

Course Descriptions

University Honors Program

Spring 2013

Origins and Evolution of Modern Thought.....	1
Scientific Reasoning and Discovery	5
Introductory and Special.....	8
Self and Society	10
Arts and Humanities.....	11
Contract Courses.....	14
Senior Capstone and Thesis	15
5700 Series	17

Spring 2013 Course Descriptions

Origins and Evolutions of Modern Thought

Origins and Evolution of Modern Thought

The Rise of the Individual

Ronald Dworkin

HONR 1016: 10 – 4 credits

T 3:30 PM - 6:00 PM

CRN: 25096

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: T 2:30 PM- 3:20 PM; CRN: 25095

This course traces the development of the "individual" from antiquity to the present day. Students will learn about the "individual" in the same way that the world did: first as a revolutionary concept in philosophy; then as a political and economic reality in the U.S. and Europe. The reaction against the "individual" will then be studied--again, first in philosophy, then in the form of twentieth century mass political movements such as fascism and communism. Thus, the course is not a pure philosophy course, but, instead, is designed to show how ideas have consequences for everyday life. Saint Augustine, Hobbes, Machiavelli, Locke, Rousseau, Burke, Nietzsche, Marx, and Tocqueville are among the writers to be studied. The various facets of the "individual" will also be examined--for example, the difference between individualism and individuality, and how the concept of the individual stands in relation to other concepts in modernity, such as democracy, equality, and liberty. The course examines post-war trends in American individualism, including the intense conformism of the 1950s, followed by the aggressive individualism of the 1960s and 70s. More recent trends in American individualism, including the quest for community and the rise of expressive individualism, will also be examined.

Modern Theories of Justice

Eyal Aviv

HONR 1016: MV – 4 credits

WF 1:00-2:15 PM

CRN: 25088

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: F 2:30-3:20 PM; CRN: 25089

In the second part of the course we will shift our attention from the "origins" to the "evolution" of modern thought. A special attention will be given to the rise of novel theories of justice in the modern period, which appeared in conjunction with the decline of "tradition" (whether political or religious). Traditional values served in the pre-modern world as moral authorities. But if traditions themselves are questioned, then who determines what is the right thing to do? How can we distinguish the moral from the immoral? We will read writings of theologians, philosophers and writers who followed the command of Immanuel Kant: Sapere Aude! Dare to know, challenged their societies by asking the question "what is the right thing to do?" And "How do we know that it is right?" Finally, we will continue raising critical questions, discuss and debate them in class and further develop the academic skills that we began exploring in the first semester.

Freedom and the Modern Age

William Winstead

HONR 1016: MV1 – 4 credits

Spring 2013 Course Descriptions

Origins and Evolutions of Modern Thought

MW 1:00 PM - 2:15 PM

CRN: 25090

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: F 1:00- 1:50 PM; CRN: 25091

The modern age has often been characterized as the epoch of absolute freedom. Its insistence on individual liberty and the right to live one's life as one wishes, free of interference from the state and the weight of tradition, are symptomatic expressions of modernity's radical commitment to freedom. The breathtaking scope of its emancipatory impulse appears not only in the revolutionary politics of the age (the American, French, and Russian revolutions), but also in its defense of unrestrained expression in the aesthetic sphere (artistic freedom, freedom of speech) and toleration of individual conscience in the moral sphere. Our readings this semester will examine the intellectual revolutions that established freedom as the central value of the modern project and institutionalized it in the liberal state, the market economy, and the self-reflective individual. We will begin with a consideration of the Christian roots of modernity, then turn to the scientific revolution and the new theories of politics which place popular sovereignty and individual liberty at the center of political life. In the final sections of our course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism and realize the still unrealized ideals of the modern age.

What does it mean to be "Modern"?

Bob Shepherd

HONR 1016: MV2 – 4 credits

TR 11:30 AM - 12:45 PM

CRN: 25092

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: R 1:00-1:50 PM; CRN: 25093

In this course we continue our exploration of questions about the human condition that transcend cultural, linguistic, and historical boundaries, focusing on the notion of modernity. What does it mean to be "modern"? What defines modernity? What are the consequences, whether positive or negative, conscious or unintended, of modernity's embrace of reason and science and rejection of tradition and religious faith? How does the modern turn towards secularism, science, and rationality affect our understanding of the good life? How does this affect our understanding of politics and art? What role does the concept of individual happiness play in modernity? What, in the modern world, defines the good life?

These are complex questions that have been addressed in different ways over the course of the last three centuries. In this course we will begin with a close examination of the production of modernity, primarily in Western Europe and North America. In the second section of this course we will turn to the reception of modernity in those areas of the world which, paradoxically, are usually defined as modernity's other - the 'East', the 'traditional', the colonized subjects of Western imperial powers.

