first century literature of place and displacement. Where we are from— where our stories originate, where our first language comes from, where our worldviews are first formed— can have a profound influence on our identities. Our notions of home— both current and former places we called or call home— complicate and construct our sense of self. We will discuss literature in this course in which place (or displacement)— and the connection of home and place to memory— plays a crucial role in character or plot. Texts will include novels, poetry, and plays. Authors to be studied will likely include: Margaret Atwood, James Baldwin, Samuel Beckett, CA Conrad, Tonya Foster, Susan Howe, David Mitchell, Harryette Mullen, Frank O'Hara, and others.

**About the Professor:** Pattie McCarthy is the author of six books of poetry, most recently *Nulls* (horse less press 2014) and *Quiet Book* (Apogee Press 2015). She received her M.A. in Creative Writing—Poetry from Temple University. She was a Pew Fellow in the Arts in 2011. She has been teaching at Temple since 2004. She lives just outside Philadelphia with her husband and their three children. She welcomes questions about this course at pmccarth@temple.edu.

### ANALYTICAL READING AND WRITING (English 0902.02, CRN: 18924)

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

**Professor:** Laurenlise T. Kadel

### FRAGMENTED: THE NON-LINEAR NARRATIVE (English 0902.03, CRN: 23957)

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

**Professor:** Kathryn E. 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 include Alison Bechdel, Dan Chaon, T.S. Eliot, Daisy Fried, Gabriel García Márquez, Roxane Gay, Richard Howard, David Markson, Rick Moody, Flannery O'Connor, and Paula Vogel. We will also screen some films, such as *Annie Hall*, 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 in Temple's English department since 2009, and have also taught at The College of New Jersey and Penn State. I completed my MFA in Creative Writing Fiction at Temple and my fiction, poetry, and prose, on topics from families and ethnicity to soap operas and peculiar old movies, can be found in various journals as well as online. Feel free to email me with questions at kathryn.ionata@temple.edu.

### ECHO LOCATION: PLACE & DISPLACEMENT IN LIT (English 0902.04, CRN: 23958)

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

**Professor:** Kevin J. Varrone

**About:** Everyone is from somewhere. And the where people are from—place—exerts strong influences on them and helps construct and complicate their identities. Likewise, being away from the place one calls home—by choice or other

circumstances—often brings the power of that place into sharp focus. Although place often lurks in the background of literature as mere setting, it sometimes plays a more significant role in shaping characters and steering plots. During the semester, we'll read & discuss essays, short stories, poems, and novels in which place and the idea of place are central to the texts. The places will vary widely—from cities to suburbs to rural areas, from cold weather zones to tropical paradises—as will the genres of writing (from essays to short fictions to novels to poetry)—but the common thread will be how the idea of place works on people and in literature. Readings: We'll read a wide range of work (in multiple genres) by American and international authors, including James Baldwin, Samuel Beckett, Kamau Brathwaite, Octavia Butler, Raymond Carver, Rita Dove, Carolyn Forché, Charlotte Perkins Gilman, Ernest Hemingway, James Joyce, Jamaica Kincaid, Jonathan Lethem, Otessa Moshfegh, Harlette Mullen, Hoa Nguyen, Jayne Anne Phillips, Virginia Woolf, and others.

This class will function as a seminar/workshop hybrid. We'll carry on a semester-long conversation about various forms of literature that address the idea of place in a substantial way. Sometimes our discussions will be classroom-wide; at other times, we'll work in smaller groups. Sometimes I will lead the discussion and at other times you, the students, will. In addition to discussions, you will be required to produce written responses to the texts as a way to focus your analysis and practice writing in response to literature.

**About the Professor:** I live in an often decaying old house just outside Philadelphia. When not chasing three young children around or fixing the house, I write poems, often about place. I've also written a book-length poem about baseball and Philadelphia that was published as a free iPhone/iPad app (<http://www.boxscoreapp.com/>). Lastly, I organize *PHILALALIA*, a small press/handmade poetry and book arts festival that takes place each September in Tyler School of Art.

**UNLIKELY COMPANIONS** (English 0902.05, CRN: 23959)

**Days/Times:** Monday & Wednesday; 3:00 to 4:40 PM

**Professor:** Srimati Mukherjee

**About:** This is a literature-based writing intensive course. It fulfills your General Education Analytical Reading and Writing requirement. Our theme this semester is "Unlike Companions." We will focus on fiction and unusual although provocative pairings and groupings of characters in the work of Flannery O'Connor, Alice Munro, and William Faulkner. We will engage clusters of stories by O'Connor and Munro and one novel by Faulkner to evaluate and write on the cross-generational, psycho-sexual, racial, and gendered implications of such groupings. Socio-economic class and disability will also be issues under consideration. We hope to foster and develop analytical skills as you read and discuss literature. This critical ability should be manifested in the two essays you have to write for this class and in your final in-class written exercise at the end of the semester. Research is strongly encouraged from the beginning.

**About the Professor:** Srimati Mukherjee is Professor of English on the Teaching Track. This is her seventeenth year at Temple, and she teaches a range of courses focused on American Literature, Film, Women's Studies, and Composition. Her publications parallel and mirror her pedagogical interests. Mukherjee is interested in listening to students develop their various views on the texts and always hopes to foster an environment of dialogue in the classroom.

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

**HONORS MOSAIC I** (Intellectual Heritage 0951.01, CRN: 2506)

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

**Professor:** Kenneth Dossar

**HONORS MOSAIC I** (Intellectual Heritage 0951.02, CRN: 2508)

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

**Professor:** Stephen Jankiewicz

**HONORS MOSAIC I** (Intellectual Heritage 0951.03, CRN: 2510)  
**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM  
**Professor:** Rebekah Zhuraw

**HONORS MOSAIC I** (Intellectual Heritage 0951.04, CRN: 2511)  
**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM  
**Professor:** Randall Pabich

**HONORS MOSAIC I** (Intellectual Heritage 0951.05, CRN: 2512)  
**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM  
**Professor:** Jessie Iwata

**HONORS MOSAIC I** (Intellectual Heritage 0951.07, CRN: 2513)  
**Days/Times:** Tuesday & Thursday; 8:00 to 9:20 AM  
**Professor:** Jim Getz

**HONORS MOSAIC I** (Intellectual Heritage 0951.08, CRN: 2514)  
**Days/Times:** Tuesday & Thursday; 9:30 to 10:50 AM  
**Professor:** Richard Englert

**HONORS MOSAIC I** (Intellectual Heritage 0951.09, CRN: 2515)  
**Days/Times:** Tuesday & Thursday; 12:30 to 1:50 PM  
**Professor:** Douglas Greenfield

**HONORS MOSAIC I** (Intellectual Heritage 0951.11, CRN: 5635)  
**Days/Times:** Tuesday & Thursday; 3:30 to 4:50 PM  
**Professor:** Genevieve Amaral

**HONORS MOSAIC I** (Intellectual Heritage 0951.12, CRN: 3034)  
**Days/Times:** Monday, Wednesday, Friday; 12:00 to 12:50 PM  
**Professor:** Alicia Cunningham-Bryant

**HONORS MOSAIC I** (Intellectual Heritage 0951.13, CRN: 3035)  
**Days/Times:** Tuesday & Thursday; 11:00 to 12:20 PM  
**Professor:** Anna Peak

**HONORS MOSAIC II** (Intellectual Heritage 0952.01, CRN: 22580)  
**Days/Times:** Monday, Wednesday, Friday; 1:00 to 1:50 PM  
**Professor:** John Dern

**HONORS MOSAIC II** (Intellectual Heritage 0952.02, CRN: 2518)  
**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM  
**Professor:** Joseph Foster

**HONORS MOSAIC II** (Intellectual Heritage 0952.03, CRN: 2519)  
**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM  
**Professor:** Richard Libowitz

**HONORS MOSAIC II** (Intellectual Heritage 0952.04, CRN: 2520)  
**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM  
**Professor:** Elizabeth Alvarez

**HONORS MOSAIC II** (Intellectual Heritage 0952.05, CRN: 2521)  
**Days/Times:** Tuesday & Thursday; 12:30 to 1:50 PM  
**Professor:** David Mislin

**HONORS MOSAIC II** (Intellectual Heritage 0952.06, CRN: 2522)  
**Days/Times:** Tuesday & Thursday; 3:30 to 4:50 PM  
**Professor:** Anna Peak

**HONORS MOSAIC II** (Intellectual Heritage 0952.07, CRN: 3036)  
**Days/Times:** Tuesday & Thursday; 8:00 to 9:20 AM  
**Professor:** Matthew Smetona

**HONORS MOSAIC II** (Intellectual Heritage 0952.08, CRN: 22581)  
**Days/Times:** Tuesday & Thursday; 9:30 to 10:50 AM  
**Professor:** Sheryl Sawin

**HONORS MOSAIC II** (Intellectual Heritage 0952.09, CRN: 7463)  
**Days/Times:** Tuesday & Thursday; 9:30 to 10:50 AM  
**Professor:** Linda Chavers

