

Course Descriptions

University Honors Program

Fall 2013

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Fall 2013 Course Descriptions

Origins and Evolutions of Modern Thought

Origins and Evolution of Modern Thought

Eudaimonia: The Art of Living

Eyal Aviv

HONR 1015: MV – 4 credits

WF 11:30 AM – 12:45 PM

CRN: 52744

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 10:00 AM- 10:50 AM; CRN: 53915

Ancient thinkers followed the command of the oracle of Delphi "know thyself!" They saw life as a path of self-discovery and believed that living right would result in a state of Eudaimonia (human flourishing). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of human flourishing, on the conditions that create them, on a society that fosters such life and how one should contribute to such a society. We will do so through engaging with some of the most fascinating Western and non-Western thinkers and writers in ancient world history, such as Plato, Aristotle, Confucian, Daoist and Buddhist writers.

Justice

Theodore Christov

HONR 1015: MV1 – 4 credits

MW 11:30 AM – 12:45 PM

CRN: 53008

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: W 10:30 AM- 11:20 AM; CRN: 53916

Consider what might be the right thing to do: Are we ever justified in sacrificing ourselves for the community? Is it just to be a good citizen in a bad society? Can the just person reconcile democracy and empire, knowledge and power, citizenship and tradition? Can reason and divinity coexist as sources for justice. This perennial quest for justice remains a persistent concern in antiquity: Greeks, Romans, Jews, and Muslims faced problems that we may recognize as our own. We will grapple with some major works in ancient thought, and engage in political and moral theorizing in the making of a good life. How to deal with the limits of human existence, and what are resources for helping us understand the human condition? The common aim is to discuss significant and recurrent questions of moral and political value that arise in human experience in order to enlarge our awareness of how people have understood the nature of the just and virtuous life. In addressing the themes of justice, equality, democracy, and citizenship, our readings include Sophocles, Thucydides, Plato, Aristotle, the Hebrew Bible, the Epicureans, the Stoics, Cicero, and Al-Farabi in understanding the formative forces that shaped the political and moral universe we inhabit today.

Beyond the Greek City-State: What do other people think constitutes a meaningful life?

Robert Shepherd

HONR 1015: MV2 - 4 credits

TR 2:30-3:45 PM

CRN: 53009

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 2:30-3:20 PM; CRN: 53917

Fall 2013 Course Descriptions

Origins and Evolutions of Modern Thought

Most Europeans and North Americans are introduced at an early age to European philosophical perspectives on life's eternal questions. The ideas and arguments of men such as Plato, Aristotle, the venerable Socrates, Seneca, and other Greek and Roman philosophers are the bread and the butter of how we are taught to think about life. Yet the intellectual world is far larger than Europe and includes perspectives far beyond the city states of ancient Greece. The purpose of this seminar is to explore these other ideas. To do so, we will read and discuss the work of the great ancient thinkers of South, West, and East Asia. These include Confucius, his supporters Mencius and Xunzi, his opponent Mozi, and the Machiavelli of ancient China, the political philosopher Han Feizi; the great Daoist sages Laozi and Zhuangzi; the Buddha, the 6th century BC Persian philosopher Zoroaster, and two of the foundational texts of Indian thought, The Laws of Manu and the Bhagavad Gita.

Eudaimonia: The Art of Living

Eyal Aviv

HONR 1015:MV3 - 4 credits

WF 1:00-2:15 PM

CRN: 53010

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 3:00-3:50 PM; CRN: 53918

Ancient thinkers followed the command of the oracle of Delphi "know thyself!" They saw life as a path of self-discovery and believed that living right would result in a state of Eudaimonia (human flourishing). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of human flourishing, on the conditions that create them, on a society that fosters such life and how one should contribute to such a society. We will do so through engaging with some of the most fascinating Western and non-Western thinkers and writers in ancient world history, such as Plato, Aristotle, Confucian, Daoist and Buddhist writers.

In addition to "content," our seminar will also focus on "form." One of the goals for this course is to build a solid set of academic skills that will serve you throughout your academic career. Fashioned after the training of the great minds of old, we will develop our analytical, presentational and persuasive skills, through close analysis of the texts, written assignments, in-class conversation, as well as debates over the "big questions," which will arise through the semester.

Justice

Theodore Christov

HONR 1015:MV4 - 4 credits

MW 1:00-2:15 PM

CRN: 53011

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: M 2:30-3:20 PM; CRN: 53919

Consider what might be the right thing to do: Are we ever justified in sacrificing ourselves for the community? Is it just to be a good citizen in a bad society? Can the just person reconcile democracy and empire, knowledge and power, citizenship and tradition? Can reason and divinity coexist as sources for justice? Furthermore, how could the Greeks conceive of citizenship and justice without rights, and why did ancient Greek and Roman political vocabulary survive and still be invoked in our own political thinking? How did the ancient Jews and Far East thinkers imagine the community of the just as distinct from the household and the city, and is justice derived from God alone? This perennial quest for justice—through optimal forms of a good society—remains a persistent concern across time, place, and cultures, from antiquity to the present. Ancient Jews, Greeks, Romans, and Far East thinkers faced problems that we may recognize as our own.

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Origins and Evolutions of Modern Thought

To explore these and other questions, we will grapple with some major works in ancient thought, and engage in political and moral theorizing as a systematic intellectual enterprise in the making of a good life. How to deal with the limits of human existence, and what are resources for helping us understand the human condition? The common aim is to discuss significant and recurrent questions of moral and political value that arise in human experience in order to enlarge our awareness of how people have understood the nature of the just and virtuous life. In addressing the themes of justice, equality, democracy, and citizenship, our readings include the Western and Eastern tradition—Sophocles, Thucydides, Plato, Aristotle, Epictetus, Seneca, Dhammapada, Lao Tzu, and the Hebrew Bible—in understanding the formative forces that shaped the political and moral universe we inhabit today.

