

Course Descriptions

University Honors Program

Spring 2019

Origins and Evolution of Modern Thought.....

Scientific Reasoning and Discovery.....

Introductory and Special.....

Self and Society

Arts and Humanities.....

Contract Courses.....

Senior Capstone and Thesis

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Origins and Evolution of Modern Thought

Power and Resistance

Professor Craig French
HONR 1016:10 - 3 Credits
CRN 46647
MW 10:00-11:15 AM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: No description provided.

Revolution

Professor Joseph Trullinger
HONR 1016:12 - 3 Credits
CRN 43075
TR 12:45-2:00 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: Modernity is often understood as an era of innovation and upheaval, of new ideas and ways of life. Modernity seems new by virtue of its idea that what is new is permissible, if not preferable, over against adhering to time-honored order. This section of Origins will attempt to understand modernity as an era of revolution, of radical breaks with all sorts of established order: political, familial, economic, moral, cultural, and everything in between. In addition to those who argue for a sweeping overhaul of society, we will engage important critics of revolution, who make the case that the complaints of revolutionaries are ill-founded, or else can be resolved through gradual reform rather than sudden revolution. Reform versus revolution: the opposition between these views will form the basic framework for our exploration of a wide array of texts, criticizing and calling for bourgeois revolution, anti-colonial revolution, feminist revolution, slave revolts, communist revolution, fascist revolution, moral repentance, spiritual renewal, and revolutions in social values as fundamental as democracy and individualism.

Freedom and Modernity

Professor William Winstead
HONR 1034:13 - 3 Credits
CRN 44214
MW 2:20-3:35 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: 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 scope of its emancipatory impulse may be measured not only by the revolutionary politics of the age (the American, French, and Russian revolutions), but also by 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. Readings will include Hobbes, Locke, Mill, Marx, Nietzsche, de Beauvoir, Wallace Stevens, Freud, Marcuse, and the Zen Buddhist tradition.

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Liberty

Professor Theodore Christov
HONR 1016:14 - 3 Credits
CRN 44278
M 3:30-6:00 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: How is the individual liberty of the moderns distinct from the collective liberty of the ancients? While among the ancients the individual, regarded as sovereign in public affairs, had no notion of individual rights and was a slave in all his private affairs, for the moderns the individual was sovereign because of one's freedom. Why do we, moderns, continually clamor for the advantages of rights and liberties, while the ancients never felt the need for individual liberty? This Origins seminar examines the political, moral, and social sources of modern man by showing why liberty is the unique discovery of the moderns. First, liberty as a political question (Montaigne, Hobbes, Locke, and Rousseau); second, liberty as a social question (Tocqueville, Marx/Engels, Arendt, and Weber); third, liberty as a moral question (Nietzsche, Freud, and Foucault). We will grapple with fundamental political concepts, such as state sovereignty, natural law, and social contract; moral ideas, such as autonomy, equality, and reasoning; 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 own understanding and experience of liberty.

Theories of Justice

Professor Eyal Aviv
HONR 1016:15 - 3 Credits
CRN 43076
TR 11:10-12:45 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: 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 thinkers 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.

Body Politics

Professor Summer Renault-Steele
HONR 1016:16 - 3 Credits
CRN 43077
TR 9:35-10:50 AM

HONR 1016:17 - 3 Credits
CRN 44277
TR 2:20-3:35 PM

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Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: Until recently, modern Western social and political thought has been broadly characterized by a dismissal of the human body. Curiously, some of our most revered thinkers and texts have bequeathed a theorization of the body politic, without sufficient attention to the politics of our bodies. In contrast, this proseminar takes the human body as its point of departure for thinking about politics. Beginning with seminal texts in social and political thought we first ask: how did the body become evacuated from this tradition? Next, we turn to contemporary Western and non-Western thinkers who reverse this orientation, asking us to consider how human labor, sex, race, and disability are instrumental in theorizing how power works in the body politic.