Back to the Future

Cheryl Vann

HONR 1016: MV3 – 4 credits

TR: 1:00 PM - 2:15 PM

CRN: 25094

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: W 2:30 PM - 3:20 PM; CRN: 25098

We will continue our journey to discover what it means to be human by investigating human thought and aspiration across literary genres, including letters, essays, poetry, plays, fiction, and autobiography. Our readings include selections from the Koran and the

Spring 2013 Course Descriptions

Origins and Evolutions of Modern Thought

New Testament and from such authors as Boethius, Shakespeare, Milton, Augustine, Rousseau, Locke, Hobbes, Chaucer, Dostoevsky, Solzhenitsyn, Martin Luther King, Machiavelli, and Gandhi. We will explore texts separated from each other by centuries, religions, and cultures whose authors nonetheless employ similar literary devices to respond to the quest for love, both human and divine; the search for the self; the discovery of ways of coping with human cruelty and absolutism; and the determination of value in a world roiled by change.

Liberty

Theodore Christov

HONR 1016: MV4 – 4 credits

MW 1:00 PM - 2:15 PM

CRN: 25110

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: W 2:30 PM - 3:20 PM; CRN: 25112

How is the individual liberty of the moderns distinct from the collective liberty of the ancients? Is liberty endowed by nature, or is it acquired only in political society? While among the ancients the individual--regarded as sovereign in public affairs--had no notion of individual rights, for the moderns the right to choose one's religion and elect one's government is considered inalienable. Why do moderns continually clamor for the advantages of rights and liberties, while the ancients never felt the need for individual liberty? This Origins proseminar examines the political, moral, and social sources of modern man by showing that liberty is the unique discovery of the moderns. First, liberty as a political question (Machiavelli, Hobbes, Rousseau); second, liberty as a moral question (Kant, JS Mill, Nietzsche); and third, liberty as a social question (Marx, Freud, Arendt). We will grapple with fundamental political concepts, such as state sovereignty and social contract; moral ideas, such as autonomy and equality; and social forces, such as labor, class struggle, and human emancipation. By asking whether modernity's resources are part of nature or only convenient conventions, we will question and critique our very own understanding and experience of liberty.

Freedom and the Modern Age

Lee Okster

HONR 1016: MV5 – 4 credits

MW 10:00 AM - 11:15 AM

CRN: 25100

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: F 10:00 AM - 10:50 AM; CRN: 25102

The modern age has often been characterized as the epoch of absolute freedom. Its insistence on individual liberty and the right to live one's life as one wishes, free of interference from the state and the weight of tradition or convention, are symptomatic expressions of modernity's radical commitment to freedom. The breathtaking scope of its emancipating impulse appears not only in the revolutionary politics of the age (e.g., the American, French, and Russian revolutions, as well as the Arab uprisings) but also in its defense of the unrestrained expression in the aesthetic sphere. Our readings this semester will examine the intellectual revolutions that established freedom as the central value of the modern age and institutionalized it in the liberal state, the market economy, and the self-reflective individual. We will begin with a consideration of the Christian roots of Western modernity, which laid the seeds for modern individualism through its emphasis on inner, spiritual freedom. We will follow this through a progression of thinking that laid the groundwork for new theories of politics, which place popular sovereignty and individual liberty at the center of political life. In the final section of the course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism, individualism, and our current mechanistic and technological emphases, all of which reveal the still unrealized ideals of the modern age.

Spring 2013 Course Descriptions

Origins and Evolutions of Modern Thought

The History that we Are

Mark Ralkowski

HONR 1016: MV6 – 4 credits

TR 10:00 AM - 11:15 AM

CRN: 25104

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: F 2:30 PM - 3:20 PM; CRN 25106

Modernity is the age of "the world's night," Heidegger said. It is characterized by the flight of the gods, the disenchantment of the earth, alienation, and the violence of modern technology, whose worldview reduces the earth, along with all of its inhabitants (including us!), to standing reserve, a storehouse of resources to be optimized. This didn't have to be our fate, Heidegger thought. It is a product of our ideas. In particular, it is a product of modern thought. This section of Origins will try to determine whether there is any truth in Heidegger's assessment of our predicament. We will begin with a consideration of the Christian roots of modernity, which lay the foundations for modern individualism through its emphasis on inner, spiritual freedom. We will then turn to the scientific revolution and the new form of rationality that it establishes, making humanity the sovereign master of the earth. The new science in turn laid the groundwork for new theories of politics, which place popular sovereignty and individual liberty at the center of political life. In the final section of our course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism, and lead us toward a new and better beginning.