The Good Life

William Winstead
HONR 1015:MV5 - 4 credits
MW 1:00-2:15 PM
CRN: 53012
Fulfills: SEAS: Humanities; ESIA: Humanities
Writing Lab: M 2:30-3:20 PM; CRN: 53920

How does one live well? What constitutes a good life in the fullest sense? Does an authentic life depend principally upon virtue, reason, or happiness? What role should pleasure, desire, and love play in a life well lived? The question of "the good life" is the principle theme of antiquity in both the Western and Eastern traditions. Philosophers, poets, historians, theologians, and political leaders contribute richly to the debate, often with sharply conflicting solutions to the perennial problem of achieving an authentic life. Our readings this semester will come from both Eastern and Western traditions, and include texts from the Greek, Hebrew, Chinese, and Indian traditions. Our discussions will be guided by fundamental questions: How ought I to live? What is good (and, equally, what is bad, or evil)? What is human nature? What is a just community? What is knowledge? What is natural? What is the divine? Throughout the semester, our discussions will be collective, critical, and open-ended. Because our course is designed to cultivate your capacity to write effectively, we will pay close attention to the different forms of writing that we encounter in our readings and work to access the strengths and weaknesses of their approaches.

Wonder

Mark Ralkowski
HONR 1015:MV6 - 4 credits
TR 10:00-11:15 AM
CRN: 53013
Fulfills: SEAS: Humanities; ESIA: Humanities
Writing Lab: W 4:10-5:00 PM; CRN: 53922

Plato and Aristotle both said that philosophy begins with wonder. As rational animals, we can't help but ask and answer philosophical questions: where did the universe come from, and what is it made out of? Why is there order in nature? Why is there anything at all, and not nothing? What is the human place in the world, and what is the best life for us to live?

These are among the earliest questions asked by human beings in the Middle East, Greece, China, and India. In this seminar we will read seminal texts from each of these traditions. Our syllabus will include the Hebrew Bible, Thucydides, Plato, Sophocles, Aristotle, the Yoga Sutras, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. As we will see, in the ancient world these concepts were often treated together and studied as a way of life.

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Origins and Evolutions of Modern Thought

The goals of this seminar include introducing you to many of the most important and influential ideas of antiquity, developing your capacities as a writer and reader, and encouraging your critical engagement with a world that has been shaped by its origins.

Wonder

Mark Ralkowski
HONR 1015:MV7 - 4 credits
TR 1:00-2:15 PM
CRN: 53709
Fulfills: SEAS: Humanities; ESIA: Humanities
Writing Lab: W 5:00-5:50 PM; CRN: 53923

Plato and Aristotle both said that philosophy begins with wonder. As rational animals, we can't help but ask and answer philosophical questions: where did the universe come from, and what is it made out of? Why is there order in nature? Why is there anything at all, and not nothing? What is the human place in the world, and what is the best life for us to live?

These are among the earliest questions asked by human beings in the Middle East, Greece, China, and India. In this seminar we will read seminal texts from each of these traditions. Our syllabus will include the Hebrew Bible, Thucydides, Plato, Sophocles, Aristotle, the Yoga Sutras, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. As we will see, in the ancient world these concepts were often treated together and studied as a way of life.

The goals of this seminar include introducing you to many of the most important and influential ideas of antiquity, developing your capacities as a writer and reader, and encouraging your critical engagement with a world that has been shaped by its origins.

Human Flourishing

Lee Okster
HONR 1015:MV8 - 4 credits
MW 4:10-5:25 PM
CRN: 53710
Fulfills: SEAS: Humanities; ESIA: Humanities
Writing Lab: W 6:10-7:00 PM; CRN: 53924

What is it to flourish as a human being? What is the best kind of life to live, or the best kind of person to be? These kinds of questions were a principal theme of antiquity. They were a central concern of poets, philosophers, historians, theologians, and politicians. The reason these questions will occupy us in this class is that our Western notions of the good life build upon these ancient conceptions of human flourishing. We will also compare and contrast the differences and similarities between the ancient Western notions of the good life and those of the ancient East (China and India in particular). The readings for this course will come from both Eastern and Western traditions, and include texts from the Greek, Hebrew, Chinese, and Indian traditions. Our discussion of these texts will be guided by basic questions, including: What is good (and, equally, what is bad, or evil)? What is human nature? How ought I to live? What is a just community? What is knowledge and how does one attain it? Because the course is designed to cultivate your capacity to write effectively, we will also pay close attention to the different forms of writing that we encounter in our readings and work to access the strengths and weaknesses of each approach.

Enlightenment East and West

William Winstead

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Origins and Evolutions of Modern Thought

HONR 2016:10- 4 credits

T 3:30-6:30 PM

CRN: 54531

Fulfills: SEAS: Humanities; ESIA: Humanities

This course is limited to students who joined the Honors Program as rising-sophomores. The great works of the Western and Eastern intellectual traditions take the problem of Enlightenment as their guiding theme. In the West, the concern with enlightenment emerges with the origin of Occidental philosophy in Plato's famous allegory of the cave, while in the East it takes shape in the Buddha's call a century earlier to break with illusion and practice awakening. The modern enlightenment project contrasts sharply with those of antiquity thanks to its commitment to science and technological power and their political and economic counterparts, liberalism and free-market capitalism. Our seminar this semester will examine enlightenment projects East and West, highlighting particularly the sharp differences between a variety of seminal responses to the problems of human delusion, suffering, and injustice. In addition to the theme of enlightenment, our discussions will be guided by fundamental questions: What are good and evil? What constitutes genuine knowledge? What is the character of human nature? What is natural? What is just or virtuous? Our approach to these questions will be open-ended and deliberative, and we will strive to remain sensitive to the complexity of argumentation found in our readings as we discuss and debate their claims.

