

Course Descriptions

University Honors Program

Fall 2022

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Origins and Evolution of Modern Thought

Justice

Professor Liza Williams

HONR 1015:MV - 4 Credits

CRN 71375

TR 1:00PM - 2:15PM

Discussion Section: HONR 1015:M30, R 2:30PM – 3:20PM, CRN 71768

Fulfills:

- UW 1020
- GPAC Critical Thinking in the Humanities
- CCAS: Philosophy major/minor course PHIL 2111

Course Description: What does justice consist of and how should you act to bring about conditions of moral and political fairness? The search for the meaning of justice began when ancient thinkers – from the East and West – asked about how to live the good life. What was virtuous behavior and how could it be realized and cultivated in ordinary human beings given their nature and the structure of society? This course grapples with the philosophical meaning and practical elements of living a just and virtuous life by excavating the foundational beliefs of ancient and early modern Greek, Roman, Indian, and Chinese civilizations. Across cultures and time, humans have universally probed the foundations of justice by reflecting on how one ought to act to meet the dictates of what is morally right. By thinking systematically about the intellectual origins of the meaning of justice in the Western and non-Western traditions, we will explore how these views have shaped and inspired our own ideal accounts of citizenship, equality, authenticity, happiness, friendship, love, and how to live well both individually and together in community.

Gender and Subversion in the Ancient Imagination

Professor Summer Renault-Steele

HONR 1015:MV1 - 4 Credits

CRN 71479

TR 10:00AM - 11:15AM

Discussion Section: HONR 1015:M33, R 1:00PM – 1:50PM, CRN 74980

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HONR 1015:MV3 - 4 Credits

CRN 75001

TR 11:30AM - 12:45PM

Discussion Section: HONR 1015:M31, R 9:00AM – 9:50AM, CRN 71769

Fulfills:

- UW 1020
- GPAC Critical Thinking in the Humanities
- CCAS: Philosophy major/minor course PHIL 2111

Course Description: Sophocles' ancient tragedy Antigone opens with a conflict between two sisters as they consider

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transgressing their gender roles and their city-state. Following Sophocles, this proseminar explores the construction of—and intersections between—sexuality, gender identity, and power in ancient intellectual cultures. In addition to ancient Greek dramatic literature, our study will include readings from Platonic and Aristotelian philosophy, the Hebrew Bible, and Indian Buddhist poetry.

Control

Professor Joseph Trullinger
HONR 1015:MV4 - 4 Credits
CRN 71480

MW 11:30AM - 12:45PM

Discussion Section: HONR 1015:M34, W 1:00PM – 1:50PM, CRN 71771

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HONR 1015:MV5 - 4 Credits
CRN 75896

MW 2:30PM - 3:45PM

Discussion Section: HONR 1015:M35, M 1:00PM – 1:50PM, CRN 75895

Fulfills:

- UW 1020
- GPAC Critical Thinking in the Humanities
- CCAS: Philosophy major/minor course 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.

Wisdom

Professor Mark Ralkowski
HONR 1015:MV8 – 4 Credits
CRN 72398

TR 1:00PM - 2:15PM

Discussion Section: HONR 1015:M38, R 2:30PM – 3:20PM, CRN 72397

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HONR 1015:MV9 – 4 Credits
CRN 73617

TR 10:00AM - 11:15AM

Discussion Section: HONR 1015:M39, R 11:30AM – 12:20PM, CRN 73654

Fulfills:

- UW 1020

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- GPAC Critical Thinking in the Humanities
- CCAS: Philosophy major/minor course PHIL 2111

Course Description: What is happiness, and how can I live a life that will make me happy? 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 democracy really the best form of government? Why is there anything at all, rather than nothing? And perhaps most difficult of all: how should I cope with the fact that I am going to suffer and die, along with everyone I love most? These are among the earliest questions asked by human beings in ancient Greece, Rome, China, and India, and most of them remain relevant to us today. In this seminar, we will use concepts from each of these traditions to challenge the way we think about everything, from what is valuable and worth pursuing in life to the ultimate nature of the world we live in, the human place in nature, how society ought to be organized and governed, and our obligations to one another. You will learn how to read famous works written or inspired by influential figures such as Plato, the Buddha, Confucius, Lao Tzu, Chuang Tzu, and Marcus Aurelius. And you will grow as an elegant writer and a confident public speaker. One of the main goals of this seminar is for you to discover that philosophy is a practice that can enhance all of our studies in college and activities in life, that it can help us live more authentically and engage more freely with our cultural values. As Socrates once said, “We are studying no small matter, but how we ought to live.”

