

Course Descriptions

University Honors Program

Fall 2012

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Fall 2012 Course Descriptions

Origins and Evolutions of Modern Thought

Origins and Evolution of Modern Thought

Eudaimonia: The Art of Living Life of Meaning

Eyal Aviv

HONR 1015: M1 – 4 credits

WF 11:30 AM – 12:45 PM

CRN: 32913

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 10:00 AM- 10:50 AM; CRN: 34322

Gnothi seauton! ("Know thyself!") was the oracle of Delphi's famous command that inspired one of the major quests of human cultures: to understand what it means to be human. Knowing what is human and living accordingly -- so claimed Aristotle -- will result in a state of Eudaimonia (human flourishing). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of Eudaimonia, on the conditions that create a Eudaimonic human, on the society that fosters such life and how one should contribute to such a society. We will do so through engaging with some of the most fascinating Western and non-Western thinkers and writers in ancient world history, such as Plato, Aristotle, Confucius, and famous Buddhist writers.

In addition to "content," our seminar will also focus on "form." One of the goals for this course is to prepare the ground for building a solid set of academic skills that will serve you throughout your academic career. Fashioned after the training of the great minds of old, we will develop our analytical, presentational and persuasive skills, through close analyses of the texts, written assignments, in-class conversation, and presentations as well as debates over the "big questions," which will arise all through the semester.

Justice

Theodore Christov

HONR 1015: M2 – 4 credits

MW 11:30 AM – 12:45 PM

CRN: 33204

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: W 10:00 AM- 11:50 AM; CRN: 34323

Consider what might be the right thing to do: Are we ever justified in sacrificing ourselves for the community? Is it just to be a good citizen in a bad society? Can the just person reconcile democracy and empire, knowledge and power, citizenship and tradition? Can reason and revelation coexist as sources for justice? Furthermore, how could the Greeks conceive of citizenship and justice without rights, and why did ancient Greek and Roman political vocabulary survive and still be invoked in our own political thinking? How did the ancient Jews and early Christians imagine the community of the just as distinct from the household and the city, and is justice derived from God alone?

This perennial quest for justice- through optimal forms of a good society- remains a persistent concern across time, place, and cultures, from antiquity to the present. Ancient Jews, Greeks, Romans, and early Christians faced problems that we may recognize as our own. To explore these and other questions, we will grapple with some major works in ancient thought, and engage in political and moral theorizing as a systematic intellectual enterprise in the making of a good life. The common aim is 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,

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our readings include Thucydides, Plato, Aristotle, the Hebrew Bible, Confucius and St. Augustine in understanding the formative forces that shaped the political and moral universe we inhabit today.

Where do Great Ideas come from?: Foundational Thinkers of Ancient Greece and China

Robert Shepherd

HONR 1015:M3 - 4 credits

TR 2:30-3:45 PM

CRN: 33205

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 2:30-3:20 PM; CRN: 34324

The subject of this seminar is the place of humans in the world. We will approach this topic through questions that transcend cultural, linguistic, and historical boundaries. For example, what constitutes a good life? For that matter, what do we mean by 'good'? What is the proper relationship between individuals, whether subjects or citizens, to the communities they are born into, and to authorities who rule over them? What is the relationship of people to the spiritual realm and nature? More broadly, what does it mean to be human, what can we know, and what should we yearn for?

We will approach these questions through a selection of foundational texts that span the thought of what is called the ancient world. These range from selections from the Hebrew Bible, Plato's dialogues and Aristotle's *Ethics* to the *Dhammapada* of the Buddha, Confucius' *Analects*, and the *Daodejing* of Laozi. While specific to particular cultures and time periods, these texts, through their authors, also speak to us about questions that transcend both time and place. Our focus will be on a reflective and rigorous engagement with these authors, the questions they pose, claims they make, and answers they propose.

Eudaimonia: The Art of Living Life of Meaning

Eyal Aviv

HONR 1015:M4- 4 credits

WF 1:00-2:15 PM

CRN: 33206

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: F 3:00-3:50 PM; CRN: 34325

Gnothi seauton! ("Know thyself!") was the oracle of Delphi's famous command that inspired one of the major quests of human cultures: to understand what it means to be human. Knowing what is human and living accordingly -- so claimed Aristotle -- will result in a state of Eudaimonia (human flourishing). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of Eudaimonia, on the conditions that create a Eudaimonic human, on the society that fosters such life and how one should contribute to such a society. We will do so through engaging with some of the most fascinating Western and non-Western thinkers and writers in ancient world history, such as Plato, Aristotle, Confucius, and famous Buddhist writers.

In addition to "content," our seminar will also focus on "form." One of the goals for this course is to build a solid set of academic skills that will serve you throughout your academic career. Fashioned after the training of the great minds of old, we will develop our analytical, presentational and persuasive skills, through close analysis of the texts, written assignments, in-class conversation, as well as debates over the "big questions," which will arise through the semester.