**HONORS MOSAIC II** (Intellectual Heritage 0952.10, CRN: 21678)  
**Days/Times:** Monday, Wednesday, Friday; 2:00 to 2:50 PM  
**Professor:** John Dern

**HONORS MOSAIC II** (Intellectual Heritage 0952.11, CRN: 25102)  
**Days/Times:** Monday, Wednesday, Friday; 4:00 to 4:50 PM  
**Professor:** Naomi Taback

**HONORS MOSAIC II** (Intellectual Heritage 0952.12, CRN: 25103)  
**Days/Times:** Monday, Wednesday, Friday; 9:00 to 9:50 AM  
**Professor:** James DeLise

**HONORS MOSAIC II** (Intellectual Heritage 0952.13, CRN: 25104)  
**Days/Times:** Monday, Wednesday, Friday; 11:00 to 11:50 AM  
**Professor:** Norm Roessler

**HONORS MOSAIC II** (Intellectual Heritage 0952.14, CRN: 25984)  
**Days/Times:** Monday, Wednesday, Friday; 10:00 to 10:50 AM  
**Professor:** Elizabeth Alvarez

## HONORS GEN EDS

**ARTS – SHALL WE DANCE?** (Dance 0931.01, CRN: 27533)

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

**Professor:** Patricia Graham

**About:** Learn the dances and study in depth – the use of dance in cinema as it reflects the values and constructs the ideologies of America in the twentieth century. Utilizing an interdisciplinary approach, we will learn through the multiple lenses of historians, anthropologists and dance practitioners. Examination of the dances reveal class, race and gender constructions, layering meaning through issues of migration, immigration, war, fashion/social concepts of beauty and cultural change. For this course, we will be viewing films, reading and discussing scholarly and popular texts and learning dances.

**Note:** Students are required to have a Netflix account for this course.

**About the Professor:** I have a broad dance experience, having performed professionally as a ballet, jazz and modern dancer. In addition, I've choreographed my own work and delved into the world of latin dance and music. These experiences, deeply inform my teaching. I've seen the experience of moving/learning a dance, alter a person's understanding and ability to take in choreography. As a choreographer and writer, I also value getting to content "by any means necessary." In other words, I'm always looking for non-traditional ways of stimulating the thinking, writing, perceiving process. Overall, I am most interested in how my students are inter-acting with the materials we're studying...what do they think and how is that changing. That's fascinating!

**ARTS – SHAKESPEARE IN THE MOVIES** (English 0922.01, CRN: 21530)

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

**Professor:** Daniel Nutters

**About:** This course will read a selection of Shakespeare's plays while watching various film adaptations. Our goal is to understand the value of Shakespeare's writing: how it travels throughout literary history and gains traction in a culture so dissimilar (or maybe not?) from his own. Plays will probably include Hamlet, Othello, Macbeth, As You Like It, Richard III, Midsummer Night's Dream, and Twelfth Night. In addition to watching film versions we will sample criticism that helps us understand Shakespeare's allure. Quizzes, participation, and short papers will comprise the grade.

**About the Professor:** Daniel Nutters is a Ph.D. candidate in the English department.

**ARTS – CREATIVE ACTS** (English 0926.01, CRN: 23962)

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

**Professor:** Kathryn Ionata (kathryn.ionata@temple.edu)

**About:** This course will focus on the writing of fiction, poetry, and hybrid/multi-genre works. Class time will include seminar-style discussions, small group activities, in-class writing, and workshops, in which we read and discuss a student work. We will also sometimes take our writing out of the classroom and into parks, historic buildings, and maybe even the subway. This course aims to not only introduce students to a diverse selection of writers, perspectives, and styles, but also to encourage and facilitate creativity for self-expression through writing. We will read work from many writers, likely including Margaret Atwood, James Baldwin, Aimee Bender, Dan Chaon, Sandra Cisneros, Junot Diaz, Gillian Flynn, Roxane Gay, Langston Hughes, Gish Jen, Jeffrey McDaniel, Rick Moody, Harryette Mullen, Flannery O'Connor, Frank O'Hara, JD Salinger, Alice Walker, William Carlos Williams, and others. Work will consist of writing exercises, workshops, revisions, and a final project of a chapbook (a small, handmade book). Please note that prior creative writing experience is not necessary; a willingness to engage with new concepts and explore your creativity is sufficient.



**About the Professor:** I have been teaching in Temple's English department since 2009, and have also taught at The College of New Jersey and Penn State. I completed my MFA in Creative Writing Fiction at Temple and my fiction, poetry, and prose, on topics from families and ethnicity to soap operas and peculiar old movies, can be found in various journals as well as online.

**ARTS – WORLD MUSICS** (Music Studies 0909.01, CRN: 2097)

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

**Professor:** Edward Flanagan

**ARTS – ART OF ACTING** (Theater 0925.02, CRN: 5714)

**Days/Times:** Monday & Wednesday, 3 to 4:20 PM

**Professor:** Kristen O'Rourke (tug22785@temple.edu)

**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 first-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 0925.03, CRN: 19874)

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

**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? Is it as easy as it seems? This course is designed to answer these questions, and more. It will give you an introduction to the tools that actors use and the processes they go through to create memorable performances.

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.

**About the Professor:** I am an artist - teacher. What does that mean? Well, I have spent four decades as a professional actor, director, producer, dramaturg and teacher. I am the Founding Artistic Director of the Tony-award winning Crossroads Theater Company. I am also the recipient of the NAACP Image Award. I have directed off-Broadway, Los Angeles and London. And recently directed For Colored Girls for Temple Theaters in fall 2015. I am passionate about teaching and I love working with non-theater majors and first time actors. It is important to recognize we "act" every day of our lives. Shakespeare said it with "all the worlds' a stage and we are merely players". Trust me- working with me will be a college experience to remember. Guaranteed. Check out my film acting- SNOOP DOG's HOOD OF HORROR. Lol.

### **HUMAN BEHAVIOR – ANCIENT WAR GAMES IN GREECE & ROME (GRC 0929.01, CRN: 26818)**

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

**Professor:** Robin Mitchell-Boyask (robin@temple.edu)

**About:** Here is your chance to shape a course for future generations!! And it's on really fun topics (gladiators and naked athletes)!!! This class is the pilot of a new Gen Ed course (Human Behavior). Students will have a lot of input into what happens each week, helping me figure out what does and does not work. Now, here's a more normal brief description of the course: Every four years the world stages athletic contests that are based on the practices of ancient Greece. Every year the NFL assigns a Roman numeral to the Super Bowl and suggests its players are modern gladiators. Greek athletic games and Roman gladiatorial battles developed from the practice of warfare in their societies. American sports may be viewed as the descendants of these ancient "war games." This class examines the similarities and differences in such sports and the societies that enjoyed (and enjoy) them. The Greek games replaced the blood of the battlefield with dramatic displays of military physicality, while the Roman games replicated this blood with armed combat before crowds of thousands. We begin by examining the origins, events, architecture, and rules of the Greek games, from Homer's funeral contests to the development of the circuit of athletic festivals. Next we look at the "re-foundation" of the modern Olympics and its romanticized mythology in several important films (Olympia, Chariots of Fire). Then we turn to Roman blood-sports (animal fights, gladiatorial contests and spectacular criminal punishments) and chariot-racing, considering also the filters of modern Hollywood (Ben Hur, Gladiator).

**Note:** Reread the first sentences above. I really need students who want to be actively involved so I can figure out what works for students in this course. There will thus be more work than in some courses, but I guarantee you that it will be more fun than most other courses.

**About the Professor:** I've live in Philadelphia most of my life, though I've also travelled a lot (e.g. Fulbright in Austria, visiting fellowships at Cambridge University and the Center for Hellenic Studies in DC. My kids are now away at college, so I currently spend too much time on the couch with my beagle (which is where I am typing this while he tries to knock my left arm off the keyboard). My research has focused on Greek theater, and Greek and Roman epic. While I've had a pretty successful research career, I love love love being in the classroom. I teach Gen Ed courses (Ancient War Games, Greek Theater), and departmental courses, ranging from a big classical mythology course to a teeny upper level Greek course (currently Euripides' Medea, in Greek, with 5 students, and they will all tell you it's amazing and you should definitely learn Greek. Latin is great too; I'm teaching Roman comedy in the spring as well). I love opera and I spend way too much time watching sports on TV.

### **HUMAN BEHAVIOR – LANGUAGE IN SOCIETY (Education 0915.01, CRN: 22929)**

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

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

**HUMAN BEHAVIOR – PHILOSOPHY OF THE HUMAN** (Philosophy 0939.01, CRN: 27690)

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

**Professor:** Lindsay Craig (lindsay.craig@temple.edu)

**About:** What is it to be human? What is it like to walk in the shoes of others? In what ways, if any, do we treat others unequally in the social, political, moral, and economic spheres, and are these unequal treatments justified? If they are not, how can we change our treatment of other humans for the better? This course will examine a range of answers to these questions, but perhaps most importantly, we will spend the bulk of the semester trying to appreciate human perspectives other than our own. Toward this end, we will look at contemporary race relations in the US, classism, feminism, and sexual identities.

