

U.S. SOCIETY (GU)

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
102043	001	HIST0949: DISSENT IN AMERICA	03.00	MWF	0140P 0230P		YOUNG
094471	001	LAW S.B.M. 0956: HONOR LAW & AMER SOCIETY	03.00	T R	1010A 1130A	SP 107	GOCH
102099	001	PHILOSOPHY 0924: LANDSCAPE OF AMERICAN THOUGHT	03.00	T R	0240P 0400P		MEYER

History 0949 (H061): Dissent in America	
Instructor: Ralph Young	CRN: 102043
Email/Phone: Ralph.young@temple.edu	Class Times: MWF 1:40-2:30
Credit Hours: 3 s.h.	Location: TBA
<p>Course Description: A central aspect of a democratic society is the constitutional guarantee that all citizens possess freedom of speech, thought and conscience. Throughout American history individuals and groups of people, oftentimes vociferously, marched to the beat of a different drummer, and raised their voices in strident protest. We are going to study the story and development of dissent in America. How has dissent shaped American society? Why is it that some people never “buy into” the “American Dream” perceiving it not as a Dream, but more like a Nightmare? How has dissent molded groups of people within American society and, indeed, even transformed individuals. This course will look at such historical figures as Anne Hutchinson, Roger Williams, Mary Dyer, Henry David Thoreau, Susan B. Anthony, Randolph Bourne, Martin Luther King, Malcolm X, Allen Ginsberg, Abbie Hoffman, Timothy Leary, George Lincoln Rockwell, Timothy McVeigh and others who have dissented from mainstream America.</p> <p>We will attempt to answer such questions as: What is the nature of Dissent? Is dissent necessary in a free society? Should Dissent consist solely of peaceful non-violent demonstrations? Under what circumstances should it ever become violent? Or should it never become violent? What is the difference between <i>legitimate</i> grievances and injustices and <i>perceived</i> grievances and injustices? Are dissenters, on the whole, prophets or “loonies?” When does a dissenter become a “crackpot?” What is the difference between Martin Luther King and Timothy McVeigh?</p>	
<p>Approach to Teaching: History is, first and foremost, a story. It is <i>not</i> a mere catalogue of tedious, irrelevant facts and dusty, arid dates. It is the <i>process</i> we use for interpreting and understanding the past. It is organic. It is a creative force. It is relevant. And, most importantly, it is the key to self-understanding. The lectures and class discussions will underscore the truth of these sentiments.</p>	
<p>Evaluation: The midterm and final examinations will be based on the readings, lectures, videos and class discussions. There will be library projects, several short quizzes, as well</p>	

as two research papers. Another evaluative project will be an exercise in oral history in which students will interview someone who has participated in one of the dissent movements of the past 40 years and present this interview to the class.

About the Instructor: Bob Dylan once wrote that “he not busy being born is busy dying.” I grew up near New York City, attended graduate school at Michigan State University, did research at the British Museum on seventeenth-century Puritanism, wrote my doctoral dissertation at the same desk in the reading room where Karl Marx wrote *Das Kapital*, hitch-hiked around Europe, passed through Checkpoint Charlie a couple of times, taught history at the University of London and Bremen Universität, played guitar on the streets of Hamburg and Bremen, demonstrated against the Vietnam War on the steps of the American Embassy in London on Grosvenor Square, managed a second-hand bookstore in Philadelphia, got stuck in a traffic jam for two hours with Allen Ginsberg talking about William Blake, Walt Whitman, and Bob Dylan, climbed Ayers Rock, taught scuba diving in Dominica, wrote a couple of thrillers about terrorism, viewed Halley’s Comet from the top of Corcovado, swam with a pod of wild dolphins in the Gulf Stream, but somehow never managed to get to a World Trade Organization Conference. And of course, as Paul Simon would put it, “Michigan seems like a dream to me now.”

Philosophy 0924: Honors Landscape of American Thought

Instructor: Tom Meyer

CRN: 102099

Email/Phone: tmeyer@temple.edu

Class Times: TR 2:40-4:00

Credit Hours: 3 s.h.

Location:

Course Description: America once was envisioned by its colonizers as a new world, as a city upon a hill beckoning to humanity. After centuries of conquest, enslavement, immigration, and political struggle, conditions for sustaining this early vision continue to evolve. This course explores the emergence of some of the most distinctive and influential American voices to inform our national debate about freedom, the individual, race, democracy, and oppression, as it has unfolded over the past two centuries.

Through considering a selection of works of some of the most renowned figures to shape the landscape of American public discourse, we return to face the question of the promise of America, as it plays out today in the thought of some of the leading public intellectuals of our time.

Approach to Teaching: The course is a seminar style open discussion, with an interest in understanding each side of the debates and disagreements that emerge historically as well as in the course of our engagements with the material.

Evaluation: The writing for this class is challenging and comprehensive. Two longer papers, and regular reaction pieces to the reading form the heart of the assessment. Papers provide the chief opportunity for students to begin shaping a writing voice of their own, and an emphasis on voice carries through much of the work for the class.

About the Instructor: Dr. Meyer is affiliated with the Philosophy Department and the Institute for the Study of Race and Social Thought, with degrees from Harvard and the University of Pennsylvania. He works in the philosophy of culture, and currently is writing on a collection of essays on the phenomenon of decadence in culture, American and otherwise.

GLOBAL/WORLD SOCIETY (GG)

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
080481	001	ADVERTISING 0953: ADVERTISING AND GLOBALIZATION	03.00	T R	0840A 1000A	BB 209	MAYNARD
079479	001	HISTORY 0964: WAR AND PEACE	03.00	MWF	0940A 1030A		ZUBOK

Advertising 853.01: Advertising and Globalization	
Instructor: Michael Maynard	CRN: 080481
Email/Phone: michael.maynard@temple.edu 215-204-8360	Class Times: TR 8:40-10:00
Credit Hours: 3 s.h.	Location: BB 209
<p>Course Description: Tony the Tiger goes to Japan. And having a world class icon is grrreat. But does it unabridgedly translate into sales? Or does it need a bit of tweaking, accommodating to Japanese culture? The global advertising mediascape, a relentless mega-wave of American cultural signs has been bombarding the people of other societies for decades. But is it a two-way street? Hasn't Hello Kitty and Pokeman invaded our fruited plains? Where does local end and global begin? With a sharp focus on advertising, we'll interrogate the dimensions of "globalization," questioning how it does or does not make all cultures the same. We'll read how various groups resist what's "global," while valorizing what's "local." We'll debate whether Coca-Cola and McDonald's can blanket the world with one sight, one sound, one sell, or if, after all, these super brands must, through altered visuals and words, become Japanese to succeed in Japan. Besides, can Kellogg's famous mascot persuade Japanese kids to eat cereal?</p>	
<p>About the Instructor: I was raised in Fargo, North Dakota. Ate a lot of soybeans. Moved to Texas. Met a lot of rich people. Had a love-hate relationship with Annebelle. She hated me and I, well....Studied theater at the University of Iowa. I didn't quite have my act together, so they sent me off to Japan. Still it was <i>Noh</i> go, so I started writing copy for Suntory Whiskey (Don't go there.). Worked for advertising agencies in Chicago, Honolulu and New York City. Got interested in academics. My first conference paper was 'Unclaimed Bananas: The Significance of Devalued Food in a Public Space.' Finished my dissertation on Japanese advertising and globalization. I dig challenging conventional wisdom. Like I'm not afraid of cholesterol, radon or asbestos. My most recent conference presentation: "Putting to Death the Talk of the Death of the 30-second Television Spot." Got a problem with that?</p>	

