

Fall 2009 Benjamin Franklin Seminars

All titles in red indicate classes open to freshmen.

All titles in black indicate classes intended for sophomores or above.

[Chart of Fall 2009 BFS Courses \(Word doc\)](#)

Biological Basis of Behavior

BIBB-109-410/411 (lab), Cross Listed with: BIOL-109/PSYC-109

Introduction to Brain and Behavior

MWF 11:00-12

[Loretta Flanagan-Cato](#)

Sector V all classes

Introduction to the structure and function of the vertebrate nervous system, the physiological bases of motor control, sensory activity, perception, drive and higher mental processes. This course is intended for students interested in the neurobiology of behavior. Familiarity with elementary physics and chemistry will be helpful.

Biology

BIOL-011-301

Humans in a Microbial World

MW 3:30-5

[Dustin Brisson](#)

Sector V all classes

Microbes are a fundamental part of life on this planet. This course will explore the causes and consequences of the distribution and abundance of microbes (microbial ecology) as well as microbial evolution on human health and disease risk. We will address the interplay between human society and microbial ecology and evolution in shaping disease risk and directing scientific study. This course will apply concepts from basic biology, ecology, and evolution to study infectious microbes as living creatures.

Classical Studies

CLST-370-401, Cross Listed with: GAFL-570

The Classics and American Government

MW-2:00-3:30

[John Mulhern](#)

BFS Sector II

In comparison with the relative instability of governments around the world over the last hundred years, the government of the United States has been distinguished especially by its stability even during periods of internal and external national crisis. If this stability can be traced at least in part to the foresight of the founders, their foresight can be traced in part as well to their educational formation, the core of which included their study of Greek and Latin classics. Are there elements in the classical tradition that can shed light on the causes of American stability and, perhaps, on the prospects for American government in the future?

This course focuses mainly but not exclusively on the education of James Madison, Father of the Constitution, and its influence on his understanding of government. It begins with a review of the classical works that Madison actually read, drawing on reports of Madison's early education at home and on records of his activity at the Robertson School in Virginia as well as on what we know of his collegiate education at Princeton, so that students have an opportunity to relive Madison's classical educational experience. The classical works will be read in translation by the students, though the professor will be prepared to comment on the Greek and Latin texts for those who have an interest. The course goes on to trace the influence of this education in Madison's conception of the history of government and in his explanation of the American situation before, during, and after the adoption of the U.S. Constitution. It also covers scholarship on the influence of classical education on others of the American founders, including the antifederalists and Jefferson.

During his precollegiate schooling, Madison apparently read works or parts of works of Cicero, Virgil, Nepos, Horace, the codifications of Roman law commissioned by Justinian, Ovid, Terence, Sallust, Xenophon, Demosthenes, and Homer. While in college, Madison read Horace, Cicero's Catilinarians, the Greek New Testament, Lucian's Dialogues, Xenophon's Cyropaedia, Longinus on the Sublime, Demosthenes' Philippics, Livy, Aristotle, Thucydides, Plutarch, and Tacitus. The readings for the course are selected from these authors and works.

Communication

COMM 422-401, Cross Listed with: ANTH 423

Televised Redemption

TR-1:30-3:00

[John Jackson](#)

BFS sector I

This course examines some of the ways in which religious groups mobilize media technologies and respond to the inescapable ubiquity of mass mediation. Students will try to determine how such mass mediation helps to build/reconfigure transnational communities of spiritual belief and practice. The course focuses on various forms of Christianity, Judaism, and Islam (especially, but

not exclusively, in their African-American incarnations) in an effort to assess how their practitioners deploy media technology to disseminate (and as part of) their religious/spiritual cosmologies. For example, we will look at (i) Christianity and televangelism, (ii) Muslim self-representations in film and broadcast radio/television, and (iii) Jewish (including “Black Hebrew”) uses of cable access programs, self-produced DVDs/CDs, and the Internet. We will try to ascertain how new media technologies recalibrate traditional religious practices and potentially reconfigure theological and Diasporic communities.