The Good Life

Professor William Winstead
HONR 1015:MV6 - 4 Credits
CRN 77612

MW 1:00PM - 2:15PM

Discussion Section: HONR 1015:M36, M 2:30PM – 3:20PM, CRN 77611

Fulfills:

- UW 1020
- GPAC Critical Thinking in the Humanities
- CCAS: Philosophy major/minor course PHIL 2111

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.

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Scientific Reasoning and Discovery

Your Place in Nature

Professor Bernard Wood
HONR 1033:12 - 4 Credits
CRN 73454
TR 11:10AM - 1:00PM

Fulfills:

- GPAC Scientific Reasoning (natural/physical science with lab)
- CCAS: GPAC Local/Civic Engagement

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.

Energy

Professor Bethany Cobb Kung
HONR 1033:MV4 - 4 Credits
CRN 71476
TR 9:00AM - 10:50 AM
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HONR 1033:MV7 - 4 Credits
CRN 72221
TR 11:00AM - 12:50PM

Fulfills:

- GPAC Scientific Reasoning (natural/physical science with lab)
- CCAS: GPAC Local/Civic Engagement

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

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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.

Why We Get Sick: The Evolution of Health and Disease

Professor Thiago Moreira
HONR 1033:MV - 4 Credits
CRN 71879
MW 9:00AM - 10:50AM

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HONR 1033:MV1 - 4 Credits
CRN 71478
MW 1:00PM - 2:50PM

Fulfills:

- GPAC Scientific Reasoning (natural/physical science with lab)
- CCAS: GPAC Local/Civic Engagement

Course Description: Did you ever wonder why we get sick? Or why we get old? Ever considered why some people drink milk while some others can't? Or why is so hard to lose weight by dieting? Homo sapiens are one of the hundreds of thousands of life forms on this planet. We are subject to the same basic process that molds and shapes all living (and deceased) species: evolution. Millions of years of interacting with other species, adapting to an ever-changing landscape, and surviving the challenges of life has conferred upon us characteristics (adaptations) that help us thrive. The proof of success? Standing the test of time! However, unlike other species, we humans transcend the natural challenges the planet gave to us. In a very short period, we transformed our surroundings into a more amenable, comfortable version. Older challenges such as gathering food, finding shelter, or getting away from predators are no longer relevant. Nevertheless, our old biological background is still with us, and it often does not like this new world... and stirs some trouble.

In this course, we will explore health and sickness from a new perspective: biological evolution. When we are done, I want you to have a better understanding of the whys our bodies work the way they do, and armed with this information, help yourselves and others to make better health decisions. First, we will cover the very basics of biological evolution. What is evolution? What are the basic processes and patterns of life? What are the tenants and major areas of study of modern biology? Once we have a solid basis and are comfortable with the fundamental concepts, we will apply them to our modern lives. But more than evolution, this course is about science. While science is the most reliable method to understand the world that surrounds us, getting there is not by any means easy. Behind every breakthrough, every eureka moment, there are countless failures, mistakes, and "back to the drawing board" moments. Throughout this semester you will have a taste of that, too! How is knowledge built? How do observations become hypotheses and then theories? How do we tell facts from opinion? How do we evaluate claims and sources? Are there undisputed scientific truths? Should we really question everything?

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Introductory and Special

Enlightenment East and West

Professor William Winstead
HONR 2016:10 - 4 Credits
CRN 74438
T 3:30PM - 6:00PM

Fulfills:

- CCAS: Philosophy major/minor course PHIL 2111

*This course is limited to students joining the Honor 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 technology and their political and economic counterparts, liberalism and free-market capitalism. Our seminar this semester will examine enlightenment projects East and West, highlighting particularly the sharp differences between a variety of seminal responses to the problems of human wisdom, truth, suffering, and injustice. In addition to the theme of enlightenment, our discussions will be guided by fundamental questions: What is wisdom? What is a just community? What is a just or virtuous life? What is genuine knowledge? What is human nature? Is our age enlightened?

