

Course Descriptions

University Honors Program

Fall 2014

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Origins and Evolutions of Modern Thought

Origins and Evolution of Modern Thought

The Eudaimonia: The Art of Living

Eyal Aviv

HONR 1015:MV - 4 credits

MW 11:30-12:45 PM

CRN: 82842

Fulfills: SEAS: Humanities; ESIA: Humanities

Equivalent Courses: UW 1020

Writing Lab: R: 10:00-10:50 AM; CRN: 83621

Ancient thinkers followed the command of the oracle of Delphi "know thyself!" They saw life as a path of self-discovery and believed that living right would result in a state of Eudaimonia (human flourishing). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of human flourishing, on the conditions that create them, on a society that fosters such life and how one should contribute to such a society. We will do so through engaging with some of the most fascinating Western and non-Western thinkers and writers in ancient world history, such as Plato, Aristotle, Confucian, Daoist and 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:MV1 - 4 credits

TR 11:30-12:45 PM

CRN: 82604

Fulfills: SEAS: Humanities; ESIA: Humanities

Equivalent Courses: UW 1020

Writing Lab: W: 10:30-11:20 AM; CRN: 53916

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 divinity 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 Far East thinkers 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 Far East thinkers 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. How to deal with the limits of human existence, and

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What are resources for helping us understand the human condition? 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 the Western and Eastern tradition—Sophocles, Thucydides, Plato, Aristotle, Epictetus, Seneca, Dhammapada, Lao Tzu, and the Hebrew Bible—in understanding the formative forces that shaped the political and moral universe we inhabit today.

On Living Well and Acting Rightly

Helen McManus
HONR 1015:MV2 - 4 credits
TR 2:30-3:45 PM
CRN: 82843
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: F: 2:30-3:20 PM; CRN: 83623

What is the best way to live? What is happiness? What are our duties to ourselves, our families, our community? What makes a person, a city, or a state great? What role does political engagement play in human flourishing? And what is the place of philosophy in a life well-lived? During the fall semester, these questions will frame our study of ancient philosophy. Our syllabus will include ancient Greek tragedy, histories, and dialogues; Roman speeches and letters; and the teachings of classical Chinese thinkers. Together we will interpret texts, disagree about their meanings, and develop our own perspectives on what it means to live well and act rightly. This course will cultivate your capacity to read closely, think critically, argue generously, and write well.

Harmony

Joseph Trullinger
HONR 1015:MV3 - 4 credits
MW 11:30-12:45 PM
CRN: 82844
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: W: 2:30-3:20 PM; CRN: 83624

How can many become one? The great works of Western and Eastern antiquity stress the importance of a larger order—whether that is a cosmic law, a divine plan, or a political system—to which individuals must align themselves in order to do well and to be well. Does the process of harmonizing with this order require people to sacrifice their identity for the sake of the whole? In other words, is harmony synonymous with a kind of monotony? How can differing cosmic, social, political, or psychological elements exist together so that they count as one genuine whole, without the suppression of any part therein? When articulated in the concrete terms of daily life, we can readily see that the nature of harmony is a question that continues to resonate in the questions we ask ourselves today. When and why might sacrifice of the things I hold dear be necessary for maintaining harmony with the divine? To what extent does membership in a community require conformity to the preexisting practices in it? Is it impossible for me to be human without other people, or do I own my own life? Are there social arrangements that prevent people from flourishing, or does the good life depend on something else than political harmony? This seminar will be an intensive study of these questions as posed by the artists, historians, leaders, and thinkers of the ancient world. In the process of critically analyzing and sympathetically understanding these classic texts from the Hebrew, Greek, Chinese, and Indian traditions, we will not merely scrutinize their ideas but also internalize their ways of thinking, thereby becoming better thinkers in our own right. This thoughtful conversation with the past will take place in lively classroom discussions as well as critical analyses in written papers. Through mutually enriching and

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open-ended engagement with ancient conceptions of harmony, we will learn to appreciate the multiplicity and commonality of human attempts to find enlightenment.

Justice

Theodore Christov
HONR 1015:MV4 - 4 credits
MW 1:00-2:15 PM
CRN: 82845
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: M: 2:30-3:20 PM; CRN: 83625

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 divinity 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 Far East thinkers 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 Far East thinkers 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. How to deal with the limits of human existence, and what are resources for helping us understand the human condition? 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 the Western and Eastern tradition—Sophocles, Thucydides, Plato, Aristotle, Epictetus, Seneca, Dhammapada, Lao Tzu, and the Hebrew Bible—in understanding the formative forces that shaped the political and moral universe we inhabit today.