LOWER LEVEL COURSES

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
014684	001	ART 1996: HONORS - DRAWING	03.00	M W	0340P 0600P		KOSH
036786	001	ART HISTORY 1956: ART HERITAGE OF THE WESTERN WORLD II	03.00	R	0440P 0620P		KLINE
090085	001	ECONOMICS 1901: MACROECONOMIC PRINCIPLES	03.00	T R	1010A 1130A		
090092	002	ECONOMICS 1901: MACROECONOMIC PRINCIPLES	03.00	R	0440P 0710P	SP 213	
090106	001	ECONOMICS 1902: MICROECONOMIC PRINCIPLES	03.00	MWF	0140P 0230P	TL203AB	
090119	002	ECONOMICS 1902: MICROECONOMIC PRINCIPLES	03.00	T R	0840A 1000A	TL203AB	
068962	001	ENGINEERING 1901: INTRO TO ENGINEERING	03.00	T R	0110P 0230P		
094513	001	LAW S.B.M. 1901: LEGAL ENVIRONMENT OF BUSINESS	03.00	T R	1140A 0100A		LAMMENDOLA
094524	002	LAW S.B.M. 1901: LEGAL ENVIRONMENT OF BUSINESS	03.00	MWF	0940A 1030A	SP 214	VALENZA
033987	001	POLITICAL SCIENCE 1911: INTRO TO AMERICAN POLITICS	03.00	MWF	1240P 0130P	CP 306	CHOMSKY
033993	001	POLITICAL SCIENCE 1996: INTRO TO POLITICAL PHILOSOPHY	03.00	T R	0840A 1000A		FOGG-DAVIS
066692	002	PSYCHOLOGY 1996: PSYCHOLOGY AS A SOCIAL SCIENCE	03.00	T R	0510P 0630P	CP 306	NEUBER
078804	001	SPANISH 1901: BASIC I	04.00	T R	1140A 0100P		
018412	001	SPANISH 1902: BASIC II	04.00	MWF	0820A 0930A	TL 202	
078810	001	SPANISH 1903: INTERMEDIATE I	03.00	T R	0240P 0400P		

Art History 1956: Honors Art Heritage of the Western World II	
Instructor: Jonathan Kline, Ph.D.	CRN: 036786
Email/Phone: jdkline@temple.edu	Class Times: R 4:40-6:20
Credit Hours: 3 s.h.	Location: TL 202
<p>Course Description: Students in this course examine and analyze the art of the Western tradition, including architecture, sculpture, painting, and modern media, from the Early Renaissance to the present day. Students analyze the forms, techniques, styles, subjects, and symbolism represented in art and architecture both historically and in relation to the impact of societal beliefs and values. Students employ contemporary methods in the interpretation of forms, subjects, and artistic differences and parallels. Because this is an honors section of the course, students will be asked, even required to think about the underlying philosophical, social, and historical causes for the development, maintenance, and change of period aesthetics.</p>	
<p>Approach to Teaching: Course material will be presented in lectures, but the professor encourages, even requires discussion of important topics and complex ideas as an integral part of the curriculum. Above all, the professor encourages students to think deeply on relevant issues, to pursue underlying causes, and to think critically about the subject matter. Regular reading from the textbook may be supplemented with additional readings provided by the professor.</p>	
<p>Evaluation: Grades will be based on two examinations - a midterm and a selectively cumulative final exam, on an object based research paper, on attentive attendance on two trips to area museums - the Metropolitan Museum of Art in New York and the Philadelphia Museum of Art in Philadelphia - and on constructive participation in class discussions.</p>	
<p>About the Instructor: I am, myself, a graduate of Temple University (B.A. And Ph.D.) and of Temple's Honors program. I am a specialist in the art and culture of the Italian Renaissance and the European Middle Ages. My research focuses on the construction and communication of meaning in works of art, on the relationships between philosophy, aesthetics, and artistic forms, and on the underlying reasons for aesthetic change. I am dedicated to the material that I study, and in order to do proper justice to the subjects that I enjoy studying, I strive to present the material in my classes in a manner that is at once sophisticated and engaging.</p>	

German 1941:	
Instructor: Istvan Varkonyi	CRN:
E-mail/Phone: samsa@temple.edu 215.204.8276	Class Times:
Credit Hours: 3 s.h.	Location:
<p>Description: This course is an introduction to the principal issues, ideas, and genres in the literature of Central Europe from the years around 1900 to the present. Through the study of literature, film, and the East European artistic avant-garde, the course explores</p>	

a broad and diverse cultural history that extends from the Habsburg empire to two World Wars, communism, and beyond. Some of the issues to be examined include: What is Central Europe? Where is it? What makes this historical/cultural landscape different from Western Europe? We will also examine the devastation of the World Wars, Anti-Semitism, Stalinist-oppression, and ethnic hatred on the culture and literary traditions of this region. An important aspect of this course will be the inclusion of films from Central Europe. The films will be a valuable medium to convey a constructed visual narrative about the Central European experience. By using films in conjunction with literary texts we will gain a deeper insight into the complex reality of this region.

Approach to Teaching: Literature and the act of writing creatively is more than just a manifestation of an author's imaginative talents. It is also an aggregate of an author's historical, political, psychological, and social relationships. It is in the context of exploring these intricate relationships that each of us must approach the subject matter. We will be reading primarily fiction in English translation of representative works from Austrian, Croatian, Czech, Hungarian, and Serbian literary traditions. We will also be reading some historical/cultural essays at the outset of the course. We will be working together through classroom discussions and small group work to gain insight into these materials. Besides a few outside speakers, I will do some lecturing to fill in background information, but for the most part this will be a hands-on course.

Evaluation: In order to assess your understanding and engagement of the subject matter, there will be two papers (five to six pages in length) on assigned topics, a mid-term and final exam. Active classroom participation is also strongly desired.

About the Instructor: Istvan Varkonyi is an Associate Professor of German Language and Literature, with an M.A. and a Ph.D. from Washington University, St. Louis. I've also studied at Heidelberg University, Tübingen University, and the University of Vienna. Both my scholarly and pedagogical interests deal with literature and culture of the former Austro-Hungarian lands. I published a book on the literary and cultural milieu of Vienna and Budapest at the turn of the century. Besides being intellectually connected to this region of the world, I am, perhaps more importantly, a product of Central European history and culture. In offering this course I hope to learn more about this region through our collaborative efforts and also to give you some insight into Central Europe's rich, and turbulent literary/cultural heritage. When I am not preparing for classes and other such things, I can often be found catching a recent foreign film at the Ritz, or at the symphony.

Political Science 1911: Introduction to American Politics

Instructor: Daniel Chomsky

CRN: 033987

Email/Phone: dchomsky@temple.edu

Class Times: MWF12:40-01:30

Credit Hours: 3 s.h.

Location: CP 306

Course Description: We will evaluate the condition of American democracy. We will identify the structures, processes and institutions that shape the American political system. We will consider how they evolved over time and how they influence public policy and the distribution of resources and power in America. And we will place these themes in the context of current political struggles and policy debates. Finally we will seek to determine whether existing institutions enhance or inhibit democracy, and we

will consider the practicality and consequences of alternative arrangements.

Approach to Teaching: We will critically evaluate competing perspectives on American politics reflected in a range of generally short readings. Readings will include some classics in political science, but we will also seek insights from the contemporary mass media including *The Daily Show* and *The Simpsons*. Classes will emphasize discussion, and will rely on the collective contributions of the students.

Evaluation: Grades will be based on three analytical essays and thoughtful participation in class discussions.

About the Instructor: My academic work has focused on the role of the mass media in the political process. Do the media provide useful information to citizens? Do they give voice to ordinary citizens? Or do they serve elite interests? In recent publications I have focused on the efforts of corporate owners and government officials to influence media coverage and public opinion on a wide range of issues from war and peace to the politics of sex and sexuality. And I have used “work” to justify the hours spent watching TV and surfing the web.

Psychology 1996.02 (X091): Psychology as a Social Science

Instructor: Amanda Neuber

CRN: 066692

E-mail/Phone: aneuber@temple.edu,
215.204.0716

Class Times: TR 5:10-6:30

Credit Hours: 3 s.h.