Scientific Reasoning and Discovery

The Process in Practice

Bethany Kung

HONR 1033:10 – 4 credits

TR 8:30-10:20 AM

CRN: 53005

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

This course will serve as an introduction to the process and practice of science. Students will emulate scientists in the steps from developing hypotheses and writing research proposals through data collection, analysis, peer review and the presentation of results and conclusions in both written and oral form. This course will be primarily "hands-on" - bring your creativity and intellectual curiosity and be prepared to step outside of your comfort zone to develop new skills. In addition to carrying out scientific investigations, we will consider questions such as:

- * What are the ethical issues related to scientific research?
- * How do scientific claims in the media relate to actual science research?
- * What separates science from pseudoscience?
- * How are the internet and social media changing the way science is conducted and reported?
- * What might motivate scientists to commit fraud?

Students will be expected to take an active role in the classroom, where we will explore these topics and others through lecture, discussion, debate, writing, experimentation, group projects and mathematical exercises. Uncertainty in science will be considered both qualitatively and quantitatively. There are no mathematical prerequisites, as the course will include an introduction to the tools and methods of basic statistical analysis and the presentation of data. We will use computer programs such as Excel to collect and manipulate data. This course is designed to increase science literacy - by experiencing for yourself what it takes to produce science, this class strives to make you a better consumer of the science you will encounter throughout your life.

Energy

Bethany Kung

HONR 1033:13 – 4 credits

TR 10:30-12:20 PM

CRN: 56485

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Our lives are a complex web of energy, yet we never give energy much thought. Only when energy resources (e.g. oil, solar, nuclear) become big news do people start paying attention. But how can we be savvy consumers of energy rhetoric without a basic understanding of the fundamental physics of energy? This course will serve as an introduction to the physics of energy, from the basics, e.g. kinetic vs. potential energy, to more complex issues such as energy production, storage and transportation. We will explore alternative energy sources such as solar and nuclear energy.

Topics to be covered will include:

- * The physics of energy: work, power, heat, electromagnetic radiation, electricity
- * Energy storage and transportation: fuels, batteries, the electrical grid
- * Nuclear physics: atoms, quantum mechanics, fission and fusion
- * Energy resources: coal, wind, alternative fuels, solar, nuclear

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Scientific Reasoning and Discovery

Throughout the course, students will also tackle the fundamentals of science including the scientific method, experimentation and error measurement. Quantitative analysis will be emphasized to help build problem solving abilities and mathematical intuition (mathematics will be confined to algebra and geometry). This course is designed to increase student scientific curiosity and science literacy. Students will be expected to take an active role in the classroom, where we will explore these topics through lecture, discussion, debate, writing, experimentation, group projects and mathematical exercises.

Biology

LaTisha Hammond

HONR 1033:MV – 4 credits

TR 10:00-11:15 AM

CRN: 54240

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Lab: M 4:10- 6:00 PM; CRN: 55081

Biofuels, GMO foods, food allergies, gene therapy, honeybees, coral reef health. At first glance this may be a seemingly random string of topics, but a common thread throughout them all is biology, and all require some understanding of biological concepts to understand their implications and make informed decisions about them. In this course we will explore biological concepts through the lens of contemporary issues in biology as they relate to society and everyday life. This course will serve as an introduction to the fundamentals of biology and the nature of science. Topics to be covered include cells and molecules, genetics, physiology, ecology and evolution as they relate to the more complex and nuanced biological issues of disease, food sources, organism interactions, sustainability, and climate change, to name a few. Lab exercises will introduce biological techniques for studying these topics. Students will engage in the process of science in an effort to increase their scientific literacy. Students will be expected to take an active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

Biology

LaTisha Hammond

HONR 1033:MV1 – 4 credits

TR 11:30-12:45 PM

CRN: 53007

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Lab: M 4:10- 6:00 PM; CRN: 55081

Biofuels, GMO foods, food allergies, gene therapy, honeybees, coral reef health. At first glance this may be a seemingly random string of topics, but a common thread throughout them all is biology, and all require some understanding of biological concepts to understand their implications and make informed decisions about them. In this course we will explore biological concepts through the lens of contemporary issues in biology as they relate to society and everyday life. This course will serve as an introduction to the fundamentals of biology and the nature of science. Topics to be covered include cells and molecules, genetics, physiology, ecology and evolution as they relate to the more complex and nuanced biological issues of disease, food sources, organism interactions, sustainability, and climate change, to name a few. Lab exercises will introduce biological techniques for studying these topics. Students will engage in the process of science in an effort to increase their scientific literacy. Students will be expected to take an active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

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Scientific Reasoning and Discovery

Science and the Media: Investigating Claims about Your Health

Carly Jordan

HONR 1033:MV2 – 4 credits

MW 10:00 AM-11:15 PM

CRN: 57209

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Equivalent Courses: BISC 1005

Lab: W 1:00- 2:50 PM; CRN: 57210

Every day we hear all sorts of claims about how to live a healthy life. From what to eat to whether or not to get a vaccine or take a certain drug, we are constantly bombarded with advice about how to live our lives. Who do you listen to? How do you know if the claims you hear are true? In this course, you will develop science literacy and critical thinking skills necessary to make sense of the information you encounter every day. You will learn quantitative skills and basic statistics that will help you interpret data. The major project in this course will be to find a claim and investigate its validity. You will determine the legitimacy of its makers, learn where to find primary sources to support or refute the claim, propose additional studies to help clarify confusing information, and create a dissemination piece to share your understanding with your peers. In this course, we will analyze serious medical claims and silly urban legends, but we will do it all using sound logic and the scientific method. At the end of the semester, you will be armed with the knowledge and skills to make informed decisions about your health.