Freedom and the Modern Age

Lee Okster

HONR 1016: MV7 – 4 credits

TR 10:00 AM - 11:15 AM

CRN: 25107

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Writing Lab: F 11:30 AM - 12:20 PM; CRN: 25102

The modern age has often been characterized as the epoch of absolute freedom. Its insistence on individual liberty and the right to live one's life as one wishes, free of interference from the state and the weight of tradition or convention, are symptomatic expressions of modernity's radical commitment to freedom. The breathtaking scope of its emancipating impulse appears not only in the revolutionary politics of the age (e.g., the American, French, and Russian revolutions, as well as the Arab uprisings) but also in its defense of the unrestrained expression in the aesthetic sphere. Our readings this semester will examine the intellectual revolutions that established freedom as the central value of the modern age and institutionalized it in the liberal state, the market economy, and the self-reflective individual. We will begin with a consideration of the Christian roots of Western modernity, which laid the seeds for modern individualism through its emphasis on inner, spiritual freedom. We will follow this through a progression of thinking that laid the groundwork for new theories of politics, which place popular sovereignty and individual liberty at the center of political life. In the final section of the course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism, individualism, and our current mechanistic and technological emphases, all of which reveal the still unrealized ideals of the modern age.

Scientific Reasoning and Discovery

Revolutions in Astronomy

Bethany Kung

HONR 1034:10 – 4 credits

MW 9:00-10:50 AM

CRN: 23080

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

This course explores the history and frontiers of modern astronomy. In the 400 years since Galileo first turned his telescope toward the heavens, the science of astronomy has gone through numerous radical shifts in our understanding of the universe. We will examine these great paradigm shifts, starting with the Copernican revolution, through Hubble's discovery of the expanding universe, to topics in astrophysics that remain controversial and perplexing even today such as extrasolar planets, black holes, dark matter and dark energy. Both the concepts behind these astronomy revolutions and the associated physics will be emphasized (there is, however, no mathematics prerequisites and the math level will be confined to algebra). We will consider historical and scientific perspectives on who was behind these radical discoveries, what evidence supports each revolution, and how astronomers and society have responded to each advance. Students in this course will develop an understanding of the types of modern astronomical topics discussed frequently in the popular science press and media and will come to appreciate how the science of astronomy is performed. Students will be expected to take an active role in the classroom, where we will explore topics through a combination of lecture, discussion, student presentations, group projects and mathematical exercises.

Revolutions in Astronomy

Bethany Kung

HONR 1034:11 – 4 credits

MW 11:00-12:50 PM

CRN: 22847

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

This course explores the history and frontiers of modern astronomy. In the 400 years since Galileo first turned his telescope toward the heavens, the science of astronomy has gone through numerous radical shifts in our understanding of the universe. We will examine these great paradigm shifts, starting with the Copernican revolution, through Hubble's discovery of the expanding universe, to topics in astrophysics that remain controversial and perplexing even today such as extrasolar planets, black holes, dark matter and dark energy. Both the concepts behind these astronomy revolutions and the associated physics will be emphasized (there is, however, no mathematics prerequisites and the math level will be confined to algebra). We will consider historical and scientific perspectives on who was behind these radical discoveries, what evidence supports each revolution, and how astronomers and society have responded to each advance. Students in this course will develop an understanding of the types of modern astronomical topics discussed frequently in the popular science press and media and will come to appreciate how the science of astronomy is performed. Students will be expected to take an active role in the classroom, where we will explore topics through a combination of lecture, discussion, student presentations, group projects and mathematical exercises.

Man's Place in Nature

Bernard Wood

Spring 2013 Course Descriptions

Scientific Reasoning and Discovery

HONR 1034:12 – 4 credits

TR 9:35-10:50 AM

CRN: 22848

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

The name of this course is taken from the title of a book published in London in 1863. It was called 'Evidence as to Man's Place in Nature' and its author was Thomas Henry Huxley (1825-1895). It was one of two books about human origins published in 1863 (Charles Lyell's 'Antiquity of Man' was the other) and because it is more wide-ranging than the latter, Huxley's book qualifies as the first scientific account of human origins. The course will compare and contrast what was known about 'Man's Place in Nature' at the time Huxley wrote 'Evidence as to Man's Place in Nature' with what we think we know now. It will cover the history of ideas about our relationship with the rest of the natural world, how we work out how animals are related, the fossil record for human evolution and the growth of the sciences involved in the interpretation of that fossil record. It will explore the social and intellectual context of relevant discoveries as well as the biographies of the people who made major contributions to working out the relationships among the great apes and to the recovery and interpretation of the fossil evidence for human evolution.

Capital Climate Initiative

Houston Miller

HONR 1034:13 – 4 credits

TR 9:35-10:50 AM

CRN: 24430

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

This course will be a continuation of an effort begun in Fall 2012 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, at kiosks around campus, and on the internet. Students will develop hands-on experience with NDIR sensor technology (look it up!), microcontrollers, web design, and programming, and will also be expected to write extensively for the web page setting a context for our measurements. We will also work collaboratively with NASA Goddard Space Flight Center who is partnered with GW on the deployment of a world-wide network of greenhouse gas sensors using laser heterodyne radiometry (Whew! Better look that up, too!). Although this is nominally a continuation of an on-going effort, students will be required to bring fresh ideas and perspectives to all aspects of the project; an approach that should lead to both more robust technology and enhanced visibility for our efforts. And, of course, new students (and perspectives) are welcome. Leave your self-doubt and techno-phobia at home. You will learn that you can not only do all of the above, but you will probably have a pretty good time doing it.