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Self & Society

Transitional Justice

Professor Maria Restrepo

HONR 2047:82 - 3 Credits

CRN 74068

R 12:45PM - 3:15PM

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HONR 2047:82 - 3 Credits (cross-listed with IAFF 6186:15/CRN 75449)

CRN 78646

T 5:10PM – 7:00PM

Fulfills:

- GPAC Critical Thinking in the 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: International and Comparative Politics Advanced Fundamental
- ESIA: Conflict Resolution concentration, Comparative Economic and Social Systems concentration, International Politics concentration
- GWSB: Non-Business Elective/Unrestricted Elective

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.

Ethics in Public Health

Professor Jeffrey Spike

HONR 2047:11 - 3 Credits

CRN 75351

Time: T 03:30PM-06:00PM

Fulfills:

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- GPAC Critical Thinking in the Social Sciences
- GWSPH: Public Health major/minor elective (only if you have taken PUBH 3151(W). Please contact your Milken advisor if you have questions).
- GWSB: Non-Business Elective/Unrestricted Elective

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.

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.

Ancient Skies: Our Journey to Understand the Cosmos

Professor Shanil Virani
HONR 2047:12 - 3 Credits
CRN 77959
M 6:10PM - 8:40PM

Fulfills:

- GPAC Critical Thinking in the Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective

Course Description: The Great Pyramids of Egypt. Newgrange in Ireland. Stonehenge in England. Angkor Wat in Cambodia. Chaco Canyon in the American southwest. Chitchen Itza in Mexico. Macchu Pichu in Peru. These are just a few of the elaborate structures that our ancestors built that indicate they deciphered the pattern of the motion of the Sun over the course of the year. They understood that the Sun did not rise due East every day and did not set due west every day. They understood there was a season of cold, of warmth, of growth and renewal, and a time when nights grew long. Even the ancient Wayfinders of Polynesia figured out how to use the stars to navigate some of the most treacherous waters on Earth to discover many of the islands in the South Pacific. Join astronomer and host of the Our Island Universe podcast, Shanil Virani, as we journey through space and time to view the ancient skies of our ancestors to learn how they decoded its patterns and what that says about us as a species. Following in the path of our ancestors, semester-long observing of the day and night sky will allow you to make sense of the regular patterns they decoded.

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Bill of Rights & Criminal Justice

Professor Stephen Saltzburg
HONR 2047:80 - 3 Credits (cross-listed with SOC 2146:80/CRN 72799)
CRN 74986
MW 12:45PM - 2:00PM

Fulfills:

- GPAC Critical Thinking in the Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective

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 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.

Holocaust Memory

Professor Walter Reich
HONR 2047:81 - 3 Credits (cross-listed with JSTD 2002:83/CRN 78043 and IAFF 3190:82/CRN 77705)
CRN 77613
W 3:30PM - 6:00PM

Fulfills:

- GPAC Critical Thinking in the Social Sciences
- 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

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 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.

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Humanitarianism

Professor Michael Barnett

HONR 2047:83 - 3 Credits (cross-listed with PSC 2454:80/CRN 77419 and IAFF 3190:81/CRN 73539)
CRN 75249

TR 11:10AM - 12:25PM

Fulfills:

- GPAC Critical Thinking in the Social Sciences
- CCAS: Peace Studies Major Group 3 (Social, Economic, and Environmental Justice requirement)
- GWSB: Non-Business Elective/Unrestricted Elective

Course Description: This class focuses on humanitarianism – the attempt to provide life-saving relief during moments of urgency to distant strangers. Because humanitarianism is so closely identified with humanity, acts of compassion and benevolence, and people sacrificing to help strangers, it is often treated as the posterchild of what is good in the world. But nothing is pure and this course takes a sober look at the blends. This course is divided into three sections. Section I considers the “humanity” in humanitarianism. What does it mean to act in the name of humanity? Who is supposed to act? When? For what purpose? Is humanitarianism a Trojan horse for imperialism? Do acts of relief and care bring out the best in us, or are they a mixture of care and power? Section II provides an overview of the history of humanitarianism. It begins by exploring the theory and practice of humanitarianism, and then turns to its history. A key point is that there are several humanitarianisms, and global politics deeply influences their life and times. It ends by looking at the current state of the humanitarian architecture. Section III examines some of the dilemmas of humanitarianism. Doing good is far more morally treacherous than it appears. Trade-offs have to be made. Some lives saved and others sacrificed. All too often attempts to do good only create more harm. What are humanitarians to do?