Justice

Theodore Christov

HONR 1015:M5 - 4 credits

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Origins and Evolutions of Modern Thought

MW 1:00-2:15 PM

CRN: 33207

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: M 2:30-3:20 PM; CRN: 34326

Consider what might be the right thing to do: Are we ever justified in sacrificing ourselves for the community? Is it just to be a good citizen in a bad society? Can the just person reconcile democracy and empire, knowledge and power, citizenship and tradition? Can reason and revelation coexist as sources for justice? Furthermore, how could the Greeks conceive of citizenship and justice without rights, and why did ancient Greek and Roman political vocabulary survive and still be invoked in our own political thinking? How did the ancient Jews and early Christians imagine the community of the just as distinct from the household and the city, and is justice derived from God alone?

This perennial quest for justice- through optimal forms of a good society- remains a persistent concern across time, place, and cultures, from antiquity to the present. Ancient Jews, Greeks, Romans, and early Christians faced problems that we may recognize as our own. To explore these and other questions, we will grapple with some major works in ancient thought, and engage in political and moral theorizing as a systematic intellectual enterprise in the making of a good life. The common aim is 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 include Thucydides, Plato, Aristotle, the Hebrew Bible, Confucius and St. Augustine in understanding the formative forces that shaped the political and moral universe we inhabit today.

The Good Life

William Winstead

HONR 1015:M6 - 4 credits

MW 1:00-2:15 PM

CRN: 33208

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: M 2:30-3:20 PM; CRN: 34327

The good life is the principle theme of antiquity. It is addressed by philosophers, poets, historians, theologians, and political leaders. It is prized by the ancients, because it is believed to be the truest way of living, and therefore the most fully human and gratifying form of life. Our contemporary notions of the good life in the West build upon the ancients' concept of the good life, while differing from and sharing similarities with images of the good life found in the ancient East (China and India in particular). Our readings this semester come from both Eastern and Western traditions, and include texts from the Greek, Hebrew, Chinese, and Indian traditions. Our discussions of these texts will be guided by basic questions: What is good (and, equally, what is bad, or evil)? What is human nature? How ought I to live? What is a just community? What is knowledge? What is the divine? What is natural? Throughout the semester, our discussions will be collective, critical, and open-ended. Because our course is designed to cultivate your capacity to write effectively, we will also pay close attention to the different forms of writing that we encounter in our readings and work to access the strengths and weaknesses of their approaches.

Wonder

Mark Ralkowski

HONR 1015:M7 - 4 credits

TR 11:30-12:45 PM

CRN: 33209

Fulfills: SEAS: Humanities; ESIA: Humanities

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Writing Lab: T 1:00-1:50 PM; CRN: 34329

Plato and Aristotle both said that philosophy begins with wonder. As rational animals, we can't help but ask and answer philosophical questions: where did the universe come from, and what is it made out of? Why is there order in nature? Why is there anything at all, and not nothing? What is the human place in the world, and what is the best life for us to live? 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 the Hebrew Bible, Thucydides, Plato, Sophocles, Aristotle, Confucius, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. As we will see, in the ancient world these concepts were often treated together and studied as a way of life. The goals of this seminar include introducing you to many of the most important and influential ideas of antiquity, to develop your capacities as a writer and reader, and to encourage your critical engagement with a world that has been shaped by these ancient ideas and values.

Wonder

Mark Ralkowski

HONR 1015:M8 - 4 credits

TR 6:10-7:25 PM

CRN: 34054

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: R 5:00-5:50 PM; CRN: 34330

Plato and Aristotle both said that philosophy begins with wonder. As rational animals, we can't help but ask and answer philosophical questions: where did the universe come from, and what is it made out of? Why is there order in nature? Why is there anything at all, and not nothing? What is the human place in the world, and what is the best life for us to live? 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 the Hebrew Bible, Thucydides, Plato, Sophocles, Aristotle, Confucius, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. As we will see, in the ancient world these concepts were often treated together and studied as a way of life. The goals of this seminar include introducing you to many of the most important and influential ideas of antiquity, to develop your capacities as a writer and reader, and to encourage your critical engagement with a world that has been shaped by these ancient ideas and values.

Human Flourishing

Lee Okster

HONR 1015:M9 - 4 credits

MW 2:30-3:45 PM

CRN: 34055

Fulfills: SEAS: Humanities; ESIA: Humanities

Writing Lab: W 4:10-5:00 PM; CRN: 34331

What is it to flourish as a human being? What is the best kind of life to live, or the best kind of person to be? These kinds of questions were a principal theme of antiquity. They were a central concern of poets, philosophers, historians, theologians, and politicians. The reason these questions will occupy us in this class is that our Western notions of the good life build upon these ancient conceptions of human flourishing. We will also compare and contrast the differences and similarities between the ancient Western notions of the good life and those of the ancient East (China and India in particular). The readings for this course will come from both Eastern and Western traditions, and include texts from the Greek, Hebrew, Chinese, and Indian traditions. Our discussion of these texts will be guided by basic questions, including: What is good (and, equally, what is bad, or evil)? What is human nature? How ought I to live? What is a just community? What is knowledge and how does one attain it? Because the course is designed to

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Origins and Evolutions of Modern Thought

cultivate your capacity to write effectively, we will also pay close attention to the different forms of writing that we encounter in our readings and work to access the strengths and weaknesses of each approach.