Economics

ECON-212-301

Game Theory

TR 10:30-12

[Andrew Postlethwaite](#)

Pre-Reqs: ECON 101, MATH 104 and MATH 114 or MATH 115

Permission needed from Economics department (McNeil building)

An introduction to game theory and its applications to Economic analysis. The course will provide a theoretical overview of modern game theory, emphasizing common themes in the analysis of strategic behavior in different social science contexts. The economic applications will be drawn from different areas including trade, corporate strategy and public policy.

English

ENGL-016-302

Emily Dickinson at Large

[Max Cavitch](#)

TR 1:30-3

Fulfills [Sector 2: Language, Literature and Culture](#) of the English Standard Major

Fulfills [Sector 5: 19th Century Literature](#) of the English Standard Major

America’s greatest writer of extremity, Emily Dickinson roamed the universe like a devil hungry for souls. Doing so, while remaining, for the most part, at home in Amherst, Massachusetts was a neat trick. To this day, the scary magnificence of her achievement remains uncompassed and unsurpassed. Indeed, even some of the most basic questions about her writing (how much of it is poetry?) have never been satisfactorily answered. And we have yet to take the full measure of her disinhibited contact with the sheer unsparingness of things: God, nature, time, language, idealism, markets, the unconscious. In this seminar, our intensive focus on Dickinson’s writings will be complemented by our research on the world she inhabited, from the most intimate scenes of composition and friendship to the cataclysms that shaped the era. We’ll also explore the history of her reception and edition up to the present moment, from her own correspondence and early publications to the latest variorum edition, the new web-based archives, the poets she influenced, and the cutting edge of criticism.

ENGL-332-301

Topics in Renaissance Poetics

TR 10:30-12

Margareta Degrazia

BFS Sector III

The works of poets of the sixteenth and seventeenth centuries, such as John Donne, George Herbert, Henry Vaughan and others, approached through a variety of topics; specific course topics will vary from year to year. See the [English Department's website](#) for a description of the current offerings.

ENGL-359-301

Transatlantic Modernism

TR 12-1:30PM

[Peter Conn](#)

BFS Sector III

This course will review the much-discussed and debated history of “modernism” as an artistic category and a historical movement. Along with close examination of individual texts and other materials, we will explore such issues as the changing meanings of modernism over the past eight or so decades; the connections between modernist aesthetic practice and the contested ideologies of the early twentieth century; the exclusions that have necessarily been entailed by modernism’s selective inclusions; and – inevitably – what is/was postmodernism?

Primary sources will include fictional and non-fictional texts, along with representative examples of painting, architecture and music. Among the authors to be included: Henry James, Henry Adams, Joseph Conrad, James Joyce, Virginia Woolf, William Faulkner, Sigmund Freud, Gertrude Stein, John Dos Passos. We will also examine (in translation) at least two contemporaneous non-anglophone writers whose work may permit some additional perspective on the subjects under study: Franz Kafka and Lu Xun.

Secondary sources (located on the reserve shelf in the library) will include a number of historical and theoretical studies that illuminate the shifting emphases and imperatives in modernist scholarship. Requirements will include: (1) regular attendance and participation in class discussion; (2) an oral report on one of the primary texts; (3) a research essay of twelve pages due near the end of the term. Detailed instructions with respect to (2) and (3) will be distributed at the first class.

ENGL 392-401, Cross Listed with: CINE 392

New Wave Cinemas

TR 1:30-3

[Tim Corrigan](#)

BFS Sector III

Since World War II, a steady stream of different national cinemas have emerged around the world, offering alternative visions shaped by those different cultures. This course will examine four of those cinemas in depth, investigating the cultural and social circumstances that underpin them, the local and global pressures of the film industry at that time, the manifestos that often initiated those film movements, the aesthetic similarities and differences which shaped each new wave, and the evolution that describes the historical paths of each. We will examine four new wave cinemas in depth: the French New Wave, the New German Cinema, New Latin American Cinema, and New Chinese Cinema. Alongside a specific focus on the movements and their films, we will consider larger questions of nationhood, globalization, new media, and the purported dominance of Hollywood as they become configured through film and media culture.