Capital Climate Initiatives

Houston Miller

HONR 1033:MV3 – 4 credits

TR 2:20- 3:45 PM

CRN: 53702

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Lab: R 4:00- 5:50 PM; CRN: 57319

This course will be a continuation of an effort begun in Fall 2011 through the UHP to bring climate change awareness to the GW campus by deploying greenhouse gas sensors on the GW campuses and displaying this information visually at the sensors and on the internet. By the end of the academic year students will develop hands-on experience with NDIR sensor technology (look it up!), microcontrollers, and programming. However, you must walk before you can run. Therefore, the first semester will follow a more traditional laboratory course approach to understanding how the atmosphere works, what greenhouse gases are, the role of carbon in the global energy mix, and how climate models work. Our work will include some traditional lecture periods, weekly hands-on laboratory sessions, a POSSIBLE field trip, and some guest lectures from the DC area's resident climate experts.

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Introductory and Special

Introductory and Special

Honors Microeconomics

Robert Goldfarb

HONR 2043:10 – 3 credits

TR 11:10- 12:25 PM

CRN: 50260

Fulfills: CCAS: Social Sciences; ESIA: ECON 1011 requirement; HONR 2047: Self and Society Requirement

Equivalent Courses: ECON 1011; HONR 2047

HONR 2043, combined with HONR 2044 in the spring, satisfies the same curriculum requirements as ECON 1011 and ECON 1012 and serve as the prerequisite for upper-level economics courses. This section of HONR 2043 goes beyond ECON 1011 by covering more advanced microeconomics topics.

Justice and the Legal System

Jill Kasle

HONR 2125:10 – 3 credits

MW 12:45 – 2:00 PM

CRN: 51650

Fulfills: CCAS (GCR Only): Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; ESIA: Elective; HONR 2047: Self and Society Requirement

Equivalent Courses: HONR 2047

Justice and the Legal System is a course in constitutional law that starts with *Marbury v. Madison* and covers the Commerce Clause, separation of powers, due process, and equal protection. The course utilizes law school teaching methods, textbooks, and exams. The goal of the course is to help students develop their analytic ability and communicational skills. A secondary benefit of the course is that students who are curious about, or interested in, a career in law will get a sense of what law school is like from the course.

Africans in America

Nemata Blyden

HONR 2175:10 – 3 credits

T 3:30 – 6:00 PM

CRN: 56789

Fulfills: GWSB: Humanities/Non-Business and Unrestricted Elective; ESIA: Elective; HONR 2054: Arts and Humanities Requirement

Equivalent Courses: HONR 2054

People of African descent have lived in the United States since the 17th century. Largely involuntary migrants, their experiences were shaped by the experience of bondage and involuntary servitude, repressive and discriminatory legislation, and oppression. This course will focus on more recent African arrivals to the United States, exploring the history of Africans who voluntarily migrated to the country - African immigrants. The course will examine Africans who came to the United States in the late 19th and early 20th century as students, visitors, missionaries, and temporary residents. It will also examine the experience of those Africans who arrived in the United States, following the liberalization of immigration laws in the 1960's. Themes to be explored include reasons

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Introductory and Special

for African migration, settlement patterns, adjustment issues, and relationships with Americans, black and white. As much as possible we will assess the experience of these migrants from their own perspectives as immigrants in a new land.

Leadership in Theory and Practice

Gerald Kauvar and Joel Trachtenberg

HONR 2175:11 – 3 credits

T 12:45 – 3:15 PM

CRN: 54348

Fulfills: CCAS (GCR Only): Social & Behavioral Science; GWSB: Non-Business Elective/Unrestricted Elective; HONR 2048: Self and Society Requirement

Equivalent Courses: HONR 2048

An idiosyncratic course that includes weekly presentations on a variety of cases by the students who are divided into two teams. Each weekly session also includes a guest lecturer -- a leader from a variety of sectors like the military, the arts, the Congress, non-profit organizations, large businesses, small businesses, faith based organizations, and so on. Two papers are assigned to explore topics related to the required reading. Peer evaluation of performance as a team leader and team member are important parts of the grading scheme.

Islam and the Political Economy of Oil in the Persian Gulf

Hossein Askari

HONR 2175:12 – 3 credits

T 12:45 – 3:15 PM

CRN: 54668

Fulfills: ESIA: Middle East concentration (Group A), Comparative Political Economic and Social Systems concentration, International Economics concentration, International Development concentration, International Politics Concentration; HONR 2048: Self and Society Requirement

Equivalent Courses: HONR 2048

In this seminar, we examine how oil has affected the Persian Gulf's political, human and economic development and its external relations. We begin with a chronological look at how the political structure of these countries and their relations to the outside world affected the exploitation of oil, how the role of oil grew and, in turn, how oil extraction shaped their political and economic developments. While oil's early exploitation was effectively colonialist in practice, it has overtime morphed into "collaborative colonialism," with oppressive rulers and foreigners working hand-in-hand to the detriment of the citizenry. The ongoing economic management in these countries is unsustainable. Other forms of capital are not replacing the capital wealth locked in oil as oil and the benefits of oil is not being justly shared among all citizens of all generations. There is an urgent need for visionary political and economic reforms and Islam offers such a path.