Honors General Chemistry II

Martin Zysmilich

HONR 1034:14 – 4 Credits

TR 11:10 AM - 12:25 PM

CRN: 26779

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

Lab: R 2:00PM – 6:00 PM; CRN: 26780

Honors General Chemistry II is the second part of the general chemistry sequence designed for undergraduate honors students. The course will cover fundamental topics of chemistry, such as Equilibrium, Thermochemistry, Electrochemistry, etc. All topics are covered in greater depth and at a faster pace than in Chem1112.

Spring 2013 Course Descriptions

Scientific Reasoning and Discovery

Peak Resources

Oscar Zimmerman

HONR 1034: MV1 – 4 credits

MW 8:30 AM - 9:45 AM

CRN: 24431

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

This course will focus on energy, energy sources, environment, climate change and their impact on society. Has the world oil production stopped growing? How long will natural gas and carbon last? What "alternative energies" are viable? Will nuclear fusion ever work? Regardless of the answers, the energy sources will shift in the mediate future.

The US freight railway is a success and it is universally recognized in the industry as the best in the world. Coal is the biggest single cargo, accounting for 45% by volume and 23% by value. America is self-sufficient in coal with several hundred years supply of it. In the future, carbon dioxide emission would most likely be capped shifting the railway paradigm.

Not all is energy. The world's rock phosphates, dominant source of fertilizers may peak by 2030 and the best deposits gone in 50 - 100 years. China, USA and Morocco are the world's largest miners of phosphate rock, each producing about a quarter of the total world production. There is no substitute for phosphate.

To be conscious of these "shifts" is the topic of the class. Avoiding using complicated calculations we will discuss these problems in a series of presentations/debates. Examples will include how Chile (backed by England) entered in the Saltpeter War against Bolivia and Peru in 1879-84 to gain control over the mineral deposits and how chemistry played the key role of making Germany self-sufficient in fertilizer and explosives just before WWI and how these two events are connected. There is no substitute for phosphate and the world's rock phosphates may peak by 2030 with the best deposits gone in 50-100 years. China, USA and Morocco are the world's largest miners of phosphate rock, each producing about a quarter of the total world production.

Avoiding using complicated calculations we will discuss these problems in a series of presentations/debates.

Science, Technology and Man with a Chemical Twist

Oscar Zimmerman

HONR 1034: MV2 – 4 credits

MW 10:00 AM - 11:15 AM

CRN: 25819

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

This course will trace the oddities of science with emphasis on chemistry, analyzing cultural and political influences on the ideas of chemists. We will follow the evolution of chemistry from the Stone Age beginnings of ceramics and metallurgy, through the rise and decline of alchemy, to the culmination of classical chemistry in the late nineteenth century. We will study the origin of ceramic, glass, paint and metallurgy, looking at the paradoxes, false starts and anomalies of chemistry and how geopolitics was altered by these "oddities."

Spring 2013 Course Descriptions

Introductory and Special

Introductory and Special

Honors Macroeconomics

Michael Bradley
HONR 2044:10 – 3 credits
TR 11:10- 12:25 PM
CRN: 20262
Fulfills: CCAS: Social Sciences; ESIA: ECON 1012 requirement
Equivalent Courses: HONR 2047; ECON 1012

In this course, we build a basic understanding of the how the economy works in order to figure out things like why we had a recession and why the recovery has been so weak. We also discuss options policymakers have for improving economic performance. Principles of Microeconomics (Either HONR 2043 or ECON 1011) is the required prerequisite for this course.

Justice and the Legal System II ****Cancelled****

Jill Kasle
HONR 2175:10 – 3 credits
W 3:30 PM - 6:00 PM
CRN: 21374
Fulfills: CCAS: Social Behavioral Sciences
Equivalent Courses: HONR 2048

This course continues the study of the American legal system with an emphasis on the guarantees of freedom of speech and religion contained in the First Amendment. Like Justice and the Legal System 1, Justice and the Legal System 2 is a law school course in constitutional law that has been adapted for students in the Honors Program; thus, the course employs modified law school teaching methods, exams, and grading standards. The singular difference between the two courses is that JLS 1 emphasized written work while JLS 2 emphasizes oral presentation skills. Like JLS 1, the primary goal of JLS 2 is to help students continue to develop their intellectual sophistication and understanding of the law.

Criminology

Bill Chambliss
HONR 2175:11 – 3 credits
R 3:30 PM - 6:00 PM
CRN: 24401
Fulfills: CCAS: Social & Behavioral Sciences GWSB: Non-Business Elective/Unrestricted Elective
Equivalent Courses: HONR 2047

In the modern world few subjects capture the imagination or receive as much attention as crime. You cannot pick up a newspaper, pass a bookstore, or turn on the radio or television without being bombarded with accounts of crime. A subject so often discussed and debated is bound to create widely disparate and contradictory perspectives on the subject. It is the goal of this course to cut through the popular images and learn what the systematic study of crime by social scientists can teach us.