There are no prerequisites. Requirements will include a 15-page research project.

ENGL-395-401, Cross Listed with: COML 395

Topics in Cultural Studies: Globalization and the Fate of Literature

W 2-5

[James English](#)

The process called globalization has been going on for centuries, but the last few decades have witnessed a dramatically rapid emergence of new systems and technologies of global exchange. Our task in this class will be to consider the ways these developments are affecting literature – reshaping both the internal form of literary works themselves and the larger system of literary marketing and consumption. We will look at some of the more influential stories of the global that have been offered by contemporary English-language novelists: “world fictions” that seem to cut loose from any particular national literary tradition or framework in order to map their themes and characters onto a space of constant and often troubling transnational contact. And we will put these narratives into the context of a literary world system that is establishing new genres, new readerships, new vehicles of distribution and promotion, new relations between print, film, television, and video.

Reading for the course will consist of seven or eight major literary works in the emergent canon of “global English,” possibly including novels by Salman Rushdie, Doris Lessing, Theresa Hak Kyung Cha, J.M Coetzee, V. S. Naipaul, Jessica Hagedorn, Kazuo Ishiguro, Ken Saro Wiwa, William Gibson, Witi Ihimaera, Michael Ondaatje, or Athol Fugard. We will also study several recent films, including at least two that were adapted from these novels. Throughout the semester we will also be reading essays and excerpts from some of the major scholars and theorists of globalization, including economists, sociologists, and anthropologists as well as literary critics. Written work will include three one-hour exams and a 15-page term paper based on independent research and submitted in draft as well as final form. The course is intended as an introduction; no previous coursework or background is expected. It is, however, an Honors seminar designed for Benjamin Franklin Scholars in the College and Joseph Wharton Scholars at Wharton. Others will be admitted by permission as space allows.

ENGL-359-302

Topics in Modernism: Old Bonds/New Contracts

TR 12-1:30

[Anne D. Hall](#)

BFS Sector III

In the Second Treatise of Government, John Locke argues that the world belongs to the “industrious and rational.” He also argues that marriage should be a contract between a man and a woman that can be dissolved after the children are grown. It is hard not to connect these two statements and wonder if Locke saw marriage as a sort of recess from real life for the purpose of fulfilling social obligation to raise children, after which one could get down to the business of being really rational and really industrious. Before Locke, however, when everything was connected to everything else, marriage was an important step in entering into a bond with the universe. In this course, we will first look at authors who regarded marriage as a bond and then at authors, who, after Locke and with the secularization of morality in a world that needed to work, re-examined marriage-as-a-bond, sometimes with admiration, sometimes with skepticism.

Along the way, we will consider various literary matters: genres and mixture of genres, pacing, juxtaposition of scenes, metaphor, syntax, irony, diction, and meter. Chaucer’s “Marriage Tales” from The Canterbury Tales; Shakespeare’s As You Like It; sections of Milton’s Paradise Lost; Flaubert’s Madame Bovary; Eliot’s Middlemarch; and James’s Portrait of a Lady; some poems; some excerpts from philosophers; some essays.

Fine Arts

FNAR 238-401, Cross Listed with: FNAR-538

Open Book

W 4:30-7:30

[Sharka Hyland](#)

BFS sector IV

“Open Book” will focus on visual communication of information. It will address two methods of inquiry and the corresponding means of visual representation: the objective, well structured research of facts and images, and the creative process of their subjective evaluation and restatement. Students will propose a topic based on their area of interest and engage in a focused, semester-long exploration, which they will present in the form of a designed and printed book.