Conflicts and Wars in the Persian Gulf

Hossein Askari

HONR 2175:14 – 3 credits

R 12:45 – 3:15 PM

CRN: 56788

Fulfills: ESIA: Middle East concentration (Group A); Conflict Resolution concentration; Security Policy concentration; International Development concentration; International Economics concentration; International Politics concentration; HONR 2047: Self and Society Requirement

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Equivalent Courses: HONR 2047

We begin by cataloging the conflicts in the region. We then examine in some detail the origin of all major conflicts and their evolution, analyzing the underlying reasons for their emergence and continuation and looking into their interconnectedness with other conflicts. We plan to analyze the motivations and evolution of these conflicts in the Persian Gulf, to assess how they may be related and intertwined to develop a common approach for their containment and eventual reconciliation. We hope to show how most of these conflicts have, overtime morphed to one--power to control resources and their distribution. Our goal is to present a vision of how the region may pull back from the ongoing path of continuous conflict and embark on the path of reconciliation, cooperation and mutual resurgence.

The Map of Knowledge

Peter Caws

HONR 2175: MV– 3 credits

F 11:00 – 12:50 PM

CRN: 57090

Fulfills: HONR 2053: Arts and Humanities Requirement

Equivalent Courses: HONR 2053

Of course the business of the University is knowledge – we expect you to know more when you leave than when you arrive. But the way in which knowledge and its acquisition are best organized is not obvious from the structure of courses and departments. The stakes are high: having knowledge - or lacking it - has a profound effect on the lives of individuals and the fate of societies. The seminar will explore this territory from the earliest philosophical theories, through the development of the academies and the professions, to the most recent techniques of storage and dissemination. How much do we really know? How much do we need to know? How do we know when we know it? Is information a kind of knowledge? What is the difference between a science and a discipline? Between the sciences and the humanities? How do we get from one point to another in the domain of knowledge? Which provinces in the domain share methods, or boundaries, or traditions? Are there forbidden places on the map, or tracts as yet unexplored? These are just some of the provocative questions from which we will begin, although as always the work of the seminar will be guided by the interests of the participants.

Ethics and World Politics

Martha Finnemore

HONR 2175: 15– 3 credits

W 12:45 – 3:15 PM

CRN: 57039

Fulfills: ESIA: Advanced Fundamental for International/Comparative Politics, Comparative Political Economic & Social Systems

Concentration, Conflict Resolution Concentration, International Politics Concentration

Equivalent Courses: HONR 2047

This seminar will explore whether and how different ethical claims shape global politics. One long-standing school of thought argues that ethical concerns do not and should not apply in the international realm. Ethics are a luxury, this argument holds, one that we cannot afford in a dangerous world. Critics of this view are many, but they disagree among themselves about what actions, exactly, are ethical and how best to pursue ethically desirable goals. We will consider contrasting arguments about these issues and apply them to real-world political problems including war, genocide, poverty, and human rights.

Self and Society

The Trouble with Nature, Common Sense, and Conventional Wisdom: Introduction to Cultural Anthropology

Robert Shepherd

HONR 2047:10 – 3 credits

M 3:30- 6:00 PM

CRN: 55668

Fulfills: CCAS: Social Sciences; ESIA: Elective; GWSB: Non-Business Elective/Unrestricted Elective; GPAC Oral Communication

Equivalent Courses: ANTH 1002

This course examines the concept of culture and the role it plays in human behavior. We will analyze and discuss what we and others mean when we speak about "culture", how this concept relates to "nature" and "human nature", and the role it occupies in how people make sense of the world. In addition, we will analyze how culture shapes our views when we speak about subjects such as race, gender, sexuality, family, work, and, fundamentally, what philosophers refer to as the good life. We will address these and other questions from an anthropological perspective. We will analyze and discuss what we and others mean when we speak about "culture", how this concept relates to "nature" and "human nature", and the role it occupies in how people make sense of the world. In addition, we will analyze how culture shapes our views when we speak about subjects such as race, gender, sexuality, family, work, and, fundamentally, what philosophers refer to as the good life. We will address these and other questions from an anthropological perspective.

Fall 2013 Course Descriptions

Arts and Humanities

Arts and Humanities

Modernism and Postmodernism

Margaret Soltan

HONR 2053W:10 – 3 credits

WF 9:35- 10:50 AM

CRN: 57012

Fulfills: WID; CCAS: Humanities; ESIA: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Cultural critics have designated contemporary life in the United States "postmodern." What do they mean by that? How did we stop being modern and become postmodern? This course will look at works of art (poetry, fiction, painting, architecture, music) and essays about cultural change (for instance, Clement Greenberg on modernism and Fredric Jameson on postmodernism) in order to get at the important constituents of these two profound cultural movements. The course is an intensive, interdisciplinary inquiry into our present moment and its recent past.

