

Course Descriptions Fall 2021

University Honors Program

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Fall 2021 Course Descriptions

Origins and Evolution of Modern Thought

Control

Professor Joseph Trullinger
HONR 1015:MV4 - 4 Credits
CRN 61648
MW 11:30AM-12:45PM
Discussion Section: HONR 1015:34, W 1:00-1:50PM, CRN: 61963

Equivalent Course: UW 1020; PHIL 2111

Course Description: 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.

Well-Being

Professor Eyal Aviv
HONR 1015:MV2 - 4 Credits
CRN 64359
TR 02:30-03:45PM
Discussion Section: HONR 1015:M32, R 5:00-5:50PM, CRN: 61962

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HONR 1015:MV3 - 4 Credits
CRN 65884
TR 1:00PM-2:15PM
Discussion Section: HONR 1015:M33, T 5:00-5:50PM, CRN: 65856

Equivalent Course: UW 1020; PHIL 2111

Course Description: 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, from the Hellenistic, Daoist, Confucian, and Buddhist schools, among others.

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Justice

Professor Theo Christov
HONR 1015:MV - 4 Credits
CRN 61539

MW 08:30-09:45AM

Discussion Section: HONR 1015:M30, W 01:00-01:50PM, CRN: 61960

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HONR 1015:MV1 - 4 Credits
CRN 61647

MW 10:00 - 11:15AM

Discussion Section: HONR 1015:M31, W 11:30AM-12:20PM, CRN: 61961

Equivalent Course: UW 1020; PHIL 2111

Course Description: What is the right thing to do? The perennial quest for justice remains a persistent concern across time, place, and cultures, from antiquity to the present. Ancient thinkers—from the West and beyond—faced problems that we, after two and a half millennia, may recognize as our very own. To explore this question, we will grapple with some major works in ancient thought and engage in political and moral theorizing in the making of a good life. How should we confront the limits of our existence, and are we sufficiently equipped to understand the human condition? Our common aim will be to discuss significant and recurrent questions of moral and political value that arise in human experience in order to enlarge our awareness of how people have understood the nature of the just and virtuous life. In addressing the themes of justice, equality, democracy, and citizenship, our readings will be derived from the Western and non-Western intellectual traditions in order to understand the formative forces that shaped the political and moral universe we inhabit today.

On Virtue

Professor Christopher Utter
HONR 1015:MV5 - 4 Credits
CRN 67211

MW 01:00-02:15PM

Discussion Section: HONR 1015:M35, F 01:00-01:50PM, CRN: 67209

Equivalent Course: UW 1020; PHIL 2111

Course Description: How should we live? Where should we look for guidance regarding the best way of life? Is there a standard implied in human nature itself, or in the nature of the world? If the divine speaks to human beings in some way, can we look to it for guidance? Or does tradition hold the key to the best life? In other words, what is virtue? In this course, we will look at five approaches to investigating this central human question. We begin with the Socratic approach, which is captured in the paradoxical claim that “knowledge is virtue.” After reading several Platonic dialogues that explore this claim, we will read part of Aristotle’s Nicomachean Ethics, in which he simultaneously criticizes and expands upon this core Socratic claim. Next, we read the Bhagavad Gita, a dialogue in which the god Krishna discusses Dharma with the prince Arjuna. We continue our examination of Dharma as a guide to life by reading the Buddhist scripture, Dhammapada. After this we turn to the Tao Te Ching to investigate the “way” and “virtue,” as its title suggests, according to Laozi. Finally, we conclude with the Analects for an account of the Confucian investigation of virtue.

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Wisdom

Professor Mark Ralkowski
HONR 1015:MV8 - 4 Credits
CRN 62679
TR 02:30-03:45PM
Discussion Section: HONR 1015:M38, R 04:10-05:00PM, CRN: 62678

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HONR 1015:MV9 - 4 Credits
CRN 64078
TR 10:00AM - 11:15AM
Discussion Section: HONR 1015:M39, R 11:30-12:20PM, CRN: 64118

Equivalent Course: UW 1020; PHIL 2111

Course Description: 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 Epicurus, Plato, Aristotle, Confucius, Lao Tzu, Chuang Tzu, the Buddha, and Marcus Aurelius. 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."