Ethnographic and Historical Perspectives on Data

Professor Joel Kuipers

HONR 2047:85 - 3 Credits (cross-listed with AMST 3625:80/CRN 77632, ANTH 3625:80/CRN 75240, and DATS 2101:80/CRN 76561)
CRN 75511

T 12:45PM - 3:15PM

Fulfills:

- GPAC Critical Thinking in the Social Sciences
- GWSB: Non-Business Elective/Unrestricted Elective

Course cross listed with PSC 2993

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

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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.

Race, American Medicine, and Public Health: African American Experience

Professor Vanessa Northington Gamble

HONR 2047W:81 - 3 Credits (cross-listed with AMST 4702W:80/CRN 72717 and HIST 3001W:80/CRN 72407)
CRN 75043

MW 12:45PM - 2:00PM

Fulfills:

- WID requirement
- GPAC Critical Thinking in the Social Sciences
- GWSPH: Public Health major elective

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 & Humanities

The Universal Declaration of Human Rights: A History

Professor Christopher Brick
HONR 2053:10 - 3 Credits
CRN 74993
TR 12:45PM - 2:00PM

Fulfills:

- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

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 History of Coups d'état in the Twentieth Century: A Comparative Examination of the Nature of Political Power and Violence

Professor Seth Rotramel
HONR 2053:13 - 3 Credits
CRN 74994
R 3:30PM -6:00PM

Fulfills:

- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

Course Description: This course examines the timing and causes of the seizure of executive power by the use or threat of force by some segment of a state's ruling class or state apparatus. By looking at both long and short-term causes of coups, we will seek to better understand the nature of political power through the lens of political violence. After defining what a coup is and investigating theoretical underpinnings, the course will take a deep dive into a number of case studies that occurred during the twentieth century. Not confining ourselves to any one country or region, these case studies provide a comparative approach that will augment our theoretical understanding with real world examples. Investigating the dramatic events leading up to and following a coup d'état will also serve as a vehicle to examine broader issues affecting humanity. Thus, by examining illegal seizures of governments, we will also be studying the

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political consequences of poverty, inequality, modernization, political fractionalization, and coercive production structures.

Hatred on Trial

Professor Jenna Weissman Joselit

HONR 2053:80 - 3 Credits (cross-listed with HIST 2001:80/CRN 74893 and JSTD 2002:81/CRN 75165)

CRN 75044

R 12:45PM - 2:35PM

Fulfills:

- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

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

Manuscripts, Tapestries, & Narrative Revivals

Professor Barbara von Barghahn

HONR 2053:82 - 3 Credits (cross-listed with CAH 4129:80/CRN 77379 and CAH 6225:80/CRN 77381)

CRN 76023

R 12:30PM – 3:00PM

Fulfills:

- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

This is a graduate-level course

Course Description: The content of this class will address narrative art in illustrated books and narrative revival in the fine art of tapestries and cover royal and aristocratic patronage from the Renaissance to the Victorian age. From the 1400s to the late 19th century libraries and chambers with tapestried walls have been regarded as venues for scholarly polemic and diplomatic exchange in the courts of Europe.

A host of themes will be investigated with the student presentations. Final products due at the end of class will consist of annotated notes, PowerPoints, bibliographies, as well as an enjoyable exhibition project centering on preferred works drawn from my lectures.

Shakespeare, Race, and Gender on Film

Professor Alice Alexa Joubin

HONR 2053W:81 - 3 Credits (cross-listed with ENGL 3440W:80/CRN 77403 and WGSS 3170W:81/77628)

CRN 77614

TR 2:20PM - 3:35PM

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Fulfills:

- WID requirement
- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

Course Description: Through the lenses of critical race and gender theories, this course examines cinematic representations of Shakespeare's plays, with a focus on the themes of sexuality, class, and colonialism. In particular, we will focus on racialized bodies, performance of gender and sexuality, disability narratives, feminist interventions, religious fault lines, class struggle, and intersectional identities. Collectively we will reflect on our embodied vulnerability.