World Epics: The Human Journey

Cheryl Vann

HONR 2053W:11 – 3 credits

TR 9:35- 10:50 AM

CRN: 53241

Fulfills: WID; CCAS: Humanities; ESIA: Humanities; GWSB: Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Continuing with the concepts explored in the Origins courses of what makes us human, what do we value, and why, this course will encounter epic poetry from around the world, with a major but not exclusive focus on non-Western sources. We will investigate the meaning of courage, the value of sacrifice, the benefits of human love, the worth of spiritual belief, the grounding of family, the necessity of duty and honor, and the struggle for identity in Mesopotamia's Gilgamesh, Mongolia/Tibet's King Gesar, India's Ramayana, Persia's Shahnameh, Mali's Sundiata, Arabia's Antar, Ireland's Tain, and Russia's Song of Igor's Campaign, and if available, Georgia's Knight of the Panther Skin and Vietnam's Trung Sisters. Composed or written down over the space of millennia, each of these epics reveals that the works these countries consider to be cultural foundations and world treasures retain profound meaning in the modern world.

Savage Politics and Beautiful Power in the Adventure Story

Rebecca Boylan

HONR 2053W:12 – 3 credits

TR 2:20- 3:35 PM

CRN: 57038

Fulfills: WID; CCAS: Humanities; ESIA: Humanities; GWSB: Non-Business and Unrestricted Elective; SEAS: Humanities Elective

In Art disparate as a Canadian murder story, a narrative of U.S. soldiers returning from the war in Afghanistan, an Iranian film of love turned wicked, Vietnam War photography, portraits by Picasso, Dubuffet, and Bacon, Japanese anime, a spy thriller, and Israeli choreography of a Nordic dance proclaiming FREEDOM, this course studies how the IMAGE invokes intellectual, ethical, and emotional responses in the audience. We will view and discuss Art's political and cultural currency in provoking the imagination to expose love and war in film, literature, photograph, painting, live theatre, music, dance, architecture and artifact. A medley of

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cultural critics will guide our examination of how and to what effect Art re-imagines horror and beauty. Whether moved by imagination's savage mask or exquisite brush stroke, course participants will become aware of how IMAGES disturb and affirm the human adventure. Texts emboldened by images considered for Fall 2013 include *The Great Gatsby*; spy thriller, *Sweet Tooth*; *The Adventures of Hugo*; *The Importance of Being Earnest*; *To the Lighthouse*; murder story, *Canada*, scientific research mystery, *State of Wonder*; Indian WWII story, *The Last Brother*, and the South American immigrant story collection, *Everything Begins and Ends at the Kentucky Club*.

Goya in the Context of Court Art in Spain

Barbara von Barghahn-Calvetti

HONR 2053W: MV – 3 credits

T 1:00- 3:30 PM

CRN: 53927

Fulfills: WID; CCAS: Humanities; GWSB: Non-Business and Unrestricted Elective; SEAS: Humanities Elective

This course is designed to provide a context of the royal collectors and patronage of art in Bourbon Spain. The primary focus will be upon the commissioning and collecting of paintings by the artist Francisco de Goya, who began his career during the eighteenth-century Enlightenment. From his early employment as a tapestry designer for King Charles III (1759-1788)--a primary sponsor of excavations in Pompeii and Herculaneum-- to his personal pictorial statements about the conflicts of the Peninsular War, Goya's work will be analyzed as representative of a turbulent and transformative age in European history. The class will be taught as a seminar with presentations, related research papers, article analyses and discussions. No prerequisites.

Violence and the Violated: Pursuing Human Rights

Rebecca Boylan

HONR 2054W:10 – 3 credits

TR 3:45- 5:30 PM

CRN: 57013

Fulfills: WID; CCAS: Humanities; GWSB: Non-Business and Unrestricted Elective; SEAS: Humanities Elective

We begin our ennobling quest for human dignity by delving into Harvard Professor, Michael Sandel's dynamic study: *Justice: What's the Right Thing to Do?* Sandel invigorates confrontations with moral dilemmas in case studies "testing" utilitarianism, libertarianism, Kant, Mill, affirmative action, Rawls, MacIntyre, and Aristotle, thereby inciting us to re-examine the danger to one's ethical sensibility in attacking or ignoring the human spirit. Investigating literature, journalism, art, and film, we will expose and re-read those scandals which deprive humanity of respect, freedom, and rights. Sandel's philosophical approaches, supported by other activist thinkers, illuminate why a narrative's perception of unjust human nature not only shocks and horrifies, but also relies on imaginative intellectuals to actively disarm injustice in conversation and writing (student petitions!). Our readings and viewings expose such polemics as individual and communal rights, private and public knowledge, tradition and progress, and indigenous and universal values. Our texts examine justice's insights from multiple perspectives and observe humanity's good will amidst the strife. Literature/Film possibilities include *Behind the Beautiful Forevers*, *The Murder of Emmett Till*, *The Girl with the Dragon Tattoo*, *NW*, *One Day in the Life of Ivan Denisovich*, *The Interrupters*, *The Warmth of Other Suns*, and *The Feast of the Goat*.

Changing Women and Religion in East Asia

Xiaofei Kang

HONR 2054W: MV – 3 credits

W 10:00 AM- 12:30 PM

CRN: 57015

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Arts and Humanities

Fulfills: WID; CCAS: Humanities; ESIA: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Religion has been long considered as the antithesis of reason, science, and secularization that define modernity in the post-Enlightenment world. In East Asia, the very concept of religion was born along with the arrival of Western imperialism and it has been greatly shaped by a "Christian-secular normative model" since the late nineteenth century. The changing discourse of religion and modernity is central to the construction of a new womanhood in East Asia. The course examines the complex process of changes and transformation of women and of religion in twentieth century and contemporary East Asia. Major topics of the course include 1) The concepts of body, gender and womanhood in Confucian, Daoist, Buddhist and other indigenous traditions versus Christian/Western changes and challenges; 2) Women's religious lives and female leadership in religious rituals and practices, including global humanistic Buddhism and indigenized versions of Christianity; 3) Communism, Feminism, and Female Religiosity; 4) gender, sexuality and new religious movements; 5) Gender and ethnicity in Tibetan Buddhism, Chinese Islam and Korean Christianity. The class is mainly in discussion format and aims to foster critical and cross-cultural understandings of the rich and diverse experiences of women in East Asian in response to the hegemonic master narrative of Western modernity.