Spring 2013 Course Descriptions

Introductory and Special

Research on crime has traditionally been concentrated in the field of sociology although it is often the subject of study by psychologists, political scientists, and anthropologists and at times even geographers. In this course we will incorporate the results of research and theory from all of the social sciences that have contributed to our knowledge about crime. By studying the results of scientific research we will be able to evaluate widely held popular views about crime and compare these to the findings of systematic research and theory. It is important that you keep an open-mind. Because crime is a topic that is so often discussed it is a subject about which people have strong opinions. Evaluating the validity of these opinions and their generality will comprise a major focus of the course.

Students successfully completing this course should:

- Become aware of the wide variety and types of criminal behavior and how different types of crime are found in different social milieus.
- Understand the difference between the public image of crime and the findings of systematic research by social scientists.
- Understand the major paradigms and theories that underlie criminological research and thinking.
- Have the tools to critically analyze the logical structure and the empirical validity of criminological theories.
- Briefly experience some facet of the criminal justice system as it takes place in real life through policing, the courts, a jail or a prison.

Be able to conceptualize and carry out a research project that answers an important issue in the field of criminology.

Political Conflict and Change

Ingrid Creppell

HONR 2175:80 – 3 credits

T 11:10 AM - 1:00 PM

CRN: 27245

Fulfills: WID

Equivalent Courses: HONR 2047W; PSC 3192W

Human identity appears as a primary means to order the world, to order the self, and to motivate human interaction, membership, and conflict. The concept of identity has played an increasingly prominent role in political and social theory over the past few decades and its importance is attested to by the rich (and vast) literature in political science, anthropology, sociology and psychology. This course examines the fundamental theoretical texts in the modern treatment of the concept of identity, beginning with Hegel's classic analysis of the master-slave dialectic. The course is oriented to ask and attempt to answer the following questions: what is identity, at the individual and collective level? What aspects of modern history have made identity a political question and problem? Are identifications based on primordial characteristics or on constructed categories? How stable or rigid are identities and when/how will they change? Must identities presume an antagonistic Other? Should identity be a moral reference point for political reasoning? Should we move "beyond identity?" In addition to philosophical treatments, we examine debates that arise for contemporary politics in relation to class, race, religion, nation, gender, among others. We bring in film and literature as modes of identity exploration.

Self and Society

Contemporary Human Rights Issues

Bob Shepherd
HONR 2048: 10 – 3 credits
TR 2:30 PM - 3:45 PM
CRN: 24180
Fulfills: CCAS (GCR ONLY): Social Sciences
Equivalent Courses: ANTH 3153

This course analyzes the underlying assumptions of the ideology of human rights, including the key principals of international rights accords, property-based rights and personal liberty, and the relationship between universal rights claims and culturally embedded value systems. We will approach this topic from an interdisciplinary perspective with a goal of understanding competing perspectives on this issue. What counts as a human right? Do universally agreed-upon rights exist? Is there such a thing as 'natural law'? Do cultural rights exist, or are such rights simply values? What happens when individual rights clash with group-defined values?

Constitutions and Constitutionalism

Nathan Brown
HONR 2048: 11 – 3 credits
MW 12:45 PM - 2:00 PM
CRN: 26628
Fulfills: CCAS (GCR ONLY): Social Sciences; ESIA: Comparative Political, Economic, and Social Systems concentration

Over the past two centuries, the world has become rich in constitutional documents--nearly all countries now have written constitutions or basic laws. But the struggle for constitutionalism--in which political authority is held accountable to clearly articulated rules, values, and procedures--has a far more checkered record. Why have constitutions spread? And what effect do they have? And what prospects do they provide for constitutionalism? This course will have a global and comparative focus.

American Political Campaigns

John Sides
HONR 2048: MV – 3 credits
W 1:00 PM - 3:30 PM
CRN: 24399
Fulfills: CCAS (GCR ONLY): Social Sciences; CCAS G-PAC: Group B upper-division Politics

This course examines the electoral process in contemporary American politics. We will focus on what political science can tell us about electoral politics. First, we will investigate and evaluate the basic rules and structure of the American electoral system. Second, we will analyze the strategic decisions of candidates, political parties, the media, and interest groups. Third, we will examine the decisions of voters, and whether those decisions are affected by campaigns. We will devote particular time to understanding the 2012 presidential election and putting it in historical perspective.