Scientific Reasoning and Discovery

Energy

Bethany Kung

HONR 1033:10 – 4 credits

TR 9:00-10:50 AM

CRN: 33200

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

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.

Climate Change

John Miller

HONR 1033:12 – 4 credits

TR 2:20-3:35 PM

CRN: 34047

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

This course will be a continuation of an effort begun in Fall 2011 through the UHP to bring climate change awareness to the GW campus by deploying greenhouse gas sensors on the GW campuses and displaying this information visually at the sensors, at kiosks around campus, and on the internet (<http://realclimategw.org>). Students will develop hands-on experience with NDIR sensor technology (look it up!), microcontrollers, web design, and programming, and will also be expected to write extensively for the web page setting a context for our measurements. We will also work collaboratively with NASA Goddard Space Flight Center who is partnered with GW on the deployment of a world-wide network of greenhouse gas sensors using laser heterodyne radiometry (Whew! Better look that up, too!). Although this is nominally a continuation of an on-going effort, students will be required to bring fresh ideas and perspectives to all aspects of the project; an approach that should lead to both more robust technology and enhanced visibility for our efforts.

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Scientific Reasoning and Discovery

Leave your self-doubt and techno-phobia at home. You will learn that you can not only do all of the above, but you will probably have a pretty good time doing it.

Climate Change

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Honors General Chemistry I

Martin Zysmilich

HONR 1033:13 – 4 credits

TR 11:30-12:25 PM

CRN: 36282

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

Equivalent Course: CHEM 1011

Lab: R 2:00- 6:00 PM; CRN: 36283

Honors General Chemistry I is the first part of the general chemistry sequence designed for undergraduate students in the University Honors Program. The course will cover fundamental topics of chemistry, such as Atomic Theory, Stoichiometry, Thermodynamics, Periodic Properties, Electronic Structure and Bonding and Chemical Kinetics. All topics are covered in greater depth, at a faster pace and in a more "intimate" environment than in the regular General Chemistry course, Chem 1111.

Peak Resources

Oscar Zimmerman

HONR 1033:M1 – 4 credits

TR 10:00 AM-11:15 PM

CRN: 34736

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

This course will focus on energy, energy sources, environment, climate change and their impact on society. Has the world oil production stopped growing? How long will natural gas and carbon last? What "alternative energies" are viable? Will nuclear fusion ever work? Regardless of the answers, the energy sources will shift in the mediate future

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Scientific Reasoning and Discovery

The US freight railway is a success and it is universally recognized in the industry as the best in the world. Coal is the biggest single cargo, accounting for 45% by volume and 23% by value. America is self-sufficient in coal with several hundred years supply of it. In the future, carbon dioxide emission would most likely be capped shifting the railway paradigm.

Not all is energy. The world's rock phosphates, dominant source of fertilizers may peak by 2030 and the best deposits gone in 50 - 100 years. China, USA and Morocco are the world's largest miners of phosphate rock, each producing about a quarter of the total world production. There is no substitute for phosphate.

To be conscious of these "shifts" is the topic of the class. Avoiding using complicated calculations we will discuss these problems in a series of presentations/debates

Science, Technology and Man- with a Chemical Twist

Oscar Zimerman

HONR 1033:M2 – 4 credits

TR 11:30- 12:45 PM

CRN: 53702

Fulfills: CCAS: Natural/Physical Science with Lab; GWSB: Science; SEAS: Elective; ESIA: Science

This course will trace the oddities of science with emphasis on chemistry, analyzing cultural and political influences on the ideas of chemists. We will follow the evolution of chemistry from the Stone Age beginnings of ceramics and metallurgy, through the rise and decline of alchemy, to the culmination of classical chemistry in the late nineteenth century. We will study the origin of ceramic, glass, paint and metallurgy, looking at the paradoxes, false starts and anomalies of chemistry and how geopolitics was altered by these "oddities."

Examples will include how Chile (backed by England) entered in the Saltpeter War against Bolivia and Peru in 1879-84 to gain control over the mineral deposits and how chemistry played the key role of making Germany self sufficient in fertilizer and explosives just before WWI and how these two events are connected. There is no substitute for phosphate and the world's rock phosphates may peak by 2030 with the best deposits gone in 50-100 years. China, USA and Morocco are the world's largest miners of phosphate rock, each producing about a quarter of the total world production.