**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.

**HUMAN BEHAVIOR – WORKINGS OF THE MIND** (Psychology 0916.01, CRN: 7289)

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

**Professor:** Kareem J. Johnson

**HUMAN BEHAVIOR – MEANING OF MADNESS** (School Psych 0928.02, CRN: 25534)

**Days/Times:** Monday & Wednesday, 5:30 to 6:50 PM

**Professor:** Frank Farley

**HUMAN BEHAVIOR – EATING CULTURES** (Spanish 0937.01, CRN: 26382)

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

**Professor:** Montserrat Piera

**QUANTITATIVE LITERACY – DIGITAL MAPPING** (GUS 0921.01, CRN: 26562)

**Days/Times:** Thursday, 5:30 to 9:10 PM

**Professor:** Kolson Schlosser

**About:** Digital mapping is and is not about maps. We study map not for themselves, but for what they tell us about how the 'real world' is represented graphically. Digital Mapping is quantitative literacy in the sense that it is spatial literacy; it's about how the world is quantified, transformed and reduced into a mere representation of it. We will cover various techniques for how this is done, but will also explore the social, political and cultural implications of spatial representations. As you'll hear me repeat frequently in the course, no map is every perfectly accurate, and their imperfections are often about social power. We will have both discussion and labs, and will spend about half the semester working on a mapping project of your design using ESRI's Story Maps platform. You will have the opportunity to put your map online and incorporate multi-media within it, including photos, video, and audio interviews that you record. The objective will be to tell a story about something important to you (about a place, and event, a person, or something else) in the form of a map.

**About the Professor:** I am a faculty member in the Department of Geography and Urban Studies and director of the Environmental Studies Program at Temple. This is my third year at Temple, but my ninth year overall of college teaching. I love teaching honors for the opportunity it provides to adapt the course material in a way that provides students more opportunity to explore the course content on their own and wrap it around their own sense of creativity.

**QUANTITATIVE LITERACY – MATH PATTERNS** (Mathematics 0924.01, CRN: 5513)

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

**Professor:** Jose Gimenez

### **RACE & DIVERSITY – REPRESENTING RACE** (Anthropology 0934.01, CRN: 25497)

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

**Professor:** Christopher Roy (christopher.roy@temple.edu)

**About:** In 1978, Supreme Court Justice Harry Blackmun wrote that “In order to get beyond racism, we must first take account of race.” What did he mean, and how might we understand Justice Blackmun’s argument in an early 21st century America often characterized as “post-racial”? To answer this question, we turn to the history of race and science, to law and policy, and to lived experiences of racial difference and racial inequality. A set of short writing assignments will encourage students to consider current events and representations of race in popular culture in light of our course discussions.

**About the Professor:** Prof. Roy is an anthropologist currently in his third year at Temple. In addition to teaching a variety of courses such as Representing Race, Anthropology of Culture Change, and Anthropology of American Culture, he is completing a number of writing projects which are the result of over a decade of research among the Abenaki, an indigenous people whose traditional territory encompasses portions of Quebec, New York, Vermont, New Hampshire, Massachusetts, and Maine. He received a B.A. from the University of Vermont and a Ph.D. from Princeton University.

### **RACE & DIVERSITY – RACE & POVERTY IN AMERICAS** (Religion 0933.01, CRN: 24853)

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

**Professor:** Elliot Ratzman

**About:** Is racism a problem of individual perception or of social forces? This is a course designed to survey the toxic cocktail of conquest, slavery, poverty, and oppression in the history of the Americas. Sounds like a downer, but we will also examine the exciting stories of resistance, reform, and revolt against injustice, and consider the possible solutions to persistent problems from various political, religious, and personal perspectives. From the slave trade in Kentucky to prison reform in Pennsylvania to health care in Haiti, this course is a wild ride utilizing film, news media, undercover investigations, and academic studies. Students will contribute to these debates through assignments that explore public communication and visit institutions proactively addressing these issues.

**About the Professor:** Elliot Ratzman has taught courses in Jewish, Christian, and religious politics, history, and ethics at Vassar, Swarthmore, Lehigh, and Temple. He finished his PhD at Princeton, studying with philosopher Cornel West and ethicist Peter Singer. Besides teaching at Temple, Ratzman is also active with social justice groups in Philadelphia, the global health group Partners in Health, and Israel-Palestine peace efforts. He is also a story-slammer and competitive breakdancer.

### **RACE & DIVERSITY – HISTORY & SIGNIFICANCE RACE IN AMERICA** (Soc 0929.01, CRN: 26686)

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

**Professor:** Michael Altimore

**About:** Why were relations between Native Americans and whites violent almost from the beginning of European settlement? How could slavery thrive in a society founded on the principle that “all men are created equal”? How comparable were the experiences of Irish, Jewish, and Italian immigrants, and why did people in the early 20th century think of them as separate “races”? What were the causes and consequences of Japanese Americans’ internment in military camps during World War II? Are today’s Mexican immigrants unique, or do they have something in common with earlier immigrants? Using a variety of written sources and outstanding documentaries, this course examines the racial diversity of America and its enduring consequences.

**About the Professor:** Dr. Michael Altimore has been a member of the Temple Sociology Department for fifteen years. He has taught Introductory Sociology, Social Statistics and Methodology, Social Theory, Race and Ethnicity, Inequality, and the Sociology of Science and Medicine.

### **RACE & DIVERSITY – ETHNICITY & IMMIGRANT EXPERIENCE** (Soc 0935.01, CRN: 23790)

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

**Professor:** Raymond Halnon

**RACE & DIVERSITY – IMMIGRATION & THE AMERICAN DREAM** (Spanish 0931.01, CRN: 26381)

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

**Professor:** Nicole Nathan

**RACE & DIVERSITY – RACE, ID, & EXPERIENCE IN AMER. ART** (Tyler 0905.01, CRN: 20329)

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

**Professor:** Leah Modigliani (lmodigli@temple.edu)

**RACE & DIVERSITY – RACE, ID, & EXPERIENCE IN AMER. ART** (Tyler 0905.02, CRN: 23898)

**Days/Times:** Tuesday; 5:30 to 7:10 PM

**Professor:** Tienfong Ho

**SCIENCE & TECH – CYBERSPACE & SOCIETY** (CIS 0935.01, CRN: 21979)

**Days/Times:** Tuesday & Thursday, 4:00 to 4:50 PM; Monday, 3 to 4:50 PM

**Professor:** Claudia Pine-Simon

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

**SCIENCE & TECH – THE ENVIRONMENT** (Environmental Engineering Tech 0945.01, CRN: 26286)

**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** (Environmental Engineering Tech 0945.02, CRN: 11618)

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

**Professor:** Rouzbeh Afsarmanesh Tehrani

**US SOC – ARCHITECTURE & CULTURAL LANDSCAPE** (Architecture 0975.01, CRN: 24947)

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

**Professor:** Stephen Anderson

**About:** Places make us just as we make them. Whatever it is that you are, you are *somewhere*. Seated in a booth amongst friends in a familiar restaurant, you are not quite the same person that you are when seated on a sofa awaiting an interview. Each of these situations presents different sets of opportunities, triggers different sets of memories and imaginings, evokes different facets of your being, allows for different kinds of relationships and futures. The physical characteristics of these places are surely not the only factors here, but they are essential: without the booth, the restaurant,

the street, and walls, without the sofa, the lobby, the marble, and glass doors, neither meal nor meeting can unfold – in fact, they could not come into possibility at all. And this only hints at how the specific qualities of those places imply specific limits and opportunities for the quality of *this* meal or of *this* meeting, which they stage. Applied to more extensive situations, this basic observation opens onto a surprisingly complex terrain of questions about the relation of place to culture, community, quality of life, and – dare we say it?—meaning. Founded on that approach, this course explores the formation, structure and qualities of the kinds of places we move through and live within every day --urban to rural, small to large—and what a reading of the physical aspects of those places can tell us about connections to our past, the quality of our lives, the nature of American society, and the possibilities of our personal and collective futures in an ephemeral culture that is, necessarily, physically given.

**About the Professor:** Stephen Anderson goes at architecture and architecture-related problems from a variety of angles. He is a licensed professional actively engaged in the design and construction of buildings; he is a professor of architecture, teaching design, history and theory; he researches and writes about topics at the intersection of building, city, culture, and ethics; and he is a student of architecture, working on his dissertation, and still generally trying to figure some things out. He has been known to make roux, and to occasionally get lost on purpose. He may or may not like poetry.

**US SOC – DISSENT IN AMERICA** (English 0949.02, CRN: 21820)

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

**Professor:** Trevor Margraf

**US SOC – LAW AND AMERICAN SOCIETY** (Legal Studies 0956.01, CRN: 28130)

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

**Professor:** Terry Halbert

**About:**

- A baker refuses to bake a cake for a gay wedding
- A middle school student tweets some really nasty things about her school principal.
- A company dumps chemicals in a landfill and poisons the water of tens of thousands of people
- A property owner sets a shotgun trap for trespassers

This course is the opposite of sit-and-listen. We'll be learning the stories behind recent cases like these, talking about the outcomes, and the outcomes we would have wanted to see. We'll learn how the law works, and how it can be changed. You will also be trained for--and perform--"mock trial." (Cross examining a sexual harasser is when the fun begins!)