French

FREN-360-401, Cross Listed with: FREN-250

The Enlightenment

M-2:00-5:00

[Joan DeJean](#)

BFS sector III, XC

Books have many powers. All too rarely, however, do they shape public opinion and change history. The greatest works of the Enlightenment are perhaps the most striking exception ever to this rule. Our seminar will attempt to understand what the Enlightenment was and how it made its impact. We will read above all the works of the three individuals who, more than anyone else, defined the age of Enlightenment: Voltaire, Diderot, and Rousseau. We will see, for example, how Voltaire used his works to teach Europeans to believe in such concepts as brotherhood and the fraternity of man. We will retrace Rousseau's invention of autobiography and his redefinition of education. And we will explore the construction of perhaps the most characteristic of all Enlightenment masterpieces, the Encyclopédie edited by Diderot and d'Alembert. We will pay particular attention to the risks each of these authors ran in making such controversial works public: they were constantly threatened by censorship from both church and state; Voltaire was exiled; Diderot was sent to prison. The seminar will meet on the 6th floor of Van Pelt Library so that we can have access during our meetings to the original editions of many Enlightenment classics. We will thus be able to discuss both ways in which these works were shaped by the fear of censorship and techniques devised by their authors to elude censorship. We will also consider topics such as what the Enlightenment meant for women and the Enlightenment's global influence in the 18th century, particularly on the founding fathers of this country. We will thus read works by the greatest women authors of the age, as well as the most read author in the colonies, Montesquieu.

Geology

GEOL-109-001/101 (lab)

Intro to Geotechnical Science

MWF 11:00-12

[Gomaa Omar](#)

Sector VI all classes QDA

Open to architectural and engineering majors as well as Ben Franklin Scholars. Field trips. Relations of rocks, rock structures, soils, ground water, and geologic agents to architectural, engineering, and land-use problems.

Germanic Languages

GRMN-262-402, Cross Listed with: GSOC-162/JWST-102/NELC-154

Women and Jewish Literature

TR-10:30-12:00

[Kathryn Hellerstein](#)

Sector III all classes

“Jewish woman, who knows your life? In darkness you have come, in darkness do you go.” J. L. Gordon (1890)

This course will bring into the light the long tradition of women as readers, writers, and subjects in Jewish literature. All texts will be in translation from Yiddish and Hebrew, or in English. Through a variety of genres — devotional literature, memoir, fiction, and poetry — we will study women’s roles and selves, the relations of women and men, and the interaction between Jewish texts and women’s lives. The legacy of women in Yiddish devotional literature will serve as background for our reading of modern Jewish fiction and poetry from the past century.

The course is divided into five segments. The first presents a case study of the Matriarchs Rachel and Leah, as they are portrayed in the Hebrew Bible, in rabbinic commentary, in pre-modern prayers, and in modern poems. We then examine a modern novel that recasts the story of Dinah, Leah’s daughter. Next we turn to the seventeenth century Glikl of Hamel, the first Jewish woman memoirist. The third segment focuses on devotional literature for and by women. In the fourth segment, we read modern women poets in Yiddish, Hebrew, and English. The course concludes with a fifth segment on fiction written by women in Yiddish, Hebrew, and English. The works we read for this course offer an alternative canon of Jewish literature.

The course requirements will likely include, along with regular attendance and participation, informal writing, a reading journal, and an informal, in-class presentation, as well as two short essays and a longer final essay.

Health & Societies

HSOC-404-401, Cross Listed with: ENVS-404

Urban Environments: Speaking About Lead in West Philadelphia

TR 10:30-12

[Rich Pepino](#) and Lucia Dinapoli

BFS sector VII

Despite the fact that lead has been removed from many products such as paint and gasoline, nearly 1.7 million young children have elevated blood levels according to recent Centers for Disease Control estimates. The incidence of lead poisoning has declined over the last 10 years, but thousands of Philadelphia children still have elevated levels. Philadelphia ranks second in the country as the city with the highest number of lead poisoned children. Most at risk are low income children living in poorly maintained homes built before the 1978 ban of lead based paint for residential use. According to the Philadelphia Health Department, there are about 1400 homes with dangerous levels of lead paint chips and dust awaiting cleanup in the city. Lead poisoning can cause learning disabilities, impaired hearing, behavioral problems and at very high levels, seizures, coma and even death. Young children up to the age of six are especially at risk because of their developing systems. They often ingest lead chips and dust while playing in their home and yards.