Avoiding using complicated calculations we will discuss these problems in a series of presentations/debates

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Introductory and Special

Introductory and Special

Solar Decathlon

W Roddis

HONR 2175:MV – 3 credits

F 2:00- 3:50 PM

CRN: 37274

Fulfills: HONR: Scientific Reasoning and Discovery; CCAS: **THIS COURSE DOES NOT SATISFY GPAC SCIENCE REQUIREMENTS**; GWSB: Science; SEAS: Elective; ESIA: Science; GW Sustainability Minor: Science/Engineering

Lab: F 4:10 – 6:00 PM

Equivalent Courses: HONR 1033

This course will explore sustainability, the science underlying the basic processes that gave rise to the world we live in and that maintain its viability for human life, while engaging with and contributing to the GW-CUA 2013 Solar Decathlon team. The U.S. Department of Energy Solar Decathlon is an award-winning program that challenges collegiate teams to design, build, and operate solar-powered houses that are cost-effective, energy-efficient, and attractive. The winner of the competition is the team that best blends affordability, consumer appeal, and design excellence with optimal energy production and maximum efficiency. We will meet for two and half hours once a week, usually in a technology classroom but also spend about five class meetings on field trips, including several classes in the architecture studio at Catholic University, so must add travel time before and after class time as necessary..

Enlightenment East and West

William Winstead

HONR 2016:10 – 4 credits

T 3:30- 5:30 PM

CRN: 35239

Fulfills: HONR: Origins of Modern Thought; SEAS: Humanities; ESIA: Humanities

Equivalent Courses: HONR 1016

The great works of the Western and Eastern intellectual traditions take the problem of Enlightenment as their guiding theme. In the West, the concern with enlightenment emerges with the origin of Occidental philosophy in Plato's famous allegory of the cave, while in the East it takes shape in 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 particularly 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.

Honors Introductory Economics

Robert Goldfarb

HONR 2043:10 – 3 credits

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Introductory and Special

TR 11:10 – 12:25 PM

CRN: 51650

Fulfills: HONR 2047: Self and Society; CCAS: Social Sciences; ESIA: ECON 1011 requirement

Equivalent Courses: ECON 1011

HONR 2043, combined with HONR 2044 in the spring, satisfies the same curriculum requirements as ECON 1011 and ECON 1012 and serve as the prerequisite for upper-level economics courses. This section of HONR 2043 goes beyond ECON 1011 by covering more advanced microeconomics topics.

Justice and the Legal System

Robert Goldfarb

HONR 2125:10 – 3 credits

MW 12:45 – 2:00 PM

CRN: 31702

Fulfills: CCAS (GCR Only): Social and Behavioral Science; GWSB: Upper level Non-Bus Elective; SEAS: Social Science Elective; HONR 2047: Self and Society Requirement

Equivalent Courses: PSC 2000-level elective

Justice and the Legal System is a course in constitutional law that starts with **Marbury v. Madison** and covers the Commerce Clause, separation of powers, due process, and equal protection. The course utilizes law school teaching methods, textbooks, and exams. The goal of the course is to help students develop their analytic ability and communicational skills. A secondary benefit of the course is that students who are curious about, or interested in, a career in law will get a sense of what law school is like from the course.

Medicine and Society

Ronald Dworkin

HONR 2175:10 – 3 credits

W 3:30 – 6:00 PM

CRN: 32064

Fulfills: CCAS (GCR Only): Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; ESIA: Elective; HONR 2048: Self and Society Requirement

Equivalent Courses: PSC 2000-level elective

This seminar examines how medicine and society interact in ways that touch on philosophy, economics, sociology, and public policy, but that cannot be understood if studied from any one perspective alone. Medicine's new prominence in society dictates this approach. In the past, general ideas shaped medicine; today, medicine shapes general ideas. Examples of the latter include medicine's impact on our understanding of freedom and free will, religion, spirituality, adulthood, and happiness. This theme--the interplay between medicine and society--governs the organization of the course, as readings alternate between society's effect on medicine and medicine's effect on society. Topics to be covered in the course include the rise of alternative medicine, the changing nature of the medical and nursing professions, the mind-body dispute, the healthy lifestyle movement, the origins of public health, the medical treatment of everyday unhappiness, and the current debate over health care reform. Note: This is not a "science" course. It is an "ideas" course. Prospective students do not need a science background. Note: This is not a "science" course. It is an "ideas" course. Prospective students do not need a science background.

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Fall 2013 Course Descriptions

Introductory and Special

Leadership in Theory and Practice- An Idiosyncratic Course

Stephen J Trachtenberg and Gerald Kauvar

HONR 2175:11 – 3 credits

T 12:45 – 3:15 PM

CRN: 34889

Fulfills: HONR: Self and Society 2048; CCAS (GCR Only): Social & Behavioral Science; GWSB: Non-Business Elective/Unrestricted Elective

Students will be divided into two teams. Roles will be assigned for each case, and students will rotate through the roles during the semester. Team leadership will rotate as well. The team leader will prepare the PowerPoint and other relevant materials for that week.

