

Course Descriptions

University Honors Program

Fall 2018

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Fall 2018 Course Descriptions

Origins and Evolutions of Modern Thought

Origins and Evolution of Modern Thought

The Good Life

Professor William Winstead

HONR 1015:MV - 4 Credits

CRN: 21900

MW 1:00-2:15 PM

Writing Lab: HONR 1015:M30, M 2:30-3:20 PM, CRN: 22491

HONR 1015:MV4 - 4 Credits

CRN: 22053

MW 6:10-7:25 PM

Writing Lab: HONR 1015:M34, W 11:30-12:20 PM, CRN: 22495

Equivalent Courses: UW 1020

How may we flourish and excel in a complex and ever-changing world? 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" and its achievement 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 realizing an authentic, meaningful existence. 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 live? What is good (and, equally, what is bad or evil)? What is human nature? What is justice or a just community? What is knowledge or wisdom? What is natural? What is the divine? Throughout the semester, our discussions will be collective, critical, and open-ended.

Well-Being

Professor Eyal Aviv

HONR 1015:MV1 - 4 Credits

CRN: 22050

TR 11:30-12:45 PM

Writing Lab: HONR 1015:M31, T 4:10-5:00 PM, CRN: 22493

HONR 1015:MV2 – 4 Credits

CRN: 27347

TR 1:00-2:15 PM

Writing Lab: HONR 1015:M32, T 5:00-5:50 PM, CRN: 22493

Equivalent Courses: UW 1020

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 Eudaemonia (Well-Being). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of Well-Being, 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 Zen Buddhist writers.

Fall 2018 Course Descriptions

Origins and Evolutions of Modern Thought

Control

Professor Joseph Trullinger
HONR 1015:MV3 - 4 Credits
CRN: 22052
MW 11:30-12:45 PM
Writing Lab: HONR 1015:M33, W 1:00-1:50 PM, CRN: 22494

Equivalent Courses: UW 1020

What do you do with control once you have it? Everywhere we find examples of people straining to gain or keep control of situations, but we seldom stop to ask why they seek this in the first place. This seminar will foster such reflection through an intensive study of these questions as posed by the artists, historians, leaders, and thinkers of the ancient world. Who gets to be in control of your life, and why? Are we better off not being in control of nature? Does sharing control stabilize governments, or does democracy actually promote fickleness and corruption? What does it mean to have self-control, and is it worth having? What if there is no “self” to be controlled to begin with? By exploring classical conceptions of control, we will appreciate how modern thoughts evolve from ancient origins.

Gender and Subversion in the Ancient Imagination

Professor Summer Renault-Steele
HONR 1015:MV5 - 4 Credits
CRN: 27889
TR 8:30-9:45 AM
Writing Lab: HONR 1015:M35, T 1:00-1:50 PM, CRN: 27890

Equivalent Courses: UW 1020

*Ismene “We cannot fight with men, Antigone!
The law is strong, we must give in to the law
In this thing, and in worse. I beg the Dead
To forgive me, but I am helpless: I must yield
To those in authority [...]”*

Antigone: “If that is what you think, I should not want you, even if you asked to come. You have made your choice, you can be what you want to be [...]”

So opens Sophocles’ ancient tragedy *Antigone*, with a conflict between two sisters as they consider transgressing their gender roles, and their city-state. Following Sophocles, this proseminar explores the construction of—and intersections between—sex, gender, and power in ancient intellectual cultures. In addition to ancient Greek dramatic literature, our study will include readings from the Hebrew Bible and rabbinic Midrash, early Japanese Buddhist religious narratives and historical legends, as well as Platonic and Aristotelian philosophy.

Ethics and Politics

Professor Craig French

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Origins and Evolutions of Modern Thought

HONR 1015:MV7 - 4 Credits

CRN: 27826

MW 10:00-11:15 AM

Writing Lab: HONR 1015:M37, M 3:00-5:50 PM, CRN: 27829

Equivalent Courses: UW 1020

What is the relationship between ethics and politics? None, the cynic might reply. And considering the state of modern politics, that's quite understandable. But ancient political philosophers thought the relationship between the two was far more complex. They tended to think that politics was a domain of ethical activity. They also thought that politics was the route through which citizens might learn to live ethical lives. We will explore these ideas - which are surely controversial by today's standards - by reading the works of Plato, Aristotle, Seneca, Cicero, Marcus Aurelius and Confucius.