In HSOC 404, Penn undergraduates will learn about the epidemiology of lead poisoning, the pathways of exposure, and methods for community outreach and education. Penn students will collaborate with middle school and high school teachers in West Philadelphia to engage middle

school children in exercises that apply environmental research relating to lead poisoning to their homes and neighborhoods.

Course requirements include regular attendance at all lectures, a thorough comprehension of the course readings, participation in class discussion, application of the readings and lectures to a problem-oriented research project. Each student will be required to identify a problem associated with lead poisoning, and to conduct research on that issue, for a final paper and a formal presentation.

History

HIST 212-301

Classical Liberal Thought

T 3-6

[Alan Kors](#)

BFS Sector II

This discussion and research seminar will examine the competing and diverse currents of antistatist and radically individualist thought that have been a part of the Western dialogue from the nineteenth century to the present. The course requires active participations in discussion and two papers, one brief and one a longer research paper.

Law

BENF-219-301

Judges and Judging

T 1:30-4

Gordon Bermant

At least sophomore status

BFS sector I

For 2009, Judges and Judging will address the core questions implied by the course title: how do law judges arrive at their decisions? The emphasis will be on appellate judges, including justices of the Supreme Court. Two excellent recent books will provide primary guidance: Posner's *How Judges Think* (2008) and Toobin's *The Nine: Inside the Secret World of the Supreme Court* (2007). Both books are unusually insightful and delightfully well-written. Students will prepare term papers that emphasize the themes emerging from these books and apply them to current important areas of the law, ranging from the takings clause of the fifth amendment through abortion litigation to criminal procedure and capital punishment.

LAW-923-401, Cross Listed with: BFLW-064

Selected Topics in Law: Christianity and American Law, 1880-present

T 4:30-6:30

[David Skeel](#)

BFS sector I

In this seminar, we will explore the influence of Christianity—especially Protestant Christianity—on American law since the Gilded Age. Focusing both on prominent individuals such as William Jennings Bryan, Reinhold Niebuhr and Martin Luther King, Jr., and on influential organizations such as the Federal Council of Churches and more recent evangelical defense funds, we will pay particular attention to the way differing interpretations of the Sermon on the Mount have been reflected in shifting Protestant stances toward legal reform. Our readings will include speeches, scholarly articles, and chapters from several books. Guest speakers may be invited to join the seminar on occasion. Students will be required to write brief (one paragraph or so) responses for at least 9 of our classes. The responses will not be graded, but will be treated as part of the student's class participation. Students will be required to write one long paper. The paper should be a maximum of twenty pages (double-spaced) in length (with references given in footnotes, not endnotes), and will be due at the end of the semester. Each student's grade will be based on the paper and the student's class participation.

Legal Studies & Business Ethics

LGST-101-301

Introduction to Law and Legal Process

MW 10:30-12

[Andrea Matwyshyn](#)

This course presents law as an evolving social institution, with special emphasis on the legal regulation of business. It considers basic concepts of law and legal process, in the U.S. and other legal systems, and introduces the fundamentals of rigorous legal analysis. An in-depth examination of contract law is included.

Medicine

BFMD-073-301

Infectious Diseases

TR-4:00-5:30

[Helen Davies](#)

Junior/senior only, permission of instructor required

This course will examine the interactions between human beings, their organs and cells, and various infectious agents such as bacteria, viruses, fungi and parasites. The biological, societal and historical factors influencing these interactions will be analyzed and emerging infectious diseases will be particularly studied. Important infectious pathogenic agents will be surveyed in terms of their physiological functions, properties that permit them to be pathogens, pathogenesis of infections, clinical pictures of the disease states, therapeutic agents, and methods of prevention

of infection. Each student will choose an infectious disease, and make an oral and written presentation on it and in this way will learn how to keep up with the topic of infectious diseases.