Location: CP 306

Description: Freud, Pavlov, and Maslow – oh my! Well, not really... but this course does examine human behavior from the perspective of three major areas. It begins with the study of human development from infancy to adulthood, proceeds to a consideration of the individual existing within social groups (social psychology), and then examines the study of psychopathology (aka – psychological disorders). Also, since I stress and value real-world psychology that can be applied to everyday life, we will discuss counseling techniques, and the psychology of trauma, grief, emotions, personality.

Approach to Teaching: Do not take this class if you:

- a. like teachers who talk *at* you.
- b. use class to catch up on sleep.
- c. don't want to learn anything about yourself (or those around you).

Before class reading, in-class participation, and group discussion will be KEY (along with some lecture, of course). It is my goal to make 2.5 hours go by as quick as possible with learning as much as possible.

Evaluation: Several short writing assignments, two multiple choice / short answer tests, and a final project (potentially a psychological self-evaluation of sorts).

About the Instructor: I am currently the Associate Director for the Honors Program and am an adjunct instructor in Psychology. I have my Master's in Experimental Social Psychology from Saint Joseph's University and started my career at Temple as a developmental researcher for the Clinical Psychology department. I am a psych-nerd and get really excited talking about it (as a result, the cheerleader in me becomes very evident – whoops!).

LOWER LEVEL CST

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
063846	005	BIOLOGY 1911:INTRO TO BIOLOGY-HONORS	04.00	T R	1140A 0100P	TL301AB	CORDES
				T	0110P 0400P	BL 155	
063858	006	BIOLOGY 1911:INTRO TO BIOLOGY-HONORS	04.00	T R	1140A 0100P	TL301AB	CORDES
				R	0110P 0400P	BL 155	
063860	007	BIOLOGY 1911:INTRO TO BIOLOGY-HONORS	04.00	T R	1140A 0100P	TL301AB	CORDES
				T	0500P 0750P	BL 155	
008993	001	CHEMISTRY 1952:HONORS GENERAL CHEM II	03.00	MWF	1140A 1230P	EA 519	
				T	0240P 0330P	BE 121	
009002	002	CHEMISTRY 1952:HONORS GENERAL CHEM II	03.00	MWF	1140A 1230P	EA 519	
				W	0240P 0330P	BE 119	
025365	003	CHEMISTRY 1952:HONORS GENERAL CHEM II	03.00	MWF	1140A 1230P	EA 519	
				F	1240P 0130P	BE 413	
025378	004	CHEMISTRY 1952:HONORS GENERAL CHEM II	03.00	MWF	1140A 1230P	EA 519	
				F	0140P 0230P	BE 119	
025380	001	CHEMISTRY 1954: HONORS GEN CHEM LAB II	01.00	M	0440P 0730P	BE 211	
025399	002	CHEMISTRY 1954: HONORS GEN CHEM LAB II	01.00	T	0440P 0730P	BE 211	
025403	003	CHEMISTRY 1954: HONORS GEN CHEM LAB II	01.00	W	0140P 0430P	BE 211	
009813	001	PHYSICS 1904:INTRO TO ASTRONOMY	04.00	M W	0940A 1130A	BA0A106	FORSTER
021253	001	MATH 1942:HONORS CALCULUS II	04.00	MWF	0840A 0950A	BB 405	CHEIN
021264	002	MATH 1942:HONORS CALCULUS II	04.00	MWF	1000A 1110A	BB 405	CHEIN
062361	003	MATH 1942: HONORS CALCULUS II	04.00	T R	0810A 1000A	BB 401	

Biology 1911: Honors Introduction to Biology	
Instructor: Erik Cordes	CRN: 063846 063858 063860
Email/Phone: ecordes@temple.edu	Class Times: TR 11:40-1:00 T 1:10-4:00 R 1:10-4:00 T 5:00-7:50
Credit Hours: 4 s.h.	Location: Lecture: TL301AB Lab: BL 155
<p>Course Description: Introductory Biology is an undergraduate survey course designed for students who are interested in biology-related careers. The course will cover a broad range of topics including ecology, evolution, biological diversity of plants and animals, physiology and conservation biology. We will begin our study by asking what is evolution, how do we study evolution, how are new species defined, how are life forms classified. We will then examine a number of different life forms at increasing levels of complexity. This will proceed from the microbes with their incredible metabolic diversity that sustains life on earth, through the Eukaryotes including their structure-function, reproduction, feeding strategies and distribution as well as strategies used by different organisms to adapt to their environments. Moving on to ecology and biodiversity, we will examine the interactions among all of these forms of life and how biological communities are organized. You will also be introduced to the emerging field of conservation biology and sustainability science where emphasis will be placed on understanding the basic priorities of conservation necessary to preserve the earth's biodiversity.</p>	
<p>Approach to Teaching: Students will be required to complete reading assignments in the text and other resources prior to class in order to structure the lectures as interactive discussions to the greatest degree possible. Students in the course will increase their understanding of the impact of biology on today's world by relating topics discussed in class with issues discussed in the news. You will use your analytical skills to suggest experimental approaches to investigate causes and correlations through collaborative assignments. Students will develop their ability to examine biological data and extract trends and insights about cause and effect. The laboratory will include a survey of biological diversity as well as a fetal pig dissection.</p>	
<p>Evaluation: Grades will be determined by a combination of lecture and lab sections. The lecture grade will be derived from a series of quizzes and short assignments during the semester, class participation, 2 mid-term exams, a group project on a current topic in biology, and a final exam.</p>	
<p>About the Instructor: I am an ecologist working on the deep-sea habitats created by cold-water corals, cold seeps and hydrothermal vents. I have been lucky enough to spend a large part of my academic career traveling extensively and exploring new areas of the deep-sea floor. I have worked on everything from microbes to 4 meter long tubeworms, and from physiology to community ecology and habitat mapping. At an even broader sense, I am interested in how humans interact with their environment and the causes of extinction of species and societies.</p>	

Mathematics 1942 (H096): Calculus II	
Instructor: Orin Chein	CRN: 021253 021264
Email/Phone: orin@temple.edu	Class Times: MWF 8:40-9:50 MWF 10:00-11:10
Credit Hours: 4 s.h.	Location: BB 405
Course Description: Math 1942 is a fairly standard second semester calculus focusing on integral calculus (the definite and indefinite integrals, applications and methods of integration) and on infinite sequences and series.	
Approach to Teaching: Primarily lecture and responding to questions about class work and homework, but I may include some occasional group work when I deem it appropriate and as time permits. I believe that a teacher's primary functions are to explain material clearly and to answer student questions.	
Evaluation: The final grade for the course will be based on homework (most of which will be done on Blackboard), quizzes (every week or two), two midterm exams (possibly three if time permits) and a uniform departmental final. I may also require group presentations on sections of the text that should be (but are not) included in the syllabus because of time constraints.	
About the Instructor: I have been a faculty member at Temple since 1968, and I was a recipient of the 1995 Temple University Great Teachers Award. In addition to teaching a wide variety of undergraduate and graduate courses in the Mathematics Department, including writing intensive courses, I have taught in almost every University Program in which Mathematics plays a role - Freshman Interdisciplinary Studies, Honors, Learning Communities, and even Freshman Seminar. My research interests are very abstract, and I maintain an active research profile in the field of quasigroup and loop theory. I have also served on numerous departmental, collegial and university committees, and I have held a number of pseudo-administrative posts such as Department Chair, Director of the College of Arts and Sciences Teaching Improvement Center, Program Director of the Temple University Faculty Fellows Program and Secretary of the Faculty Senate. At the moment, I Chair the Faculty Senate Honors Oversight Committee. My Honors evaluations for this same course taught last Spring were very good and should be available in the Honors Office for your perusal.	

Physics 1904:Introduction to Astronomy	
Instructor: Dieter Forster	CRN: 009813
Email/Phone: dieter@temple.edu 215-204-7632	Class Times: MW 9:40-11:30
Credit Hours: 4 s.h.	Location: BA0A106
Course Description: This course is an introduction to our present knowledge of the Universe, and to the methods used by astrophysicists to collect that knowledge. At its end you will know much about planets and suns, about white dwarfs, pulsars and black	

holes. You will know how stars function, and what becomes of them when they die. You will know how the Universe originated, more or less, why it expands, and you will understand its history. You will also have thought about the role of life in the Universe.

