

Course Descriptions Fall 2020

University Honors Program

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Origins and Evolution of Modern Thought

The Good Life

Professor William Winstead

HONR 1015:MV - 4 Credits

CRN 51665

MW 01:00PM - 02:15PM

Discussion Section: HONR 1015:M30, M 02:30-03:20PM, CRN: 52151

HONR 1015:MV4 - 4 Credits

CRN 51790

MW 06:10PM - 07:25PM

Discussion Section: HONR 1015:M34, W 10:00-10:50AM, CRN: 52155

Equivalent Course: UW 1020

Course Description: How may we flourish in a complex and ever-changing world? What constitutes a good life in the fullest sense? Does an authentic life depend principally upon virtue, reason, or happiness? What role should pleasure, desire, and love play in a life well lived? The question of "the good life" and its achievement is the principle theme of antiquity in both the Western and Eastern traditions. Philosophers, poets, historians, and political leaders contribute richly to the debate, often with sharply conflicting solutions to the perennial problem of realizing an authentic, meaningful existence. Our readings this semester will come from both Eastern and Western traditions, and include texts from the Greek (Sophocles, Thucydides, Plato), Chinese (Confucius, Lao-Tzu, Zhuangzi), and Indian (Buddha) traditions. Our discussions will be guided by fundamental questions: How ought I live? What is good (and, equally, what is bad or evil)? What is human nature? What is justice or a just community? What is knowledge or wisdom? Throughout the semester, our discussions will be collective, critical, and open-ended.

Well-Being

Professor Eyal Aviv

HONR 1015:MV1 - 4 Credits

CRN 51788

TR 01:00PM - 02:15PM

Discussion Section: HONR 1015:M31, T 5:00-5:50PM, CRN: 52152

HONR 1015:MV2 - 4 Credits

CRN 55148

TR 02:30-3:45PM

Discussion Section: HONR 1015:M32, R 5:00-5:50PM, CRN: 52153

Equivalent Course: UW 1020

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

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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.

Gender and Subversion in the Ancient Imagination

Professor Summer Renault-Steele

HONR 1015:MV3 - 4 Credits

CRN 57551

TR 11:00AM- 12:15PM

Discussion Section: HONR 1015:M33, F 11:00-11:50AM, CRN: 57511

Equivalent Course: UW 1020

Course Description: Sophocles' ancient tragedy *Antigone* opens with a conflict between two sisters as they consider transgressing their gender roles and their city-state. Following Sophocles, this proseminar explores the construction of—and intersections between—sex, gender, and power in ancient intellectual cultures. In addition to ancient Greek dramatic literature, our study will include readings from Platonic and Aristotelian philosophy, as well as the Hebrew Bible.

Justice

Professor Theo Christov

HONR 1015:10 - 4 Credits

CRN 58312

MW 08:00 - 09:15AM

Discussion Section: HONR 1015:30, W 09:35-10:25AM, CRN: 58314

Equivalent Course: UW 1020

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.

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On Virtue

Professor Christopher Utter

HONR 1015:MV8 - 4 Credits

CRN 53034

MW 11:30AM-12:45PM

Discussion Section: HONR 1015:M38, F 11:30AM-12:20PM, CRN: 53033

Equivalent Course: UW 1020

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 explains to prince Arjuna his duty to uphold Dharma. 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.

Wisdom

Professor Mark Ralkowski

HONR 1015:MV9 - 4 Credits

CRN 54780

TR 10:00AM - 11:15AM

Discussion Section: HONR 1015:M39, R 11:30-12:20PM, CRN: 54824

Equivalent Courses: UW 1020

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 51785

TR 09:00AM - 10:50AM

HONR 1033:MV7 - 4 Credits

CRN 52794

TR 11:00AM - 12:50PM

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.

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Your Place in Nature

Professor Bernard Wood

HONR 1033:12 - 4 Credits

CRN 54542

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 record. It will explore the social and intellectual context of relevant discoveries as well as the biographies of the people who made major contributions to working out the relationships among the great apes and to the recovery and interpretation of the fossil evidence for human evolution.