Wisdom

Professor Mark Ralkowski

HONR 1015:MV8 – 4 Credits

CRN: 23636

TR 10:00-11:15 AM

Writing Lab: HONR 1015:M38, F 3:00-3:50, CRN: 23635

HONR 1015:MV9 – 4 Credits

CRN: 26457

TR 2:30-3:45 PM

Writing Lab: HONR 1015:MV9, F 4:10-5:00 PM, CRN: 26536

Equivalent Courses: UW 1020

What is happiness, and how can I live a life that will make me happy? How should I cope with the fact that I am going to suffer and die, along with everyone I love most? What is justice, and how can we reshape our institutions, as well as our own choices and lives, so that they better reflect it? Is love really such a good thing? Is art good or bad for us? Why is there anything at all, rather than nothing? 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, Plato, Sophocles, Thucydides, Aristotle, Confucius, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. One of the primary goals of this seminar is to see that, in the ancient world, these concepts were studied as a way of life whose goals were wisdom and happiness. As Socrates once said, "We are studying no small matter, but how we ought to live."

Fall 2018 Course Descriptions

Scientific Reasoning and Discovery

Scientific Reasoning and Discovery

Energy

Professor Bethany Kung
HONR 1033:10 - 4 Credits
CRN: 22047
TR 9:00-10:50 AM

HONR 1033:11 - 4 Credits
CRN: 23323
TR 11:00-12:50 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: 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

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. (This is a Green Leaf course that satisfies the "Track A" requirement toward a Minor in Sustainability.)

Your Place in Nature

Professor Bernard Wood
HONR 1033:12 - 4 Credits
CRN: 25975
TR 2:50-4:40 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: 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 probably qualifies as the first scientific account of human origins. The course will compare and contrast what was known about "Man's Place in

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Scientific Reasoning and Discovery

Nature” at the time Huxley wrote Evidence as to Man’s Place in Nature with what 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.

Biology

Professor LaTisha Hammond
HONR 1033:MV - 4 Credits
CRN: 22646
TR 10:00-11:50 AM

HONR 1033:MV1 – 4 Credits
CRN: 22049
TR 1:00-2:50 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

GMO foods, biofuels, food allergies, vaccines, honeybees. 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, climate change, and bioethics, 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.

Science of Nutrition

Professor Carly Jordan
HONR 1033:MV2 - 4 Credits
CRN: 23464
MW 1:00-2:50 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

Every day we hear all sorts of claims about how to live a healthy life, especially about nutrition. How do you know if the claims you hear are true? The content of this course will focus on the chemistry of food and the biology behind how we turn french fries into energy for life, but the real work will be building skills. You will develop science literacy and critical thinking skills to make sense of the information you encounter. You will learn quantitative skills and basic statistics that will help you interpret data. You will practice communication, in many different forms. The major project in this course will be to find a claim about nutrition and investigate its validity. You will determine the legitimacy of its makers, learn where to find primary sources to support or refute the claim, and create a public information 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.

Fall 2018 Course Descriptions

Scientific Reasoning and Discovery

Science of Microbes

Professor Jelena Patrnogic
HONR 1033:MV3 - 4 Credits
CRN: 25841
TR 8:30-10:20 AM

HONR 1033:MV4 - 4 Credits
CRN: 25842
TR 11:00-12:50

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

This course aims to serve as an introduction into the microbial world. By looking through the microscopic lens our own world looks very different. Only about half of the cells in or on our bodies are human. The rest are microorganisms. They are able to produce different chemicals and vitamins that we can't produce on our own, help digest food, shape development, and influence behavior. Microorganisms are very diverse in form and function which allows them to inhabit all possible environments that support life. They live in microbial communities, and their activities are regulated by interactions with each other, with the environment, and with the other organisms, shaping and protecting life on Earth. Because the true diversity of microbial life is largely unknown, its effects and potential benefits have not been fully explored. Throughout this course we will explore the microbial world by looking at the structure and function of microbial cells, their metabolic activities, as well as the impact the microorganisms have. The emphasis will be on learning the basic concepts of microbiology and relating this knowledge to the important issues such as antibiotic resistance, infection and immunity, vaccines, microbiome, to name a few. The main objective is to use the acquired knowledge about the basic principles to make educated and informed decisions by evaluating important research and effectively communicating these scientific discoveries. Lectures will be accompanied by lab exercises as a way of introducing techniques used in research. Students are expected to actively participate in class through debate and discussion, and written and oral presentations while exploring these topics.