The Death of God

Professor Mark Ralkowski
HONR 1016: MV - 3 Credits
CRN 43072
TR 2:30-3:45 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: This course will be an in-depth study of the concepts that shaped the modern worldview. We will begin by considering the Christian origins of modern individualism, the scientific revolution and the “disenchantment of the world,” and the new politics that gave a central place to human rights and individual liberties. But the bulk of this course will be focused on several critics of modernity—e.g., Marx, Nietzsche, Kierkegaard, Tolstoy, Freud, Baldwin, Beauvoir, Frankl, and the Dalai Lama—who hoped to lay the foundations for a new and better beginning. Our discussions will cover a wide range of “cultural re-evaluations” that have enabled us to think in revolutionary ways about the human place in nature, the relationship between high culture and economics, our conscious and unconscious minds, race and gender, colonialism and liberation, and anger and forgiveness. One of the aims of this course is to see how these re-evaluations were made possible by an event that Nietzsche famously called “the death of God.”

The Rise of the Individual

Professor Ronald Dworkin
HONR 1016: MV1 - 3 Credits
CRN 47805
M 3:30-6:00 PM

Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

Course Description: 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 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. Finally, non-Western perspectives on the individual will be discussed. By spending the semester in that zone where universal ideas meet up against the limits of culture, students will gain insight into some of the current debates in our own culture, and why those debates are not so easily resolved.

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Scientific Reasoning and Discovery

The Physics of Everyday Life

Professor Sylvain Guiriec
HONR 1034:12 - 4 Credits
CRN 48018
TR 11:00-12:50 PM

Professor Gerald Feldman
HONR 1034:13 - 4 Credits
CRN 48019
TR 1:00-2:50 PM

Course Fulfills: CCAS: GPAC Natural/Physical Science with Lab, Oral Communication; ESIA: Science; GWSB: Science

Course Description: How does a microwave oven heat food? What makes an airplane fly? How does a CD player work? Are magnetically levitated trains fact or fiction? These are some of the questions that will be addressed in The Physics of Everyday Life. Science is all around us -- we only need to keep our eyes open to see it and our minds open to understand it. This course will introduce students to physical principles through an examination of everyday objects to see "what makes them tick." This is a new and unconventional approach to physics, and science in general, that starts with whole objects and looks inside them to see how they work. Possible topics include roller coasters, bicycles, clocks, rockets, air conditioners, xerox copiers, 3D printers, cameras, nuclear weapons and medical imaging.

The course is primarily conceptual in nature and is intended for students who are seeking a connection between science and the world in which they live. In the lab component of the course, students will have the chance to independently explore the physics of everyday life with hands-on projects related to selected or student-defined topics that appeal to their own curiosity.

Genetics

Professor Jelena Patrnogic
HONR 1034:MV - 4 Credits
CRN 43535
TR 11:00-12:50 PM

HONR 1034:MV1
CRN 43534
TR 8:30-10:20 AM

Course Fulfills: CCAS: GPAC Natural/Physical Science with Lab, Oral Communication; ESIA: Science; GWSB: Science

Course Description: Have you ever seen Andrew Niccol's GATTACA? Imagine a world in which you get to "design" your child. What traits would you choose? How would this impact your life? Your child's life? How would this impact the society as a whole? This world envisioned does not seem so far-fetched now. We are now in the "post-genomic" era and the ability to read our genome is allowing us to answer questions about our health, disease, behavior, to name a few. Throughout this course we will explore genetics through the subject's history -- from the basic concepts of inheritance, to modern day genetics and the technological advances that are opening new avenues for research. These technological advances are important from the standpoint of their applications such as the ability to edit and manipulate genomes. As a result, we can create new instructions for generating new functions. We will explore the impact of genetic discoveries and examine the social and ethical implications they have brought on. The main goal of this

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course is to understand the basic concepts underlying inheritance, our similarities and differences, and sources of genetic variability occurring both naturally and artificially.

Lectures will be accompanied by lab exercises as a way of introducing techniques used in genetic research. Students are expected to actively participate in class through debate and discussion, written and oral presentations, and group projects while exploring these topics.