Approach to Teaching: The class combines lectures and some demonstration. Student participation and discussion is encouraged. Boredom is not.

Evaluation: There will be three examinations, generally in essay format, and one paper.

About the Instructor: Dieter Forster is a Professor of Theoretical Physics, with a German accent and an American PhD. His research has revolved around turbulence and chaos. He loves numbers and music, has a strong philosophical bent, and he believes that physics and astronomy are far too interesting to be left to physicists.

UPPER LEVEL

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
067786	001	AMERICAN STUDIES 2900: VISIONS OF THE CITY IN AMERICAN CINEMA	03.00	T R	0840A 1000A		STRUB
015780	001	ARCHITECTURE 2942: RENAISSANCE THRU THE 20TH CENTURY	03.00	MWF	0940A 1030A		PRON
052724	001	ASIAN STUDIES 3900: HONORS SPECIAL TOPICS II	03.00	MWF	1140A 1230P		HULL
102026	001	COMM AND THEATRE 3980: INTRO. TO COMMUNITY AND PUBLIC LIFE: CASE STUDY, NEW YORK CITY	03.00	T R	10:10A 1130A	TL 202	GRATSON
013901	001	COMM SCIENCES + DISORDERS 4979: HONORS IN COMM SCIENCES	03.00				KRAKOW
		CRIMINAL JUSTICE 4403: CRIMINAL JUSTICE AND PSYCHOLOGY	03.00	T R			HILLER
064317	001	DANCE 2901: ENTRY DANCE AS ART	03.00	M W	0140P 0300P	PH 221	
063262	002	DANCE 2904: DANCE IN HUMAN SOCIETY	03.00	M W	0310P 0430P	PH 221	
045137	001	ENGLISH 2901:INTERMEDIATE HONORS	03.00	T R	1010A 1130A		CLEVINGER
09600	002	ENGLISH 3900: HONORS SPECIAL TOPICS: SOUTHERN LIT AND THE LAND	03.00	T R	0440P 0600P		BARNETT
070436	001	FILM AND MEDIA ARTS 4940: PRODUCTION DESIGN (PREREQ: see below)	04.00	M	0500P 0850P		SYLBERT
079731	001	HISTORY 2970: CREATING CREOLES AND MAKING REVOLUTION: ATLANTIC HISTORY, 1492-1830	03.00	MWF	0240P 0330P		GLASSON
090977	002	HISTORY 2970: SUPER POWER AMERICA	03.00	MWF	1040A 1130A	GH 913	IMMERMAN
066472	001	INTERDISCIPLINARY STUDIES 3900: WORDS OF PASSAGE: INTERPRETING MEXICO-US MIGRATION	03.00	T R	0240P 0400P	TL 202	DICK
102080		LIBERAL ARTS: MORAL PSYCHOLOGY	03.00	W	0600P 0840P		BOLES

090781	001	POLITICAL SCIENCE 4940: MODERN WOMEN POLITICAL THEORISTS	03.00	T	0240P 0510P		GORDON
025710	001	RELIGION 2996: DEATH AND DYING	03.00	T R	1010A 1130A	CP 306	RAINES
050592	001	RELIGION 3900: CHINESE RELIGIONS	03.00	MWF	1140A 1230P	EA 719	HULL
080896	001	RELIGION 4901: COMPARATIVE PHIL OF REL	03.00	M	0440P 0710P		
018429	001	SPANISH 2901:HONORS CONVERSATION REV	03.00	MWF	1040A 1130A	TL 202	
018430	001	SPANISH 2902:HONORS HISPANIC READINGS	03.00	MWF	1240P 0130P		
066966	001	STATISTICS 2902:HON SEL STAT APPLICATION	03.00	MWF	0240P 0330P	SP 115	PRED
094691	001	STATISTICS 2903:HON BUSINESS STATISTICS	04.00	M W	0140P 0320P	SP 214	PRED
102017	002	STATISTICS 2903:HON BUSINESS STATISTICS	04.00	T R	0820A 1000A		PRED

American Studies 2900.01: Visions of the City in American Cinema	
Instructor: Whitney Strub	CRN: 067786
Email/Phone: wstrub@temple.edu 215-204-7411	Class Times: TR 8:40-10:00
Credit Hours: 3 s.h.	Location: TBA
<p>Course Description: "The city," as both actual geographic entity and imagined cultural phenomenon, provides a revealing window into numerous aspects of American society. Using representations of the city in American film history as our point of entry into these issues, we will explore what these depictions tell us about American cultural concerns. How are mainstream understandings of race, gender, class, and sexuality articulated—or challenged—through cinematic visions of the city? What understanding of the physical landscape of the nation have these images contributed to the collective American historical memory?</p>	
<p>Approach to Teaching: I'll use short lectures to introduce evolving historical contexts, but class discussion will be the centerpiece of the course. Our readings will include scholarly articles on both film and urban history, as well as various short pieces from the time periods under examination. We will also view a variety of films, sometimes in their entirety and sometimes in clips. Some of these will be famous or canonical films, others will be less familiar—but no less fascinating!</p>	
<p>Evaluation: Because the class will be run seminar-style, engaged participation in class discussions will figure prominently in grading. You'll also write two shorter essays and one longer research paper.</p>	
<p>About the Instructor: My scholarly work examines the history of sexuality and gender, as they play out against culture (especially film), urban history, and shifting political dispositions. I've written about racialized censorship in Memphis, anti-gay censorship in</p>	

Los Angeles, debates over pornography, and other related topics, so the chance to pull together my interests in film and urban studies for this course is quite exciting.

Architecture 2942.01: Architectural History: From the Renaissance to the Second Millennium	
Instructor: John James Pron	CRN: 015780
E-mail/Phone: jpron@temple.edu, 215.204.4301	Class Times: MWF 9:40-10:30
Credit Hours: 3 s.h.	Location: TBA
Description: Examination of Western architecture from the Renaissance to the present day. The evolution of architectural thought in the context of its political, social, economic, and cultural environment. Analysis of the significant buildings of the Renaissance, the baroque, rococo, the neo-classic, and Beaux Arts, Modernism and Postmodernism. The course also explores architecture in the non-Western World- Chinese, Japanese and Indian.	
Approach to Teaching: The course makes extensive use of PowerPoints to examine and compare the important buildings, significant ideas, and influential architects that have shaped the dominant images and unique character of each architectural era. It is based on the premise that mankind uses architecture as a symbolic means to bring order and significance to human experience. Important community buildings- temples, churches, palaces, and places of assembly- provide the settings that allow people to feel integrated into their world, and so one must make the effort to understand a particular people's historical, social, political, economic, and religious values before one can appreciate the ideas and the meanings behind their buildings. The course connects the buildings to the culture and the era.	
Evaluation: A midterm exam and a final exam (based on the readings and lectures), plus a term paper (a research paper on one building.) The professor is happy to work closely with honor students who would like to develop topics that reflect unique academic interests or particular inter-disciplinary tie-ins.	
About the Instructor: <i>College of Engineering Technology Distinguished Faculty Award</i> <i>Temple University Lindback Award for Distinguished Teaching</i> <i>Temple University Great Teacher Award</i> John James Pron has lectured on the architectural history of both western and non-western culture for over twenty years. He has extensive travel experience in Europe, America and to a lesser degree, Asia. In addition, he teaches in architectural design studios that focus upon the adaptive reuse of older buildings and has an architectural practice that specializes in historical design.	