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Scientific Reasoning and Discovery

Energy

Professor Bethany Kung
HONR 1033:MV4 - 4 Credits
CRN 61644
TR 09:00AM - 10:50AM

Fulfills:

- CCAS: GPAC Natural/Physical Science with Lab
- CCAS: GPAC Local/Civic Engagement
- ESIA: Science
- GWSB: Science

Course Description: 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.

Your Place in Nature

Professor Bernard Wood
HONR 1033:12 - 4 Credits
CRN 63881
TR 11:10AM - 01:00PM

Fulfills:

- CCAS: GPAC Natural/Physical Science with Lab
- CCAS: GPAC Local/Civic Engagement
- ESIA: Science
- GWSB: Science

Course Description: The course will compare and contrast what was known about 'Man's Place in Nature' in 1863 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

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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.

“Playing God”: Biotechnology and Beyond

Professor Frank Stearns
HONR 1033:MV - 4 Credits
CRN 62076
MW 11:00AM-12:50PM

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HONR 1033:MV1 - 4 Credits
CRN 61646
MW 02:00-03:50PM

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HONR 1033:MV7 - 4 Credits
CRN 62481
TR 11:00AM - 12:50PM

Fulfills:

- CCAS: GPAC Natural/Physical Science with Lab
- CCAS: GPAC Local/Civic Engagement
- ESIA: Science
- GWSB: Science

Course Description: In November 2018, Chinese scientist He Jiankui shocked the world by announcing that he had used the new CRISPR-Cas9 technology to edit the germline of twins Lulu and Nana thus making them resistant to HIV. Not only did he bypass traditional ethics boards, but he side-stepped communicating his work in a peer reviewed publication. Instead, he announced his results in a hastily assembled press conference. This decision only served to increase confusion around a scientific technique already fraught with ethical concerns and public controversy. Biotechnology (e.g. gene editing such as CRISPR-Cas9 and GMOs, mRNA vaccines, tailored medicine like pharmacogenomics) has become central to our society. Informed citizens are necessary as we navigate the implications of these often very specialized techniques. The goal of the course will be to increase science literacy and prepare you to be science ambassadors in your communities. This course will introduce and review some general genetics needed to understand the methods employed. We will use various readings to discuss not only what we can do but how we should proceed. In the lab, we will have the opportunity to use biotechnology methods such as turning off genes through RNAi, editing gene sequences with CRISPR-Cas9, and identifying transgenic organisms and epigenetic modifications. Assignments will include quizzes and several short position papers. We will conclude the course by reading and discussing *Tomorrow's Table* written by Pamela Ronald (a University of California geneticist) and her partner Raoul Adamchak (an organic farmer).

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Biology of Sex and Reproduction

Professor Carly Jordan
HONR 1033:MV2 - 4 Credits
CRN 62582
MW 01:00PM - 02:50PM

Fulfills:

- CCAS: GPAC Natural/Physical Science with Lab
- CCAS: GPAC Local/Civic Engagement
- ESIA: Science
- GWSB: Science

Course Description: This course explores the biology of sex and 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 or a lifetime?), the organismal level (How does an embryo become a tiny person? How do changing hormones affect the whole body?), and at the societal level (What misconceptions do we hold about sex and reproduction? What factors contribute to disparities in sexual health?).

Beyond biology, this course is about the scientific process and evaluating information. We constantly encounter claims that we may not be sure about, and sometimes that uncertainty can have important implications for your wellbeing. If you see a claim that herpes can't be transmitted by oral sex, it's important to know how to decipher the truth! (Spoiler alert- Herpes absolutely can be transmitted by oral sex- use dental dams and condoms.) By exploring the science behind such claims and practicing skills in content analysis and reading primary sources, you will learn to interrogate these questions on your own. This course will help you to feel empowered to make evidence-based choices about your sexual health.