Human Reproduction

Professor Carly Jordan
HONR 1034:MV3 - 4 Credits
CRN 44767
MW 1:00-2:50 PM

Course Fulfills: CCAS: GPAC Natural/Physical Science with Lab, Oral Communication; ESIA: Science; GWSB: Science

Course Description: In this course, we will explore the biology of human reproduction, with views at many levels. At the cellular level (How are sperm and egg made? How do chromosomes get sorted?), the organ level (What's happening in the reproductive organs, throughout a month and throughout a lifetime?), the organismal level (How does an embryo become a baby? How do changing hormones affect the whole body?), and at the societal level (What misconceptions do we hold about sex and reproduction?). The content of the course is reproduction, but the main focus is skill building- you will develop science literacy and critical thinking skills to make sense of the information you encounter. You will practice communication, in many different forms. And you will conduct a research project to investigate a claim and judge 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. At the end of the semester, you will be armed with the knowledge and skills to make informed decisions about your body and your health.

Global Climate Change Biology

Professor LaTisha Hammond
HONR 1034:MV4 - 4 Credits
CRN 41904
TR 8:30-10:20 AM

HONR 1034:MV5 - 4 Credits
CRN 43078
TR 11:00-12:50 AM

Course Fulfills: CCAS: GPAC Natural/Physical Science with Lab, Oral Communication; ESIA: Science; GWSB: Science

Course Description: This course explores the impacts and implications of climate change on biological systems. Throughout the history of Earth, the planet has undergone major changes in climate, with significant impacts on biological systems. However, the current climate change event is unique compared to previous events, resulting in distinctive issues and consequences for life on the planet. We will explore global change by delving into the biological processes that are impacted by the changing climate - this will also include reviewing some of the basic chemical principles that underlie the biological processes being impacted. We will review past biological trends, look more in-depth at present-day scenarios, and discuss future projections and consequences for life on the planet. The course will also include discussion of the scientific basis of global change impacts on humans, society, environmental issues, sustainability, and policy discussions and measures. Lab exercises will introduce biological techniques for studying various aspects of global change biology. This course is designed to increase student scientific literacy. Students will be expected to take an

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active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

Marine Biology

Professor LaTisha Hammond
HONR 1034:MV6 - 4 Credits
CRN 45040
MW 9:00-10:50 AM

Course Fulfills: CCAS: GPAC Natural/Physical Science with Lab, Oral Communication; ESIA: Science; GWSB: Science

Course Description: The ocean covers approximately 71% of the Earth's surface. In the media we hear about this vast ocean in stories and anecdotes about fish, sharks, coral reefs, and the occasional giant squid. However, when it comes to decisions about the oceanic environment and its many other inhabitants, how do we make informed decisions regarding issues such as wild-caught vs. farmed fish, overfishing, pollution, and biodiversity without an understanding of the various marine habitats and organisms. This course is an introduction to the marine environment and the biological diversity within, from the coast to the deep sea. Topics include the physical characteristics of the ocean, marine habitat types and structure, organism physiology, zoology, and ecology. We will also delve into human interactions with the marine environment, marine biology in popular media, environmental issues, sustainability, and policy discussions around conservation. Labs will introduce techniques for studying related topics. Additionally, 1-2 possible field trips will help further our studies. This course is designed to increase student 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, research, and group projects.

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Introductory and Special

Honors Macroeconomics

Professor Ronald Bird
HONR 2044:10 - 3 Credits
CRN: 40199
TR 2:20-3:35 PM

Fulfills: CCAS: Social Sciences; ESIA: ECON 1012 Requirement; SEAS: Social Sciences
Equivalent Courses: HONR 2048, ECON 1012

The course will provide an introduction to the major institutions and analytical structures that determine aggregate economic outcomes. It places an emphasis on understanding current economic conditions and policies, as well as examination of important macroeconomic controversies.