Biology

Professor LaTisha Hammond

HONR 1033:MV - 4 Credits

CRN 52278

TR 10:00AM - 11:50AM

HONR 1033:MV1 - 4 Credits

CRN 51787

TR 01:00PM - 02:50PM

Fulfills:

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

Course Description: GMO foods, biofuels, food allergies, vaccines, honeybees. At first glance this may be a seemingly random string of topics, but a common thread throughout them all is biology, and all require some understanding of biological concepts to understand their implications and make informed decisions about them. In this course we will explore biological concepts through the lens of contemporary issues in biology as they relate to society and everyday life. This course will serve as an introduction to the fundamentals of biology and the nature of science. Topics to be covered include cells and molecules, genetics, human physiology, ecology and evolution as they relate to the more complex and nuanced biological issues of disease, food sources, organism interactions, sustainability, and bioethics, to name a few. Lab exercises will introduce biological techniques for studying these topics. Students will engage in the process of science in an effort to increase their scientific literacy. Students will be expected to take an

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

Sex and Reproduction

Professor Carly Jordan

HONR 1033:MV2 - 4 Credits

CRN 52909

MW 01:00PM - 02:50PM

Fulfills:

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

Course Descriptions: In this course, we will explore 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 and throughout 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 are the factors contributing to disparities in sexual and reproductive health in different groups?).

Throughout the course, you will develop science literacy and critical thinking skills to make sense of the information you encounter. You will practice communication, in many different forms, and you will conduct a research project to investigate a claim and judge its validity. You will determine the legitimacy of its makers, learn where to find primary sources to support or refute the claim, and create a public information piece to share your understanding with your peers. At the end of the semester, you will be armed with the knowledge and skills to make informed decisions about your body and your health.

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Introductory and Special Topics

Enlightenment East and West

Professor Mark Ralkowski
HONR 2016:10 - 4 Credits
CRN 97762
W 03:30-6:00PM

Fulfills:

- ESIA: Humanities
- SEAS: Humanities

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

Course Description: The great works of the Western and Eastern intellectual traditions take the problem of Enlightenment as their guiding theme. The concern with enlightenment emerges in the West with the origin of Occidental philosophy in Plato's famous allegory of the cave, while in the East it takes shape with the Buddha's call a century earlier to break with illusion and practice awakening. The modern enlightenment project contrasts sharply with those of antiquity thanks to its commitment to science and technological power and their political and economic counterparts, liberalism and free-market capitalism. Our seminar this semester will examine enlightenment projects East and West, highlighting the sharp differences between a variety of seminal responses to the problems of human delusion, suffering, and injustice. In addition to the theme of enlightenment, our discussions will be guided by fundamental questions: What are good and evil? What constitutes genuine knowledge? What is the character of human nature? What is natural? What is just or virtuous? Our approach to these questions will be open-ended and deliberative, and we will strive to remain sensitive to the complexity of argumentation found in our readings as we discuss and debate their claims.

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Self and Society

Transitional Justice

Professor Maria Restrepo

HONR 2047:10 - 3 Credits

CRN 55516

Time: W 09:00-11:45AM

HONR 2047:85 - 3 credits

CRN 58624

Time: T 5:10-7:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Peace Studies Major Group 2 International Peace and Conflict requirement
- ESIA: Conflict Resolution concentration, Comparative Economic and Social Systems concentration
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Equivalent Course: IAFF 6186

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 purpose of this course is to: (i) examine and analyze TJ mechanisms including trials, truth commissions, reparations, lustration/vetting, amnesties 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 57523

MW 12:45-02:00PM

Fulfills:

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

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students about the rules that govern the various players in the criminal justice system and the rights that individuals have when they 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 58358
T 6:10-8:00PM

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

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
- Equivalent Courses: PSC 2993, PSC 6388

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.

Holocaust Memory

Professor Walter Reich

HONR 2047:81 - 3 Credits
CRN 57566
W 3:30-6:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Upper-level History European Regional requirement
- ESIA: Comparative, Political, Economic, Social Systems, Conflict Resolution, Contemporary Cultures and Societies, Europe and Eurasia, International Politics, and Security Policy concentrations
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Equivalent Courses: JSTD 2002, IAFF 3190

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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 Holocaust memory on contemporary responses to other genocides and to crimes against humanity. The increasing efforts to use, misuse, abuse, minimize, deny or attack the Holocaust for political, diplomatic, strategic, ideological, anti-Semitic or other purposes. The effectiveness—or lack of effectiveness—of Holocaust memory in teaching the Holocaust’s contemporary “lessons,” especially the vow of “Never again!” The roles of Holocaust memory, and of Holocaust denial or minimization, in international affairs, including in the Middle East in general and the Israeli-Palestinian conflict in particular. The psychological, national and diplomatic role of Holocaust memory in Israeli consciousness and behavior. The effects on Holocaust memory of the passage of time since the event. This course uses a cross-disciplinary approach, drawing on the fields of politics, society, ethics, literature, history, cinema, individual testimony, group psychology, social psychology, individual psychology and international affairs.