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Introductory and Special Topics

Enlightenment East and West

Professor Joseph Trullinger
HONR 2016:10 - 4 Credits
CRN 65102
TR 03:45-05:00PM

Fulfills:

- ESIA: Humanities
- SEAS: Humanities
- Course equivalent: PHIL 2111

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

Course Description: This course replaces HONR 1016 for students who enter the Honors Program as sophomores. This course examines Enlightenment and other fundamental questions of human nature through examination of so-called Western and Eastern representative thinkers and texts, both ancient and modern.

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Self and Society

Transitional Justice

Professor Maria Restrepo
HONR 2047:10 - 3 Credits
CRN 64626
R 12:45-03:15PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Political Science Major Group C (international politics, law, international organizations) requirement
- CCAS: Peace Studies Major Group 2 International Peace and Conflict requirement
- ESIA: Conflict Resolution concentration, Comparative Economic and Social Systems concentration, International Politics concentration
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences

Course Description: Since the end of the Cold War, peace building interventions have increasingly implemented Transitional Justice (TJ) initiatives. TJ incorporates a dynamic set of multidisciplinary mechanisms adapted to societies transforming themselves after a period of pervasive human rights abuses due to conflict or authoritarian regimes. While definitions of TJ may vary, they all encompass the political, legal and moral dilemmas faced during these transitions.

The field has expanded in three significant ways: it has moved to embrace a larger number of disciplines, transcending its initial legal focus; it has broadened its goals; and it has also raised high expectations in troubled societies. Even though TJ cannot achieve all of its goals, due to its inherent limitations, this fascinating and increasingly popular field merits its careful study.

The purpose of this course is to: (i) examine and analyze TJ mechanisms including trials, truth commissions, reparations, lustration/vetting, amnesties, reforms, and memorialization; (ii) investigate normative and political debates raised by TJ processes; (iii) assess the effects and reach of TJ processes; and (iv) discuss real examples stemming from a variety of countries that have experienced huge violations of human rights.

Bill of Rights and Criminal Justice

Professor Stephen Saltzburg
HONR 2047:80 - 3 Credits
CRN 65866
MW 12:45-02:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Cross-listed with: SOC 2146

Course Description: The course will examine many of the powers of law enforcement in America and how they relate to the rights conferred upon suspects and defendants by the U.S. Constitution. It will be a rule-oriented course, with the goal being to educate students about the rules that govern the various players in the criminal justice system and the rights that individuals have when they

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confront that system. Among the covered subjects are: the authority conferred upon police to stop, arrest, and search – and limits on that authority; the role of the privilege against self-incrimination and confessions in an adversary system; and the roles and responsibilities of prosecutors and defense counsel in the system.

Theories of Political Development

Professor Harvey Feigenbaum
HONR 2047:84
CRN 66500
T 6:10-8:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Political Science Group A (Comparative Politics)
- ESIA: Advanced Fundamental (International and Comparative Politics)
- ESIA: Comparative Political, Economic, and Social Systems; and International Development
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Science
- Cross-listed with: PSC 6388

****This is a graduate-level course****

Course Description: One of the principal concerns of comparative politics is understanding how and why political systems develop the way they do. Why do some countries develop into democracies, while others experience various forms of authoritarian rule? How do factors such as class conflict, timing of industrialization, the nature of the elite, and the influence of political culture affect the development of political institutions? This course reviews the literature in comparative politics focusing on these concerns. While most of the cases are drawn from the histories of the advanced industrial states, some attention is also accorded to countries which are currently deemed "underdeveloped". A brief examination of the problem of nationalism is also included.