Students will be assigned "cases" -- some examples follow. Each group will prepare recommendations to the President or Chief Executive Officer (the faculty members teaching the course) on how to deal with the issues that arise in each case.

Presentations will be in PowerPoint to the entire class for discussion. Teams will turn in their presentations 24 hours prior to class to the entire class include "notes" that document how and why they reached their conclusions. The presentations should include information about dissenting views. Students will be expected to conduct research into how institutions have dealt with similar "cases" in the past. When both teams have submitted their presentations, copies will be distributed to the entire class.

Nota Bene: The order of topics and case study assignments in the course will depend on the availability of the guest lecturers. That means the course will not be rigidly linear -- assignments will vary from week to week. The faculty reserves the right to be opportunistic in finding teachable moments. Students who prefer highly structured seminars may find this course disconcerting.

US Latino/a Literature and Culture

H Carrillo

HONR 2175:80 – 3 credits

TR 12:45 – 2:00 PM

CRN: 36984

Fulfills: HONR: Arts and Humanities 2053; ESIA: Humanities (ESHC)

Bureau shifted the cultural imaginary of "latino/a" when in 1997 a Federal Registrar, revising standards for the classification of federal data on race and ethnicity in order to provide "consistent data on race and ethnicity throughout the Federal Government. The development of the data standards stem in large measure from new responsibilities to enforce civil rights laws." Race and Ethnicity have since been recognized as two separate categories on the US census with a request that residents choose the race(s) they most closely associate with which they most closely identify, and to indicate whether they are of "Hispanic" or "Latino" in origin. This interdisciplinary survey analysis the reorganization of the literary images representative of the latino/a US against those presented in current visual culture, art, television, film, and advertisement..

Political Rhetoric

David Grier

HONR 2175:13 – 3 credits

W 3:30 – 6:00 PM

CRN: 35240

Fulfills: HONR: Self and Society 2048

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Introductory and Special

A course on political rhetoric taught in the Socratic method. The course considers a collection of texts that deal with organizational power, personal function and status as well as the position of science and technology. The course strives to develop the skills of determining how authors are using structure, logic, imagery, and other devices to frame and present an idea.

Governance, Civic Engagement and Social Media

Lori Brainard

HONR 2175:M1 – 3 credits

T 1:00 – 3:30 PM

CRN: 35416

Fulfills: HONR: Self and Society 2048

"Governance, Civic Engagement and Social Media" will facilitate students' critical thinking, engagement, and imagination around the questions: What might new possibilities for governing look like in a social media age? What are the challenges we may confront in pursuing them? Will we continue to see short bursts of civic activity (such as grassroots responses to the earthquakes in Haiti) or can these technologies be used for sustained participation in governance? The course will provide frameworks through which students can integrate their online participation with larger questions of citizenship, political and policy efficacy, and professional development. This class meets on the Mt. Vernon campus.

Human and Economic Development in the Middle East

Hossein Askari

HONR 2175:15– 3 credits

T 12:45 – 3:15 PM

CRN: 35417

Fulfills: HONR: Self and Society 2048; ESIA: Middle East Regional Foundation (ERFE); Middle East concentration - Group A Category (ERCE; ERG5); Comparative Political, Economic, and Social Systems concentration (EFCA; EFG1); International Economics concentration (EFCF; EFG6), International Development concentration (EFCE; EFG5)

Despite enormous wealth generated by oil and gas reserves, the Middle East has not achieved expected levels of human, economic and societal development. In this seminar, we hope to analyze human and economic development issues in these Muslim countries, considering the impact of religion, dependence on oil, institutional structures, internal instability, regional conflict, economic and social policies, and intervention by external powers. We briefly survey the evolution of the Western concept of development before exploring the path to development in Islam. We hope to explain the success and failures of Muslim societies, especially those that are rich in oil and gas deposits. While the Quran presents clear rules of behavior (institutions) for a balanced, holistic development of the individual and of the collectivity, these have been poorly understood and practiced.

Fall 2012 Course Descriptions

Self and Society

Self and Society

Introduction to Cultural Anthropology

Robert Shepherd
HONR 2047W:10 – 3 credits
WF 11:10 – 12:25 PM
CRN: 36982
Fulfills: WID; CCAS: Social Sciences; HONR 2047: Self and Society
Equivalent Courses: ANTH 1002

This course examines the concept of culture and the role it plays in human behavior. We will analyze and discuss what we and others mean when we speak about "culture", how this concept relates to "nature" and "human nature", and the role it occupies in how people make sense of the world. In addition, we will analyze how culture shapes our views when we speak about subjects such as race, gender, sexuality, family, work, and, fundamentally, what philosophers refer to as the good life. We will address these and other questions from an anthropological perspective.