On Living Well and Acting Rightly

Helen McManus
HONR 1015:MV5 - 4 credits
MW 1:00-2:15 PM
CRN: 82846
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: M: 2:30-3:20 PM; CRN: 83626

What is the best way to live? What is happiness? What are our duties to ourselves, our families, our community? What makes a person, a city, or a state great? What role does political engagement play in human flourishing? And what is the place of philosophy in a life well-lived? During the fall semester, these questions will frame our study of ancient philosophy. Our syllabus will include ancient Greek tragedy, histories, and dialogues; Roman speeches and letters; and the teachings of classical Chinese thinkers. Together we will interpret texts, disagree about their meanings, and develop our own perspectives on what it means to live well and act rightly. This course will cultivate your capacity to read closely, think critically, argue generously, and write well.

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Origins and Evolutions of Modern Thought

Wisdom

Mark Ralkowski
HONR 1015:MV6 - 4 credits
TR 10:00-11:15 AM
CRN: 82847
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: W: 4:10-5:00 PM; CRN: 83628

What is happiness, and how can I live a life that will make me happy? How should I cope with the fact that I am going to suffer and die, along with everyone I love most? What is justice, and how can we reshape our institutions, as well as our own choices and lives, so that they better reflect it? Is love really such a good thing? Is art good or bad for us? Why is there anything at all, rather than nothing? These are among the earliest questions asked by human beings in the Middle East, Greece, China, and India. In this seminar we will read seminal texts from each of these traditions. Our syllabus will include the Hebrew Bible, Plato, Sophocles, Thucydides, Aristotle, Confucius, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. One of the primary goals of this seminar is to see that, in the ancient world, these concepts were studied as a way of life whose goals were wisdom and happiness. As Socrates once said, "We are studying no small matter, but how we ought to live."

Wisdom

Mark Ralkowski
HONR 1015:MV7 - 4 credits
TR 1:00-2:15 PM
CRN: 83444
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020
Writing Lab: W: 5:00-5:50 PM; CRN: 83629

What is happiness, and how can I live a life that will make me happy? How should I cope with the fact that I am going to suffer and die, along with everyone I love most? What is justice, and how can we reshape our institutions, as well as our own choices and lives, so that they better reflect it? Is love really such a good thing? Is art good or bad for us? Why is there anything at all, rather than nothing? These are among the earliest questions asked by human beings in the Middle East, Greece, China, and India. In this seminar we will read seminal texts from each of these traditions. Our syllabus will include the Hebrew Bible, Plato, Sophocles, Thucydides, Aristotle, Confucius, Lao Tzu, and the Buddha. And our discussions will cover issues in ethics, politics, psychology, aesthetics, religion, metaphysics, and epistemology. One of the primary goals of this seminar is to see that, in the ancient world, these concepts were studied as a way of life whose goals were wisdom and happiness. As Socrates once said, "We are studying no small matter, but how we ought to live."

Harmony

Joseph Trullinger
HONR 1015:MV9 - 4 credits
MW 4:10-5:25 PM
CRN: 86746
Fulfills: SEAS: Humanities; ESIA: Humanities
Equivalent Courses: UW 1020

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Writing Lab: F: 10:00-10:50 AM; CRN: 86745

How can many become one? The great works of Western and Eastern antiquity stress the importance of a larger order—whether that is a cosmic law, a divine plan, or a political system—to which individuals must align themselves in order to do well and to be well. Does the process of harmonizing with this order require people to sacrifice their identity for the sake of the whole? In other words, is harmony synonymous with a kind of monotony? How can differing cosmic, social, political, or psychological elements exist together so that they count as one genuine whole, without the suppression of any part therein? When articulated in the concrete terms of daily life, we can readily see that the nature of harmony is a question that continues to resonate in the questions we ask ourselves today. When and why might sacrifice of the things I hold dear be necessary for maintaining harmony with the divine? To what extent does membership in a community require conformity to the preexisting practices in it? Is it impossible for me to be human without other people, or do I own my own life? Are there social arrangements that prevent people from flourishing, or does the good life depend on something else than political harmony? This seminar will be an intensive study of these questions as posed by the artists, historians, leaders, and thinkers of the ancient world. In the process of critically analyzing and sympathetically understanding these classic texts from the Hebrew, Greek, Chinese, and Indian traditions, we will not merely scrutinize their ideas but also internalize their ways of thinking, thereby becoming better thinkers in our own right. This thoughtful conversation with the past will take place in lively classroom discussions as well as critical analyses in written papers. Through mutually enriching and open-ended engagement with ancient conceptions of harmony, we will learn to appreciate the multiplicity and commonality of human attempts to find enlightenment.

