

Course Descriptions

University Honors Program

Spring 2020

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Origins and Evolution of Modern Thought

Revolution

Professor Joseph Trullinger
HONR 1016:12 - 3 Credits
CRN: 72851
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 the Modern Age

Professor William Winstead
HONR 1016:16 - 3 Credits
CRN 78077
MW 2:20-3:35 PM

HONR 1016:13 - 3 Credits
CRN 73841
MW 3:45-5:00 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.

Liberty

Professor Theodore Christov
HONR 1016:14 - 3 Credits
CRN 73894
M 3:30-6:00 PM

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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 72852
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:MV7 - 3 Credits
CRN 78515
TR 12:45-2:00 PM

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.

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The Death of God

Professor Mark Ralkowski
HONR 1016:11 - 3 Credits
CRN 72849
TR 2:20-3:35 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 76437
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.

Knowledge is Power

Professor Christopher Utter
HONR 1016:MV2 - 3 Credits
CRN 78505
TR 12:45-2:00 PM

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

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Course Description: What do cellphones, cars, nuclear weapons, concentration camps, and anthropogenic climate change all have in common? One answer is that they are all features of the modern world—but why? Why does the modern world seem to be defined by increasing technological control over nature and society? We will begin to ask this question more precisely by examining the origin and basis of one of the key premises of modern natural and political science, that knowledge is power, in the writings of Machiavelli, Hobbes, Descartes, and Bacon. We will then read the works of several authors who are less sanguine about the modern project: Rousseau, Marx, and Mary Shelley. Finally, we will ask if the technological way of seeing the world that seems to be a feature of modernity is actually a feature of Western thought in general by reading Nietzsche, Heidegger, Foucault, Jalal Al e Ahmed, and Strauss.

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Scientific Reasoning and Discovery

Revolutions in Astronomy

Professor Bethany Kung
HONR 1034:12 - 4 Credits
CRN 76594
TR 9:00-10:50 AM

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

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

Chemistry in Everyday Life

Professor Oscar Zimmerman
HONR 1034:MV1 - 4 Credits
CRN 78506
MW 1:00-2:50 PM

HONR 1034:MV2 – 4 Credits
CRN 78507
MW 3:00-4:50 PM

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

Course Description: In this class we will explore the chemistry in everyday life from medicine, fertilizers, batteries, sunscreens, cosmetics, food, bottled sodas and water, landfills, art, and many more topics. For instance 3D-printing has become commonplace in manufacturing; from rapid prototyping to complex airplane parts. We will explore the implications of printing guns at home. We will study fertilizers: the making of ammonia and mineral phosphates (an indispensable limited resource with no substitute). What do the terms "GMO," "gluten free," "no trans-fat," and "organic" mean. What are the differences between a brand name drug and its generic counterpart? In a series of presentations and debates we will explore these and other topics and perform laboratory experiments.

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.

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Science as a Human Endeavor

Professor Susan Poland
HONR 1034:MV3 - 4 Credits
CRN 78508
TR 6:10-8:00 PM

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

Course Description: Science helps us unlock the secrets of the universe, but it is ultimately a human endeavor; the theories we've built about the universe are shaped by the perspectives of the people who study it. While peer review helps ensure high-quality scientific studies are conducted, the history of science is full of stories about: errors that led to major breakthroughs, individuals who fought against the scientific conventions of their time and trailblazed, and communities who were forgotten or taken advantage of in the course of scientific progress. In this course, we'll focus on major theories and studies across all disciplines of science, with a specific focus on the humans that built this knowledge or were impacted by it. We'll primarily focus on scientific work over the past century, such as the development of antibiotics and vaccines, studies of the global climate and climate change, and applications of modern computing techniques in science. Along the way, you'll engage in the processes and practices of modern-day science, such as participating in peer review and reading and writing about scientific research. We'll discuss how theories are built, and identify critical elements of strong scientific studies. You will conduct your own scientific studies and reflect on the ways in which your perspective has shaped the questions you are interested in. Through lab activities and discussion, you will build an understanding of modern science and improve your ability to judge the value of modern scientific studies.

Global Climate Change Biology

Professor LaTisha Hammond
HONR 1034:MV4 - 4 Credits
CRN 71814
TR 8:30-10:20 AM

HONR 1034:MV5 - 4 Credits
CRN 72854
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 active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

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Human Nutrition and the Ecology of Food

Professor Sarah Jaumann
HONR 1034:MV36- 4 Credits
CRN 78509
MW 1:00-2:50 PM

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

Course Description: In today's fast-paced world, it's easy to grab a premade sandwich at the grocery store, swing through the drive-through of the local McDonald's, or be tempted to skip a meal altogether. Sometimes we don't give these decisions much thought, but the food we eat affects not only our own health, but the health and well-being of the rest of the planet. How do we know what kinds of foods to choose or avoid at meal time? How do we balance our own nutritional needs against the health and well-being of the environment and the animals we consume? In this course, we will explore the science behind human nutrition and digestion, common agricultural practices that provide us with plant-based foods, and the domesticated animals that contribute to meat consumption in the United States. In addition, we will use labs, activities, and discussion to apply the science to the real world, providing you with the tools to critically evaluate claims about human nutrition, environmental ethics, and animal ethics to make informed decisions as a science-literate citizen.