Ethics in Public Health

Professor Jeffrey Spike
HONR 2047:11 - 3 Credits
CRN 66450
T 03:30-06:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- GWSPH: Public Health major/minor elective (only if you have not taken PUBH 3151(W). Please contact your Milken advisor if you have questions.)
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences

Course Description: Public Health may get less glory than medicine, but in the times of a pandemic the truth that "an ounce of prevention is worth a pound of cure" becomes painfully obvious. We are living in a period defined by a public health crisis.

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Public Health is (for that reason) often seen as an important addition to medical training, making an MD/MPH a very popular dual-degree program. This course will be taught by a philosopher on the faculty at the medical school.

The course provides a systematic overview of ethical issues pertaining to health care delivery, health promotion, disease prevention and health policy from a public health perspective. The course will include a survey of ethical issues in public health as well as important ethical issues in health care to which public health can contribute. These issues range from balancing privacy and surveillance in epidemiology and contact tracing, through environmental racism, climate change, population control, contraception, and abortion, and health system reform.

Students will learn to recognize the primary features of an ethical problem in public health; become familiar with the language and discourse of public health ethics, including both principles of biomedical ethics and human rights; recognize and analyze the social and cultural dimensions of ethical dilemmas in public health; and formulate a process for preventing and/or resolving ethical conflicts.

Attendance and participation are expected every week. Some weeks we will show a movie and discuss it in class, including Hollywood dramas and documentaries.

Global Governance

Professor Michael Barnett
HONR 2047:83 - 3 Credits
CRN 66253
TR 11:10AM- 12:25PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Political Science Major Group C (international politics, law, international organizations) requirement
- ESIA: International Politics, Security Policy, and Conflict Resolution concentrations; International and Comparative Politics Advanced Fundamental course
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Cross-listed with: PSC 2994, IAFF 3190

Course Description: 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 is there a tension between a global governance that advances stability and a global governance that aspires to help the public? If states are the ones responsible for global governance, then wouldn't they produce a global governance that helps the powerful and not the weak. But are states alone in producing global governance? The course also examines the range of different actors that are involved in global governance. Throughout the course we consider these themes in concrete instances of global governance. I would not be surprised to find some mention of Covid-19.

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Ethnographic and Historical Perspectives on Data

Professors Jamie Cohen-Cole and Joel Kuipers

HONR 2047:85 - 3 Credits

CRN 66706

T 12:45-3:15 PM

Fulfills:

- CCAS: GPAC Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Cross-listed with: AMST 3625, ANTH 3625

Course Description: This class is an introduction to ethics of data sciences from two disparate perspectives: historical and ethnographic. The course focuses on the ethical and moral dilemmas posed by the collection and use of large data sets, by artificial intelligence, and by our increasingly on-line lives. Issues we will examine include the erosion of public life in the face of mediated remote communication, government and corporate surveillance; loss of privacy; the interaction of social media and democratic norms; and the substitution of artificial algorithmic and automatic processes for human judgment in policy making and practices of everyday life. The course is open to students from all fields. It is designed as an interdisciplinary meeting ground for students interested in humanistic inquiry and those in the data science major and other STEM fields. It will be useful to students in social sciences involved in the generation, recording, curation, processing, sharing and use of data; While it is a stand-alone course, it provides a “front door” for further research into the study of ethical life in an electronically mediated world through the methods of historical methods and digital ethnography. While it is a stand-alone course, it provides a “front door” for further research into the study of ethical life in an electronically mediated world through social scientific or humanistic methods. Those wishing further studies in these areas may consider continuing on with courses such as AMST 2610 Science, Technology and Politics in Modern America, AMST 2620 Human Minds and Artificial Intelligence, and AMST 2680 Hashtag America.