Enlightenment East and West

Eyal Aviv

HONR 2016:10 - 4 credits

R 4:30-7:00 PM

CRN: 84130

Fulfills: SEAS: Humanities; ESIA: Humanities

*This course is limited to students who joined the Honors Program as rising-sophomores.** What does it mean to live well? And what would be the purpose of such a life? Our seminar will examine a spectrum of responses from various cultural perspectives to these questions. A special attention will be given to ethical theories and practices. In order to stimulate our discussion we will read the writings of some of world's brightest minds who challenged their societies and shaped our modern civilizations: Hellenistic thinkers, Daoists and Confucians among others. We will also read modern thinkers such Kant, Nietzsche and the Dalai Lama. Throughout the semester, we will raise critical questions, discuss and debate them in class and develop the necessary skills needed for our academic toolkit.

Scientific Reasoning and Discovery

Science, Technology, and Man

Oscar Zimmerman

HONR 1033:11 - 4 credits

TR 10:30-12:20 PM

CRN: 85417

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

This course centers on science and technology, with focus on the answers and challenges they pose to society. We will explore energy and energy sources answering the questions: 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?" We will then explore the autonomous vehicle: can I drink now? and discuss the male contraceptive pill, food chemistry, genetically-modified plants, artificial sweeteners, and 3-D printing: I printed a gun, now what? and astronautics: where do we go now NASA? 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. In the lab, each student will build an electricity generator and one of the simplest electric motors.

Biology and the World We Live In

LaTisha Hammond

HONR 1033:MV - 4 credits

TR 10:00-11:50 AM

CRN: 83906

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

Biofuels, GMO foods, food allergies, gene therapy, cancer, honeybees, coral reef health. At first glance this may be a seemingly random string of topics, but a common thread throughout them all is biology, and all require some understanding of biological concepts to understand their implications and make informed decisions about them. In this course we will explore biological concepts through the lens of contemporary issues in biology as they relate to society and everyday life. This course will serve as an introduction to the fundamentals of biology and the nature of science. Topics to be covered include cells and molecules, genetics, physiology, ecology and evolution as they relate to the more complex and nuanced biological issues of disease, food sources, organism interactions, sustainability, climate change, and bioethics, to name a few. Lab exercises will introduce biological techniques for studying these topics. Students will engage in the process of science in an effort to increase their scientific literacy. Students will be expected to take an active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

Biology and the World We Live In

LaTisha Hammond

HONR 1033:MV1 - 4 credits

TR 1:00-2:50 PM

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Scientific Reasoning and Discovery

CRN: 82841

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

Biofuels, GMO foods, food allergies, gene therapy, cancer, honeybees, coral reef health. At first glance this may be a seemingly random string of topics, but a common thread throughout them all is biology, and all require some understanding of biological concepts to understand their implications and make informed decisions about them. In this course we will explore biological concepts through the lens of contemporary issues in biology as they relate to society and everyday life. This course will serve as an introduction to the fundamentals of biology and the nature of science. Topics to be covered include cells and molecules, genetics, physiology, ecology and evolution as they relate to the more complex and nuanced biological issues of disease, food sources, organism interactions, sustainability, climate change, and bioethics, to name a few. Lab exercises will introduce biological techniques for studying these topics. Students will engage in the process of science in an effort to increase their scientific literacy. Students will be expected to take an active role in the class, where we will explore these topics through lecture, discussion, debate, experimentation, data analysis, writing, and group projects.

Science in the media- Investigating claims about your health

Carly Jordan

HONR 1033:MV2 - 4 credits

MW 10:00-11:50 AM

CRN: 85976

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

Every day we hear all sorts of claims about how to live a healthy life. From what to eat to whether or not to get a vaccine or take a certain drug, we are constantly bombarded with advice about how to live our lives. Who do you listen to? How do you know if the claims you hear are true? In this course, you will develop science literacy and critical thinking skills necessary to make sense of the information you encounter every day. You will learn quantitative skills and basic statistics that will help you interpret data. The major project in this course will be to find a claim and investigate its validity. You will determine the legitimacy of its makers, learn where to find primary sources to support or refute the claim, propose additional studies to help clarify confusing information, and create a dissemination piece to share your understanding with your peers. In this course, we will analyze serious medical claims and silly urban legends, but we will do it all using sound logic and the scientific method. At the end of the semester, you will be armed with the knowledge and skills to make informed decisions about your health.