Communications and Theatre 3980 (H392): Intro. Comm Public Life	
Instructor: Scott Gratson	CRN:
Email/Phone: sgratson@temple.edu 215.204.6434	Class Times: TR 10:10-11:30
Credit Hours: 3 s.h.	Location: TL 202

Course Description:

“There is an old willow tree that presides over an interior garden ... In a way it symbolizes the city: life under difficulties, growth against odds, sap-rise in the midst of concrete, and the steady reaching for the sun. ...If it were to go, all would go—this city, this mischievous and marvelous monument which not to look upon would be like death.” - E. B. White

It has been referred to as the Capital of the World, the Center of the Universe, and many things that can't be printed here. Since its founding almost 400 years ago, the City of New York offers students a chance to investigate a nexus of communication, culture, urbanism, and identity. This course will be an investigation of the function of communication within the neighborhoods of this great city. In particular, students will focus on the role of media, community identity, and cultural communication. For example: What are the roles of media within New York's neighborhoods? How do residents create a sense of community? What are the roles of various cultural and immigrant groups within New York's neighborhoods? How is it represented architecturally, artistically, politically, etc? How do elements such as food, entertainment, cultures, communities, and history interplay with the communication and identity within a city? How are tragedies, such as 9-11, of social movements, such as the Labor and Gay and Lesbian movements, or great historical events, such as the inauguration of the capital and the presidency of the United States (yes, both happened in New York) rhetorically depicted? These questions and others will be posed and answered, through at least two field trips the City and self-guided experiences.

Approach to Teaching: I am really bad at telling time. I prefer my students to talk, which often is harder to monitor chronologically than me delivering a lecture. Hence, my classes tend to take on a life of their own. My approach is to give up part of my control (and my lecture time) to instead allow students to create their own course. I believe in challenging my students as I believe wholeheartedly in their abilities. Pedagogically, I constantly communicate via email, sending messages, articles, photographs—anything that can fill up your mailbox. I also believe that loads can be taught in the classroom or by just by walking down a city street or by chatting over a cup of coffee or tea. I'm working on the telling time thing.

Evaluation: Students will read and report on a series of newspapers and magazines (i.e., The New York Times, The New Yorker, Wall Street Journal and New York Magazines, and a series of web-logs) (4 short papers, 10% each). Also, students will investigate two cultural communities/organizations in both Philadelphia and New York City (1 final project, 30%) Students will also view a number of mediated depictions of the cities, ultimately leading to a consideration of portrayals of the city's collective identity (1 long project, 30%). I expect students to actively participate, especially during our excursions to the cities. Note: This course will entail guest lectures and at least two trips to New York City and tours of Philadelphia. Visits to the New-York Historical Society (I give tours there) and locations throughout the city will be expected. I walk fast—really fast. I've been known to outpace my students. Drink coffee, it helps.

About the Instructor: It's true: I drink two pots of coffee a day, and yes, my office has been compared to “Teddy Roosevelt meets Marie Antoinette.” Beyond that—well, just

stop by Annenberg Hall, Suite 9, rooms C and D. We'll talk.

Criminal Justice 4403: Criminal Justice and Psychology	
Instructor: Matt Hiller	CRN:
Email/Phone: mhillier@temple.edu, 215-204-9030	Class Times: TR
Credit Hours: 3 s.h.	Location: TBA
Course Description: Ripped from a scene of CSI: Miami, mass media impressions are what the general public knows regarding the role of psychological research within the criminal justice system. This class "goes behind the scenes" to investigate the reality, as presented in recent scientific publications, behind a number of topics related to law enforcement including the psychological profiling of serial murders, using polygraphs and hypnosis as investigation tools, the psychology of false confessions, stress and policing, and the use of psychological tests for police employee selection. Topics related to criminal courts include forensic mental health assessments for determining competency and criminal culpability, scientific jury selection, eyewitness identification, expert witness testimony, syndrome evidence (e.g., Battered Women's Syndrome, Rape Trauma Syndrome, Munchausen by Proxy Syndrome), and the psychology behind the presentation of evidence during a trial. Topics related to corrections focus on the large number of seriously mentally ill offenders in American prisons as well as the treatment of drug dependency as a potential strategy for reducing crime.	
Approach to Teaching: Being prepared for class discussion each week is imperative. You will receive a set of discussion questions each week to help guide and organize your readings for the next class. Lectures will be held to a minimum, with guided group discussion being the primary means of instruction. Guest speakers also will be recruited to present on specific topics. Small and large group discussion of materials (principally journal articles), socratic circle, critical thinking is prized, focus on other core competencies expected of liberal arts majors	
Evaluation: Your grade in the course will be determined through ratings of your contribution during the course discussions of each topic. In addition, you will write 2 smaller research papers and 1 large research paper in the course. The 2 smaller papers will be completed on a topic covered during the course that really peaks your interest. For this paper, in addition to the course readings on the topic, you will need to find and review 4-6 additional scientific articles on it and then present an integrated summary of the literature and suggest directions for future research. The large term paper will involve your applying what you have learned during the course to a high-profile case that prominently featured psychologists and psychological research, the trial of Andrea Yates. Also as a part of this, at the end of the semester you will participate in a debate with a team of classmates specifically arguing a particular position(s) related to this case.	
About the Instructor: Nearly as intriguing as the Brad Pitt character (Detective Mills) in the movie Seven, I earned my Ph.D. in experimental psychology in 1996 and since then I have been involved in psychological research in the criminal justice system. Although I	

typically keep my impulsivity in check, I have been known to engage in spontaneous games of scrabble, chess, and badminton. I also am loved by children, small furry animals, and the Rotary club. I enjoy this course, and I think you will too.

English* 2901.01: Self-Reliance in American Experience	
Instructor: Kara Clevinger	CRN: 045137
E-mail/Phone: kclevinger@temple.edu, 215.204.1819	Class Times: TR 10:10-11:30
Credit Hours: 3 s.h.	Location: TBA
<p>Description: It alone can't motivate Harry Potter to defeat evil. But it can help Arnold Schwarzenegger win the Mr. Olympia title six times. What is it? It's self-reliance, and if you embark on this course you will get to explore how Ralph Waldo Emerson's famous philosophy has impacted your outlook, your values, and your television programming. In order to understand the profound influence the concept of self-reliance has had on American ideals, institutions, and individuals (and even on foreign imports like Potter and Schwarzenegger), we will examine a variety of texts that may include <i>House, What Not to Wear</i>, as well as works by Frederick Douglass, Horatio Alger, Zitkala-Ša, Allen Ginsberg, Gloria Anzaldúa, and cultural and sociological texts that will give our discussions a theoretical grounding.</p> <p><i>*This course will be cross-listed with Sociology and American Studies</i></p>	
<p>Approach to Teaching: Your perspectives and your ideas will drive our dialogue and help you to develop your papers. Thus this course will be discussion-based, with the hope that your peers as well as literature will offer new lenses for understanding the world and yourself.</p>	
<p>Evaluation: Grades will be based on class attendance and participation, one-page weekly response papers, shorter papers on class readings, and a longer research paper that looks at some aspect of self-reliance in our current society. Students will be asked to share their research with the rest of the class.</p>	
<p>About the Instructor: Kara Clevinger, a former Temple Honors student, is completing her Ph.D. in English and is a fellow at the Center for the Humanities at Temple for 2008-09. Her research on nineteenth-century domestic literature will be published in a forthcoming collection of essays on sentimentalism. She has taught courses in American literature, the short story, women's writing, and college composition. Despite a deep, devoted love for American culture, she has traveled to Rome as both an undergraduate and graduate student and encourages everyone to take advantage of study abroad.</p>	

English 3900: Southern Literature and the Land	
Instructor: Dr. Pamela E. Barnett	CRN: 096000
Email/Phone: barnettp@temple.edu, 215-204-2670	Class Times: TR 4:40-6:00
Credit Hours: 3 s.h.	Location: TBA
Course Description: This course teaches significant 20th century American literary texts	

with a focus on the way Southern writers have represented human relationships to land. Students in this course will develop close analysis and communication skills, as well as the ability to understand literary texts within rich historical and cultural contexts. We will consider literary questions about the pastoral form; socio-political questions regarding exploitation of the environment and violence against Native Americans, Africans and African Americans, and women; historical questions regarding Southern agrarianism and development in the 'New South'; philosophical questions of nature's value and ethical stances toward wilderness. Writers studied include: Charles Chesnutt, Jean Toomer, William Faulkner, Flannery O'Connor, Zora Neale Hurston and Cormac McCarthy. We will also learn different disciplinary ways of addressing environmental questions, through engagement with literary ecocriticism, environmental and ecofeminist philosophy and environmental history. One unit is designed to prepare students for a summer project in rural Kentucky.