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Self and Society

Self and Society

Future Crimes

Professor Maria Restrepo
HONR 2047:10 - 3 Credits
CRN: 47808
W 12:45-3:15 PM

Fulfills: CCAS: Social Science, counts as SOC 2189 for Sociology and Criminal Justice programs; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Science

Course Description: This course seeks to understand the interplay of Internet technology and criminal activity. While offline violent crime is usually linked to cities, and more specifically, to definite spaces in cities, future crimes in our online space reach all of us everywhere, even if we don't do anything, simply because we are connected (and interconnected) online. This course seeks to identify the relevant questions rather than give definitive answers. This means that students will have ample opportunity to use their 'wired' minds to be creative and innovative. Some of the questions that the course will explore and refine include: Are our current understanding and existing theories of crime and crime prevention approaches, appropriate to deal with the new wave of future crimes linked to technology? Will technology increase crime exponentially, mirroring the famous 'Moore's Law' of advances in computing capability? What type of crimes are we, and might we, end up dealing with as a society? Are our current legal and justice systems in the United States capable of dealing with these new crimes? Has the Internet revolution already created the path for irreversible crimes? The course seeks students' continuous active participation and creativity. Discussions, projects and presentations will form a core part of the course.

Ethics and World Politics

Professor Martha Finnemore
HONR 2047:11 - 3 Credits
CRN: 47267
R 12:45-3:15 PM

HONR 2047:12 - 3 Credits
CRN: 48264
M 12:45-3:15 PM

Fulfills: CCAS: GPAC Social Science, Upper-level Political Science elective; ESIA: Advanced Fundamental for International/Comparative Politics, Comparative Political Economic and Social Systems Concentration, Conflict Resolution Concentration, International Politics Concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

Course Description: This seminar will explore whether and how ethical concerns shape world politics. Thinkers going back to ancient Greece have argued that, in fact, ethics have no place in world affairs. Understanding how this could be so is our starting point. Not surprisingly, this amoral view of the world has been challenged on many grounds over the past two millennia but figuring out exactly how and why ethical concerns can exert force and which ethical positions we should champion requires thought. To explore the role of ethics in global affairs we consider contrasting arguments by philosophers and social thinkers including Hannah Arendt, Mohandas Gandhi, Immanuel Kant, Martha Nussbaum, Amartya Sen, Henry Shue, Peter Singer, and Michael Walzer. As we consider these arguments we will apply them to real-world political problems including war, poverty, genocide, immigration, human rights, gender issues, and climate change. Our goal will be to use these classic philosophic arguments to explore ethical problems in contemporary politics and to think about politically successful routes to ethically desirable outcomes.

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Politics and Culture

Professor Harvey Feigenbaum
HONR 2047W:80 - 3 Credits
CRN: 46122
T 3:30-6:00

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

Course Description: This is a course that examines a number of the ways that issues of culture and politics intersect. While the subject is vast, and could hardly be exhausted by a single course, the purpose of this seminar is to give the student an idea as to some of the ways in which culture affects politics and in which politics affects culture. The purpose is also to give the instructor some idea of how students see the interaction of politics and culture. As always in a proseminar, there will be no lectures. Rather, we will discuss the readings assigned each week. Students should have done all the assigned readings for the week before each class begins.

Europe and the World

Professor Michael Sodaro
HONR 2048:11 - 3 Credits
CRN 47809
R 12:45-3:15 PM

Fulfills: ESIA: Europe Regional Foundations; Europe/Eurasia (Group A) concentration, international politics concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

Course Description: The course surveys the development and institutions of the European Union, contemporary EU policies and foreign relations, and the politics of the Member States. Requirements include short written assignments and a research paper.

Mapping Race

Professor David Rain
HONR 2048:12 - 3 Credits
CRN 46124
TR 9:30-10:50 AM

Fulfills: CCAS: Group G Human Geography requirement; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

Course Descriptions: This course will connect issues of social justice, documentary studies, environmental science, law, history, and geography, exploring the ways that mapping has been used by interested parties to advance ideologies and reify institutional realities, and also to illuminate conditions on the ground that spur policy changes in the public realm. It will extend the current interest in digital humanities to maps themselves, creating a bridge between art and science. Maps will be explicated like texts and their informational content including symbology, color shading, labeling, and so forth will be interpreted for understanding power and practice. Students will analyze the style and content of maps to understand different conceptions of race and apply their knowledge to a project relating to the course themes.