Spring 2013 Course Descriptions

Arts and Humanities

Arts and Humanities

Swords, Scimitars, and Six-shooters: Exploring Japan, India, and America through Film and Story

Cheryl Vann

HONR 2053W:10 – 3 credits

TR 9:35- 10:50 AM

CRN: 24182

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Art creates a world and then asks its readers to reflect on their own existence through participation in this fictive world. Through film and story we will explore events that have helped to mold perceptions of national character both within and outside these countries. Monumental events such as war, im/migration, and occupation and such critical issues as race, class/caste, religion, and gender are all addressed by these arts. We will see films by such renowned directors as Kurosawa, Ozu, and Mizoguchi; Ford, Eastwood, Zinneman; and Ray, Benegal, and Mehta. Novels or short stories from such authors as Rushdie, Tagore, Cather, Alexie, Enchi, and Abe weave together history and imagination to provide further insights into the changing conditions of these countries.

Detective Convergence of Cultures: Spain, Portugal and the Americas

Barbara von Barghahn-Calvetti

HONR 2053W: MV1 – 3 credits

R 10:00 AM - 12:30 PM

CRN: 25490

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

This class focuses upon contacts between the countries of the Iberian Peninsula and Latin America - economic, artistic, religious and intellectual. Embraced within these contacts are critical relationships with Belgium. Antwerp and Brussels were respectively the primary trading port and the administrative seat of the Spanish Netherlands. Belgium served as a critical pivot between Central Europe and the Holy Roman Empire, Spain, Portugal and the New World dominions. Hapsburg commercial, political, philosophical and creative links with Italy, France, Africa and East Asia were equally significant factors in the melding of images and ideas which occurred in the Americas. This honors course also will address the social traditions, beliefs and aesthetics of pre-Columbian empires, which blended with classical humanism and Counter-Reformation ideology to form a very unique amalgam within the American crucible of culture.

Readings and research will include a diverse range of topics, such as: rare manuscripts, historical chronicles and Flemish prints; ceremonial palaces and sacred complexes; monumental sculptures and landscape architecture; secular portraits and portrayals of municipal society; icons of planetary deities; ancient warriors and paintings of musket-bearing angels; costly tapestries and textiles; gold, silver and ceramic objects for courtly display; civic pageantry and symbolical spectacle.

Children's Literature

Judith Plotz

HONR 2054W:10 – 3 credits

Spring 2013 Course Descriptions

Arts and Humanities

T 12:45 PM - 3:15 PM

CRN: 24184

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Composed by adults for an audience of children, children's literature is a unique genre. Some critics consider it a mode of silencing or indoctrinating children; others consider it a means of empowerment and liberation. This course considers issues of power and powerlessness as represented in fairy tales, fantasies, dystopias, pedagogic fictions, and juvenilia. The course begins with the question of who speaks for childhood and examines several works written by children (Opal Whiteley, Jane Austen, the Brontes, Daisy Ashford). It then examines fairy tales (the Grimms, Arabian Nights), fantasies (by Carroll, Lewis, Pullman, Rushdie), dystopias (Lowry, Anderson, Collins), and pedagogic fictions (Alcott, Hamilton, Card).

Nietzsche and the Crisis of Modernity

William Winstead

HONR 2054W:11 – 3 credits

T 3:30 PM - 6:00 PM

CRN: 25085

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Nietzsche is a central figure in contemporary intellectual debates. His works chart the breakup of traditional systems of meaning and morality in modernity, disclosing the dangerous consequences that result for individuals and societies in the West. Nietzsche is equally, and more importantly, a philosopher of transitions—a philosopher of bridges and passageways, of flight and self-overcoming. This seminar examines the twofold character of Nietzsche's project, a project that reveals the crisis of modernity while simultaneously heralding the possibility to a new, joyous, life-affirming mode of existence. Nietzsche discovers the model for this higher form of life in classical antiquity, and we will begin our course by reading his famous analysis of the tragic culture of ancient Athens, found in *The Birth of Tragedy*. This work also reveals the origin of the crisis of modernity in occidental rationalism, and serves as the foundation for Nietzsche's subsequent efforts to overcome that crisis, found in *Thus Spoke Zarathustra* and *On the Genealogy of Morality*. In our discussions we will work to understand Nietzsche's analysis of modernity and his concepts of nihilism, Socratism, the Dionysian and Apollinian, the death of God, the will to power, the superman, the eternal return, and master and slave morality.

Enlightenment's Enemies

Theodore Christov

HONR 2054W: MV – 3 credits

W 10:00 AM - 12:30 PM

CRN: 25706

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Can we contest the legacy of the Enlightenment? While the 'Enlightenment Project' has for long been thought of as the intellectual origin—secular, rationalist and individualist—of the modern world, it has not gone unchallenged. Three waves of powerful critiques emerged during the nineteenth and twentieth centuries, all of which attempt to demonstrate the falsity and moral perversity of relying upon reason and the supposition that language is transparent as a guide to human behavior. The objective of such critiques has always been to argue either for the inaccessibility of lasting knowledge, and thus for a kind of moral nihilism, or to insist on the durability of 'tradition' as the only true guide to human understanding. In both cases, the argument has been that the

Spring 2013 Course Descriptions

Arts and Humanities

'Enlightenment' is totalitarian and deeply hostile to cultural forms, which are unlike those practiced in Europe. This seminar examines three waves of using and abusing the contested legacy of the 'Enlightenment'. First, political enemies (Kant, Herder, Schiller); second, social enemies (Hegel, Marx, Arendt); and third, moral enemies (Nietzsche, Freud, Weber). By examining the intellectual enmity towards the 'Enlightenment', we will seek out the possibility for envisioning an intellectual pluralism appropriate to our own time.