Providing Reading Materials for Underprivileged Children

Professor Leo Chalupa

HONR 2047:13 - 3 Credits

CRN 67979

Time: TR 2:20-3:35PM

Fulfills:

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

Course Description: Since the early 1950s a vast literature from the neurosciences has established the paramount importance of experience on the developing brain. The preschool years have been shown to play a determining factor in subsequent successful performance in school, and indeed, in life in general. In this context, it is alarming that children raised in disadvantaged socioeconomic families often have little or no experience with age-appropriate books. The main objective of the class is to devise a children’s book drive at GWU and to distribute these books to economically disadvantaged families. The course will be comprised of the following: (i) a selective review of the relevant neuroscientific and educational literature documenting the important of exposure

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to books from infancy through preschool; (ii) designing a workable plan for obtaining children's book donations from the GWU community (and possibly related groups); the sorting and storage of these books, as well as the distribution of these books utilizing appropriate channels within the District of Columbia.

A term paper based on the course experience will be required.

Humanistic Psychology

Professor Dennis Schell
HONR 2047:82 - 3 Credits
CRN 67900
TR 09:35AM - 10:50AM

Fulfills:

- CCAS: GPAC Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Cross-listed with: PSYC 2508

Course Description: Critical examination of humanistic psychology. Emphasis on the role of consciousness in human behavior. Philosophic foundations, existential, phenomenological, and transpersonal psychology.

Prerequisites: PSYC 1001

Race, Medicine, and Public Health

Professor Vanessa Northington Gamble

HONR 2047W:81 - 3 Credits
CRN 65951
MW 12:45PM-02:00PM

Fulfills:

- WID
- CCAS: GPAC Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- MISPH: Public Health major elective
- Equivalent Courses: AMST 4702W, HIST 3001W

Course Description: 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.

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Arts and Humanities

The Universal Declaration of Human Rights: A History

Professor Christopher Brick
HONR 2053:10 - 3 Credits
CRN 65874
TR 12:45-2:00PM

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: The Universal Declaration of Human Rights is one of the world's most recognizable documents, "the foundation of international human rights law," according to the United Nations, and one of the most widely-reprinted texts in human history. While its framers theorized the UDHR as a "Magna Carta for all," opponents and detractors have routinely cast it instead as an empty vessel, at best, and at worst a dangerous tool of oppression. Is it either of these things, neither, or something else entirely? This course will invite students to consider these questions anew as it examines the Declaration's conceptual origins in the ancient past, the historical context that led the UN General Assembly to formalize and promulgate a human rights coda in 1948, and the UDHR's colorful evolution into a flashpoint of controversy for activists, policymakers, intellectuals, and the international community writ large. Please note that in researching their term projects for this course, students will be required to draw upon resources from the permanent collection of the Eleanor Roosevelt Papers Project, a research center of the GW History Department and archive of UDHR materials that UNESCO has designated "vital to global heritage and personhood."

The Life of Things

Professor Jenna Weissman Joselit
HONR 2053:80 - 3 Credits
CRN 65952
M 12:45-2:35PM

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
- Cross-listed with: HIST 2001

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Course Description: This interdisciplinary humanities seminar takes a hard and searching look at stuff - furniture, clothing, shoes, religious artifacts, building materials, toys, tools and home décor - all with an eye toward understanding our relationship to the material world. Focused largely, though not exclusively on the United States, it explores the ways in which objects contain a wealth of ideas about authenticity, convenience, craft, faith, heritage, taste and value. This seminar should appeal to those especially interested in museums and public history as well as design and social engineering.

Classical Mythology in Art

Professor Rachel Pollack
HONR 2053W:10 - 3 Credits
CRN 64234
TR 2:20- 3:35 PM

Fulfills:

- WID
- CCAS: GPAC Humanities
- CCAS: Classic Studies majors/minors should consult their departmental advisor
- CCAS: Art History major/minor elective
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: This course examines the relevance and mutability of classical mythology in Western art. The iconic stories of gods and heroes, passed down 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 and 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 their reimagining of classical mythology extends beyond ancient literary and visual sources.