Gender, Race, and Science

Professor LaTisha Hammond
HONR 2048:13 - 3 Credits

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CRN 46686
MW 2:20-3:35

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Science; SPHHS: Public Health Elective

Course Description: This course focuses on the intersection of gender, race, and science. What are gender and race, from a scientific perspective? What role has science played, and what role does it continue to play, in the construction of gender and race? Conversely, what roles do race and gender play in science, with regards to scientific research, exploration, and human health? Moving a step further, how does this intersection impact and inform the communication of science in science fiction, media, and popular discourse? We will explore these and other related questions from a variety of perspectives, including scientific primary sources and research studies, science fiction literature, and news and popular media. The goal is to challenge students to critically evaluate the relationships between gender, race, and science to garner a better understanding of current issues related to the intersection of these aspects of society.

Holocaust Memory

Professor Walter Reich
HONR 2048:80 - 3 Credits
CRN 46125
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, GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Equivalent Courses: IAFF 3190, JSTD 2002

Course Description: No description provided.

Empire and Imperialism

Professor Theodore Christov
HONR 2048:82 - 3 Credits
CRN 46123
M 12:45-3:15 PM

Fulfills: CCAS: Pre-1750 History elective, Europe History elective, United States history elective, Asia, Africa, Middle East, and Latin America History elective; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Equivalent Course: HIST 2001

Course Description: Today, we live in a world of nation states, a world in which each nation has-or aspires to have-its "own" state. Yet this global dominance of the idea of the nation state is only of relatively recent provenance. For most of human history, political power had been organized in empires, which were more complex than the simple formula "one nation/one state."

This course traces the various ideologies of empire from ancient Rome through the great colonial powers of early modern Europe to imperial resurrections in our present day, such as the World Bank, the IMF, and especially US power globally. It places European imperialism and its consequences in a larger chronological and comparative context: it considers the historical predecessors of modern European imperialism in antiquity and the pre-modern world, as well as "contemporaries" of European empires in other parts of the world. With this foundation, we will evaluate how the United States gained global influence through settler colonialism, military interventions, and global markets: How were its norms and institutions taken up, rejected, or modified within its imperial domain?

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In examining modes of justification used to theorize 'empire', the course explores how Europeans and Americans came to think of themselves as possessing a distinctive understanding of the world, which they had a duty (and a right) to export, and often impose on others, and how that understanding has come to shape the modern 'Global Neighborhood'.

Epidemics in American History

Professor Vanessa Northington Gamble
HONR 2048W:80
CRN 46280
MW 12:45-2:00 PM

Fulfills: WID; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalents: AMST 4701W, HIST 3301W

Course Description: This course surveys the history of epidemics in the United States from the late nineteenth century to today. It examines medical, public health, and societal responses to epidemics and the social, political, cultural and economic impact of epidemics on American history and culture. This semester the course will focus primarily on tuberculosis, the 1918 influenza epidemic, polio, and HIV/AIDS. We will use primary documents, historical accounts, memoirs, and films to understand the history of these four diseases.

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Arts and Humanities

Arts and Humanities

Irish Literature in Context

Professor Donna Scarboro
HONR 2053:10 - 3 Credits
CRN: 48492
MW 4:45-6:00 PM

Fulfills: CCAS: Humanities, Minority/postcolonial literature English requirement; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Course Description: How has the post-colonial nation of Ireland become a beacon of both literary achievement and conflict resolution? Are these achievements linked? How successful were the efforts of writers who, to paraphrase Joyce, hoped to escape the nets of nationality, language, religion? Were Irish literary figures successful in creating a 'fifth province' that could build a new Irish identity out of the entrenched oppositions of national politics and sectarian conflict? Does the Irish experience hold any lessons for modern-day, worldwide efforts to overcome similar types of prejudice and violence? This course blends an overview of Irish history into the study of literature to explore the give-and-take between politics and literary production. We will read Joyce, Yeats, Synge, Heaney, Beckett, and Friel and view a small selection of films.

Hatred on Trial

Professor Jenna Weissman Joselit
HONR 2053:80 - 3 Credits
CRN: 47268
W 12:45-2:35 PM

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

Course Equivalents: HIST 2001, JSTD 2002

Course Description: This course explores the public face of anti-Jewish prejudice in Europe and the United States by looking at a series of landmark trials and courtroom dramas from the 15th century through modern day.