Fall 2018 Course Descriptions

Introductory and Special Topics

Introductory and Special

Enlightenment East and West

Professor Joseph Trullinger
HONR 2016:10 - 4 Credits
CRN: 26892
MW 12:45-2:00 PM

Fulfills: ESIA: Humanities; SEAS: Humanities

****This course is limited to students joining the Honors Program as rising sophomores.****

Fall 2018 Course Descriptions

Self and Society

Self and Society

Human Rights: Here, There, and Everywhere

Professor Maria Restrepo
HONR 2047:10 - 3 Credits
CRN: 27984
T 10:00-12:30 PM

Fulfills: CCAS Social Science; ESIA: International Politics concentration, Security Policy concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Science

The subject of Human Rights (HR) arguably lays bare the entire premise of liberal education itself. The issue of HR exposes us to the world outside our own circle of experience; and also requires us to make judgments, assessments, and interpretations of uncertain situations, often in settings where there are no clear penalties for wrong decisions or rewards for right ones. Certainly the claim of an expert that "Most students of Western developed countries have the luxury of forgetting about Human Rights" does not hold so true in today's internet-enabled and interconnected society. This class grapples with these issues. It will teach you fresh skills to think critically about this important topic — whether it concerns ongoing situations 'here, there or everywhere'.

Bill of Rights & Criminal Justice

Professor Stephen Saltzburg
HONR 2047:80 - 3 Credits
CRN: 26892
MW 12:45-2:00 PM

Fulfills: CCAS: GPAC Social Sciences; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Equivalent Course: SOC 2146

Examination of the powers of law enforcement and how they relate to the rights conferred upon suspects and defendants by the U.S. Constitution.

Storytelling & D.C. Slavery

Professor Lisa St. Clair Harvey
HONR 2047:M10 - 3 Credits
CRN: 27326
TR 4:10-5:25 PM

Fulfills: CCAS: GPAC Social Sciences; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

"Storytelling and Slavery" is an experientially-based Honors class that gives students a chance to conduct original research on race, identity, and cultural legacy while simultaneously exploring salient issues of past and present as they intersect in two places: Today's national headlines and the surviving built environment of the neighborhood surrounding G.W.'s Mount Vernon campus. The structure of the course is based on a combination of classroom based teaching, curated field excursions, guest lectures, film analyses, and hands-on oral history and ethnographic research.

Fall 2018 Course Descriptions

Self and Society

Human Rights & Technology

Professor Steven Livingston
HONR 2048:10 - 3 Credits
CRN: 27346
W 3:30-6:00 PM

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

With the concomitant belief in progress, individualism, and limited power, human rights is central to liberal democratic thought. Yet technology has played an ambiguous role in the realization of these ideals in general and human rights in particular. Technology sometimes epitomizes progress and that arc of history that bends toward justice. Progress is embodied in sleek gadgets with astonishing capabilities, medical breakthroughs that promise cures for long-dreaded diseases, and journeys to distant planets. On the other hand, technology is understood as heartless and soulless, ushering in a world of job-killing automation, panoptic surveillance, designer babies, and potentially ruinous advances in artificial intelligence (AI). Because technology is Janus-faced, it is at least sometimes in tension with human rights. This course situates technology in this broader discourse on rights and liberal democratic thought. We will explore how a broad array of technologies – satellites, big data analytics, massively parallel DNA sequencing – enable the documentation and enforcement of rights. Conversely, we will consider how AI and state and corporate administrative agencies attempt to obfuscate facts, intimidate adversaries, and undermine liberal democratic institutions. How are we to understand the place of technology in the realization of human rights and other liberal democratic ideals?