Near Eastern Languages & Civilizations

NELC-356-401, Cross Listed with:

NELC-356/RELS-418/JWST-356/JWST-555/COML-556/NELC-556

Ancient Interpretations of the Bible

TR-10:30-12:00

[David Stern](#)

BFS sector IV

Christianity and Judaism are often called “Biblical religions” because they are believed to be founded upon the Bible. But the truth of the matter is that it was less the Bible itself than the particular ways in which the Bible was read and interpreted by Christians and Jews that shaped the development of these two religions and that also marked the difference between them. So too, ancient Biblical interpretation —Jewish and Christian— laid the groundwork for and developed virtually all the techniques and methods that have dominated literary criticism and hermeneutics (the science of interpretation) since then.

Nursing

NURS 324-401, Cross Listed with: GSOC-324

Children’s Health in the United States: 1800-2000

W-4:00-7:00

[Cynthia A Connolly](#)

BFS sector I

This course explores the impact of historical ideas, events, and actors pertaining to the history of children’s health care in the United States. Emphasis is placed on tracing the origins and evolution of issues that have salience for twenty-first century children’s health care policy and the delivery of care.

Physics

PHYS 170-301/302 (lab) /303 (lab)

Honors Physics I: Mechanics and Wave Motion

MWF-10:00-11:00

M-02:00-3:00

[Larry Gladney](#)

MATH 104 or permission of the instructor; MATH 114 or permission of instructor.

Credit is awarded for only one of the following courses: PHYS 101, 150, or PHYS 170. Students with AP or Transfer Credit for PHYS 91 or PHYS 93 who complete PHYS 170 will thereby surrender the AP or TransferCredit.

Sector VI all classes, QDA

This course parallels and extends the content of PHYS 150, at a significantly higher mathematical level. Recommended for well-prepared students in engineering and the physical sciences, and particularly for those planning to major in physics. Classical laws of motion; interaction between particles; conservation laws and symmetry principles; rigid body motion; noninertial reference frames; oscillations.

Political Science

Politics of Crime and Punishment

PSCI 010-301

Marie Gottschalk

TR 1:30-4:30

This freshman seminar analyzes the connection between punishment, politics, and race in the United States. Questions to be covered include: What explains the country's extraordinarily high incarceration rate and the fact that one in four black males born today and one in six Hispanic males will spend some time in jail or prison during their lives? What is the relationship between the crime rate and the incarceration rate? What impact does public opinion have on criminal justice policy-making? How do penal policies contribute to, or ameliorate, social, political and economic inequalities? What role has race played in the development of the criminal justice system, in the politics of law and order, and in the "war on drugs"?

The course will include at least one visit to a local prison.

Religious Studies

RELS-126-401, Cross Listed with: JWST-126/NELC-186

Introduction to Jewish Mysticism

TR 10:30-12

[Talya Fishman](#)

BFS sector IV

Survey of expressions of Jewish mysticism from Hebrew Scripture through Madonna. Topics include rabbinic concerns about mystical speculation, the ascent through the celestial chambers [heikhalot], the Book of Creation, the relationship of Jewish philosophy and mysticism, techniques of letter permutation, schematization of the Divine Body, the prominence of gender in kabbalistic thought, the relationship of kabbalah to the

practice of the commandments, Lurianic kabbalah, Hasidism. All primary source readings will be in English translation.

Russian

RUSS-202-301

Tolstoy

TR 1:30-3

[Ilya Vinitsky](#)

BFS Sector III

This course consists of three parts. The first, How to read Tolstoy? deals with Tolstoy's artistic stimuli, favorite devices, and narrative strategies. The second, Tolstoy at War, explores the authors provocative visions of war, gender, sex, art, social institutions, death, and religion. The emphasis is placed here on the role of a written word in Tolstoy's search for truth and power. The third and the largest section is a close reading of Tolstoy's masterwork *The War and Peace* (1863-68) a quintessence of both his artistic method and philosophical insights.