Reimagining the Roman World

Professor Rachel Pollack
HONR 2053:81 - 3 Credits
CRN: 48017
TR 3:45-5:00 PM

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

Course Equivalent: AH 3105

Course Description: This course studies the art and architecture of the Roman Empire through the lens of modern archaeology, art historiography, and classical literary sources. Rome's foundational myth and history, recorded by such writers as Virgil, Ovid, Plutarch, Livy, Tacitus, and Suetonius, have established the framework from which we interpret the Roman World. The visual remains of the Roman Empire further illuminate these sources and leave us pondering the reasons why the Romans have left a permanent impression on western art and civilization. Furthermore, we will explore how our ever-changing perception of Roman

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antiquity has altered our interpretation of the Romans through the analysis of archaeological finds as well as artists from the early modern era who appropriated Roman History.

Religious and Anti-Religious Poetry

Professor Steven Knapp
HONR 2054:10 - 3 Credits
CRN: 46126
MW 2:20-3:35 PM

Fulfills: CCAS: Upper-Level English elective, Upper-Level Religion elective; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities

Course Description: In this seminar, we will examine the antithetical but intertwined traditions of ancient and modern religious and anti-religious poetry. Examples will be drawn from the Hebrew Bible, the writings of Lucretius, classical Persian poetry, English poetry from the early modern and Romantic periods, and the works of more recent doubters and affirmers from Emily Dickinson to the present. We will consider ways in which the poetic imagination engages questions of ultimate reality and the nature and sources of human values, and both embraces and undermines the claims of religious institutions and traditions.

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.

The Lives of East Germans

Professor Mary Beth Stein
HONR 2054:19 - 3 Credits
CRN: 47270
TR 3:45-5:00 PM

Fulfills: CCAS: Counts as GER 3188 for German majors and minors; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities

Course Description: When it won the Oscar for Best Foreign Film in 2006, Florian Henckel von Donnersmarck’s popular and critically acclaimed film, *The Lives of Others*, cemented the image of the German Democratic Republic as a communist dictatorship compromised largely of victims and perpetrators. But how realistic is the film’s representation of life behind the Wall? What aspects of everyday life in the GDR were omitted from the film’s focus on the Stasi and mechanisms of political repression? Drawing upon historical, political and sociological studies, as well as literary and filmic representations of East German experience, this course

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examines what it meant to grow up and live in the GDR and the changes and challenges to East German identity since unification. Students will conduct life history interview with former East Germans and test theories about the relationship between state and society under communism.

Heidegger's Being and Time

Professor Mark Ralkowski
HONR 2054:80 - 3 Credits
CRN: 46282
W 3:30-6:00 PM

Fulfills: ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities
Course Equivalent: PHIL 4198

Course Description: "When I left the auditorium, I was speechless. For a brief moment I felt as if I had a glimpse into the ground and foundation of the world. In my inner being, something was touched that had been asleep for a long time."

That is how one person described the experience of listening to Martin Heidegger present his philosophy in 1929. This advanced seminar will be an intensive and focused study of Heidegger's *Being and Time*, one of the most influential philosophical works of the twentieth century. We will begin the course with an overview of Edmund Husserl's phenomenological method, and then trace how Heidegger adopts and adapts this new way of doing philosophy in order to address the problems of existence. Second, we will work our way through *Being and Time* systematically, mastering Heidegger's arguments and considering their implications for traditional philosophical problems in epistemology and ontology. Finally, we will look at the "turn" in Heidegger's later thought, and consider the importance of his philosophy for understanding language, art, and poetry, as well as his profound critique of modernity, which has influenced thinkers as diverse as Sartre, Marcuse, Derrida, Foucault, Lacan, Cavell, Taylor, Agamben, and Žižek. As Richard Rorty once said, "You cannot read most of the important philosophers of recent times without taking Heidegger's thought into account." This course is designed for students who want to know why.