Progress in World Society

Professor Michael Barnett

HONR 2047: 12 - 3 Credits

CRN 57528

T 03:30PM - 06:00PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Political Science Major Group C (international politics, law, international organizations) requirement
- CCAS: Peace Studies Major Group 3 Social, Economic, and Environmental Justice requirement
- ESIA: International Politics concentration
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Science

Course Description: This course will address several four themes in the study of progress in world affairs. One is: What is progress? What is the best case for the existence of progress in world affairs? What are the different ways to conceptualize it? Do you think that the world is getting better and heading in the right direction? Based on what? The second is: What are the causes of progress? Several hundreds of years ago the presumption was that it was directed by the heavens, but since we have tended to give credit to earthly creatures, science and technology, and reason. The third is: What happens when our belief in progress is shattered? There have been many extraordinary moments in world affairs that have challenged our belief in progress, including World Wars One and Two, Hiroshima and Nagasaki, and genocides in Rwanda and Bosnia. How do we make sense of the presence of evil in a story of progress? How does the world respond? Is it possible to respond to evil in a way that restores a sense of progress?

Reunification, Reconciliation, Resentment

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Professor Alasdair Bowie
HONR 2047:82 - 3 Credits
CRN 57990
R 12:45-3:15 PM

Fulfills:

- CCAS: GPAC Social Sciences
- CCAS: Political Science Group A (Comparative Politics)
- ESIA: International and Comparative Politics Advanced Fundamental
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Sciences
- Equivalent Course: PSC 2993

Course Description: This course focuses on the experiences of countries whose societies have been reunified in the contemporary era after war and separation, such as Germany, post-Vichy France, post-1949 PRC and Vietnam. It explores the strategic design and institutional structure of the reunified country, the various phases of reunification and (in some cases) reintegration, the question of reconciliation (what it means, to whom, how realistic is it), and how societal resentment often parallels official narratives of redemption and national unity. The instructor draws particularly upon his experience of post-war Vietnam, a country divided into a Communist North Vietnam and a non-communist South Vietnam for three decades and two wars, 1946-1976.

Global Governance

Professor Michael Barnett

HONR 2047:83 - 3 Credits
CRN 58033
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
- Equivalent Courses: 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.

Philosophies of Enmity

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Professor Ingrid Creppell

HONR 2047W:80 - 3 Credits

CRN 57636

T 12:45PM - 03:15PM

Fulfills:

- WID
- CCAS: GPAC Social Sciences
- CCAS: Philosophy majors/minors should consult their departmental advisor
- GWSB: Non-Business Elective/Unrestricted Elective
- SEAS: Social Science
- Equivalent Course: PSC 3192W

Course Description: What is enmity? It is not just taking another as a stranger or “other.” Enmity is an extreme and dramatic political mindset, which often deploys forceful and violent action against an adversary. When and why do groups take up this disposition? Throughout history and in widely variant cultures, people have found it necessary to make sense of and justify enmity and struggled with fundamental conundrums in regard to it. We find enmity discussed in religious texts, founding documents, and ethical theories, not just in the reality of war zones. In this course, we will study four major thinkers who constructed approaches to enmity (Aristotle, Hobbes, C. Schmitt, and Hannah Arendt) and bring in additional scholarly works, literature and film to explore the nature of this basic mode of perception/action and its implications for power and meaning.

Ethics and Public Health

Professor Jeffrey Spike

HONR 2047:11 - 3 Credits

CRN 58292

M 5:00-7:30PM

Fulfills:

- CCAS: GPAC Social Sciences
- Milken: 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.

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.

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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.

Race, Medicine, and Public Health

Professor Vanessa Northington Gamble

HONR 2047W:81 - 3 Credits

CRN 57637

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

Shakespeare on Film

Professor Alexa Alice Joubin

HONR 2053:14 - 3 Credits

CRN 57542

TR 12:45- 2:00 PM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: English major/minor elective
- CCAS: English & Creative Writing major/minor pre-18th century requirement
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
-

Course Description: Shakespeare's plays have been adapted for the cinema since 1899 in multiple film genres, including silent film, film noire, Western, theatrical film, and Hollywood films. This course examines Shakespeare's tragedies, comedies, and history and Roman plays, and their adaptations on screen, with a focus on the themes of race, gender, sexuality, and colonialism.