Early Modern Utopias/Postmodern Dystopias

Holly Dugan

HONR 2054W:MV1 – 3 credits

T 1:00- 3:30 PM

CRN: 57014

Fulfills: WID; CCAS: Humanities; ESIA: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

In this course, we'll examine the knife-edge of difference between an imagined idealized society and the tyranny it so often becomes through the broad literary history of both genres of fiction. We'll begin with early modern utopian fiction, and its contours for idealized societies, reading Thomas More's *Utopia*, Francis Bacon's *New Atlantis*, and Butler's *Erewhon* in order to examine how certain aspects of society--literacy, education, science and technology, religious reform, and reproductive politics--are reimagined in the name of balance and harmony for the many. These early texts ask: What is the role of the individual within a given society? How is happiness defined and measured? What is the role of justice? Of scientific inquiry? Of education? We'll then juxtapose these earlier utopian texts with a wide array of modernist and postmodern dystopic novels and films: these include Gilman's *Herland*, Huxley's *Brave New World*, Orwell's *Nineteen Eighty-Four*, Lowry's *The Giver*, Le Guin's *Lathe of Heaven*, Moore and Loyd's *V for Vendetta* and films like *Metropolis*, *Gattaca*, and *Bladerunner*. What has changed in these later texts? How do they answer the questions differently than their predecessors? And, most importantly, how do new aesthetic forms--novels, films, and graphic art--represent these realms differently? Students will write two papers that delve deeply into these concepts, revising one of them into a longer research inquiry.

Contract Courses

Honors Course Conversion

Chosen by student
HONR 2180:10 – 3 credits
CRN: 51030

Please see an Honors Advisor for further information.

Honors Internship

Chosen by student
HONR 2182:10 – 1 to 3 credits
CRN: 54283

The Honors Program gives credit for academic work that puts an internship into a broader scholastic context. Each student must have a faculty member oversee his or her project (which must be more substantial than a journal). The student and professor must meet at least three to five times during a semester.

Honors Undergraduate Research

Chosen by student
HONR 2184:10 – 1 to 4 credits
CRN: 51031

The Honors Program gives credit for independent study work completed in cooperation with a professor. Each student needs a faculty member to oversee his or her project and assign a grade. The student and the professor must meet at least ten times during the semester.

Honors Research Assistantship

Chosen by student
HONR 2185:10 – 0 to 4 credits
CRN: 52235

Students pursuing a directed research project in collaboration with a faculty advisor may receive credit for the project with Honors Program approval. Students participating will be actively engaged in the scholarly research of the supervising faculty member. The Research Assistantship may be repeated once for credit.

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Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Chosen by Student
HONR 4198:10 – 3 credits
CRN: 50771

The Honors Senior Thesis is a one or two-semester independent study to complete a senior thesis. This course is for students who are NOT doing departmental honors. The students and professor should meet at least ten times during the semester. Any student considering the Honors Senior Thesis option should contact an Honors Advisor. This course is only open to Seniors, and requires a completed Honors Contract to register.

November Senior Capstone

Maria Frawley
HONR 4199:10 – 1 credit
M 2:00- 4:00 PM
CRN: 51068

Meets November 4, 11, 18, 25. This mini-seminar engages the capstone topic of love via some major works of nineteenth- and early twentieth-century literature but, with the other capstone mini-seminars of the fall semester, we will ground our conversation with some of the conversations about love in Plato's Symposium. We will also read short passages from major works such as Austen's *Pride and Prejudice*, Bronte's *Jane Eyre*, Elizabeth Barrett Browning's *Sonnets from the Portuguese*, Tennyson's *In Memoriam*, and Joyce's *Dubliners*. The course will not be a short survey of British literature; rather, we will use the fictional or poetic material as a starting point for discussion about issues such as love's vexed relationship to ideas of autonomy, sacrifice and redemption, respect, and reciprocity; the conditions of love and the notion of "unconditional love"; ways that one experiences love or learns to identify certain emotions with love; the variety of ways that love is expressed; and, perhaps most crucially, the capacity of love to direct one's choices in life.

October Senior Capstone

Mark Ralkoswki
HONR 4199:11 – 1 credit
M 7:00- 9:00 PM
CRN: 53597

Meets October 7, 14, 21, 28. "I would never want to belong to any club that would have someone like me for a member. That's the key joke in my adult life, in terms of my relationships with women" (Woody Allen, *Annie Hall*). We will begin this little seminar by asking whether Woody Allen's joke tells us anything important about love. Our discussions will be organized around Plato's *Symposium* and *Phaedrus*, Woody Allen's *Another Woman*, Nussbaum's *Upheavals of Thought*, Knut Hamsun's *Pan*, and Ingmar Bergman's *Summer Interlude*. (We will meet for film screenings on October 9th and October 23rd in addition to our regular meeting time on Monday nights. Please ensure that you are free on those two additional nights.) Our discussions will not be aimed at any final answers about the nature of love. How could they be? Our only goal will be to think freely, with the help of great literature and film, about love's hopes and desires, its special kind of knowledge, its profound risks, and its unusual powers. William James once said we have as many selves as we have acquaintances. What self do we have when we love, or are loved by, another person?