Nietzsche and Political Thought

Professor William Winstead
HONR 2054:82 - 3 Credits
CRN: 44253
T 3:30-6:00 PM

Fulfills: ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities
Course Equivalent: PSC 2991

Course Description: Nietzsche is a fierce critic of modern politics and a relentless advocate of the agonistic politics of the Greek city-state. He argues that modern politics is beset by decay, evident in the slackening of citizen vigor (or will-power) and the timidity of the age's most powerful political movements, above all liberalism and socialism. We will begin our course this semester with Nietzsche's antidote to modern politics, the vigorous politics of the ancient Greek polis, which serves as the normative model for all of his writings. By embracing the Greeks, and particularly the tragic Greeks, Nietzsche turns away from modern rationalism and the systematic political philosophy inaugurated by Plato in favor of an experiment in new modes of political thinking that are at once anti-modern and post-modern. After considering Nietzsche's image of antiquity, we will turn to his interpretation of modernity and its political forms, and examine his critique of the political ideals of the age (liberalism, equality, and rights). Throughout the semester, we will pay close attention to the relationships that Nietzsche draws between art and politics, culture and the state, justice and rights, and freedom and asceticism.

Spring 2019 Course Descriptions

Arts and Humanities

Buddhist Philosophy

Professor Eyal Aviv
HONR 2054:83 - 3 Credits
CRN: 46281
TR 12:45-2:00 PM

Fulfills: ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities
Course Equivalents: REL 3614, PHIL 3100

Course Description: This course will introduce the philosophy of Buddhism. Students in the proseminar will engage with the various problems, questions and unique perspective of Buddhist philosophy. Students will familiarize themselves with concepts, ideas, and debates within the Buddhist intellectual tradition and will learn about the way Buddhist philosophy developed historically. This course will also employ comparative philosophy approach and will highlight differences and similarities with the Western intellectual tradition. Particular attention will be given to the relevance of these questions to our lives today and their transformative power.

Political Theology

Professor Joseph Trullinger
HONR 2054:85 - 3 Credits
CRN: 46283
MW 3:45-5:00 PM

Fulfills: ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities
Course Equivalents: PHIL 3100

Course Description: Is democracy sacred? Is a king a god of all he surveys? Is God the king of kings? Can secular bureaucracy avoid functioning like a church? For better or worse, we frequently utilize religious language and concepts in our political discourse and even our political philosophy—often without knowing it. Vice-versa, religious people frequently draw from the political sphere for metaphors that will express the majesty, power, immensity, or freedom they discover in their spiritual experience. This course in political theology will philosophically explore this intersection within various strains of Jewish and Christian thought. We will begin with a “magisterial” tradition that sees God as all-powerful, underpinning “the divine right of kings.” Then we will explore the liberation theological tradition that sees God as taking the side of the disempowered and oppressed. Taking the approach of philosophers, we will step beyond whatever we believe or don’t believe, analyzing these familiar ideas for their conceptual coherence or incoherence—and discover the rich multiplicity of ways of looking at politics and religion.

Literature and Culture of WWI

Professor Jennifer Green-Lewis
HONR 2054W:MV - 3 Credits
CRN: 47046
T 1:00-3:30 PM

Fulfills: CCAS: English literature course after the 19th century; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities

Course Description: This course examines the difficulty of representation in the wake of violent and unimagined experience. What becomes of poetry and painting when their inherited forms prove inadequate to convey modern human experience? How does literature inform memory, and the post-war writing of memoir? What kinds of consolation does art offer us in the face of great trauma? To address these questions, we will focus initially on how the culture of the First World War, and the years immediately

Spring 2019 Course Descriptions

Arts and Humanities

afterward, attempted to give new shape to new knowledge. We will then widen our discussion to consider the role of arts and literature in ages of violence and turmoil, including our own. Be prepared for intense, close analysis of primary texts, free-ranging discussion, and an interdisciplinary approach.

Spring 2019 Course Descriptions

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.

Spring 2019 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.