Theater Arts

THAR-275-401, Cross Listed with: COML-267/ENGL-356

Seeds of Modern Drama

TR-10:30-12:00

[Cary Mazer](#)

BFS Sector III

This course examines western drama from the middle of the nineteenth century through the First World War, which aspired to new levels of theatrical and social realism, and then experimented with piercing the boundaries of the realism that it had just achieved. Readings will include plays by Ibsen, Strindberg, Hauptmann, Wedekind, Synge, Shaw, Granville Barker, Elizabeth Robins, and Chekhov.

Urban Studies

URBS-178-401, Cross Listed with: AFRC-078/HIST 173

Urban University Community Relations: Faculty/Student Collaborative Action Seminar

W 2-5

[Ira Harkavy](#) and Lee Benson

One of the seminar's aims is to help students develop their capacity to solve strategic, real-world problems by working collaboratively in the classroom and in the West Philadelphia community. Students work as members of research teams to help solve universal problems (e.g., poverty, poor schooling, inadequate health care, etc.) as they are manifested in Penn's local geographic community of West Philadelphia. The seminar currently focuses on improving education, specifically college and career readiness and pathways. Specifically, students focus their problem-solving research at Sayre High School in West Philadelphia, which functions as the real-world site for the seminar's activities. Students typically are engaged in academically based service-learning at the Sayre School, with the primary activities occurring on Mondays from 3-5. Other arrangements can be made at the school if needed. Another goal of the seminar is to help students develop proposals as to how a Penn undergraduate education might better empower students to produce, not simply "consume," societally-useful knowledge, as well as function as life-long societally-useful citizens.

HIST-214-401, Cross Listed with: JWST-214/URBS-220

Jews and the City

W 3:30-6:30

[Beth Wenger](#)

BFS Sector II

Jews have always been an extraordinarily urban people. This seminar explores various aspects of the Jewish encounter with the city, examining the ways that Jewish culture has been shaped by and has helped to shape urban culture. We will focus on both European and American cities and consider Jewish involvement in political, social and cultural life, the various neighborhoods in which Jews have lived, relations with other ethnic groups, as well as many other topics. We will read some classic works in the field along with contemporary scholarship.

Independent Study

BENF-099

Independent Study

Permission of the department required

Specific studies under the direction of a faculty member. See full listing for proposal form and due dates.

Fall 2009 Benjamin Franklin Seminars

Open to Freshmen	Course Number	Cross-Listed Courses	Course Title	Instructor	Time	Sector	Location
Y	BENF-099		Independent Study	Determined by student and faculty member			n/a
N	BENF-219-301		Judges and Judging	Gordon Bermant	T 1:30-4	BFS sector I	WILL 28
N	BFMD-073-301		Infectious Diseases	Helen Davies	TR-4:00-5:30		JOHN 209
Y	BIBB-109-410/411 (lab)	BIOL-109/PSYC-109	Introduction to Brain and Behavior	Loretta Flanagan-Cato	MWF 11:00-12	Sector V all classes	PSYL A30
Y	BIOL-011-301		Humans in a Microbial World	Dustin Brisson	MW 3:30-5	Sector V all classes	LLAB 109
Y	CLST-370-401	GAFL-570	The Classics and American Government	John Mulhern	MW-2:00-3:30	BFS Sector II	FELS SWEEN
Y	COMM 422-401	ANTH 423	Televised Redemption	John Jackson	TR-1:30-3:00	BFS sector I	ANNS 224
N	ECON-212-301		Game Theory	Andrew Postlethwaite	TR 10:30-12		MCNB 285
Y	ENGL-016-302		Emily Dickinson at Large	Max Cavitch	TR 1:30-3		BENN 322
Y	ENGL-332-301		Topics in Renaissance Poetics	Margareta Degrazia	TR 10:30-12	BFS Sector III	BENN 138 JAF 113
Y	ENGL-359-301		Transatlantic Modernism	Peter Conn	TR 12-1:30PM	BFS Sector III	BENN 323
Y	ENGL-359-302		Topics in Modernism: Old Bonds/New Contracts	Anne D. Hall	TR 12-1:30	BFS Sector III	BENN 322
N	ENGL 392-401	CINE 392	New Wave Cinemas	Tim Corrigan	TR 1:30-3	BFS Sector III	BENN 138
Y	ENGL-395-401	COML 395	Topics in Cultural Studies: Globalization and the Fate of Literature	James English	W 2-5	BFS Sector II	BENN 222
Y	FNAR 238-401	FNAR-538	Open Book	Sharka Hyland	T 4:30-7:30	BFS sector IV	Fisher Art Library, Davis Seminar Rm, 1 st floor
Y	FREN-360-401	FREN-250	The Enlightenment	Joan Dejean	M-2:00-5:00	BFS sector III, XC	VANP, Lea Library, 6 th floor
Y	GEOL-109-001/101 (lab)		Intro to Geotechnical Science	Gomaa Omar	MWF 11:00-12	Sector VI all classes QDA	MEYH B1