From Book to Movie: Adaptations

Professor Meri Wimberly
HONR 2053:12 - 3 Credits
CRN 65900
F 12:45-03:15PM

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: Adaptations from book to film are often controversial. Viewers bring expectations about how the characters, plot, themes, and mood of a piece of fiction will be interpreted on screen, and sometimes the results disappoint. Clearly, written literature and audiovisual film are different media with different parameters and systems for production. This class explores a series

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of adaptations of famous books to the silver screen. We will interrogate the approaches filmmakers took to the literary works, and investigate how time, place, economy, culture, and genre may have influenced their choices. We will consider the difficulties of adapting the spirit of a literary work to film, and the ways various filmmakers have addressed these difficulties. Students will also have the opportunity to choose an adaptation to explore individually. Students will gain exposure to the ways literature and film can both reflect and shape culture and society, and the interconnectedness across media and art forms.

Jane Austen: Literary Icon

Professor Maria Frawley
HONR 2053:13 - 3 Credits
CRN 65875
T 12:45-03:15PM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: English major/minor 3000-level elective requirement
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: This course focuses on the literary achievements of Jane Austen and on her continuing relevance to our own culture. Our reading will include all of her novels, some unpublished early writing, and work unfinished at her death. Understanding the social, historical, and political contexts that shape Austen's work will be a major preoccupation. Among our many topics for consideration will be the ways Austen both reflects and responds to social hierarchy and class relations in Regency England; the relationship between gender ideology, "conduct book culture," and Austen's representations of women's lives; Austen's views of national identity in the era of the French Revolution; and her innovative narrative and linguistic techniques. We will also think deeply about perceptions of Austen's world as "white" and draw on the recent scholarship of critics such as Patricia Matthew and Lyndon Dominique, who provide new perspectives on Austen and race. Students can also expect to come away from this course with the ability to critically assess how and why Austen's works have been received and adapted over time.

Black Feminist Theory – Writing for Social Justice

Professor Sabrina Curtis
HONR 2053:14 - 3 Credits
CRN 65876
MW 09:35-10:50AM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: English major/minor: ENGL 3950 or upper-level elective
- CCAS: WGSS major/minor: upper-level elective
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

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Course Description: This course is an introduction to Black Feminist Theory and serves as an exploratory overview of Black women writers who have advanced key social justice ideologies on intersectionality, antiblackness, gender equity, women's liberation, and body politics, among others. The course will explore writings by important figures in the Black Feminist, womanist, and critical race feminism traditions while focusing on social justice issues, particularly as they relate to African and African descended peoples across varying geographic contexts. This is a writing course where students will use dialogue and other forms of print and digital literacies to interrogate and critique social issues and ideas in addition to reimagining and espousing their own ideas, arguments, and theories that speak to their understanding of our broader sociopolitical context. Some questions the course will consider are as follows: How have Black women used writing and other forms of civic and political discourse to shape and advance Black feminist ideologies and to effect societal change? What does writing for civic action or writing for social justice look like? What are some of the limitations of Black feminist frameworks today – are there other frameworks or theories of political socialization that would better capture contemporary social activism and civil rights movements today.

The Cold War at Home: Communism and Anticommunism in 20th Century American History

Professor Eric Arnesen

HONR 2053:81 - 3 Credits

CRN 67213

W 05:10-07:00PM

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
- Cross-listed with: HIST 2001

Course Description: Perhaps no social or political movement in U.S. history has inspired as much hope and hostility as communism. To some, it promised to challenge inequality and injustice and usher in a more democratic and egalitarian world; to others, it threatened to destroy the foundations of freedom and replace them with totalitarianism. Regardless of what one thought – or thinks – about communism, it is hardly controversial to note that it aroused – and, in some instances, continues to arouse -- fierce passions in partisans and opponents. For its part, anticommunism too elicits strong feelings: Opponents denounce it as a blunt and often cynically deployed weapon against not only communism but a range of progressive causes, while supporters defend it as a necessary response to a pernicious threat.