Disability & Film

Professor David Mitchell

HONR 2053W:82 - 3 Credits (cross-listed with ENGL 3810W:80/CRN 77405)

CRN 77615

R 03:30PM - 6:00PM

Fulfills:

- WID requirement
- GPAC Critical Thinking in the Humanities
- GWSB: Non-Business Elective/Unrestricted Elective

Course cross listed with PHIL 3100

Course Description: Disability (the existence of, or social belief in, an impaired body that is stigmatized) exists at a paradoxical crossroads in film history. First, we tend to watch disabled characters in films all the time yet screen them out of our minds as a specific minority population. Second, many of the most innovative films are based on efforts to portray disabled lives in their gritty encounters with ableist worlds. We will examine this paradox in order to make ourselves more aware of the specific cultural situatedness of people with disabilities as well as to better attend to the ways in which disability fuels filmic creativity. The vast majority of films we will watch attempt to use visual, audio, and editing alterations in order to capture the unique experiences of disabled lives; along the way we will also think about the particular social predicaments people with disabilities have faced in a culture designed for a narrow range of bodily capacities, forms, and aesthetics.

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Contract Courses

Honors Internship

Professor Chosen by Student
HONR 2182:10 - 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. Students must submit an Honors Contract. Please see a Program Manager for further information.

Honors Undergraduate Research

Professor Chosen by Student
HONR 2184:10 - 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. Students must submit an Honors Contract. Please see a Program Manager for further information.

Honors Research Assistantship

Professor Chosen by Student
HONR 2185:10 - 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. Students must submit an Honors Contract. Please see a Program Manager for further information.

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Senior Capstone and Thesis

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 completing a thesis within their department of major. Any student considering the Honors Senior Thesis option should contact an Honors Program Manager. This course is only open to Seniors and requires a completed Honors Contract to register. Please see a Program Manager for further information.

Personality

Professor Joseph Trullinger

HONR 4199:11 - 1 Credit

CRN 76257

R 1:00PM - 2:50PM

This course will meet on September 1, 8, 15, 22.

Course Description: The Enneagram has been gaining popularity on social media in recent years--but what is it? Unlike other personality metrics (such as Myers-Briggs) which portray the self as a settled combination of static traits, the Enneagram maintains that what personality is is a nest of defense mechanisms for the ego. In other words, in order to cope with an imperfect childhood (and broken world), each one of us developed a psychological "style" of interpreting experience and interacting with people. We all begin with unhealthy tendencies characteristic of one of the nine "types," and as we get older we can either persist in these patterns of self-sabotage or make increasingly self-aware choices to change them into their healthier versions. This capstone will focus on the Enneagram's history and current popularity, going through each of the nine types, and our discussions will critically evaluate the accuracy and limitations of this model.

The Purpose and Power of Museums, Monuments and Memorials

Professor Bethany Cobb Kung

HONR 4199:12 - 1 Credit

CRN 73759

F 1:00PM - 5:00PM

This course will meet on September 2, 9, 23 and October 7.

Course Description: In this capstone, we will take our discussions outside of the classroom into the city of DC. Our exact itinerary is TBD, but we will visit together three museums and/or monuments/memorials in DC (possibilities include the National Museum of African American History and Culture, the National Air and Space Museum, national monuments, etc.). We will ponder the purpose of museums, monuments, and memorials and consider how these institutions shape - and are shaped by - our society. We will also consider what role these institutions will play in your future as a life-long learner as you come to the end of your formal liberal arts education. What better city to consider such questions than in DC? Perhaps you've taken full advantage of the sights our city has to offer in your (fewer than normal because of COVID)

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years at GW but, if not, now's the time! [Please note the longer time band to allow for travel to city destinations. Please make careful note of the days/times before enrollment. This course will be strictly limited to 12 students.]

Gabriel Garcia Marquez: *One Hundred Years of Solitude*

Professor Maria Restrepo

HONR 4199:13 - 1 Credit

CRN 74992

R 4:00PM - 6:00PM

This course will meet on September 8 & 22 and October 6 & 20.

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.