Global Governance

Professor Michael Barnett
HONR 2048:80 - 3 Credits
CRN: 25813
TR 11:10-12:25 PM

Fulfills: ESIA: International Politics Concentration, Security Policy Concentration, Conflict Resolution Concentration, International and Politics Advanced Fundamental ; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalent: IAFF 3190, PSC 2994

This course examines global governance - the creation, revision, and enforcement of the rules that are intended to govern the world. We will begin by considering the international order that lurks behind and defines any governance arrangement. The purpose of global governance is to create stability in global relations, further collective interests, and pursue the collective good. But whose stability and whose collective is it? How should we think about the relationship between governance and international order? What is international order? How is it produced, sustained, and regulated? Whose order is it? How are different governance arrangements tied to different kinds of world orders?

Holocaust Memory

Professor Walter Reich
HONR 2048:81 - 3 Credits
CRN: 26134
W 3:30-6:00 PM

Fulfills: CCAS: Upper-level History European Regional requirement; ESIA: Comparative, Political, Economic, and Social Systems, Conflict Resolution, Contemporary Cultures and Societies, Europe and Eurasia, International Politics, Security Policy concentrations,

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Self and Society

GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalents: IAFF 3190, JSTD 2002

The sources, construction, development, nature, uses and misuses of the memory, or public consciousness, of the Holocaust. How different publics in different countries, cultures and societies know, or think they know, about the Holocaust from diaries, memoirs, testimonies, fiction, documentaries, television, commercial films, memorials, museums, the Internet, educational programs and the statements of world leaders—some of them historically accurate and some of them highly distorted. The challenge of representing the Holocaust with fidelity and memorializing its victims with dignity and authenticity. The impact of Holocaust memory on contemporary responses to other genocides and to crimes against humanity. The increasing efforts to use, misuse, abuse, minimize, deny or attack the Holocaust for political, diplomatic, strategic, ideological, anti-Semitic or other purposes. The effectiveness—or lack of effectiveness—of Holocaust memory in teaching the Holocaust’s contemporary “lessons,” especially the vow of “Never again!” The roles of Holocaust memory, and of Holocaust denial or minimization, in international affairs, including in the Middle East in general and the Israeli-Palestinian conflict in particular. The psychological, national and diplomatic role of Holocaust memory in Israeli consciousness and behavior. The effects on Holocaust memory of the passage of time since the event.

This course uses a cross-disciplinary approach, drawing on the fields of politics, society, ethics, literature, history, cinema, individual testimony, group psychology, social psychology, individual psychology and international affairs.

Essential Concepts in Politics

Professor Ingrid Creppell
HONR 2048W:80 - 3 Credits
CRN: 24190
T 3:30-6:00 PM

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalents: PSC 3192W

In this course we examine three fundamental concepts of modern political life: the state, rights, and the public (sphere/opinion). These ideas developed out of a long history and continue to inform political argument and action today. We study their origins and transformations through key works of the following authors (among others): Hobbes, Weber, Geertz, Locke, Rousseau, Burke, Paine, Jefferson, Tocqueville, Dewey, Habermas, and Arendt. The aim is to understand basic conceptual building blocks of the political world, the central debates surrounding them, and their legacy into the present. We also consider how the ideas are being reshaped in the 21st century as the world becomes both more globalized and as it retracts into nationalism. Some questions to be explored: when did the modern state emerge on the world stage? What powers does it have? What moral status can it claim? What are natural rights? On what is this idea based? What is the difference between individual rights and human rights? Are rights relative to different political-cultural traditions? What do we mean when we talk about the public? Is “the public” a moral embodiment of “the people”? When did a public sphere take shape? How are public opinion and democracy connected? Can we now conceive of a global public sphere?

Race, American Medicine, and Public Health

Professor Vanessa Northington Gamble
HONR 2048W:81
CRN: 27456
MW 12:45-2:00 PM

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Self and Society

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences; MISPH: Public Health major elective
Course Equivalents: AMST 4702W, HIST 3001W

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 inequalities and inequities 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.