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Senior Capstone and Thesis

September Senior Capstone

William Winstead
HONR 4199:12 – 1 credit
W 7:00- 9:00 PM
CRN: 56146

Meets September 4, 11, 18, 25. "Love" and "work" have rightly been called the great defining activities of our lives. Of the two, love is undoubtedly the more difficult and by far the more fascinating. Love gives meaning to our lives, brings ecstasies and sorrows, and finds itself caught up in thorny questions of power, possession, knowledge and truth. If love often seems to liberate, it just as often works to enslave. What is love? And how is it practiced? What are its historical forms? Is human happiness ultimately dependent upon deep and abiding love? Must love involve submission and possession? These questions and others will inform our capstone discussion of the difficult, essential, and lifelong "art of love" as we contemplate several the most illuminating visions of love through the ages. Our readings will include, among others, selections from Plato's Symposium, Ovid's The Art of Love, the Letters of Abelard and Heloise, Fromm's The Art of Loving, and Simone de Beauvoir's The Second Sex. Time and interest permitting, we will also sample a selection of relevant love songs by Schumann and Beethoven from the classical Lieder tradition.

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5700 Series

5700 Series

Perennial Philosophy

Seyyed Nasr

HONR 5701:80 – 3 credits

TR 11:10- 12:25 PM

CRN: 55178

Fulfills: HONR: Arts and Humanities 2053

This course deals with the meaning of the concept of Perennial Philosophy as understood by various scholars of thought and the understanding of this term throughout history in both East and West. The course will also deal with the Perennial Philosophy itself, as it concerns the nature of the Divine Reality, the human state, the cosmos, the arts and the relation between religions. The class will conclude with a discussion of the significance of the Perennial Philosophy today. The objective of the course is to familiarize students with the teachings, history and cross-cultural reality of Perennial Philosophy. By the end of the class students should be able to identify the various expressions of Perennial Philosophy, as manifested in the major religious and philosophical traditions of the world, and be conversant in the major debates between Perennial Philosophy and other schools of philosophical thought.

American Criminal Justice System

Stephen Saltzburg

HONR 5701:81 – 3 credits

MW 12:45 – 2:00 PM

CRN: 56486

Fulfills: HONR: Self and Society 2047; ESIA: Elective

Equivalent Courses: Elective in criminal justice major or minor

This course addresses issues arising in the American criminal justice system about which everyone should care and know -- an age-old battle between security and liberty. No prior criminal justice experience or prerequisites are required. This is a course for all students regardless of major. We shall consider these questions, along with prosecutors, defense lawyers and police. Have you ever been arrested? What are your rights when stopped by the police? What is racial profiling? Is it ever legit? When and how can the government snoop on you and your friends? Will you lose civil liberties in the war on terror? Are you really presumed innocent in U.S. courts?

Science & Judaism

Jeremy Brown

HONR 5701:82 – 3 credits

W 5:10 – 7:00 PM

CRN: 56487

Fulfills: HONR: Arts and Humanities 2054

The "new atheists" in the media have declared that science and religion are at war with each other, but is this really true? Can the two co-exist or must those with religious beliefs feel threatened by science? If Darwin's theory of evolution explains how we got here, what is to become of the belief in God as creator of the universe? If the Bible is the word of God, what are we to make of its declarations that contradict our modern scientific understanding of the world? If modern science teaches that we are pre-

Fall 2013 Course Descriptions

5700 Series

programmed by our genes, what role is there for the religious belief in free will? This course will review these and other challenges that religion faces from science through the lens of Judaism.

Religion & World Affairs

Michael Barnett

HONR 5701:83 – 3 credits

TR 12:45 – 2:00 PM

CRN: 56491

Fulfills: HONR: Self and Society 2048; ESIA Concentrations: Contemporary Cultures and Societies, International Politics, Security Policy

For much of the last century the conventional wisdom in the West was that religion was on the way out. Because of science, reason, technology, economic progress, and new forms of human emancipation, such "childish beliefs" were no longer needed. There was only one problem with this story: it was fantastically incorrect. This course explores the reasons for, and impact of, religion in world affairs. It begins by examining why scholars believed that religion would lose ground in a modern age, and why they were wrong. The remainder of the course examines the relationship between religion and world affairs in a number of areas: transnational activism; development; conflict and peacebuilding; and U.S. foreign policy toward the Middle East.

Race, American Medicine & Public Health

Vanessa Gamble

HONR 5701W:80 – 3 credits

MW 12:45 – 2:00 PM

CRN: 57034

Fulfills: WID; HONR 2048; ESIA: Pre-2010 curriculum: Societies and Cultures Americas region (GCR), 2010 curriculum: Elective

This course focuses on the role of race and racism in the development of American medicine and public health by examining the experiences of African Americans from slavery to today. It will emphasize the importance of understanding the historical roots of contemporary policy dilemmas such as racial and ethnic disparities in health and health care. The course will challenge students to synthesize materials from several disciplines to gain a broad understanding of the relationship between race, medicine, and public health in the United States.

Among the questions that will be addressed are: How have race and racism influenced, and continue to influence, American medicine and public health? What is race? How have concepts of race evolved? What are racial and ethnic disparities in health and health care? What is the history of these disparities? What factors have contributed to these disparities? How have African Americans, the medical and public health professions, and governmental agencies addressed disparities in health and health care? What have been the experiences of African Americans as patients and health care providers? Have you ever been arrested? What are your rights when stopped by the police? What is racial profiling? Is it ever legit? When and how can the government snoop on you and your friends? Will you lose civil liberties in the war on terror? Are you really presumed innocent in U.S. courts?