Spring 2020 Course Descriptions

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Introductory and Special

Honors Macroeconomics

Professor Michael Bradley
HONR 2044:10 - 3 Credits
CRN: 70194
TR 11:10-12:25 PM

Fulfills: CCAS: Social Sciences; SEAS: Social Sciences
Equivalent Courses: HONR 2047, ECON 1012

This course investigates important macroeconomic issues like unemployment, inflation, exchange rates, and economic growth. It analyzes the basic forces driving macroeconomic performance and financial markets. Course prerequisites: ECON 1011.

Self and Society

Future Crimes

Professor Maria Restrepo
HONR 2047:10 - 3 Credits
CRN: 76438
T 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.

Women in Islamic Art

Professor Mika Natif
HONR 2048:80 - 3 Credits
CRN: 75310
W 12:30-3:00 PM

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

Equivalent Course: AH 4165

Course Description: As artists, patrons, collectors, and subject-matter, women played import and diverse roles in Islamic art. As elite women, they commissioned monuments and gardens, patronized artists and calligraphers, and had their own libraries. Oftentimes, they were involved in all stages of the artistic production, and like their male counterparts, had access to the myriad of resources in the royal workshops. Women in pre-modern Islamic courts used power and financial means to cultivate art and took active part in political and cultural life. This seminar will focus on women as the subjects and the creators of art, as well as the patrons of architecture and artifacts. Classes will be organized chronologically and thematically, starting with a historical survey of the status of women in the pre-modern Muslim sphere, of female artists and their artistic contributions, as well as an examination of art history's exclusions, female portraiture, the female heroine, the nude, and sexuality in illustrations and album paintings. All reading materials, including original sources, will be in English. No previous knowledge of Islamic art, history or religion is required.

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Self and Society

Politics and Culture

Professor Harvey Feigenbaum
HONR 2047W:80 - 3 Credits
CRN: 75307
T 3:30-6:00 PM

Fulfills: WID; CCAS: GPAC Social Science; Group A, upper level Comparative Politics or an upper level Political Science major elective; 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.

Technology and Human Rights

Professor Steven Livingston
HONR 2048:81 - 3 Credits
CRN 78808
W 3:30-6:00 PM

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

Equivalent Course: SMPA 3194

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

Conflict in Politics

Professor Ingrid Creppell
HONR 2048W:84 - 3 Credits
CRN 78549
W 12:45-3:15 PM

Fulfills: WID; Upper level Philosophy elective (counts as PHIL 2132); GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

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Equivalent Course: PSC 3192W

Course Descriptions: This course will introduce students to the problem of “value conflict,” delve into some of those conflicts over central political-moral dilemmas, and consider ways to respond to issues of (apparently) irreconcilable values. Isaiah Berlin observed: “The world that we encounter in ordinary experience is one in which we are faced with choices between ends equally ultimate, and claims equally absolute, the realization of some of which must inevitably involve the sacrifice of others.” If politics consists in struggles over needs, power and order, and people mobilize on the basis of conflicting ideas about what is good and right, then the stakes of politics will be high and intense. We study the problem of value conflict itself and a number of fundamental disputes over conceptions of freedom, equality, justice, race and identity, religion, nationalism, cosmopolitanism, and immigration. We read philosophers and texts that argue for contrasting points of view. This is a discussion-focused course. Familiarity with political theory is recommended.

Gender, Race, and Science

Professor LaTisha Hammond
HONR 2048:10 - 3 Credits
CRN 78504
MW 2:20-3:35 PM

Fulfills: Milken: Public Health major elective; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Science

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 2048:85 - 3 Credits
CRN 478550
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: The sources, construction, development, nature, uses and misuses of the memory, or public consciousness, of the Holocaust. How different publics in different countries, cultures and societies know, or think they know, about the Holocaust from diaries, memoirs, testimonies, fiction, documentaries, television, commercial films, memorials, museums, the Internet, educational programs and the statements of world leaders—some of them historically accurate and some of them highly distorted. The challenge of representing the Holocaust with fidelity and memorializing its victims with dignity and authenticity. The impact of

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Self and Society

Holocaust memory on contemporary responses to other genocides and to crimes against humanity. The increasing efforts to hijack, misuse, minimize, deny or attack the Holocaust for political, strategic, ideological, anti-Semitic or other purposes. The effectiveness—or lack of effectiveness—of Holocaust memory in teaching the Holocaust’s contemporary “lessons,” especially “Never again!” The roles of Holocaust memory, and of Holocaust denial or minimization, in international affairs, including in the Middle East in general and the Israeli-Palestinian conflict in particular.