**About the Professor:** Terry Halbert is a Professor of Legal Studies in the Fox School of Business. Her teaching and research is at the intersection of law, ethics and business. She has an abiding interest in social justice, and in the ways in which capitalism might be humanized. She is newly curious about digital story-making, and in linking that to her teaching practice.

**US SOC – SPORT & LEISURE IN AMER. SOCIETY** (Religion 0957.01, CRN: 25254)

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

**Professor:** Rebecca Alpert

**About:** In this course, we explore the complexity and diversity of American society through the study of sport and leisure. How does the way we play or watch sports reflect, and contribute to, American values? We will also pay careful attention to the globalization of sport and the role of U.S. sports in the world today. Issues of religion, race, ethnicity, gender, age, disability, and socio-economic class will be prominently featured. There will also be a primary focus on raising ethical questions through a discussion of case studies based on real events.

**About the Professor:** Rebecca T. Alpert is Professor of Religion at Temple University and Senior Associate Dean of the College of Liberal Arts. Alpert was one of the first women to be ordained as a rabbi in the 1970s. She is author of several

books on twentieth-century American Jewish history and culture, gender and sexuality, and Jewish ethics. As an extension of these interests, she has, over the past several years, developed an expertise on religion and sport. She was the founding co-chair of the Religion and Sport Section of the American Academy of Religion. She created and taught a course on "Jews, America, and Sport" for undergraduates at Temple University. She has published several journal articles on Jews and baseball. Her major work in the field, *Out of Left Field: Jews and Black Baseball*, was published by Oxford University Press in June 2011. Her latest book, *Religion and Sports: A Case Study Book*, was published by Columbia University Press in May 2015.

**WORLD SOCIETY – ADVERTISING & GLOBALIZATION** (Advertising 0953.01, CRN: 27230)

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

**Professor:** Michael Maynard

**WORLD SOCIETY – IMAGINARY CITIES** (Film and Media Arts 0969.01, CRN: 24850)

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

**Professor:** Sloan Seale

**WORLD SOCIETY – WORLD SOCIETY IN LIT & FILM** (Latin American Studies 0968.01, CRN: 10457)

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

**Professor:** Ronald Webb

## 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.*

**ART HERITAGE OF THE WESTERN WORLD** (Art History 1956.01, CRN: 5430)

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

**Professor:** Therese Dolan

**INTRO TO BIOLOGY I – LECTURE** (Bio 1911)

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

**Professor:** Erik Cordes

**NOTE:** Registering for the Bio 1911 lab section CRN also registers you for the lecture listed above

**INTRO TO BIOLOGY I – LABS** (Bio 1911)

**Professor:** Daniel Spaeth

- **Day/Time:** Tuesday, 9:30 to 12:20 PM (Section 1, CRN: 22360)
- **Day/Time:** Tuesday, 5:30 to 8:20 PM (Section 2, CRN: 22361)
- **Day/Time:** Monday, 2 to 4:50 PM (Section 3, CRN: 27554)
- **Day/Time:** Wednesday, 2 to 4:50 PM (Section 4, CRN: 22363)
- **Day/Time:** Wednesday, 5:30 to 8:20 PM (Section 5, CRN: 2098)
- **Day/Time:** Thursday, 9:30 to 12:20 PM (Section 6, CRN: 2099)
- **Day/Time:** Monday, 5:30 to 8:20 PM (Section 7, CRN: 28231)

**GENERAL CHEMISTRY II – LECTURE AND RECITATION** (Chemistry 1952.01, CRN: 489)

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

**Recitation Day/Times:** Monday, 1 to 1:50 PM

**GENERAL CHEMISTRY II – LECTURE AND RECITATION** (Chemistry 1952.02, CRN: 490)

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

**Recitation Day/Times:** Wednesday, Noon to 12:50 PM

## **GENERAL CHEMISTRY II – LECTURE AND RECITATION** (Chemistry 1952.03, CRN: 26828)

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

**Recitation Day/Times:** Friday, Noon to 12:50 PM

**Professor:** Ann Valentine

**About:** This course is the second semester of a two-semester comprehensive survey of modern descriptive, inorganic, and physical chemistry. Topics include: thermodynamics, solutions and their behavior, chemical kinetics, and chemistry of the elements.

**About the Professor:** The Honors Program was one of the reasons Prof. Ann Valentine came to Temple. She enjoyed a terrific education as an undergraduate in the Honors Program at a large public university (University of Virginia) and is a huge believer in this model of education. Her PhD is from MIT and her research is about bioinorganic chemistry – metals in biological systems. She was so proud to be chosen the 2015 Honors Professor of the Year.

## **GENERAL CHEMISTRY II - LABS**

**Professor:** Andrew Price & Robert Rarig

- **General Chemistry II Lab** (Chemistry 1954.01, CRN: 4252)  
**Lab Days/Times:** Tuesday, 8 to 10:50 AM
- **General Chemistry II Lab** (Chemistry 1954.02, CRN: 7228)  
**Lab Days/Times:** Tuesday, 4 to 6:50 PM
- **General Chemistry II Lab** (Chemistry 1954.03, CRN: 22338)  
**Lab Days/Times:** Wednesday, 1 to 3:50 PM
- **General Chemistry II Lab** (Chemistry 1954.04, CRN: 22339)  
**Lab Days/Times:** Wednesday, 4 to 6:50 PM
- **General Chemistry II Lab** (Chemistry 1954.05, CRN: 28035)  
**Lab Days/Times:** Thursday, 2 to 4:50 PM

## **MATHEMATICAL CONCEPTS IN COMPUTING** (CIS 1966.01, CRN: 22610)

**Lecture Days/Times:** Monday & Friday; 9:30 to 10:50 AM

**Recitation Day/Times:** Wednesday; 9:00 to 10:50 AM

**Professor:** Anthony Hughes

## **AMERICAN SIGN LANGUAGE II** (CSCD 1902.01, CRN: 24272)

**Days/Times:** Monday & Wednesday; 2:00 to 3:20 PM

**Professor:** Megan Rainone

## **MACROECONOMIC PRINCIPLES** (Economics 1901.01, CRN: 6907)

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

**Professor:** Doug Webber

## **MACROECONOMIC PRINCIPLES** (Economics 1901.02, CRN: 4519)

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

**Professor:** Nathan Blascak

## **MICROECONOMIC PRINCIPLES** (Economics 1902.01, CRN: 4520)

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

**Professor:** Erwin Blackstone



**INTRODUCTION TO ENGINEERING** (Engineering 1901.01, CRN: 25365)

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

**Professor:** John Helferty

**INTRODUCTION TO ENGINEERING** (Engineering 1901.02, CRN: 27186)

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

**Professor:** John Helferty

**ITALIAN I** (Italian 1901.01, CRN: 26501)

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

**Professor:** Patrizia Cardone

**ITALIAN II** (Italian 1902.01, CRN: 26500)

**Days/Times:** Monday, Wednesday, Friday; 10:40 to 11:50 AM

**Professor:** Carmelo Galati

**CALCULUS II** (Mathematics 1942.02, CRN: 22252)

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

**Professor:** Charles Osborne

**CALCULUS II** (Mathematics 1942.03, CRN: 22253)

**Days/Times:** Tuesday & Thursday; 11:40 to 12:20 PM

**Professor:** Charles Osborne

**CALCULUS II** (Mathematics 1942.04, CRN: 22254)

**Days/Times:** Monday, Wednesday, Friday; 9:20 to 10:30 AM

**Professor:** Farzana Chaudhry

**CALCULUS II** (Mathematics 1942.05, CRN: 22255)

**Days/Times:** Monday, Wednesday, Friday; 1:20 to 2:30 PM

**Professor:** Farzana Chaudhry

**INTRO TO PSYCHOLOGY** (Psychology 1901.01, CRN: 22708)

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

**Professor:** Kareem Johnson

**INTRO TO SOCIOLOGY** (Sociology 1976.01, CRN: 25499)

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

**Professor:** Michael Altimore

**BASIC II** (Spanish 1902.01, CRN: 7600)

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

**Professor:** Sofia Bedoya

## **UPPER LEVEL HONORS COURSES**

**FUNDAMENTALS OF LINGUISTIC ANTHROPOLOGY** (Anthropology 2907.01, CRN: 25498)

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

**Professor:** Michael Hesson (mhesson@temple.edu)

**About:** In Fundamentals of Linguistic Anthropology, we will pose, and seek to answer, a variety of questions about language and its relationships to culture and society. These questions include: Why do children all over the world acquire their first languages at about the same rate and age? How do children learn to use language in culturally specific, culturally appropriate ways? Why do groups of people who apparently share "the same language" speak and use it very differently? Does the language that one speaks affect the ways in which one thinks and experiences the world? How and why does a particular language variety come to be regarded as the "standard" variety, while others are regarded as "non-standard"? How and why does language use relate to important social variables, such as ethnicity, class, gender, age, education, and religion? What is the relationship between language and power? Why and how does cross-cultural miscommunication occur and what are its consequences?