The Evolving Human Mind: Understanding Emotion, Sociality, Sex, Thinking, and Behavior

Stephen Forssell
HONR 2047:11 – 3 credits
TR 3:45 – 5:00 PM
CRN: 35554
Fulfills: CCAS: Social Sciences

This course surveys human behavior, emotion, sexuality, social interaction, thought, and cognition as they have been shaped by millions of years of evolution. The goal is to provide students with a fundamental understanding of the field of evolutionary psychology, which asserts that across the history of the species the human mind has acquired adaptations through natural selection -- psychological traits and capabilities to cope with reproductive and survival challenges in the environment. We will examine evidence offered by fields as diverse as biology, anthropology, sociology, economics, and the arts. The "mind-as-adaptation" theoretical stance asserts as one of its core tenets that human traits are universal - that they manifest across cultures, nationalities, ethnicities, races, and languages. As such, we will engage in an extensive cross-cultural examination of human behavior. Many of the active areas of inquiry in evolutionary psychology are controversial, politically charged and naturally provoke debate. Critical thinking skills and consideration of counter-hypotheses are essential. A primary text is augmented by landmark readings in the field, in-class discussion, and audio-visual presentations. A significant degree of understanding will come from hands-on experience. Students will apply and expand their knowledge by designing an experiment to test hypotheses derived from evolutionary psychological theory.

Science Fact, Science Fiction: the Journey of Scientific Ideas Through Society

Bethany Kung
HONR 2047:11 – 3 credits
M 3:30 – 6:00 PM
CRN: 37063
Fulfills: CCAS: Social Sciences

Scientific ideas are propagated through modern society in three major ways: formal scientific literature, scientific popular press/media (including, increasingly, social media), and science fiction/pop-culture. This course will investigate the interplay

Fall 2012 Course Descriptions

Self and Society

between these modes of communicating scientific ideas and examine how these modes influence society's perception of science and scientists. Questions to be considered include: How does science in the lab get translated into science in the media? How does science in the media get translated into science fiction? How does science fiction get translated into science in the lab? Why is society both fearful of and fascinated by science? Is science and technology seen as society's savior or destroyer? How and why are scientists stereotyped? In addition to critical thinking and writing, the main goals of the course are: (1) to familiarize students with how scientific ideas are translated (or mistranslated!) through society, (2) to examine how this translation of ideas affects the way in which science and scientists are perceived. These themes will be explored through reading scientific works, popular press articles, and science fiction novels/short stories as well as screening films and television shows. The class will be based primarily on student projects and presentations, class discussions and written assignments. No specific scientific background is required for students taking this course

Fall 2012 Course Descriptions

Arts and Humanities

Arts and Humanities

IMAGE: Politics and Power in Love and War

Rebecca Boylan

HONR 2053W:10 – 3 credits

TR 2:20- 3:35 PM

CRN: 34335

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

In Art disparate as Roman epic, British WWI poetry, a tale of Bosnian exiles in LA, Shakespearean tragedy, a Turkish crime novel, Israeli and Iranian film, Samurai swords, war photography, Picasso and Bacon paintings, Japanese historical fiction and anime, a 2012 Oscar-nominated cinematic production of an American children's graphic narrative, feminist performative photography, a 21st C French drama, a Dubai skyscraper, a Parisian park, African music stimulated by Soviet protest propaganda, and medieval Chinese miniatures, this course studies how the IMAGE invokes intellectual, ethical, and emotional responses in the audience. We will read, listen, view, and discuss Art's political and cultural currency in exposing and provoking ideas about love and at war in film, literature, photograph, painting, live theatre, music, dance, architecture and artifact. Sontag, Danto, Dewey, Wilde, Berger, Kant, Hegel, and Nietzsche will guide our examination of how and to what effect classical and contemporary Art re-imagines horror and beauty. Whether moved by war's savage mask or love's exquisite dance, course participants will become aware how IMAGES disturb and affirm what it means to be human. In addition to above critics, authors for Fall 2012 include Ishiguro, McEwan, Pamuk, Selznick, Virgil, WWI poets and Barker, and Reza.

Violence and the Violated: Pursuing Human Rights

Rebecca Boylan

HONR 2054W:10 – 3 credits

M 12:45- 3:15 PM

CRN: 34452

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

We begin our ennobling quest for human dignity by delving into Harvard Professor's Michael Sandel's dynamic study: *Justice: What's the Right Thing to Do?* Sandel invigorates confrontations with moral dilemmas in case studies "testing" utilitarianism, libertarianism, Kant, Mill, affirmative action, Rawls, and Aristotle, thereby inciting us to re-examine the danger to one's ethical sensibility in attacking or ignoring the human spirit. Investigating literature, journalism, art, and film, we will expose and re-read those scandals which deprive humanity of respect, freedom, and rights. Sandel's philosophical approaches illuminate why a narrative's perception of unjust human nature not only shocks and horrifies, but also relies on imaginative intellectuals to actively disarm injustice in conversation and writing. Our readings and viewings expose such polemics as individual and communal rights, private and public knowledge, tradition and progress, and indigenous and universal values. Our texts allow us to examine Sandel's insights from multiple perspectives as we observe humanity's good will amidst the strife. Literature/Film possibilities include *Behind the Beautiful Forevers* (Pulitzer Prize journalist, Katherine Boo), *Saturday*, *The Girl Who Played with Fire*, *The Orphan Master's Son*, *A Walk Across the Sun*, *The Trial*, *Crime and Punishment*, *The Interrupters* (James/Kotlowitz documentary on Chicago violence), and *Albert Nobbs*.