Climate Change

Houston Miller

HONR 1033:MV3 - 4 credits

T 2:20-3:45 PM

CRN: 83437

Lab: HONR 1033:M33, R 4:00-5:50 PM, CRN: 86062

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

This section of Honors 1033 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 and on the internet. By the end of the academic year students will develop hands-on experience with NDIR sensor technology, microcontrollers, and programming. However, you must walk before you can run. Therefore, the both semesters will include elements of a more traditional laboratory course approach to understanding how the atmosphere works, what greenhouse gases are, the role of carbon in the global energy mix, and how climate models work. We will also perform experiments to evaluate "carbon free" energy generation. Our work will include some traditional lecture periods, weekly hands-on laboratory sessions, a

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Scientific Reasoning and Discovery

POSSIBLE field trip, and some guest lectures from the DC area's resident climate experts. In general, we will follow the following pattern. On Tuesday's we will explore the technical background behind the science of climate change. We will follow –more or less– the order of the text, but will supplement that with other readings and references. Thursdays will be spent working on laboratory projects, many of which will involve running on-line models and analyzing their results. Please be aware that both Tuesday and Thursday sessions are not meant to be force-feeding exercises. You are expected to be present, add to the discussion, and provide input to the direction that our enquiries follow. In particular, laboratory periods are not meant to be a cooking class: follow the recipe and fill in blanks on a worksheet. Rather, after learning how something works, we will improvise on defining and exploring questions that come up as we work through the exercises.

Introductory and Special

Honors Microeconomics

Robert Goldfarb

HONR 2043:10 – 3 credits

TR 11:10- 12:25 PM

CRN: 80255

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

Equivalent Courses: HONR 2047, 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.

Art and the Courts of Northern Europe

Barbara von Barghahn-Calvetti

HONR 2175:80 – 3 credits

R 1:00- 3:30 PM

CRN: 87071

Fulfills: HONR: Arts and Humanities

Equivalent Courses: HONR 2053

This course will focus upon the court art and palace collections of diverse European monarchs from the Renaissance to the age of Enlightenment. Royal patronage and allegorical art in service to the Crown will embrace the tangential areas of history, literature and theater. The course will consider key rhetorical principles and stylistic conventions that prevail in Northern European cultural history. Patronage of art in the courts of France, England, Belgium and Germany will include the commissioning of paintings, sculpture, tapestries, arms, heraldry and decorative works. The architecture and gardens of palatine complexes in European centers (Paris, London, Brussels, Augsburg, Prague, Moscow, etc.) will be considered as carefully contrived stages to extol the nature of kingship. Court art in context and diplomatic interchange between Northern European nations will be analyzed and evaluated in research, presentations and scholarly discussions.

Humanitarianism

Michael Barnett

HONR 2175:84 – 3 credits

TR 12:45- 2:00 PM

CRN: 87078

Fulfills: HONR: Self and Society; ESIA: Int'l Politics, Int'l Development, Comparative Political, Economic and Social Systems (CPES)

Equivalent Courses: HONR 2048

This course will explore the foundations, logic, dynamics, dilemmas, and consequences of a form of governance that operates in the name of - and for - the international community. Topics for study and discussion will include the "forces of compassion" and the relationship between paternalism and humanitarian governance; features of "creative destruction" and debates over humanitarian intervention, dilemmas of emergency relief, post-conflict peace building and state building, etc.

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Introductory and Special

Religion and Science

Hossein Nasr
HONR 2175:81 – 3 credits
TR 11:10- 12:25 PM
CRN: 86977
Fulfills: HONR: Arts and Humanities
Equivalent Courses: HONR 2053

The interaction between religion and science in ancient Egypt, classical Greece, Islam, India, China, and the West, from the Renaissance, the scientific revolution, and up to the present day. Key concepts and issues in the encounter of religion and science in light of the cultural matrix of the civilization and period in question.