Over the past half-century or more, both communism and anticommunism have attracted the attention of scholars who have subjected their ideologies, programs, social bases, and records to close scrutiny. This course is designed to introduce undergraduate students to central issues in the history communism and anticommunism in twentieth-century America. Critical analysis -- of historical arguments, methods, schools of interpretation, and specific studies -- is a primary goal of the class, as is vigorous, informed, and respectful classroom discussion/exchange.

Monarchs, Merchants, and Monarchies

Professor Barbara von Barghahn

HONR 2053:82 - 3 Credits

CRN 67370

R 12:30-03:00PM

Fall 2021 Course Descriptions

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
- Cross-listed with: CAH 4139, CAH 6236

****This is a graduate-level course****

Course Description: Aristotle in his *Nicomachean Ethics* (4.2) defines ‘magnificence’ as a virtue concerned with wealth and a “fitting expenditure involving largeness of scale” both with respect to the agent and to the “circumstances and the object”. This seminar addresses the concept of magnificence espoused by select European monarchs and their resplendent courts: the exhibition of paintings, tapestries and sculpture in stately galleries of municipal palatine complexes; expansive gardens and landscape architecture; luxurious aristocratic fashion and fabrics; formal public ceremonies and etiquette commemorated in art; the decoration of private rural residences with themes appropriate to a life of otium (leisure) --mythology and the royal hunt. Besides absolutist magnificence and expenditure on a grand scale to reflect a sovereign’s power and prestige, this course additionally will consider bourgeois magnificence in the North. Art commissioned for town households and civic structures by Dutch merchants, as well as wealthy patrons of Belgium, France and England, often accents classical concepts associated with the display of splendor -- liberality, justice, magnanimity, morality and ethics. Lastly, magnificence (*magnum facere*) as an attribute of invention and intellectual refinement also will be explored by examination of key works by important Baroque philosophical artists such as Rubens, Rembrandt, Poussin, Velázquez, and others.

The Bible in the Qur'an

Professor Christopher Rollston
HONR 2053:83 - 3 Credits
CRN 67371
MW 02:20-03:35PM

Fulfills:

- CCAS: GPAC Humanities
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
- Cross-listed with: CLAS 2105, REL 3990
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Course Description: Within this course, we will be reading all of the Qur’an, substantial blocks of the Hebrew Bible (Old Testament) and substantial blocks of the New Testament. The Hebrew Bible was originally written in Hebrew and Aramaic, the New Testament was originally written in Greek, and the Qur’an was originally written in Arabic. In terms of chronological order, the Hebrew Bible was written first, the Greek New Testament was written second, and the Qur’an was written third (we’ll talk about all of the dating issues during the first portion of the course). All of these sacred texts have been translated into different languages in the modern period, and even in more ancient times. Within all of the ancient texts we read, we will be attempting to understand the diverse ways the people of the ancient Middle East and Mediterranean (i.e., those responsible for the Bible and the Qur’an) understood God, Satan, angels, people, heaven, hell, dietary practices, worship, war, family, and the nature of humanity. We will also be reading some secondary materials in the course as well, especially those that provide windows of understanding into the Bible and

Fall 2021 Course Descriptions

Qur'an. It is important to remember that the focus of this course is on the shared traditions, the things that are present in the Bible and the Qur'an. To be sure, there will also be plenty of reference to differences, as we compare and contrast. But the purpose of this course is to highlight the things that are shared, rather than to dwell on the differences. The end result is that students will have a solid grounding in the Hebrew Bible, the Greek New Testament, and the Qur'an, especially the things that are shared within these traditions.

Fall 2021 Course Descriptions

Contract Courses

Honors Internship

Professor Chosen by Student

HONR 2182 - 0 to 4 Credits

Course Description: Students who secure an internship placement can get academic credit by arranging a faculty-supervised project related to their internship. Please see an Honors Advisor for further information.