Existentialism

Mark Ralkowski

HONR 2054W: 12 –3 credits

TR 4:45PM- 7:00 PM

CRN: 24183

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

This course will be an intensive study of several existentialist thinkers whose work involves the overlapping domains of philosophy, theology, and literature. We will begin with major works by Soren Kierkegaard, Friedrich Nietzsche, and Fyodor Dostoevsky, the founding fathers of existentialism. And we will track the evolution of their ideas in famous works by Martin Heidegger, Jean-Paul Sartre, Franz Kafka, and Albert Camus. Each of these thinkers sought to undermine the comfortable and complacent illusions propping up ordinary, everyday reality. And many rejected traditional philosophical and religious concepts in an effort to reconsider what it means for a human being to exist. Some of the themes central to their writings include the fragile contingency of human existence, the importance of the passions, the place of mortality in peoples' lives, the relationship between faith and knowledge, the inescapable burden of freedom, and the responsibility it entails. This course will trace the development of these and other ideas, and aim to grasp some of their implications for us.

Buddhist Philosophy

Eyal Aviv

HONR 2054:MV2 – 3 credits

WF 11:30- 12:45 PM

CRN: 26781

Fulfills: WID; CCAS: Humanities; ESIA: ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

This course will introduce Buddhism's diverse philosophical perspectives. Students will learn about the unique problems and questions Buddhist philosophers have engaged with throughout its history. We will discuss themes such as theories of personal identity, philosophy of mind and metaphysics, among others. Students will acquaint themselves with the unique vocabulary, concepts, ideas and debates typical of the Buddhist intellectual tradition and highlight differences and similarities with the Western intellectual tradition.

Spring 2013 Course Descriptions

Contract Courses

Contract Courses

Honors Internship

Chosen by student
HONR 2182:10 – 1 to 3 credits
CRN: 24527

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 3 credits
CRN: 20937

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 3 credits
CRN: 22172

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.

Spring 2013 Course Descriptions

Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Chosen by Student
HONR 4198:10 – 3 credits
CRN: 21149

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.

"The Reading Brain and the Art of Reading: Science and Literature" Honors Capstone (3-credit)

Peter Rollberg
HONR 4199:10 – 3 credits
R 5:10 PM - 7:00 PM
CRN: 23676

The human brain is programmed for speaking but not for reading. Learning to read takes a specific effort. And yet, the result is one of the most enriching faculties in human culture. Based on cutting edge research, this course helps students to gain an understanding of the evolution of reading from a neurological, historical, and cultural point of view. Individual case studies on the art of reading will shed light on its function in the lives of great individuals as well as ancient and modern cultures. Students registered for 3 credits will attend the class (Tuesdays 5:10-7pm), write a reflective essay suitable for presentation, and participate in a research colloquium at the end of the semester. Students registered for 1 credit will attend four of the Tuesday classes, attend the colloquium, and write a reflective essay.

"The Reading Brain and the Art of Reading: Science and Literature" Honors Capstone (1-credit)

Peter Rollberg
HONR 4199:11 – 1 credit
R 5:10 PM - 7:00 PM
CRN: 25086

The human brain is programmed for speaking but not for reading. Learning to read takes a specific effort. And yet, the result is one of the most enriching faculties in human culture. Based on cutting edge research, this course helps students to gain an understanding of the evolution of reading from a neurological, historical, and cultural point of view. Individual case studies on the art of reading will shed light on its function in the lives of great individuals as well as ancient and modern cultures. Students registered for 3 credits will attend the class (Tuesdays 5:10-7pm), write a reflective essay suitable for presentation, and participate in a research colloquium at the end of the semester. Students registered for 1 credit will attend four of the Tuesday classes, attend the colloquium, and write a reflective essay.

Spring 2013 Course Descriptions

Senior Capstone and Thesis

"Happiness" Honors Capstone (3-credit)

Rebecca Boylan
HONR 4199:12 – 3 credits
T 4:10 PM - 6:00 PM
CRN: 26782

According to Aristotle and spring semester seniors, the name of the game (and this seminar!) is HAPPINESS. The semester's overarching question is how does our value of happiness shape how we pursue choices for ourselves and others? This big question stimulates many others, such as, how do we define happiness? How much does our culture affect our determination to achieve happiness? To what extent does a yearning for happiness spawn competitiveness or collaboration? Our core text will be Sissela Bok's Happiness which offers insights from philosophers, economists, geneticists, psychologists, and neuroscientists. Excerpts from Derek Bok's polemical study of policy making's role in advancing happiness and Sissela Bok's Lying, as well as a variety of literary texts by current novelists such as Ian McEwan, J.K. Rowling, Zadie Smith, and Dinaw Mengestu will forward our discussions. All students create panel presentations on topics they are passionate about, such as happiness and philanthropy, happiness and wealth, happiness and belonging, happiness and beauty, happiness and the foreign. All students write a final research paper of ten pages. Those taking the seminar for one credit select 8 one-hour sessions to attend; those taking the seminar for three credits are expected to attend all sessions.