International Organizations

Martha Finnemore
HONR 2175:82 – 3 credits
MW 2:20- 3:35 PM
CRN: 86978
Fulfills: HONR: Self and Society; CCAS: Upper-level Political Science elective; ESIA: International/Comparative Politics Advanced Fundamental (ESIP) ESIA Concentrations: Int'l Development (EFCE), Int'l Politics (EFCH)
Equivalent Courses: HONR 2048

We now have thousands of international organizations busily working to change politics and life chances for people all over the globe. Big intergovernmental organizations like the UN, World Bank, IMF, and NATO often work side by side nongovernmental organizations like Amnesty International, the Red Cross, and Greenpeace. In this course we ask: Who created these organizations and why? What tools of influence do IOs have to accomplish their goals and, conversely, what are the limitations on their effectiveness? We examine the work of these organizations on issues including security, trade, finance, economic development, environmental protection, and humanitarian assistance.

Ethics and World Politics

Martha Finnemore
HONR 2175:83 – 3 credits
W 11:10- 1:00 PM
CRN: 86979
Fulfills: CCAS: Upper-level Political Science elective; ESIA: Advanced Fundamental for International/Comparative Politics, Comparative Political Economic & Social Systems Concentration, Conflict Resolution Concentration, International Politics Concentration; HONR: Self and Society
Equivalent Courses: HONR 2047

This seminar will explore whether and how different ethical claims shape global politics. One long-standing school of thought argues that ethical concerns do not and should not apply in the international realm. Ethics are a luxury, this argument holds, one that we cannot afford in a dangerous world. Critics of this view are many, but they disagree among themselves about what actions, exactly, are ethical and how best to pursue ethically desirable goals. We will consider contrasting arguments about these issues and apply them to real-world political problems including war, genocide, poverty, and human rights.

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Introductory and Special

CANCELLED Science and Medicine: A Priceless Journey CANCELLED

Ferid Murad
HONR 2175:85 – 3 credits
M 4:00- 6:30 PM
CRN: 87476
Fulfills: HONR: Self and Society
Equivalent Courses: HONR 2048

THIS COURSE HAS BEEN CANCELLED This course will give a broad overview of numerous key Biomedical discoveries made in the 20th century, examining the oftentimes profound influence such discoveries have on medical technology, new directions in science and medicine, science administration, politics, ethics and philosophy. The course will be conducted in a seminar/lecture style format, followed by a round table discussion forum, where students will have the opportunity to engage in active dialogue with their peers and the lecture's distinguished speaker. Course Objectives: 1) To familiarize students with and help them think more critically about the wide range of effects that important biomedical discoveries have on science and society; and 2) to better acquaint students with readings from a variety of sources illuminating the influence of biomedical discoveries on everyday life. Prerequisites: Sophomores, juniors, or seniors with at least one year of Biological Sciences or AP Biology.

Race, American Medicine and Public Health

Vanessa Gamble
HONR 2175W:80 – 3 credits
MW 12:45- 2:00 PM
CRN: 87055
Fulfills: WID; HONR: Self and Society; ESIA: Elective
Equivalent Courses: HONR 2048W

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 disparities 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. Among the questions that will be addressed are: How have race and racism influenced, and continue to influence, American medicine and public health? What is race? How have concepts of race evolved? What are racial and ethnic disparities in health and health care? What is the history of these disparities? What factors have contributed to these disparities? How have African Americans, the medical and public health professions, and governmental agencies addressed disparities in health and health care? What have been the experiences of African Americans as patients and health care providers?

Fall 2014 Course Descriptions

Self and Society

Self and Society

Justice and the Legal System

Jill Kasle

HONR 2047:11 – 3 credits

MW 12:45- 2:00 PM

CRN: 87047

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

This course analyzes and explains the American legal system, including institutions (the Supreme Court), documents (the Constitution), and processes (how a court decides a case). Justice and the Legal System is a law school course in constitutional law that has been adapted for students in the Honors Program; thus, the course employs modified law school teaching methods, exams, and grading standards. The primary goal of the course is to help students continue to develop their intellectual sophistication. Specifically, the course emphasizes the development of analytic skills and the ability to think, write, and speak clearly and concisely.