**About the Professor:** Michael Hesson is an Assistant Professor of Linguistic and Cultural Anthropology. 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.

### **VIOLENCE – AN ANTHROPOLOGICAL APPROACH (Anthropology 3910.01, CRN: 26431)**

**Days/Times:** Monday; 2:00 to 4:30 PM

**Professor:** Mindie Lazarus-Black

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

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

### **ARCHITECTURAL HIST: RENAISSANCE THRU 20<sup>TH</sup> CENTURY (Architecture 2942.01, CRN: 5347)**

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

**Professor:** Stephen Anderson

### **URBAN CAMPUS & ITS EVOLVING ROLE IN AMER. CITIES (Architecture 3970.01, CRN: 24971)**

**Days/Times:** Tuesday & Thursday, 7 to 8:20 PM

**Professor:** Margaret Carney (Margaret.carney@temple.edu)

**About:** This course will explore the evolving urban campus environment and the role of Urban Designers, Planners Landscape Architects and Architects in guiding institutions through the transformative process of becoming a vital part of the community and the fabric of the city. Through research and analysis the class will explore key campuses that have made significant impacts on their communities through unconventional planning and design initiatives, drawing greater numbers of creative and entrepreneurial students and faculty to the city as a result. Site visits, analysis of planning concepts and strategies, and research of documented economic and social impacts will be conducted through the course of the semester to provide students with an understanding of the key issues and an ability to recognize the emerging change in communities that is influenced by this growing force of institutional partnership.

**About the Professor:** Margaret Carney joined Temple University in April of 2011 to serve as Temple's first University Architect and Associate Vice President for Campus Planning and Design, responsible for the planning and design of all Temple's campuses. Since her arrival, she has been leading the physical planning and design aspects of Temple's \$1.5 billion improvement plan for its main campus, and is engaged in development of a new landscape master plan and master plan addressing the needs of all 7 Temple University campuses. She has led the design and planning of over one million square feet of new space, including Temple's new library with the internationally renowned design firm, Snohetta.

Margaret came to Philadelphia from Cleveland, Ohio where she served for 8 years as Associate Vice President/ University Architect and Planner for Case Western Reserve University. While at Case Western her work focused heavily on community engagement and collaboration with other "anchor institutions" who worked together in the development of their physical environments to ensure a long term impact on the Cleveland community. This collaborative effort, led by The Cleveland Foundation and now seen as an economic development model for other urban areas, resulted in Case Western's first public private partnership and the creation of the Evergreen Cooperatives.

Since graduating from Cornell University in 1980 and prior to her career as a University Architect, Margaret spent 20 years in professional practice with well-known planning and design firms including SOM in Chicago, The Architects Collaborative, Benjamin Thompson Associates and Sasaki Associates in Cambridge, Massachusetts. Margaret has taught in Architecture and Urban Design Programs at Kent State University, The Boston Architectural Center, and Cornell University, and has served on design juries for various universities, the AIA, and the Society for College and University Planners of which she is a long term member.

**THE WORK OF ART: WRITING, CURATING, EXHIBITIONS, DISPLAY (ARTH 2990.01, CRN: 27948)**

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

**Professor:** Tracy Cooper (t.cooper@temple.edu)

**About:** The theme of the course is "The WORK of Art." It is intended as an open-ended exploration of the purpose of art, its meaning and function, according to the particular interests that each student identifies for themselves. Students will develop a theme and choose works of art from museum visits to propose an exhibition that will realize their ideas in a final catalog presentation. Much of the class period will be spent in discussion of weekly projects and ideas. Course Description: This course is designed to provide students with opportunities to become familiar with different kinds of art historical writing, researching, writing, and presenting with the ultimate aim of pulling together these skills for a final project of proposing a plan for a virtual exhibition, with exhibition catalog, and review. Students will build on smaller assignments and local and regional field trips that involve formal description and analysis of visual images, research and contextual interpretation of images, critical reading of secondary sources, writing of extended catalog essays and exhibition reviews. The review process will be practiced through peer evaluation and undertaking a formal exhibition review based on research into published models and actual museum exhibition experience from field trips. Guest speakers from the Library, Writing Center, and Tyler will contribute to the researching, learning, producing, and evaluating processes. There will be ample time for participation and feedback.

There are two museum visits on weekend days that form part of the course: one will be a bus trip to the Metropolitan Museum of Art in NYC; the other a local museum.

**About the Professor:** My favorite place in the world is Venice, Italy. I try to spend some time there every year where I research Renaissance art and recently contributed to a big exhibition there on Water and Food in Venice. Stories of the Lagoon and the City which is a major ecological, architectural, and historical exhibition that is opening in the monumental rooms of the Doge's Palace in Venice in concurrence with EXPO 2015 "Feeding the Planet, energy for life." As a professor of art history I think it is important to help students better understand how to read and interpret visual material as we live in such an image-driven culture. I particularly enjoy the dynamics of classroom discussion, mutual discovery with students looking at works of art together, and creativity of ideas that result from interaction.

## ORGANIC CHEMISTRY II – LECTURE AND RECITATION (Chemistry 2922.01, CRN: 491)

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

Recitation Day/Times: Thursday, 11 to 11:50 AM

Professor: Steven Fleming

## ORGANIC CHEMISTRY II – LECTURE AND RECITATION (Chemistry 2922.02, CRN: 25286)

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

Recitation Day/Times: Friday, 1 to 1:50 PM

Professor: Steven Fleming

**About:** Organic chemistry is about life. Understanding organic chemistry is necessary for understanding almost every aspect of living systems. Why are we different from rocks? Why are mixed drinks evidence of life? Why are organic molecules necessary for cell structure? Answers to these questions and more, await your enrollment in O-Chem.

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

## ORGANIC CHEMISTRY II - LABS

Professor: Jeffrey Campbell

- **Lab Day/Times:** Monday, 2 to 4:50 PM (Chemistry 2924.01, CRN: 492)
- **Lab Day/Times:** Wednesday, 2 to 4:50 PM (Chemistry 2924.02, CRN: 25289)
- **Lab Day/Times:** Thursday, 8 to 10:50 AM (Chemistry 2924.03, CRN: 20356)
- **Lab Day/Times:** Thursday, 11 to 1:50 PM (Chemistry 2924.04, CRN: 25290)

## PSYCHOLOGY AND CRIMINAL JUSTICE (Criminal Justice 4903.01, CRN: 26620)

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

Professor: Matthew Hiller

**About:** Psychological practice and research play a significant role in the way this country does justice. This course, which doesn't require a strong background in either criminal justice or psychology, explores many topics where the practice of psychology can and does have a major impact, including forensic mental health evaluations, correctional psychology, and police psychology. Equally important is the influence of psychological research on important topics like death-qualified capital juries, serial homicide and psychological profiling, lie detection, false confessions, eye witness identification, memory, interrogation techniques, and juror and court consultation. Pedagogically, the class format will begin with a micro-lecture to introduce key topics and the rest of the time will be spent discussing the assigned reading materials. The class reading list will include scientific journal articles, amicus briefs, chapters from books, and a book written by an investigative journalist documenting the case of Andrea Yates, a woman who while experiencing serious mental illness murdered her 5 children. Also, this class incorporates on-line content and several documentary videos will be shown. Student performance will be assessed primarily through short writing assignments, class participation, a group project, and a final debate on whether Andrea Yates was criminal responsible for her actions.

**About the Professor:** The instructor, Dr. Hiller, received his Ph.D. in Experimental Psychology in 1996 from Texas Christian University. He has been at Temple for 10 years and has taught this class numerous times as both an honors and as a regular course section. Throughout his career, he has maintained a very active program of psychologically-informed research in the criminal justice system, studying a number of settings ranging from juvenile drug courts to forensic prisons. His overall approach to life and to his research is somewhat impertinent and his sense of humor is a bit cheesy. On a personal note, I really enjoy teaching this course, and I believe you will enjoy it as well.

## SOCIO-CULTURAL FOUNDATIONS OF EDUCATION IN USA (Education 2903.01, CRN: 28187)

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

### **UNDERSTANDING DISCOURSE PRACTICE IN DIVERSE COMMUNITIES (Educ4941.01,CRN:28188)**

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

**Professor:** Tamara Sniad (tsniad@temple.edu)

**About:** *I HEAR you, but what are you SAYING?* Even when we speak the same language, we often miscommunicate with friends, co-workers, family members, and neighbors. Add to that scenario a group of people who speak different languages or language varies, and the challenge of communicating effectively becomes more acute. But that's the reality of America today. Simply put, intercultural awareness and communication skills are now a necessary part of life for most people in most aspects of their lives. This course is designed to help students identify how to become better communicators in a wide-range of cross-cultural situations. Through readings, discussion, hands-on activities, and 'real world' projects, students will:

- Increase understanding of their own cultural backgrounds and communication style(s)
- Explore differing world views, ideologies, and behaviors
- Acquire knowledge, skills and attitudes that increase intercultural competence
- Learn creative ways to address (and possibly avoid) miscommunication in cross-cultural contexts

**About the Professor:** When asked to write this bio, I, of course, turned to my seven-year-old for guidance. Her suggestion: "You like to teach and play games. You have two children who are very nice." Yes, writing about oneself can be challenging, but frankly, I like challenges. Challenges push me outside of my comfort zone and encourage me to consistently reassess and expand my resources (hence the help of my daughter). For me, this is what teaching and learning is all about and what has driven my career choices. In addition to university teaching, I have enjoyed challenging positions directing a college access program in Camden, NJ, teaching English as a second language in the US and abroad, developing and leading training for out-of-school education in 30+ states, and, one summer, superimposing family photos onto faux magazine covers.