Utopian Space in the English Renaissance

Holly Dugan

HONR 2054W:11 – 3 credits

TR 2:20- 3:35 PM

Fall 2012 Course Descriptions

Arts and Humanities

CRN: 35567

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

In this course, we will interrogate how the concept of utopian space helped to shape the foundational works of the English Renaissance. Sir Thomas Harriot's descriptions of foreign lands, Christine de Pizan's vision of a women's library, Thomas More's garden musings about the island of Utopia, Ben Jonson's homage "To Penshurst," John Milton's epic *Paradise Lost*, and Margaret Cavendish's *New Blazing World*, to name just a few texts on our syllabus, describe idealized spaces for aesthetic and emotional revelation. As such, each proffers an imaginary landscape that surpasses the realities of the everyday. In this course, we will examine the contours of these landscapes, querying how they connect to the key concepts of "discovery" and "rediscovery" that define the English Renaissance. Students will gain a familiarity with the core canon of the English Renaissance and with the historical and cultural contexts of the period. By the end of the course, students will be able to discuss and write about a number of literary forms (including prose, poetry, and drama) and literary genres (including utopian fiction, comedies, lyrics, sonnets, and country house poem) as well as discuss a range of contemporary literary theories of utopias and cultural space.

Contract Courses

Honors Course Conversion

Chosen by student
HONR 2180:10 – 0 credits
CRN: 31054

Juniors and Seniors may receive Honors credit for non-Honors upper level courses within their major or minor by agreeing to work closely on a project with a faculty member that is done in addition to the regular coursework. The student and professor should meet at least five times during the semester.

Honors Internship

Chosen by student
HONR 2182:10 – 1 to 3 credits
CRN: 34798

The Honors Program gives credit for academic work that puts an internship into a broader scholastic context. Each student must have a faculty member oversee his or her project (which must be more substantial than a journal). The student and professor must meet at least three to five times during a semester.

Honors Undergraduate Research

Chosen by student
HONR 2184:10 – 1 to 3 credits
CRN: 31055

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

Chosen by student
HONR 2185:10 – 0 to 3 credits
CRN: 32333

Juniors and Seniors 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. The Research Assistantship may be repeated once for credit.

Fall 2012 Course Descriptions

Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Chosen by Student
HONR 4198:10 – 3 credits
CRN: 30784

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.

Honors Capstone (1-credit): The Reading Brain and the Art of Reading: Science and Literature

Peter Rollberg
HONR 4199:10 – 1 credit
T 5:10- 7:00 PM
CRN: 31094

The human brain is programmed for speaking but not for reading. Learning to read takes a specific effort. And yet, the result is one of the most enriching faculties in human culture. Based on cutting edge research, this course helps students to gain an understanding of the evolution of reading from a neurological, historical, and cultural point of view. Individual case studies on the art of reading will shed light on its function in the lives of great individuals as well as ancient and modern cultures. Students registered for 3 credits will attend the class (Tuesdays 5:10-7pm), write a reflective essay suitable for presentation, and participate in a research colloquium at the end of the semester. Students registered for 1 credit will attend four of the Tuesday classes, attend the colloquium, and write a reflective essay.

Honors Capstone (3-credits): The Reading Brain and the Art of Reading: Science and Literature

Peter Rollberg
HONR 4199:11 – 3 credits
T 5:10- 7:00 PM
CRN: 33918

The human brain is programmed for speaking but not for reading. Learning to read takes a specific effort. And yet, the result is one of the most enriching faculties in human culture. Based on cutting edge research, this course helps students to gain an understanding of the evolution of reading from a neurological, historical, and cultural point of view. Individual case studies on the art of reading will shed light on its function in the lives of great individuals as well as ancient and modern cultures. Students registered for 3 credits will attend the class (Tuesdays 5:10-7pm), write a reflective essay suitable for presentation, and participate in a research colloquium at the end of the semester. Students registered for 1 credit will attend four of the Tuesday classes, attend the colloquium, and write a reflective essay.