Fall 2018 Course Descriptions

Arts and Humanities

Arts and Humanities

Theatre in DC

Professor Thomas Keegan

HONR 2053:10 - 3 credits

CRN: 26893

M 3:30-6:00 PM

Fulfills: CCAS: Humanities, Theatre department elective; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Students will read and attend performances of several plays in the 2018 Washington DC theatre season. We will explore the plays' themes, choices made in production, and the process of bringing a play from the page to the stage.

Shakespeare on Screen

Professor Alexa Joubin

HONR 2053:11 - 3 Credits

CRN: 27327

TR 12:45-2:00 PM

Fulfills: CCAS: Humanities, pre-1700 century English requirement or upper-division English course; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Introduction to Shakespeare's romance play, histories, tragedies, and comedies and their adaptations on screen. Explore themes such as travel, race, gender, sexuality, colonialism.

Politics, Culture, and Climate

Professor Elizabeth Anker

HONR 2053:12 - 3 Credits

CRN: 26894

W 12:45-3:15 PM

Fulfills: CCAS: Humanities, Upper-level Political Science elective, Sustainability minor Track C elective; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

This class will examine the politics and culture of climate change, with a focus on new ways of interpreting the environment, global politics, humanity, the natural world, collective action, and the ways in which our planet is being upended by climate disturbances — always with a focus on possibilities for mitigating climate change. Our material will be interdisciplinary, drawing from political theory, environmental humanities, anthropology, globalization scholarship, and science studies.

Classical Mythology in Art

Professor Rachel Pollack

HONR 2053W:10 - 3 Credits

CRN: 26894

TR 11:10-12:25 PM

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Arts and Humanities

Fulfills: WID; CCAS: GPAC Humanities, Classic Studies majors should consult their departmental advisor; ESIA: Humanities; SEAS: Humanities

This course examines the relevance and mutability of classical mythology in western art. The iconic stories of gods and heroes, passed down to us through ancient poets such as the Homer, Virgil, and Ovid, have left an indelible impression on the visual arts from antiquity to modern day. Artists ranging from Titian, Caravaggio, Rubens, Rembrandt, Poussin to Picasso and Jeff Koons, have adapted and reinterpreted these myths through the direct appropriation of ancient myth and sculpture. Each time these giants of the visual arts reveal to us that the significance of classical mythology extends beyond the limits of these ancient literary and visual sources.

Throughout the semester, we will discuss a variety of art history scholarship related to the appropriation of classical mythology, spanning the sensuality of Venus to the heroic anguish of Laocoön. Early in the semester, each student will write a museum catalogue entry (~2-3 pages) on a selected mythological work and undergo a Peer Review of the draft a week before the due date. At midterm, each student will select either a particular artist who interpreted and adapted mythology in an innovative manner or a particular mythological subject that was appropriated by a select group of artists, and will then write an exhibition proposal (~5 pages) and will present it to the class (15-20 minute powerpoint presentation). At the end of the semester, each student will write a focused final essay (~12-15 pages) on a related topic derived from his or her exhibition theme. This final essay will be submitted at the end of term.

Metaphor

Professor Steven Knapp
HONR 2054:10 - 3 Credits
CRN: 27328
R 12:45-3:15 PM

Fulfills: CCAS: upper-division English course; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Metaphors are generally ignored and often dismissed as decorative or amusing, a mere “play on words.” In fact, however, they are an indispensable aspect of human language and thought, playing a key role in our interactions with others and in how we perceive, organize, and experience the world. They are powerful instruments of reason and persuasion; rich sources of insight, surprise, and humor; dangerous causes of bias and confusion. In this seminar, we will examine theories of metaphor, ancient and modern, but also the practice of metaphor in a range of contexts, from lyric poetry to science, media, and public policy.