Approach to Teaching: I've read that "teaching without student learning is just talking." I won't be talking the whole time. People learn by actively engaged with knowledge and ideas. This class will be taught with a variety of methods -- such as discussion, debates, case studies-- that structure and encourage active learning.

Evaluation: Assignments include regular posts to a class blog or wiki, and two analytical essays.

About the Instructor: Before I came to my current role as Associate Vice Provost & Director of Temple's Teaching & Learning Center, I was a professor of English and African American Studies at U of South Carolina. In 2004, I published a book on literature written in response to the liberation movements of the 1960s: civil rights, black nationalism, feminism and gay liberation. Since then, my energy has been focused on teaching and learning issues in higher education. If I didn't love the university so much, I might join forces with an urban agriculture or sustainability non-profit. I grow organic food, buy from local farmers, and try not to use my car or dryer more than once a week.

FMA 4940: Production Design

Instructor: Paul Sylbert

CRN: 070436

Email/Phone:

Class Times: M 5:00pm-8:50pm

Credit Hours: 4 s.h.

Location:

Course Description:

Description coming soon!

***Prerequisites:** FMA CORE but any Honors student who shows aptitude [like an Art, Theater or Media background] can apply to register. Email wbass@temple.edu for permission then forward his permission to rost@temple.edu to register for the class. Paul Sylbert was Production Designer for *One Flew Over the Cuckoo's Nest*.*

History 2970.01: Honors Special Topics: Creating Creoles and Making Revolutions: Atlantic History, 1492-1830	
Instructor: Travis Glasson	CRN: 079731
E-mail/Phone: tglasson@temple.edu, 215.204.9882	Class Times: MWF 2:40-3:30
Credit Hours: 3 s.h.	Location: TBA
<p>Description: The heart of the class will be discussions of how Atlantic history opens up new perspectives for thinking about the past and for making connections between cultures and peoples. We'll look at the early modern histories of the European, American, and African peoples and territories that border on the Atlantic Ocean as a cohesive unit. We'll investigate the Atlantic world as an integrated zone characterized by patterns of circulation, exchange, and hybridity*. Among the themes we will examine together are initial cross-cultural encounters, the movement of people and specific goods around the Atlantic world, the development of regional and wider identities, Atlantic slavery, and the spread of political ideas and revolutions around the Atlantic world.</p> <p><i>*If this word seems unfamiliar to you, then DEFINITELY take this course.</i></p>	
<p>Approach to Teaching: The course will be structured as a seminar where participation will be encouraged and expected. We will regularly be examining secondary and primary sources together in class. Students will also work in teams on presentations that will bring new material to bear on our class discussions. We will also spend some class time working cooperatively on the editing and improvement of student writing and on the mechanics of historical scholarship. The culmination of the course will be a final research paper or project on a topic of the student's own choosing related to our course themes.</p>	
<p>Evaluation: Grades will be based on four elements: Two papers (30%) Group Presentations (25%) Participation (25%) Final Paper or Project (20%)</p>	
<p>About the Instructor: I teach undergraduate and graduate courses in British and Atlantic history here at Temple. I've previously taught an honors course in Historiography and Research Methods that focused on the voyages of Captain Cook around the Pacific Ocean. In my own research, I focus on the history of Britain and the Atlantic World in the eighteenth and early nineteenth centuries. I'm currently working on a project that investigates British missionary efforts among various enslaved and free populations in North America, the Caribbean, and West Africa in the eighteenth century and I just completed an article on the previously unknown connections between Philip Quaque, the first African-born man who became a minister in the Church of England, and one of eighteenth-century England's most celebrated scandals, the supposed appearance in 1762 of a ghost in the London street of Cock Lane. I received my M.A. and Ph.D. from Columbia University. Outside of class I enjoy kicking around the soccer ball or, increasingly, watching others do so.</p>	

History 2970.02: Honors Special Topics: Super Power America	
Instructor: Richard H. Immerman	CRN: 090977

E-mail/Phone: rimmerma@temple.edu, 215.204.7466	Class Times: MWF 10:40-11:30
Credit Hours: 3 s.h.	Location: GH 913
Description: Covering the years from the Japanese attack on Pearl Harbor to the Terrorist attack on the World Trade Center and Pentagon to the U.S. attack on Iraq (and its aftermath), this course explores the tension between America's idealistic impulses and the perceived need to behave "realistically" in a frequently hostile environment; the impact of domestic influences on international behavior; the emergence of bipolarism and the challenge to it posed by the Third World; atomic diplomacy and the balance of terror; crisis management and avoidance; the end of the Cold War and the implications of the Russian empire's collapse; and the mislabeled "clash of civilizations," "Global War Against Terrorism," and "America's Unipolar Moment."	
Approach to Teaching: This course relies heavily on interactions between the instructor and students. Rather than schedule discussion, I expect students frequently and consistently to interrupt lectures with questions and comments, thereby producing a never-ending discussion. Writing assignments emphasize using primary documents to build and sustain arguments.	
Evaluation: In addition to writing a series of short essays and a final paper, students will take a mid-term and final examination. Class participation is an absolute requirement.	
About the Instructor: Richard Immerman has written widely on the history of U.S. foreign relations during the Cold War. The Edward Buthusiem Distinguished Faculty Fellow in History, The Marvin Wachman Director of the Center for the Study of Force and Diplomacy, and the Director of the Center for the Humanities at Temple, and past president of the Society for Historians of American Foreign Relations, he is returning to Temple after having served as Assistant Deputy Director of National Intelligence. Highlighting his contributions to Temple is Kailu, aka Looie, the buff(o) cocker spaniel whose biography includes frequent tummy rubs and cheese steaks on the 9th floor of Gladfelter Hall.	

History 4997.01: Honors Thesis Seminar	
Instructor: Petra Goedde	CRN: 062618
E-mail/Phone: pgoedde@temple.edu, 215.204.6175	Class Times: TR 11:40-1:00
Credit Hours: 3 s.h.	Location: GH 913
Description: This course is the second part of the year-long thesis writing sequence for honors scholars. It will culminate in the completion of a major research paper. The course fulfills the writing seminar requirement for history majors. It is open to honors scholars and history majors.	
Approach to Teaching: The seminar consists of workshops designed to help students organize their research material as well as draft and revise their theses. Students will further refine their writing skills through presentations, peer critiques, and individual consultations with the instructor.	
Evaluation: Grades will be based on a number of small writing assignments, a historiographical paper, a research paper, and participation.	

About the Instructor: My work focuses on twentieth Century U.S. and international history. Currently I am exploring questions concerning cultural globalization and America's role in it. How do indigenous cultures change when they become part of the global market place? Is the world being Americanized or is America being globalized?