My research focus has been on classroom discourse in work-force readiness education as well as in-service and pre-service teacher professional development. I have published in the Journal of Pragmatics and Academic Exchange Quarterly and presented in over 30 national and state conferences. As a faculty member in the College of Education at Rowan University and now at Temple, I have taught courses center on diversity and equity in education, linguistics, second language acquisition and language teaching methodology. I am also the proud recipient of the 2014 Temple College of Education Owlle Award for Innovative Teaching. My B.A. and M.A. in Linguistics are from the University of Florida, and I received a Ph.D. in Educational Linguistics from the University of Pennsylvania. And, I have two children who are very nice.

### **WRITING THE CITY: POETRY (English 2900.01, CRN: 18689)**

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

**Professor:** Eli Goldblatt

**About:** This is a studio art course focused on the making of poems in, from, and alongside the city. If you have never written a poem before, English 3900 will be a fine place to begin as long as you're willing to work hard at the craft and art. If you've written poems before, this will be a fine place to continue learning about the open frontiers, broken down ruins, and trackless plains that constitute the possible terrains for composing verse—but expect to be challenged and surprised by what you have never encountered before. This is not a typical literary course where we study stanza and meter. Not that we won't talk about rhythm and word sounds, but you can learn classical terms and prosody from any number of internet sites without a class to slow you down. I'm suggesting a different direction in this course. You will learn by making, by reading what others have made, and by observing the outside and inside of experience. No matter what your starting point, you'll need a willingness to take risks, explore language and self, learn from the authors we read, and engage others in the conversations we pursue.

This is also a data-driven research course rooted in Philadelphia. By "data" I mean language and images taken from or generated out of observed phenomena—the linguistic and sensory materials we glean from BEING in a place. We'll embark on some walking trips to sites near the Temple campus, and I'll ask you to take journeys of your own to places of your choice around the city. Purchase a personal journal to your liking—suitable for writing and drawing (preferably unlined). It should be light enough to carry anywhere, but large enough to give you room for expansive lines & visual research. This is where you record your "data set," just as a scientist would in a lab notebook or an artist in a sketchbook. You'll need to be attuned to the way writers are always both strangers and natives, even in a place we have lived most of our lives. We'll share strategies and enthusiasms and fears (there will be fears). We'll read texts by well-known poets of the past and contemporary Philadelphia authors. We'll also compose, respond, and edit together in workshop sessions. Poetry, especially in a city, is both a solitary and a communal art.

**About the Professor:** Eli Goldblatt is a professor of English and director of New City Writing, the outreach arm of the Temple Writing Program. His 8 books include 3 collections of poetry, 2 children's books, and a memoir in addition to 2 academic books in composition and literacy studies. Before becoming a professor, Goldblatt worked as a carpenter, a farmhand on a grape vineyard, a workman in two warehouses, and a fabricator in a cosmetics factory. After a year in medical school, he taught high school science and math before going to English graduate school. The origin of this course is his poetry workshop at Temple Rome in Fall 2013, taught in tandem with a Rome Sketchbook course taught by his wife, Tyler professor Wendy Osterweil.

**JAMES BALDWIN'S REVISION OF THE AMERICAN IMAGINATION** (English 3900.01, CRN: 23964)

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

**Professor:** Dan O'Hara (danohara@temple.edu)

**About:** As an African-American and gay man, born in Harlem, Baldwin's critical eye and creative imagination catches the roll-coaster ride of the country and its place in the world from just after WWII to the Reagan 1980s, and remakes it all into great works of literary and critical art. Let's see how he does it. We will study the three volumes of Baldwin's major works—essays, stories, novels—in the prestigious Library of America editions, the last one of which, containing his later novels, has just appeared. We will begin with selections from Harold Bloom's latest book, *The Daemon Knows: Literary Greatness and the American Sublime*, which presents both the canonical vision of the American imagination and analyzes its self-revising history. We will follow that establishing the critical framework for the course by reading Baldwin's critical essays, literary, political, cultural, for which he has justifiably remained famous and influential. Among these are: *Notes of a Native Son*, *Nobody Knows My Name*, *The Fire Next Time*, and *No Name in the Street*. We will continue with close readings of his early major novels and stories, including *Go Tell It on the Mountain*, *Giovanni's Room*, *Another Country*, and *Going to Meet the Man*, with its classic story, "Sonny's Blues." We will conclude the class with attempting to place his continuing controversial later novels—*Tell Me How Long the Train's Been Gone*, *If Beale Street Could Talk*, and *Just Above My Head*.

Required Texts: [Harold Bloom](#), *the Daemon Knows: Literary Greatness and the American Sublime*; James Baldwin : *Collected Essays*; [Early Novels and Stories](#); [James Baldwin: Later Novels](#); Assignments: four short (3-4 pp. papers), a final critical research paper (12-15 pages) and active class participation, including possible, depending on the class size, brief reports.

**Note:** This course fulfills a non-dramatic literature requirement for Theater majors!

**About the Professor:** Daniel T. O'Hara, Professor of English and Inaugural Mellon Professor of Humanities. He is also: Co-editor, *Journal of Modern Literature*, Co-Editor, *Shining Rock Poetry Anthology and Review*, Contributing Editor, *American Book Review*, Advisory Editor, *symploke*, Series Editor (with Donald Pease): *Pivotal Studies in the Global American Literary Imagination* (Palgrave/Macmillan), and Series Editor (with Ranjan Ghosh): *Transforming Literary Studies: Crossing Boundaries* (Lexington Books: A Division of Rowman & Littlefield Publishers, Inc.)

**TECHNICAL COMMUNICATION** (Engineering 2996.02, CRN: 27116)

**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.

**CINEMA, STORY, & THE SENSE OF PLACE** (Film and Media Arts 4940.01, CRN: 24124)

**Days/Times:** Wednesday; 5:30 to 8:50 PM

**Professor:** Roderick L. Coover (rcoover@temple.edu)

**About:** This course explores narrative and creative nonfictional approaches to understanding memory, culture and mythic constructions of place. The course will focus particularly on cinematic and novelistic representations of the American West through genres like "Westerns" and "Road Movies". The course will also other explorations and expression of place in the contexts of anthropology, the environment, and new technologies in Europe, the USA and elsewhere.

The course welcomes students from across the university and demand rigorous commitment to the content and discourse. This course will bridge readings from across the fields of film and media arts, American studies, anthropology, visual studies, and literature among others. Students respond to the course materials through papers and projects. Midterm and final works may include traditional scholarly papers or creative works, particularly through writing, interactive media arts and other critical media practices.

**About the Professor:** Roderick Coover is Director of the MFA Program in Film and Media Arts. His works bridge creative arts of cinema and new media with research projects about spatial practices and the environment. He has made projects in West Africa, South America, Mexico, US, the Caribbean, Western Europe and Japan and has recently finished works about the impacts of climate change on the Delaware River estuary and about human rights abuses during the US-Iraq war. His courses include readings from across the arts and sciences including poetry, art, philosophy, anthropology, literature and history. Students are encouraged to bridge critical and creative methods of response to develop innovative approaches to new and enduring questions. Prof Coover grew up in the U.K. He studied at Cornell University, Brown University and the University of Chicago and taught at the Art Institute of Chicago before coming to Temple. His URL is [roderickcoover.com](http://roderickcoover.com).

**DIGITAL IMAGING: SEEING PHOTOGRAPHICALLY** (Graphic Arts & Design 2961.01, CRN: 23864)

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

**Professor:** Rebecca Michaels (rebeccam@temple.edu)

**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.

**BATTLEGROUND CINEMA** (History 2900.02, CRN: 26917)

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

**Professor:** Jay Lockenour

**About:** Films play an important and often unacknowledged role in shaping our understanding of historical events. The influence of war films is especially pronounced in this regard. The vicarious experience of battle leaves strong impressions on the viewer, more often than not mixing fact and fallacy in ways that create a particular, peculiar notion of historical reality. This course will examine war films from the United States, Germany, Great Britain, and the Soviet Union to see how these cinematic representations actually make important historical arguments about hotly contested topics such as the nature, meaning, and causes of war, moral responsibility for atrocities committed in war, and other issues. Students will be expected to view the films outside of class time, which will be devoted to brief lectures and discussions of the issues the films raise.

**Note:** This course can count towards the **Global Studies Security** concentration requirements. See Dr. Pollack for more information.