Honors Undergraduate Research

Professor Chosen by Student

HONR 2184 - 0 to 4 Credits

Course Description: Students working on original research or on another research project can get academic credit by working closely with a faculty mentor. Please see an Honors Advisor for further information.

Honors Research Assistantship

Professor Chosen by Student

HONR 2185 - 0 to 4 Credits

Course Description: Students who secure a research assistantship with a faculty member can receive academic credit by completing their assistantship duties. Please see an Honors Advisor for further information.

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Senior Thesis and Capstone

Honors Senior Thesis

Professor Chosen by Student

HONR 4198 - 3 to 4 credits

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

Time

Professor Bethany Kung

HONR 4199:12 - 1 Credit

CRN 64235

F 01:30PM - 03:30PM

This course will meet on September 3rd, 10th, 17th, and 24th.

Course Description: 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 a commodity that can be treasured or wasted?

Dave Chappelle and Philosophy

Professor Mark Ralkowski

HONR 4199:11 - 1 Credit

CRN 67629

R 06:00-08:00PM

This course will meet on September 9, 16, 23, and 30.

Course Description: Dave Chappelle has been celebrated for his comedy about race in America, and he has been criticized for his jokes about marginalized people. In 2005, Time said that he was "without a doubt the hottest, edgiest and most talked about comedian today." And in 2019, Salon asked, "what happened to Dave Chappelle?" while suggesting that in his older age he has become "cruel" and lost touch with today's cultural values. He has spoken out about the murder of George Floyd in a special called 8:46; he has been devoted to his local community in Yellow Springs, Ohio during the COVID-19 pandemic; he keeps winning Grammy and Emmy Awards, and Lorne Michaels invites him to host Saturday Night Live after our Presidential elections to help the country understand itself. As The New York Times put it, Dave Chappelle is "an American folk hero" because of his ability to communicate across lines of race, class, and culture at a time when Americans are more polarized than they have ever been. This capstone will begin by looking at famous sketches from Chappelle's Show—such as "Frontline: Clayton Bigsby," "Black Bush," and "The Racial Draft"—and it will then address the controversy over his material in specials like Equanimity, The Bird Revelation, and Sticks & Stones. During the third week we will focus on 8:46 and Chappelle's post-election Saturday Night Live monologues from 2016 and

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2020. And in the final week we will look at the most recent releases from Chappelle on Instagram, such as “Unforgiven” and “Redemption Song.” Dave Chappelle’s life and career raise many philosophical questions about race, gender, the ethics of humor, the problems with cancel culture, and American politics and history. He says that as an artist his aim is to “reveal people to themselves,” and he insists on absolute artistic freedom for comedians. This makes many people uncomfortable, while others love it. This capstone will treat it as an invitation to think about some of the most important moral and political questions of our time.

Gabriel Garcia Márquez: *One Hundred Years of Solitude*

Professor Maria Restrepo

HONR 4199:13 - 1 Credit

CRN 65873

Time: R 04:00-06:00PM

This course will meet September 9th, September 23rd, October 7th, and October 21st.

Course Description: *One Hundred Years of Solitude* is perhaps the most important landmark of the so called 'El Boom' in contemporary Latin American fiction. The novel became an instant success upon publication in 1967, with hundreds of editions being published. The Colombian author went on to win various international awards, becoming a recipient of the Nobel Prize in 1982.

There are many ways to read and analyze this masterpiece. According to Michael Wood, “the texture of the novel is made up of legends treated as truths – because they are truths to those who believe them – but also...of real facts that no one believes in”(Wood, 1990:58). Historians are more cautious and challenge its value as a historical source. Nevertheless, the relevance of the novel is such that many see beyond the fiction’s magical realism.

The aim of this capstone is to read this novel; have a basic understanding of magic realism—an integral element to much of Latin American literature; and, examine some of Latin America’s culture, conflicts, exploitation and abandonment topics rescued by the novel.