Brief History of Humankind

Professor Eyal Aviv
HONR 4199:10 - 1 Credit
CRN: 42143
T 3:30-5:30 PM

Course Description: This course will meet on February 12th, 19th, 26th, and March 5th. This capstone experience will focus on mankind as "Homo-Sapiens." We are accustomed to think of ourselves as "humans," a category separate from all other living things. But what would we learn if we viewed ourselves as a scholar from another planet would? What if we studied our history as just one species out of many rather than the center of creation? In the four meetings we will read one book by Yuval Noah Harari titled Sapiens: A Brief History of Humankind. The book explores challenging yet fascinating questions: One hundred thousand years ago, at least six different species of humans shared the Earth with us. None of them was more important than gorillas, wolves or fireflies. Yet, today Homo Sapiens control the whole planet. What turned us from insignificant animals to the rulers of the planet? Where did all other humans go? Why did we invent gods or money? What makes the modern period so different from the pre-modern one? Does history have a clear trajectory and is there justice in our world? These are some of the central questions we will address together. Sapiens will offer answers that are surprising and tantalizing and will serve as a fertile ground for thought provoking conversations.

America and the World

Professor Theodore Christov
HONR 4199:11 - 1 Credit
CRN: 42556
T 4:30-6:30 PM

Course Description: This course will meet on April 2nd, 9th, 16th, and 23rd. Now that you have spent the last four years in the nation's capital, how do you understand the changing role of the United States in the world, and, in particular, your own role as a citizen of this country? "America First," the political slogan of the current US administration, has brought into focus the need to evaluate what role the United States should play in the world today and the urgency to reexamine what our role as citizens should be. Our readings (many of which will be) will be drawn various sources, including speeches, articles, screenings, all of which have been designed to help us understand current events. When can a good citizen criticize the government? What types of arguments are "good" ones to have in the public square? How attentive should citizens be to politics? Should America be a cultural mosaic or a melting pot? Should leaders consider citizens of other countries when making foreign policy? Is it right for the government to "nudge" citizens in the "right" direction when making personal decisions?

Spring 2019 Course Descriptions

Senior Capstone and Thesis

Pleasure

Professor Joseph Trullinger
HONR 4199:12 - 1 Credit
CRN: 42848
R 6:10-8:10 PM

Course Description: This course will meet on February 7th, 14th, 21st, and 28th. Everyone wants to be happy—but not everyone agrees about what makes for a truly joyful life. What else could be more important, then, than coming to terms with what pleasure is in the first place, and sorting out how we ought to see our bodily desires? In this course we'll explore the timeless idea that nothing in life is more valuable than pleasure (also known as hedonism). This course will not be an endorsement or a condemnation of hedonism, but rather an opportunity for you to come to an informed conclusion of your own about the life of pleasure. We will discuss a variety of classical and contemporary views on hedonism, ranging from Epicurus' point that immortality would make a joyful life impossible, to the classic Japanese film about the joys of food, *Tampopo*.

Is Love Really Such a Good Thing?

Professor Mark Ralkowski
HONR 4199:13 - 1 Credit
CRN: 46133
R 7:00-9:00 PM

Course Description: This course will meet on April 4th, 11th, 18th, and 25th. "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 and end this little seminar by asking whether Woody Allen's joke tells us anything important about love. 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 aspirations and desires, its special kind of knowledge, its profound risks, and its unusual powers. We will read one little novel (a light read, but full of insight) and a small handful of good shorter pieces, and we will watch one movie. Our experience will be organized around four serious conversations, and there will be a dinner at the end. Please come prepared to read carefully and talk a lot!

Revolt and Resistance: 1968

Professor William Winstead
HONR 4199:14 - 1 Credit
CRN: 46135
W 7:00-9:00 PM

Course Description: This course will meet on January 16th, 23rd, and 30th, and February 6th. History disclose the possibility of the impossible—the truth that things can be different, that other ways of being exist, that other ways of organizing society and sharing power are possible. No period in recent memory better reveals the capacity of the past to open eyes and change lives than that era of revolt, resistance, and revolution that we sum up today under the heading "1968." The era not only put into practice what are perhaps the oldest ideals of the West with a refreshing optimism and idealism—justice and emancipation—but it lives on today in the struggles of the Black Lives Matter and #MeToo movements. Using a selection of pivotal historic documents and archival footage from the era as the basis of our conversations, we'll examine just what kind of future is worth fighting for as you prepare to graduate and enter the rough and tumble of the "real world." We'll ask what we can learn from the successes and failures of the utopian decade of the '60s, and what it might mean to resist some of the less constructive pressures of the "real world" we currently inhabit. By examine the past, we'll imagine a future better than our present.