Interdisciplinary Studies 3900: Words of Passage: Interpreting Mexico-US Migration	
Instructor: Hilary Parsons Dick	CRN:
E-mail/Phone: hdick@temple.edu	Class Times: T/R 2:40-4:00
Credit Hours: 3 s.h.	Location: TL 202
<p>Description: Using the tools of narrative and discourse analysis, this course will examine the motifs, themes, and ideological frameworks that recur in considerations of Mexico-US migration. In so doing, the course will examine images and ideas about migration found not only in scholarship, but also in non-fiction essays, novels, poetry, visual art, and movies. These materials are designed to make the experiences of migrants palpable to students. As part of this, the course will consider some of the major economic and political factors that shape migration patterns, placing contemporary Mexico-US migration in its historical context. It will also investigate the socio-cultural beliefs and practices inform migration processes. Finally, it will use art and literature that captures the affective, psychological, and spiritual aspects of migration to convey the traumas and exhilarations that accompany it.</p> <p><i>*This course will count towards the CLA Distribution Requirement as either a Humanity or a Social Science—see an Honors Advisor for more information</i></p>	
<p>Approach to Teaching: This course will be based on a pedagogical philosophy that emphasizes not only diversity of course material, but peer-based collaboration. Students will not merely receive lectures from the instructor, but will engage in a range of activities that invite them to express their ideas directly to their peers. Students will discuss the course material in small groups, give each other feedback on their assignments, and work together outside of class.</p>	
<p>Evaluation: Students will be able to choose from several kinds of assignments, from traditional essays to the construction of “visual theses” in collages. Students will also be allowed to design semester-long research projects based in the methodologies of a range of disciplines; these could include ethnographic research with Mexican migrants in Philadelphia or news reporting on subjects related to Mexican migration.</p>	
<p>About the Instructor: CHAT Postdoctoral Fellow and Assistant Professor in the College, Hilary Parsons Dick completed her Ph.D. in Anthropology at the University of Pennsylvania. She is a linguistic anthropologist who investigates Mexico-US migration from the perspectives of discourse analysis; the semiotics of social difference and political economies of language; and gender, class, and ethno-racial relations. Her ethnographic research is situated in Guanajuato, Mexico and Chester County, Pennsylvania. Her forthcoming book, <i>Words of Passage: A Discourse-Centered Approach to Migration</i>, examines how the social imaginaries that encourage migration are produced and enacted in everyday talk.</p>	

Liberal Arts*: Moral Psychology	
Instructor: Jeffrey Boles	CRN: 102080
Email/Phone: jboles@temple.edu	Class Times: W 6:10-8:30
Credit Hours: 3 s.h.	Location: TBA
<p>Course Description: Morality (from Latin <i>moralitas</i> "manner, character, proper behavior") refers to the concept of human behavior which pertains to matters of right and wrong—also referred to as "good and evil." Morality seems to be a universal feature of human thought, as people across time, place and culture have a strong sense of right and wrong. Where does a person's moral sense come from? Are there any moral rules that everyone agrees upon? Is morality driven by emotion? What motivates someone to act morally?</p> <p>This course is an introduction to the science behind our moral sense. We will explore all of the major theories and research findings in every area of scientific psychology (social psychology, developmental psychology, evolutionary psychology, cognitive psychology and clinical psychology). By the end of the course, you should be well versed in the primary issues and debates involved in the scientific study of morality.</p> <p><i>*We expect this course to move to the Psychology department—stay tuned for more details.</i></p> <p><i>N.B. If you took Boles' course in Fall 2007 or Fall 2008, you may not take this course.</i></p>	
<p>Approach to Teaching: The class will consist of part lecture (multimedia presentations and traditional lecture) and part (lively) discussion and debate, where students will be encouraged to develop a reasoned opinion and argue its merits. Students will be expected to have completed all readings and other assignments before coming to class. If students wish, assigned films can be shown on campus at a pre-arranged time.</p>	
<p>Evaluation: Open-ended weekly response papers (1-2 pages in length) commenting on the assignments; a short midterm paper; a longer final paper, and class participation.</p>	
<p>About the Instructor: I am an attorney and an active volunteer for several social and charitable organizations. I obtained my M.A., law degree, and Ph.D. from the University of California, Berkeley, where I won U.C. Berkeley's Outstanding Graduate Student Instructor Award for the 2005-2006 academic year. A former Fulbright Scholar, I have studied and written about the intersection between culture and social behavior extensively.</p>	

Political Science 3997.01 & 4997.01: Honors Jr/Sr Capstone	
Instructor: Orfeo Fioretos	CRN: 033312 & 033413
E-mail/Phone: kof@temple.edu	Class Times:
Credit Hours: 3 s.h.	Location: TBA
<p>Description: This course aims to provide students with a robust conceptual understanding of processes of globalization, as well as acquire strong analytical and presentation skills. Globalization is a complex process that has transformed relations</p>	

between both states and individuals. In this course, we examine the economic, political, social, and cultural dimensions of the contemporary period of globalization, and ask ourselves how, in what areas, and why globalization changes the world in which we live. Three substantive issues organize class discussions: (i) the impact of globalization on the nature of the state and the international system; (ii) new global and local structures of accountability; and (iii) how globalization shapes the political, economic, cultural, and moral worlds of individuals in the United States and abroad.

Approach to Teaching: Seminar

Evaluation: Class participation and research project

About the Instructor: Assistant Professor of Political Science. Specialization in political economy, international cooperation, and globalization.

Political Science 4940: Modern Women Political Theorists

Instructor: Jane Gordon

CRN: 090781

E-mail/Phone: jgordon1@temple.edu,
215.204.2146

Class Times: T 2:40-5:10

Credit Hours: 3 s.h.

Location: TBA

Description: Over the course of the semester, we will engage ten women political theorists and the ways in which each explored the relationship of reason to the category of women and how the definition of human being has been prematurely foreclosed. We will begin with the 14th-15th century writer Christine de Pisan and then move to Mary Wollstonecraft and to her daughter, Mary Shelley. We will then turn to Anna Julia Cooper and Jane Addams, to the Marxists Rosa Luxemburg and Raya Dunayevskaya. We will close with a careful reading of the difficult written reflections of Simone Weil, Hannah Arendt, and Simone de Beauvoir.

Approach to Teaching: I will do some lecturing to provide a context for our discussion which will be devoted to our shared exploration of the very meaty texts that we will be reading. Guiding our ongoing study will be an effort to develop a subtle understanding of what it means for women to do political theory.

Evaluation: The work that I will evaluate will include your attendance and participation, two 3 (single-spaced) page essays that bring the resources we will have engaged to bear on a central, difficult question, one (single-spaced) page paper that summarizes and analyzes one of the central texts, and one class presentation.

About the Instructor: I am really looking forward to teaching this course. I hope through it that we will develop a better sense of what it means for women TO DO political theory. I am currently working on a book that I've titled CREOLIZING POLITICAL THEORY: READING JEAN-JACQUES ROUSSEAU THROUGH FRANTZ FANON. Although neither of the central figures of my book are women, many of its themes significantly relate to the ones that will be at the center of our class. It really fascinates and excites me that this is so---that writers like Frantz Fanon and Mary Shelley, though superficially divided by centuries, gender, race, and geography were grappling with such similar dilemmas. Although they could not speak with one another, we are in the lucky position to enter into conversation with both.

Religion 2996.01: Death and Dying	
Instructor: Dr. John Raines	CRN: 025710
E-mail/Phone: john.raines@temple.edu, 215.204.7923	Class Times: TR 10:10-11:30
Credit Hours: 3 s.h.	Location: CP 306
<p>Description: We humans share a common fate with other animals: we die. But other animals sense their end only suddenly, as the predator closes in or as age and disease take deep hold. But from an early age we humans already know that we and all those we love and depend upon are destined to die. That knowledge changes how we live. All humans, because we are human, ask similar questions and suffer in similar ways from anticipated loss and grief. The world religions all respond to these conditions, but in sharply different ways. This course examines what it means to be consciously finite creatures. It examines existential issues such as fear, denial, anxiety and hope, attachment and loss. It also examines the practical issues of how to care for dying loved ones in a high technology medical environment.</p>	
<p>Approach to Teaching: In this course there are no exams because there are no "right" answers. What we try to do is to open up an often forbidden subject for conversation and reflection. The texts we read are these: Tolstoy: The Death of Ivan Ilych, Nuland: How We Die, Bregman (ed.): Death and Dying in World Religions, and a class Workbook. Since I have taught this course many times (as Religion 343), students should consult the student grapevine.</p>	
<p>Evaluation: In this course there are no exams because there are no "right" answers. What we try to do is to open up an often forbidden subject to reflection and conversation. The course does require considerable writing—six response papers (5 to 6 pages each) that address issues the readings and class discussions pose. A final assignment is the writing up of an interview with a person you choose that focuses upon issues of "death and dying." Each journal will count 10 percent of your final grade (60 percent). The interview will count for 20 percent, and class participation for 20 percent. Because this is W course, students will have the opportunity to revise their journals and resubmit them.</p>	
<p>About the Instructor: Who is John Raines? I am a work in progress but getting close to the final chapters. I did two graduate degrees at Union Seminary in New York. I have served on hospital bio-ethics committees and lectured widely on end of life care issues and the process and purposes of grief. I have been politically active in the civil rights movement and in the protest movement against the war in Vietnam. More recently, I have been deeply involved in the cross-cultural dialogue between Islam and Christianity, especially in Indonesia. In 2004 I was elected Honor's "Professor of the year."</p>	