**About the Professor:** Dr. Lockenour has teaches course on European, German, and military history, include 0864 War and Peace and 1046 History of Nazi Germany. Battleground Cinema springs from his interest in film and how wars are remembered, the subject of an award-winning article he wrote in 2012. Dr. Lockenour has received three awards for teaching at Temple, including the CLA Distinguished Teaching Award.

**A HISTORY OF OUR WORST FEARS** (History 2900.03, CRN: 28190)

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

**Professor:** David Mislin

**About:** For 400 years, Americans have found all sorts of things to worry about: witches, exploding steamships, communists, juvenile delinquents, comic books, cults, and terrorists. But while the objects of fear have changed, the widespread tendency toward anxiety in American society has not.

In this course, we will use both primary source accounts and subsequent historical interpretations to explore these moments of panic. We will seek answers to a range of questions: is there something particular to the United States that explains this tendency toward widespread anxiety? How have these frequent moments of panic shaped our cultural values and political institutions? Do these fears reflect existing ideas and assumptions about race, ethnicity, class, gender, and sexuality? Why do Americans panic about certain dangers while remaining apathetic about many others?



Over the course of the semester, students will use primary source documents and media to write their own original research paper exploring a moment of American panic.

**About the Professor:** When I was in kindergarten, I memorized all of the presidents and vice presidents of the U.S. It should have been obvious to everyone at the time that I was meant to be a historian. Instead I dabbled in music, religious studies, and public policy before deciding that I did, in fact, want to study history. I received my Ph.D. from Boston University and started teaching in IH at Temple in 2014. My research and writing examines the intersection of religion, culture, and politics in the 19th- and 20th-century United States. My first book, which traces how religious pluralism came to be idealized as an America value, has just been published. I've decided that I'm tired of documenting happy stories of people getting along, so I'm now researching how Americans have historically understood and defined evil. In my spare time, I enjoy traveling (though airplanes are my personal source of panic), good food, mid-20th century detective fiction, and running (I just ran my first marathon).

**THE LEADERSHIP EXPERIENCE** (HRM 3904.01, CRN: 20017)

**Days/Times:** Tuesday & Thursday 11:30 to 12:20 PM

**Professor:** Crystal Harold

**About:** Reading, reflecting, discussing, and doing comprise the four core components of the Leadership Experience course. To effectively lead, having a basic understanding of the core tenets and theoretical foundations is important, but insight into your strengths and capabilities as a potential leader is essential. Thus, this course will provide you with foundational knowledge on core principles of leadership through a series of readings, personal reflection, and class discussion. In your reflections and weekly class discussions we will also challenge traditional notions of what it means to be an effective leader. Throughout this process, you will always reflect on your own unique strengths in an attempt to raise your awareness about your own leadership style and potential. In other words, we will consult the prevailing research to answer questions such as what is leadership?, what type of leader am I?, and how can I effectively inspire those around me? You will be challenged to leverage your unique strengths in a team setting to enact and inspire change within your community. Specifically, groups of 3-4 students will work together throughout the duration of the semester to plan an event that will benefit a community-based organization (e.g., a non-profit, a particular cause, an outreach program). Examples of past events can be found here: <http://www.fox.temple.edu/posts/2013/05/temple-university-honors-students-organize-charity-events-through-leadership-course/>

**About the Professor:** Crystal Harold is an associate professor in the Fox School of Business and a recent winner of the Andrisani-Frank Undergraduate Teaching Award. Most importantly, however, she is a Temple Honor's alumna; graduating with a B.A. in Psychology at some point in the 2000's (specifics not important). After a stint in Northern VA (where she attended graduate school) and a brief layover in Indianapolis, she was thrilled to find her way back to Temple and the Honor's program. Don't expect a lecture note-taking format in her class. She prefers to approach the classroom as an experiential learning laboratory, where students and professor debate, ponder, and discuss the topic of the day. She uses class discussion, self-reflection assessments, in and out of class exercises, and videos (especially TedX) to help bring course material to life and make material relevant to each student.

**COMICS JOURNALISM** (Journalism 3901.01, CRN: 27222)

**Days/Times:** Tuesday 5:30 to 8:00 PM

**Professor:** Laurence Stains

**About:** The Intersection of Memoir, Magazines & Graphic Art - No, print is not dead. In fact, print journalism is changing with breakneck speed as it interacts with new forms of media and innovations in popular culture. We will use this broader context to examine a new form of journalism that is quickly edging its way into broader awareness: comics journalism, a.k.a. graphic journalism. This form marries nonfiction narratives with comic-book visuals to deliver important stories in a compelling way, a way that "doubles down" on the engagement of the reader's imagination. (It reminds me of the unique appeal of magazines, a journalistic genre that pushes the interplay of text and still images.) The new form is a natural fit for intensely personal stories, which is why we are suddenly reading so many memoirs inspired by Persepolis, Fun Home and Art Spiegelman's Pulitzer-winning classic Maus. But we're also seeing works of traditional reportage by Josh Neufeld, Joe

Sacco and others. In this course we'll be reading the best of this new genre, and even try our hand at creating it, thanks to software meant for artists and non-artists alike. No prerequisites, no artistic skill required.

**About the Professor:** Laurence Roy Stains is an associate professor in the Journalism Dept. he began teaching at Temple 10 years ago after a career in the magazine industry, where he helped start Men's Health. He was also an editor at Philadelphia Magazine and wrote for The New York Times Sunday Magazine, Rolling Stone, GQ and other national and regional magazines. In 2011 he won a National Magazine Award.

**CALCULUS III** (Mathematics 2943.01, CRN: 22751)

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

**Professor:** Boris Datskovsky

**PHILOSOPHY SPECIAL TOPICS: COLOR. SPACE. MORALITY.** (Philosophy 3910.01, CRN: 27721)

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

**Professor:** Colin Chamberlain

**About:** Consider an apple. It looks red. But is the apple really red? Would the apple still be red if no one was there to see it? If the apple looks red to you but not to me — because I'm colorblind, for example — who's right in this situation? And how do we decide? Similar questions can be raised about space and morality. Consider the apple again. It looks (roughly) spherical. Normally, we assume that the apple would have this shape even if there was no one around to see it. But is it really spherical? Some philosophers have argued not. They have argued that space, like color, is a kind of human projection: something that we bring to the table. And so too for morality. There are powerful philosophical arguments that suggest that morality is a human invention, so that nothing is really good or bad apart from its relation to us and our perspective. Over the course of the semester, we are going to try to figure out whether color, space and morality are objective, mind-independent features of reality, or whether we imbue the world with these qualities.

**About the Professor:** This is my first time teaching in the Honors Program at Temple, and I am very excited to get to know some of you! I specialize in Early Modern Philosophy, focusing especially on questions about embodiment and self in Descartes and Malebranche. Descartes you have probably heard of. Malebranche is one of the more exotic figures in 17th century French philosophy: he notoriously argued that God is the only true cause, so that when you think you're moving your arm, really it is God doing all the work. I completed my Ph.D. at Harvard University, after doing my B.A. at the University of Toronto. When not reading, writing, and thinking about philosophy (such glorious tasks!), I like to cook vegetarian food, ferment things, read cookbooks and novels, and work out. Since I study issues surrounding embodiment, I count time at the gym as "research"

**ETHICS IN MEDICINE** (Philosophy 3949.01, CRN: 20393)

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

**Professor:** Lindsay Craig (Lindsay.craig@temple.edu)

**About:** Important and timely moral problems related to the practice of medicine are front and center in this course. 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 suicide; and use of human subjects in research. To give students the ethical backbone needed for serious discussions of these issues, we will begin with a survey of ethical theories and principles, and we will practice using these tools throughout the semester so that students can develop and defend their own positions.

**About the Professor:** Assistant Professor Lindsay Craig lives to teach. She 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, studying philosophy, or her research.

## GENERAL PHYSICS II – LECTURE & RECITATION (Physics 2922.01, CRN: 10731)

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

Recitation Days/Times: Wednesday, 8 to 8:50 AM

Professor: Dieter Forster

## GENERAL PHYSICS II – LABS

Professor: John Noel

- Tuesday, 9:00 to 10:50 AM (Physics 2922.54; CRN: 10733)
- Tuesday, 11:00 to 12:50 PM (Physics 2922.55; CRN: 10734)

## PERSPECTIVES ON PUBLIC POLICY – WHAT GOVERNMENT DOES (Pol Sci 3910.02, CRN: 27667)

Days/Times: Thursday, 5:40 to 8:10 PM

Professor: Gary Mucciaroni

**About:** “Public Policy” is just a fancy term for what the government does—for us and to us –and sometimes, what the government refuses to do. This course examines various perspectives on why the government adopts certain policies, on who shapes policy, and what impacts policies have on our politics and society. We survey a variety of different theoretical perspectives related to our understanding of how public policies are made, why some are adopted rather than others, and their political impacts on citizens and future policy choices. We study a broad range of approaches including a large number from political science and others from economics and the study of organizational behavior. We also look at the links between public policy and public opinion, interest groups, political parties and governmental institutions in policy design and implementation.