Public Poetries

Professor Thea Brown
HONR 2054:12 - 3 Credits
CRN: 27329
M 12:45-3:15 PM

Fulfills: CCAS: post-19th century English requirement or upper-division English course; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Combining the literature seminar with the creative writing workshop, Public Poetries hinges on the understanding that studying the histories of poetics, society, and culture enhances how we read and write poems. We examine poets from the early twentieth

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Arts and Humanities

century to our contemporary moment (Yeats, Auden, Sexton, and Trethewey), investigating how various contexts inform a poet's poetics. In particular, we consider the role of public life, conceptions of the public sphere, and the boundaries between public and private in shaping a poet's career and oeuvre. We'll read the collected work of each poet as well as selections from studies in poetics and aesthetics, critical theory, legal studies, and philosophy. Assignments would include a literary critical essay on each poet, creative writing exercises, and a culminating project that draws on creative practices and critical methodologies explored during the semester.

The American Jewish Experience

Professor Jenna Weissman Joselit
HONR 2053:81 - 3 Credits
CRN 27787
R 11:10-1:00 PM

Fulfills: ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities
Equivalent Courses: HIST 3367, JSTD 2002

Crisis! Scandal! Controversy! This course explores a series of turning points in American Jewish history that prompted American Jewry to take stock of its place in the United States. Some of those moments had to do with anti-Jewish prejudice, others with economics and still others with matters of faith. Taken together, they challenged the Jewish community to define itself and its relationship with America.

Drawing on firsthand, eyewitness accounts, the course looks at what happened when Jewish merchants during the Civil War were expelled from areas under Union control, Jewish vacationers were denied admission to hotels in upstate New York and aspiring undergraduates were denied access to the Ivy League. It also explores how one set of Jews upset another by seceding from their local synagogue, serving non-kosher food at a banquet, and behaving badly, blackening the community's reputation in the process.

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Contract Courses

Contract Courses

Honors Internship

Professor Chosen by Student
HONR 2182:10 - 0 to 4 Credits
CRN: 25978

Course Description: Please see an Honors Advisor for further information.

Honors Undergraduate Research

Professor Chosen by Student
HONR 2184:10 - 0 to 4 Credits
CRN: 25979

Course Description: 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

Professor Chosen by Student
HONR 2185:10 - 0 to 4 Credits
CRN: 21611

Course Description: 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.

Fall 2018 Course Descriptions

Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Professor Chosen by Student
HONR 4198:10 - 3 to 4 Credits
CRN: 20628

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.

Time

Professor Bethany Kung
HONR 4199:12 - 1 Credit
CRN: 26895
F 1:30-3:30 PM

This course will meet on September 7, 14, 21, and 28. Augustine famously said: "What then is time? If no one asks me, I know what it is. If I wish to explain it to him who asks, I do not know." "What then is time?" During our four meetings we will approach this weighty question from a multi-disciplinary perspective. We will ask questions like is it inside our head? Is it real or an illusion? If it is real, is it real only now in the present or do past and future exist as well? Also - what does time mean for our lives when time is seen as commodity that can be treasured or wasted?

The Pursuit of Happiness

Professor Maria Frawley
HONR 4199:13 - 1 Credit
CRN: 24350
M 12:30-2:30 PM

This course will meet on August 27, September 10, 17, and 24. The phrase resonates with meaning for most of us born and raised in the United States, but this capstone will give us the opportunity to reflect on just what we mean by "happiness" and what the implications of its "pursuit" are for our relationships, our career paths, and our sense of the future. Reading will be varied -- some philosophical essays (including John Stuart Mill); some literature extracts (including Jane Austen); some recent work that blends autobiography, psychology, and sociology. Hugh Mckay calls for a moratorium on the word "happiness," believing it a dangerous idea that has led to "a contemporary disease in Western society, which is fear of sadness." We will reflect on this and many other approaches to happiness in our four afternoons of conversation.

Life and Living

Professor LaTisha Hammond
HONR 4199:14 - 1 Credit
CRN: 26896
W 2:00-4:00 PM

This course will meet on October 3, 10, 17, and 24. What is life? What does it mean for something to be living? What constitutes a life lived? In this capstone we will discuss life and living from biological and social perspectives, exploring where and how these

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perspectives converge and diverge. Some of the questions we will ask and attempt to understand will include: what are the biological requirements of life, and what does it mean for something or someone to live at these minimum requirements versus something more? What characterizes living? What is considered a "good" quality of life, and who or what decides this? What are the indicators of a good life, and what does it mean to live well? All of these questions and others will be considered in various readings and media as we reflect on the experiences of life and living.