Empires from Rome to Washington

Professor Theodore Christov
HONR 2048:83 - 3 Credits
CRN 75308
M 11:10 AM -1:00 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: What gave rise to, and continues to sustain, a common aspiration to a single humanity and world citizenship, from antiquity to the present? 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 US power globally. ‘Empire’ here should be understood loosely to embody a universal set of beliefs about the legitimacy of certain ways of life and political formations. Clearly the modern democracies of the ‘West’ are not empires in the widely understood sense of the term, but there are many – particularly in the developing world – who would claim that the objectives they pursue are distinctly ‘imperialist’. Yet what modern democracies seem to share in common with ancient empires is a single understanding of what a ‘civilization’ is, and the conviction that such things as rights, freedom of expression and association, even access to free markets, are the properties of all human beings, and not merely the concerns of one particular hegemonic culture. In examining modes of justification used to theorize ‘empire’, the course focuses on how Europeans 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 75399
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 the development of the medical and public health responses to epidemics and the social, political, cultural and economic impact of epidemics on American history and culture.

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Arts and Humanities

Arts and Humanities

The Postwar Jewish Experience: '45- '50

Professor Jenna Weissman Joselit
HONR 2053:82 - 3 Credits
CRN: 76020
W 12:45-2:35 PM

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

Equivalent Courses: HIST 2001, JDST 2002

Course Description: This course explores the experiences of three distinctive, but related, Jewish populations in Europe, the United States and the newly-established State of Israel as they sought to rebuild their lives in the aftermath of World War II and the destruction of European Jewry. Zeroing in on a very narrow but tumultuous band of time--the five years immediately following the war--it draws on artistic expression, film, firsthand eyewitness accounts, memoir, novels and song to examine what it was like to have come of age in places as varied as DP camps in Germany, transit camps in Israel and the American suburb.

Geo for Good

Professor Ryan Engstrom
HONR 2054:19- 3 Credits
CRN: 76021
TR 11:10-12:25 PM

Fulfills: CCAS: Humanities; Geography major/minor elective requirement; GIS minor (Group C- Techniques); Sustainability minor requirement: Pillar 3- Sustainable Communities; ESIA: Research Methods requirement, Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Course Description: This course will provide a basic, fundamental understanding of geospatial data, software, and techniques for utilizing these data humanitarian purposes. The advent of the smartphone and applications such as Google Earth, Google Maps, have brought geospatial technology (remote sensing, Geographic Information Systems (GIS), and spatial analysis) to the mainstream. The majority of the technology, data, and innovations used to create the data these platforms were derived from work emanating from defense and intelligence agencies. Over the recent past more and more of this technology and data has been released to the public, made freely available and people are now applying these technology to a variety of applications in the humanitarian sector from monitoring forest loss, mapping population distributions, to estimating poverty from space.

Reimagining the Roman World

Professor Rachel Pollack
HONR 2053:11 - 3 Credits
CRN: 76593
TR 3:45-5:00 PM

Fulfills: CCAS Humanities; Art History Major requirement (counts as AH 3105); ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities

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,

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Arts and Humanities

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 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.

20th Century Continental Philosophy

Professor Mark Ralkowski
HONR 2054:81 - 3 Credits
CRN: 78592
W 3:30-6:00 PM

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

Equivalent Course: PHIL 4193W

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."

This course offers an intensive introduction to 20th century continental philosophy through some of its best-known representatives, movements, and texts. We will focus on the ideas and approaches of Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, Levinas, Foucault, and Derrida. The central topics of our discussions will include "the life world," "the natural attitude," "being-in-the-world," anxiety, death, authenticity, technology, art, the Other, ambiguity, power, and radical freedom. And by the end of the course, students will be familiar with phenomenology, existentialism, structuralism, post-structuralism, and deconstruction. These are philosophies of rebellion and emancipation. Many of them were hatched in German universities before spreading through Parisian jazz clubs and cafes, inspiring authors and artists, intellectuals and revolutionaries. We will watch as a new method of philosophy begins by studying the essence of cognition and ends up laying the foundations for anti-colonialism, feminism, gay rights, and countless other postwar liberation movements.

Nietzsche and Political Thought

Professor William Winstead
HONR 2054:82 - 3 Credits
CRN: 73879
T 3:30-6:00 PM

Fulfills: CCAS: Philosophy major 2000-level elective; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS Humanities

Equivalent Course: 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

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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.