"Happiness" Honors Capstone (1-credit)

Rebecca Boylan
HONR 4199:13 – 3 credits
T 4:10 PM - 6:00 PM
CRN: 26783

According to Aristotle and spring semester seniors, the name of the game (and this seminar!) is HAPPINESS. The semester's overarching question is how does our value of happiness shape how we pursue choices for ourselves and others? This big question stimulates many others, such as, how do we define happiness? How much does our culture affect our determination to achieve happiness? To what extent does a yearning for happiness spawn competitiveness or collaboration? Our core text will be Sissela Bok's Happiness which offers insights from philosophers, economists, geneticists, psychologists, and neuroscientists. Excerpts from Derek Bok's polemical study of policy making's role in advancing happiness and Sissela Bok's Lying, as well as a variety of literary texts by current novelists such as Ian McEwan, J.K. Rowling, Zadie Smith, and Dinaw Mengestu will forward our discussions. All students create panel presentations on topics they are passionate about, such as happiness and philanthropy, happiness and wealth, happiness and belonging, happiness and beauty, happiness and the foreign. All students write a final research paper of ten pages. Those taking the seminar for one credit select 8 one-hour sessions to attend; those taking the seminar for three credits are expected to attend all sessions.

Spring 2013 Course Descriptions

5700 Series

5700 Series

Holocaust Memory

Walter Reich

HONR 5701:10 – 3 credits

T 5:10 PM-7:00 PM

CRN: 26784

Fulfills: CCAS: Social and Behavioral Science; History Department Category C (European History); Judaic Studies Program; ESIA: Comparative Political, Economic and Social Systems; Conflict and Security; Contemporary Cultures and Societies; International Politics; Europe and Eurasia; HONR Self & Society

Equivalent Courses: HONR 2048

The development, representation, uses and misuses of Holocaust memory. The writings and testimonies of victims and survivors; the challenge of memorializing and writing about the Holocaust; its implications for ongoing genocides and crimes against humanity; and its increasing vulnerability to intellectual, cultural, historical and political misuse.

Science and Medicine: A Priceless Journey

Ferid Murad

HONR 5701:80 – 3 credits

M 11:00 AM - 1:00 PM AND 6:10 PM - 8:00 PM

CRN: 25425

Fulfills: HONR Self & Society

Equivalent Courses: HONR 2048

This course will give a broad overview of numerous key Biomedical discoveries made in the 20th century, examining the oftentimes profound influence such discoveries have on medical technology, new directions in science and medicine, science administration, politics, ethics and philosophy. The course will be conducted in a seminar/lecture style format, followed by a round table discussion forum, where students will have the opportunity to engage in active dialogue with their peers and the lecture's distinguished speaker. Course Objectives: 1) To familiarize students with and help them think more critically about the wide range of effects that important biomedical discoveries have on science and society; and 2) to better acquaint students with readings from a variety of sources illuminating the influence of biomedical discoveries on everyday life. Prerequisites: Sophomores, juniors, or seniors with at least one year of Biological Sciences or AP Biology.

Mysticism: East and West

Seyyed Nasr

HONR 5701:81 – 3 credits

TR 11:10 AM - 12:25 PM

CRN: 25831

Fulfills: HONR Arts & Humanities

Equivalent Courses: HONR 2053

Course description not yet available. Please inquire with professor

Spring 2013 Course Descriptions

5700 Series

The World on a Plate

Paula Cuello
HONR 5701:11 – 1.5 credits
M 4:00 PM - 5:20 PM
CRN: 27323

Jose Andres, world-renowned Spanish chef and culinary innovator, is partnering with GW to create a course that will explore the many intersections of food and society. The course will be offered in Spring 2013. Mr. Andres has requested faculty contributions. The selected faculty members will each build one lesson, create one assignment, and present the corresponding lecture on the appointed date, either with Mr. Andres or with a guest lecturer. (The chef's contact list is expansive.) Faculty will work with the course's instructional designer, Ms. Camille Funk, and with the course manager, Dr. Paula Cuello, to complete the lesson material by the start of the Spring semester. The course runs from 1/21/13 to 4/22/13.

Epidemics in American History

Vanessa Gamble
HONR 5701:82 – 3 credits
MW 12:45 PM - 2:00 PM
CRN: 27066
Fulfills: HONR Self & Society
Equivalent Courses: HONR 2048

Course description not yet available. Please inquire with professor.