Food and Drink in American History

Professor Jenna Weissman Joselit

HONR 2053:80 - 3 Credits

CRN 57638

W 12:45-2:25PM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: Sociology major/minor elective
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities
- Equivalent Course: HIST 2001
-

Course Description: This interdisciplinary seminar - a mix of the past and the present, of history and of sociology - looks at the forces that have shaped what Americans eat and drink for breakfast, lunch, and dinner. A culinary adventure over time and space, it explores the impact of immigration, religion, race, the marketplace, politics, geography, and the weather on the nation's varied food preferences.

What, it asks, accounts for the popularity of BBQ in some parts of the United States and the widespread presence of bagels or tacos in other regions of the country? How did Coca-Cola come to loom so large? Or coffee? Or beer, for that matter? And what of the dieting fads that sweep the nation from time to time, the sudden prominence of kale and cauliflower, the ongoing success of McDonald's, and the rise of the celebrity chef?

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It's been said that 'much depends on dinner.' Let's figure out why. And, yes, snacks will be provided.

Classical Mythology in Art

Professor Rachel Pollack

HONR 2053W:10 - 3 Credits

CRN 54968

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.

The Universal Declaration of Human Rights: A History

Professor Christopher Brick

HONR 2053:10 - 3 Credits

CRN 57540

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

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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."

Philosophy and Astrobiology

Professor Sara Waller

HONR 2053:12 - 3 Credits
CRN 57569
T 3:30-6:00PM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: Philosophy majors/minors should consult their departmental advisor
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: This course explores scientific methods and ethical dilemmas found in the quest for understanding the origins of life on Earth and the prospect of extraterrestrial life. Students will learn to ask and answer philosophical questions that emerge when our best sciences cannot supply empirical evidence for theories. We will never be able to witness the emergence of life on Earth, but we can use our best methods of critical analysis to consider, critique, and develop theories regarding life, the universe, and everything.

Animal Minds and Consciousness

Professor Sara Waller

HONR 2053:13 - 3 Credits
CRN 57541
M 3:30-6:00PM

Fulfills:

- CCAS: GPAC Humanities
- CCAS: Philosophy majors/minors should consult their departmental advisor
- ESIA: Humanities
- GWSB Humanities, Non-Business Elective/Unrestricted Elective
- SEAS: Humanities

Course Description: Are animals conscious, and if so, in what way? Non-human animals have performed amazingly well in recent tests of their cognition, but what can this tell us about how (and if) they think and understand the world? This course surveys philosophical and scientific work on animal consciousness, cognition, problem solving ability, and asks about the nature of creaturely thought, emotion, and imagination. Students will learn techniques of animal behavior training and scientific methods for exploring animal minds.

Fall 2020 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.

Fall 2020 Course Descriptions

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 – September Capstone

Professor Bethany Kung

HONR 4199:12 - 1 Credit

CRN 54969

F 01:30PM - 03:30PM

Course Description: This course will meet on September 4th, 11th, 18th, and 25th. 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?

Leisure – October Capstone

Instructor: Ben Faulkner

HONR 4199:13 - 1 Credit

CRN 57539

R 05:00PM - 07:00PM

Course Description: This course meets October 1st, 8th, 15th, and 22nd. Play is crucial to human flourishing. It helps increase physical and mental health, deepen learning, boost productivity (interestingly), and strengthen our relationships. As kids, it’s our natural instinct to play—we climb trees, explore trails, run around, pretend, create, dream, all for the sake of it. Somewhere along the way, though, we’re expected to grow up, get serious, and do everything for a measurable end. And today it seems we all have less and less time to play than ever before. Why is that, and what are the possible implications? In this capstone, we’ll discuss leisure as an essential ingredient to fulfillment. We’ll read about different perspectives on leisure from thinkers like Mihaly Csikszentmihalyi, Alison Gopnik, Brigid Schulte, Cal Newport, Peter Gray, and more. We’ll also discuss the role of leisure in your own lives by keeping a “time diary” for the month of this capstone.

Fall 2020 Course Descriptions

Life and Living – October Capstone

Professor LaTisha Hammond

HONR 4199:14 - 1 Credit

CRN 54970

M 02:00PM - 04:00PM

Course Description: October 5th, 12th, 19th, 26th. What is life? What does it mean for something to be living? What constitutes a life lived? In this capstone we will discuss life and living from biological and social perspectives, exploring where and how these perspectives converge and diverge. Some of the questions we will ask and attempt to understand will include: what are the biological requirements of life, and what does it mean for something or someone to live at these minimum requirements versus something more? What characterizes living? What is considered a "good" quality of life, and who or what decides this? What are the indicators of a good life, and what does it mean to live well? All of these questions and others will be considered in various readings and media as we reflect on the experiences of life and living.