Buddhism and Cognitive Science

Professor Eyal Aviv
HONR 2054:83 - 3 Credits
CRN: 75400
TR 12:45-2:00 PM

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

Equivalent Courses: REL 3990, PHIL 3100

Course Description: In October 1987, a group of cognitive scientists met the Dalai Lama for a first of what will become an annual meeting of exchange between Buddhists and scientists. Both parties concluded that a conference between the young science and the ancient teachings of Buddhism would be mutually beneficial. Three decades later, our course focuses on the contours of this dialogue and what the two sides are learning from one another. We will discuss shared topics of interest between cognitive science and Buddhism, such as the nature of consciousness, emotions, how to develop empathy and compassion, and the art and science of Buddhist meditation. In addition to the points of convergence, we will consider some points of divergence, including competing metaphysical assumptions and different methodologies. Our overarching goal would be to gain a deeper understanding of our minds with the best of what both traditions offer.

Dialectic and Dialogue

Professor Joseph Trullinger
HONR 2054:85 - 3 Credits
CRN: 75402
MW 3:45-5:00 PM

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

Equivalent Course: PHIL 4198

Course Description: The Romantic poet William Blake writes, "Without Contraries is no progression." Loosely defined, dialectic is the philosophical practice of shuttling between contradictory yet equally valid standpoints, so as to arrive at a higher standpoint beyond this contradiction, so that one winds up somewhere different—and someone different—than when one started. This process, however, cannot happen except through conversation with legitimately different standpoints—and that requires other people who do not think or feel the same as you. In plain English, philosophy requires dialogue, and this course is about the philosophy of dialogue, asking such questions as: what are the conditions for genuine dialogue, and not the trite lip-service beloved by focus groups and PR campaigns? can dialogue be of any use when your oppressor sees you as subhuman? and so on. It is also a course about philosophy as dialogue—for instance, a dialogue in writing, or between written "fragments," and so on. Potential authors include such "classical" European dialecticians as Plato, Hegel, Kant, and Marx, but also figures who differently contextualize conversation such as Brazilian philosopher of education Paulo Freire, queer Chicana philosopher and poet Gloria Anzaldúa's *Borderlands/La Frontera*, and Caribbean philosopher Édouard Glissant's *Poetics of Relation*.

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Literature and Culture of WWI

Professor Jennifer Green-Lewis
HONR 2054W:80 - 3 Credits
CRN: 75929
MW 3:45-5:00 PM

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

Equivalent Course: ENGL 3810

Course Description: This course examines the difficulty of representation in the wake of violent and unimagined experience. We will ask: what becomes of poetry, the visual arts, and music, when their inherited forms of expression prove inadequate to convey modern human experience? Our work will focus on ways in which the culture of the First World War, and the years immediately in its wake, attempted to give new shape to new knowledge. Our objects of study will include memoir, letters, fiction, poetry, paintings, and music.

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Contract Courses

Contract Courses

Honors Internship

Professor Chosen by Student
HONR 2182:10 - 0 to 4 Credits
CRN: 75316

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: 75317

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: 71414

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.

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Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Professor Chosen by Student
HONR 4198:10 - 3 to 4 Credits
CRN: 70831

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: 72031
T 3:30-5:30 PM

Course Description: This course will meet on February 4th, 11th, 18th, and 25th. 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 of 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: 72403
T 4:30-6:30 PM

Course Description: This course will meet on April 7th, 14th, 21st, and 28th. 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?

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Senior Capstone and Thesis

Pleasure

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

Course Description: This course will meet on February 4th, 11th, 18th, and 25th. 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: 75318
R 6:00-8:00 PM

Course Description: This course will meet on April 2nd, 9th, 16th, and 23rd. "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!

The Art of Love

Professor William Winstead
HONR 4199:14 - 1 Credit
CRN: 75320
W 7:00-9:00 PM

Course Description: This course will meet on February 5th, 12th, 19th, and 26th. "Love" and "work" have rightly been described as the great defining activities of our lives. Of the two, love is undoubtedly the more difficult and by far the more fascinating. Love gives meaning to our lives, brings ecstasies and sorrows, and entangles itself in thorny questions of power, possession, knowledge, and truth. If love often seems to liberate, it just as often threatens to enslave. What is love? How is it practiced? What are its historic forms? Is human happiness ultimately dependent upon deep and abiding love? Must love involve submission and possession? These questions and others will inform our capstone seminar this year as we discuss several of the most illuminating visions of love through the ages with an eye towards acquiring deep insight into the difficult, essential, and lifelong "art of love." Our readings will include selections from Plato's Symposium, Ovid's The Art of Love, Fromm's The Art of Loving, and Simone de Beauvoir's The Second Sex.