Honors Capstone (1-credit): IT'S COMPLICATED: Just and Unjust Wars

Rebecca Boylan
HONR 4199:12 – 1 credit
R 4:00- 6:00 PM

Fall 2012 Course Descriptions

Senior Capstone and Thesis

CRN: 37659

This seminar will begin by reading and discussing the polemics raised in Michael Walzer's reflective study, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. Walzer offers us many narrative examples of those decisions, dilemmas, circumstances, laws and rules, and crises that comprise the political and moral realities of war. Walzer stimulates us to think and to argue the ethical issues that compound the decision to go to war, the life of the soldier, the theatre of war, the home front, and the repercussions of battle. Inciting us to think about such issues as the purpose of war, the importance of "fighting well", international debates over law and order, the right response to war crimes (including rape and terrorism), the significance of strategy and intervention, and the responsibility of political and military leaders, soldiers and citizens within a moral context, Walzer's energetic and engaging thinking provides us a means to re-consider our own values in light of history's past wars as well as the history we are currently making in today's wars. In fleshing out Walzer's conclusions, we will read literature's response to war's public and private spaces in a variety of texts, such as E. L. Doctorow's American Civil War novel, *The March*, Tim O'Brien's Vietnam National Book Award winner, *Going After Cacciato*, Sebastian Junger's *War*, a journalistic account of soldiers' experience in the current war in Afghanistan, excerpts from Peter Englund's *The Beauty and the Sorrow: An Intimate History of the First World War*, Ernest Hemingway's stark look at The Spanish Civil War in *For Whom the Bell Tolls*, and Lauren Hillenbrand's *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. Seminar participants will also be asked to watch war films and documentaries, including *Charlotte Gray*, *The Quiet American*, and *The Fog of War* as we investigate how the image of war conscripts a sense of its rightness or wrongness. Student panels (self-selected) will choose from amongst several topics related to just and unjust war theories (e.g. spies, women soldiers, the soldier as "the other", civilian victims, is protection patriotism?, colonialism, photographing war, chivalry) and prepare a discussion directed to the panel topic. All participants will write an argumentative research paper of 10-12 pages. Those taking the seminar for three credits are responsible for participation in all the above. Students opting for one credit are asked to attend the equivalent of 4 seminar meetings (8 hours), participate on a panel, and produce the final paper. These students are expected to read and view assigned materials for those class sessions they choose to attend. It is hoped all students will attend the first half of the first seminar meeting on Thursday, August 30 in order to review syllabus and sign up for a panel.

Honors Capstone (3-credit): *IT'S COMPLICATED: Just and Unjust Wars*

Rebecca Boylan

HONR 4199:13 – 3 credits

R 4:00- 6:00 PM

CRN: 37671

This seminar will begin by reading and discussing the polemics raised in Michael Walzer's reflective study, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. Walzer offers us many narrative examples of those decisions, dilemmas, circumstances, laws and rules, and crises that comprise the political and moral realities of war. Walzer stimulates us to think and to argue the ethical issues that compound the decision to go to war, the life of the soldier, the theatre of war, the home front, and the repercussions of battle. Inciting us to think about such issues as the purpose of war, the importance of "fighting well", international debates over law and order, the right response to war crimes (including rape and terrorism), the significance of strategy and intervention, and the responsibility of political and military leaders, soldiers and citizens within a moral context, Walzer's energetic and engaging thinking provides us a means to re-consider our own values in light of history's past wars as well as the history we are currently making in today's wars. In fleshing out Walzer's conclusions, we will read literature's response to war's public and private spaces in a variety of texts, such as E. L. Doctorow's American Civil War novel, *The March*, Tim O'Brien's Vietnam National Book Award winner, *Going After Cacciato*, Sebastian Junger's *War*, a journalistic account of soldiers' experience in the current war in Afghanistan, excerpts from Peter Englund's *The Beauty and the Sorrow: An Intimate History of the First World War*, Ernest Hemingway's stark look at The Spanish Civil War in *For Whom the Bell Tolls*, and Lauren Hillenbrand's *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. Seminar participants will also be asked to watch war films and documentaries, including *Charlotte Gray*, *The Quiet American*, and *The Fog of War* as we investigate how the image of war conscripts a sense of its

Fall 2012 Course Descriptions

Senior Capstone and Thesis

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Fall 2012 Course Descriptions

5700 Series

5700 Series

Persian Sufi Poets and Writers

Seyyed Nasr
HONR 5701:80—3 credits
CRN: 36408
TR 11:10-12:25 PM
Fulfills: HONR 2053

The writings of major Persian Sufi poets and writers, such as Khayyam, Attar, Rumi, Shabistari, and Hafiz, and their impact on the West and on India. The translation of these works into European languages and their influence upon such figures as Goethe and Emerson are discussed. Assigned readings in English. For undergraduates; open to graduate students.

American Criminal Justice System

Stephen Saltzburg
HONR 5785:80—3 credits
CRN: 35501
MW 11:10-12:25 PM
Fulfills: HONR: Self and Society 2047; ESIA: Elective

This course addresses issues arising in the American criminal justice system about which everyone should care and know -- an age-old battle between security and liberty. No prior criminal justice experience or prerequisites are required. This is a course for all students regardless of major. We shall consider these questions, along with prosecutors, defense lawyers and police. Have you ever been arrested? What are your rights when stopped by the police? What is racial profiling? Is it ever legit? When and how can the government snoop on you and your friends? Will you lose civil liberties in the war on terror? Are you really presumed innocent in U.S. courts?