Fall 2009 Benjamin Franklin Seminars

Open to Freshmen	Course Number	Cross-Listed Courses	Course Title	Instructor	Time	Sector	Location
Y	GRMN-262-402	GSOC-162/JWST-102/NELC-154	Women and Jewish Literature	Kathryn Hellerstein	TR-10:30-12:00	Sector III all classes	WILL 2
N	HIST 212-301		Classical Liberal Thought	Alan Kors	T 3-6	BFS Sector II	VANP 402
N	HIST-214-401	JWST-214/URBS-220	Jews and the City	Beth Wenger	W 3:30-6:30	BFS Sector II, CDUS	COLL 315A
N	HSOC-404-401	ENVS-404	Urban Environments: Speaking About Lead in West Philadelphia	Rich Pepino and Lucia Dinapoli	TR 10:30-12	BFS sector VII	HAYD 358
N	LAW-923-401	BFLW-064	Selected Topics in Law: Christianity and American Law, 1880-present	David Skeel	T 4:30-6:30	BFS sector I	TANE 155
Y	LGST-101-301		Introduction to Law and Legal Process	Andrea Matwyshyn	TR 1:30-3		JMHG 688
Y	NELC-356-401	NELC-356/RELS-418/JWST-356/JWST-555/COML-556/NELC-556	Ancient Interpretations of the Bible	David Stern	TR-10:30-12:00	BFS sector IV	WILL 741
Y	NURS 324-401	GSOC-324	Children's Health in the United States: 1800-2000	Cynthia A Connolly	W-4:00-7:00	BFS sector I	NEGB 115
Y	PHYS 170-301/302 (lab) /303 (lab)		Honors Physics I: Mechanics and Wave Motion	Larry Gladney	MWF-10:00-11:00; M 02:00-3:00	Sector VI all classesQDA	DRLB 3W2
Y	PSCI 010-301		Politics of Crime and Punishment	Marie Gottschalk	R 1:30-4:30	BFS sector I	STIT B30
Y	RELS-126-401	JWST-126/NELC-186	Introduction to Jewish Mysticism	Talya Fishman	TR 10:30-12	BFS sector IV	MCNB 103
Y	RUSS-202-301		Tolstoy	Ilya Vinitsky	TR 1:30-3	BFS Sector III	COHN 337
Y	THAR-275-401	COML-267/ENGL-356	Seeds of Modern Drama	Cary Mazer	TR-10:30-12:00	BFS Sector III	MEYH B5
Y	URBS-178-401	AFRC-078/HIST 173	Urban University Community Relations: Faculty/Student Collaborative Action Seminar	Ira Harkavy and Lee Benson	W 2-5	CDUS	MELL 514