**Note:** A few things you should know---- This is a combined graduate and honors undergraduate course. It will be conducted seminar-style with most of the emphasis on discussing readings and student presentations and very little lecturing on the part of the instructor. Since this is the first time that this course will be taught as a combined grad-undergrad course, I have not yet decided on the number or variety of exams and written assignments that will be required.

**About the Professor:** I am a Professor in the Department of Political Science, Interim Chair of the Department and Director of the Master of Public Policy Program. I have taught at Temple since 1993. I taught previously at Brown, William and Mary and New York University and did a couple of stints at public policy “think tanks”. I am the author of 4 books and several articles on the politics of policymaking. In my leisure time I enjoy politics, opera, film, gardening, travel, cooking and being a grandpa.

## POLITICS IN FILM & LITERATURE (Political Science 3911.01, CRN: 26450)

Days/Times: Tuesday; 4:00 to 6:30 PM

Professor: Richard E. Deeg

**About:** Politics is pervasive in the fabric of all societies. We live it every day, even when we are not actively thinking about it. Or, as one of my colleagues likes to tell students, “you may not be interested in politics, but politics is interested in you.” The discipline of political science teaches people to take conceptual knowledge and use it to interpret and evaluate political reality; yet political scientists certainly do not have a monopoly on political commentary and analysis (think Michael Moore, Jon Stewart or Ann Coulter, for examples). Indeed, most people are (sadly!) much more familiar with the political views of television news personalities, musicians, artists and filmmakers than political scientists. Therefore, in this course we will examine two forms of political commentary that often get overlooked in a political science curriculum - literature and film. Often, those who write literature and produce films do so in order to make statements about politics. Couching their observations in an entertaining medium helps to bring the issues to the attention of a wider audience. We will set out to discern and evaluate the political messages and portrayals in a number of films and novels and relate these to academic understandings of the same phenomena. The subjects covered will span a wide range (but far from comprehensive) of political science subject matter with an emphasis on global or widespread political phenomena (i.e., the focus is not on American politics). The expectation is that students are already familiar with many aspects of political science and that they

bring their acquired knowledge to bear on the novels and films we explore in class. That said, while prior coursework in political science is very beneficial, it is not required.

**About the Professor:** Deeg is Professor and Chair of the Department of Political Science. He has taught at Temple since 1991. His primary areas of research and teaching include political economy, financial regulation, and European politics.

**EVIDENCE** (Religion 3900.01, CRN: 26475)

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

**Professor:** Laura Levitt

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

The course, designed for Honors students from across the university and its many disciplines, is a way into the Honors Scholar project/thesis. Students will begin the process of crafting their own research questions by identifying and working through a key text in their field. Students will focus on the question, what is evidence? Building on a generation of critical scholarship that has challenged our understanding of empiricism in the sciences, the social sciences and the humanities, this course explores the intricacies of these arguments. How do we know what we can rely on—or not? How is the courtroom connected to the historian? What can a radio program tell us that a television show cannot? How do we find out the truth of a photograph taken at Abu Ghraib, or a photograph taken during the Crimean War? How does one prove to a Holocaust denier that there was a Holocaust? On what basis are such cases made? These concerns will act as our way into the crafting of original research. Students will get started on posing their own research questions, focusing on issues of evidence. They will do an in depth close reading of a significant work in their respective field and use this as a way into writing a potential thesis proposal and outline. The close reading will become the bases for a sample chapter or part of a thesis introduction.

Students will also present their projects to each other as a part of the course. These projects will be vetted and edited, drafted and redrafted over the course of the semester. Texts and material for the class will include selections from some of the following although semester to semester readings will vary: James Chandler, Arnold I. Davidson, and Harry Harootyan, *Questions of Evidence: Proof, Practice, and Persuasion across the Disciplines*; Errol Morris, *Believing is Seeing (Observations on the Mysteries of Photography)*; episodes from "This American Life" for both radio and television; Deborah Lipstadt, *History on Trial*; Maggie Nelson book of narrative poems, *Jane: A Murder* and Ida Fink's play "The Table."

**About the Professor:** Laura Levitt is a Professor of Religion, Jewish Studies and Gender at Temple University where she has directed both the Women's Studies and the Jewish Studies Programs and chaired the Religion department during the 2012-13 academic year. While chairing she taught the first iteration of this course this fall (2012

She is the author of *American Jewish Loss after the Holocaust* (2007) and *Jews and Feminism: The Ambivalent Search for Home* (1997). Her work asks questions about American Jewish attachments to Liberalism and reconsiders notions of secular Jewish identification. Her work has also addressed issues of Jews and visual culture especially photography. She edited "Changing Focus: Family Photography and American Jewish Identity," <http://barnard.edu/sfonline/cf/index.htm>, and co-edited *Impossible Images: Contemporary Art after the Holocaust* (2003). Her current project, "Evidence as Archive" builds on her prior work in feminist theory and Holocaust studies in order to take more seriously the material objects held in police storage as a repository of memory. She looks at these pieces of criminal evidence next to the vast archive of objects stored in Holocaust museums, libraries, and archives. This work is the inspiration for "Evidence: The Course" her honors research seminar.

When she is not working, she spends much of her time with her beloved Newfoundland Sammy and her partner David Watt. They do tricks, romp in the park, and just hang out together. They are working their way towards making Sammy not only a

certified therapy dog but also an expert in Tricks. Laura goes to the gym where she likes to read student papers on the elliptical machine. But what she especially likes to do is haunt thrift and consignment shops. In these venues she plays dress up and finds stuff to dress all those she loves. She comes from Dover, Delaware and once upon a time this former debate champion was going to be a United States Senator. Now she boasts that she was a senate intern with the current Governor of Delaware, Jack Markel.

### **POLITICAL PROTEST AND THE CULTURE OF THE 60s** (Religion 3900.02, CRN: 26633)

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

**Professor:** John Raines

**About:** We will begin with the Civil Rights Rebellion and then go to the war in Vietnam and the protests it generated. We will look at "drugs, sex and rock 'n roll" but the focus will remain on the political (after all, the personal is political). We will try to understand the energy in all that, and what happened to "all that."

**About the Professor:** The instructor was deeply involved in the civil rights movement and the anti-war movement. I embody the insights and the prejudices of "all that."

### **CONVERSATIONAL REVIEW** (Spanish 2901.01, CRN: 862)

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

**Professor:** Anastasiya Stoyneva

**About the Professor:** Anastasiya Stoyneva is currently finishing her dissertation in Spanish literature of the 20th century. Born and raised in Bulgaria, she came to the US to pursue a degree in English and Spanish and attended Richard Stockton and Villanova before coming to Temple. She has a passion for languages that has motivated her through the years and she prides herself on being able to transfer some of her inspiration to her students. Anastasiya is confident that this is all the language classroom needs as communicating is a basic human activity. Her teaching philosophy is premised on the belief that while teaching others we also teach ourselves and she cherishes every moment of this unique experience.

### **HISPANIC READINGS** (Spanish 2902.01, CRN: 3891)

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

**Professor:** Hortensia Morell (hmorell@temple.edu)

**About:** Spanish 2902 allows students to improve not just their reading, but also their speaking and writing skills, and their cultural literacy. They achieve that goal by reading short stories and poems by Hispanic writers, and current newspaper and magazine articles, and discussing them in class in Spanish. Class discussions provide a context to learn/review vocabulary and grammar, and stimulate an understanding of the cultures of the Ibero-American world. Students also further that goal by completing two independent projects. First, they select a text (in consultation with the instructor), a short novel in Spanish, and write an opinion essay on it also in Spanish. For the second project, they write an original short story in Spanish. At the end of the semester, they share the best stories on Blackboard.

**About the Professor:** I was born and raised in Puerto Rico and completed my BA in Hispanic Studies at the University of Puerto Rico in Río Piedras. I then received my PhD in Spanish from the University of Wisconsin in Madison. Wisconsin was my first encounter with snow. Since coming to Philadelphia, where I have taught at Temple since 1978, I have become an expert in shoveling the sometimes beautiful, sometimes white, powder.

### **MAGIC REALISM ON THREE CONTINENTS** (Spanish 3960.01, CRN: 26386)

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

**Professor:** Patricia Moore-Martinez (pmoore04@temple.edu)

**About:** From Latin America to Europe to Asia, contemporary authors such as Gabriel Garcia Marquez, Isabel Allende, José Saramago and Salman Rushdie have spun tales that play with the rules of nature, both capturing and intensifying the human experience. We will read their novels, explore and discuss their worlds and understand their contexts. Over the

course of the semester, we will read *One Hundred Years of Solitude*, *House of the Spirits*, stories and novels from Jorge Luis Borges, Salman Rushdie, José Saramago and others. This course is taught in English.

**Note:** This course can count towards the **Global Studies Cultures** concentration requirements. See Dr. Pollack for more information. It also fulfills a **non-dramatic literature requirement for Theater majors!**

**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.

**ADVANCED WRITING SKILLS** (Spanish 3996.02, CRN: 10530)

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

**Professor:** Jose Pereiro-Otero