Religion 3900-001 (H192) : Chinese Religions; Cross-listed: Asian Studies 3900-001 (H304)	
Instructor: Monte Hull	CRN: Religion: 050592 Asian Studies:

	052724
Email/Phone: mhull@temple.edu 215-204-7711	Class Times: MWF 11:40-12:30
Credit Hours: 3 s.h.	Location: TBA
Course Description: An introduction to the broad and diverse sweep of Chinese religious and philosophic traditions over the past several millennia starting in the classical period with Confucianism, Mohism, Daoism and Legalism, then on to some representative schools of Chinese Buddhism and the flourishing of Neo-Confucianism. Along the way we shall look at some of the dazzling impacts of all of this on literature and art. Our focus will be on reading primary sources and developing a sense of their rich diversity and continuities in addressing fundamental questions of human existence.	
Approach to Teaching: We will practice the art of reading and reflecting on these texts from another culture with the aim of understanding them in their own terms, as well as asking how they may speak to us now. Classes will be primarily discussion.	
Evaluation: Participation in class discussions, very short weekly postings on Blackboard, several short take-home exam essays, and a take-home final exam.	
About the Instructor: Monte Hull is Assistant Director of the Asian Studies Program. He has a B.A. in Philosophy from Carleton College and a Ph.D. in Asian Philosophy from the University of Hawaii. He grew up in Hawaii and has spent much of his life there, loves to travel (especially in Asia), ocean kayak, hike and climb, has been active in environmental issues, and has also had a career in art.	

Statistics 2903: Honors Statistical Methods & Concepts	
Instructor: Robert S. Pred, Ph.D.	CRN: 066966
Email/Phone: robert.pred@temple.edu, 215-204-6868	Class Times: MWF 2:40-3:30
Credit Hours: 4 s.h.	Location: SP 115
Course Description: This course is taught by Robert Pred (Department of Statistics). This is not a mathematics course but is instead a course in applied statistics. This is a new 4 credit course which combines the content of what was taught previously in two separate courses (STAT 2901 & 2902). STAT 2903 gives students an introduction to both descriptive and inferential statistics, which provides the requisite foundation in statistical methods for upper division courses in Accounting, Economics, Finance, Human Resource Management, MSOM, and Risk Management. The topical content includes the fundamentals of descriptive statistics, discrete and continuous probability distributions, random sampling distributions, estimation. Next, the formal process of hypothesis testing is presented in detail. Techniques for testing the statistical significance of differences using one, two, and three or more samples are presented for both numeric (tests of means), and non-numeric (tests of proportions) data. Simple and multiple regression modeling techniques are also presented in detail. Univariate and Bivariate Chi-Square tests are also presented. Online Learning tools of Course Compass and MyStatLab and BlackBoard are used extensively in this course. Homeworks and quizzes will generally be administered online using Course Compass, produced by the same company that produces BlackBoard.	

After completing this course, students will be able to compute margin of error for opinion surveys, quality control, and other business research scenarios. Students will also be able to determine required sample sizes required when conducting research with both numeric and non-numeric data. In addition, students will be able to select the appropriate statistical method to analyze a variety of real-world business research scenarios, interpret statistical outcomes, and make actionable recommendations based on study findings.

Approach to Teaching: STAT 2903 primarily emphasize the concepts, definitions, applications, and the interpretations of statistical methods, with a secondary emphasis on calculations. Every statistical method presented in class is demonstrated both with the use of formulas and with Microsoft EXCEL. Students master course material through both class participation and opportunities for experiential learning. This is a BlackBoard intensive course in which a substantial amount of learning material is posted online to offer students additional learning support. In addition, Course Compass and MyStatLab online learning tools are used for tutorials, use of the Etext, and the conduct of online homework and quizzes. Class meetings are recorded using Apreso Class Capture, so the video and audio components of each class meeting can be reviewed online within 5 minutes after class has concluded. In addition, all of the instructor's in-class writing is recorded via Tablet-PC, and all of these in-class notations are also posted online in BlackBoard. It is expected that students keep up with the assigned readings so that they can participate in the Question and Answer format. Students are always welcome to visit Dr. Pred during office hours and special appointments for clarification of course material.

Evaluation: Students' mastery of course material is assessed using 3 exams (60%), 3 quizzes (20%), and graded homeworks (20%). Students are also provided opportunities to earn extra credit through optional assignments and bonus problems on exams and quizzes.

About the Instructor: Dr. Pred has taught both STAT 2901 and STAT 2902 in the Fox School Business Honors program since 2002, and was twice awarded Business Honors Teacher of the Year in 2003 and in 2004. STAT 2903 was taught for the first time by Dr. Pred in Fall 2008. He has conducted teaching effectiveness workshops for Temple's Teaching and Learning Center since its inception in 2002, and was appointed to the Faculty Advisory Board of Temple University's Teaching and Learning Center in 2006. His publications have appeared in the *Journal of Allied Health*, *Journal of Applied Psychology*, and *Personality and Social Psychology Bulletin*, among others. Dr. Pred earned his Ph.D. from the University of Texas at Austin, and M.A. from Bowling Green State of Ohio, and began his career in the private sector as a healthcare marketing research analyst. Since joining the Fox School, he has taught undergraduate, honors, MBA, and Executive MBA courses in statistical methods. He has also taught at the undergraduate, MBA, and Ph.D. level as visiting professor at Franklin & Marshall College, University of Pennsylvania, and West Chester University. Dr. Pred writes ancillary text materials and serves as editorial consultant for several publishers including McGraw-Hill, Prentice-Hall, and Wadsworth.

UPPER LEVEL CST

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
009017	001	CHEMISTRY 2922:ORGANIC CHEM/HONORS II	03.00	MWF	1040A 1130A		
				F	0140P 0230P		
009026	001	CHEMISTRY 2924:ORGANIC HONORS LAB II	01.00	M	0140P 0430P	BE 409	

HONORS SCHOLARS TRACK (SEE AN ADVISOR TO REGISTER FOR THESE CLASSES)

CRN	SEC	COURSE TITLE	CREDITS	DAYS	TIME	ROOM	PROF
062618	001	HISTORY 4997: HONORS THESIS SEMINAR	03.00	T R	1140A 0100P	GH 913	GOEDDE
040133	001	HISTORY 4982: HONORS INDEPENDENT STUDY	03.00	ARR			NEPTUNE
033312	001	POLITICAL SCIENCE 3997:JUNIOR HNRS CAPSTONE SEM	03.00	M	0240P 0510P		FIORETOS
033413	001	POLITICAL SCIENCE 4997: SR HNRS CAPSTONE SEMINAR	03.00	M	0240P 0510P		FIORETOS
024516	001	PHILOSOPHY 4999:HONORS THESIS	03.00				CROWE
030726	001	PSYCHOLOGY 3991:HONORS RESEARCH II	03.00	T R	1010A 1130A	WH 711	
064225	001	PSYCHOLOGY 4991:HONORS RESEARCH III	03.00	T R	1010A 1130A		
064233	001	PSYCHOLOGY 4996: HONORS CAPSTONE	04.00	T R	1010A 1130A		
016677	001	PSYCHOLOGY 4998: RESEARCH PROB (HONORS)	04.00	T R	1010A 1130A		
038916	001	WOMENS STUDIES 4999: HONORS THESIS IND STUDY	03.00				MELZER