Conflicts in the Persian Gulf: Origins, Evolution and Resolution

Hossein Askari

HONR 2047:12 – 3 credits

T 12:45- 3:15 PM

CRN: 87048

Fulfills: CCAS: Social Sciences; ESIA: Middle East Regional Foundation; Concentrations: Middle East (Group A); Conflict Resolution; Security Policy; International Politics; Comparative Political, Economic and Social Systems; GWSB: Non-Business Elective/Unrestricted Elective

Disputes in the Persian Gulf are attributable to a host of factors that include religious, sectarian, ethnic and tribal feuds, disputes over borders and natural resources, political, economic and social injustice and foreign intervention. We survey the underlying reasons for these apparently diverse conflicts and discuss how they have evolved into a struggle over resources. The quest for 'revenge and justice' to settle old scores is only the apparent fuel but its essential fuel is to control resources. Our goal is to develop a vision of how the region may pull back from the ongoing path of continuous conflicts, and embark on the path of reconciliation, cooperation and mutual resurgence as free, democratic and prosperous societies.

~~CANCELLED~~ Introduction to US Politics and Government ~~CANCELLED~~

Mark Dalhouse

HONR 2047:13 – 3 credits

MW 3:45- 5:00 PM

CRN: 87114

Fulfills: TBD

Equivalent Courses: PSC 10022

~~THIS COURSE HAS BEEN CANCELLED.~~ This seminar style class will be based upon a set of primary readings including the Federalist Papers, the Pentagon Papers and the National Commission Report on 9/11 along with other primary and secondary readings to examine in depth major political movements, events and leaders who have shaped the current contours of U. S. Government and Politics in the 21st century. Utilizing the rich resources of the Washington, DC area, this course will also draw upon guest speakers, site visits and dialogue with both elected officials, policy makers from domestic and foreign policy, and others to provide students an

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Self and Society

in-depth understanding of the current political and policy structure of U.S. Government. Major themes of this class will be the historical development of power within the three branches of Government, the nature of policy making with particular emphasis on the Executive branch and styles of Executive leadership, the Fall 2014 midterm elections, and selected political and policy issues current in the news.

Makeshift Innovation and Engineering

Matthew Wilkins

HONR 2048:13 – 3 credits

M 11:00- 1:00 PM

CRN: 87069

Fulfills: ESIA: International Development (EFCE) concentration

The purpose of this course is to teach non-engineering students basic scientific principles, to raise awareness about problems in the Third World, and to show how an understanding of basic science can help alleviate these problems by applying the principles of makeshift innovation and engineering. This course will bridge the gap between engineering, public health, and international development. The course will be taught by Matthew Wilkins, a SEAS Alumnus with experience working in makeshift innovation as well as with experience applying his knowledge to solving problems in the Third World. Mr. Wilkins is the Founder and CEO of Pedal Forward, an organization that addresses basic transportation needs around the world by teaching isolated communities to build bicycles using bamboo as a building material. Mr. Wilkins will have guest co-lecturers teach in their areas of expertise, including recent alumni, participants in the Clinton Global Initiative University, founders of non-profits such as "1 Million Books for Africa" who can address the problems that exist in the Third World, and William Kamkwamba, a Malawian inventor and current Dartmouth student who at age 13 build a windmill in his village to power his house. Course Prerequisites: High School Chemistry

Makeshift Innovation and Engineering

Rene Bobe

HONR 2047:MV – 3 credits

T 1:00- 3:30 PM

CRN: 87049

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

The theme of this course is the story of how humans evolved from species shaped by global climate to a species shaping global climate. We know that the world's climate and ecosystems are changing rapidly, but it is only by studying the past that we can assess the magnitude of present and future changes. The geologic record provides a dynamic baseline for understanding climates and environments, and thus for evaluating the effects of global warming. To understand the impact of our species on modern ecosystems, it is critical to consider our evolutionary history. Humans are deeply rooted within the order Primates, and it is important to reflect on these roots to appreciate how we have diverged from other species. With an understanding of where we have come from, we can consider the state of modern environments and the roles that we play in shaping those environments. In this class, students are expected gain an understanding of (1) climate dynamics in the present and how climate has changed during the last many millions of years, (2) how environments have changed over geologic time, and (3) the place of humans among the primates and of the ecological forces that have shaped our evolution.

Islamic Economics, Finance and Development: Theory versus Reality

Hossein Askari

HONR 2048:11 – 3 credits

R 12:45- 3:15PM

Fall 2014 Course Descriptions

Self and Society

CRN: 87049

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; ESIA: Middle East Regional Foundation; Concentrations: Middle East (Group A), International Development, International Economics

Islam is an immutable rules-based system with a prescribed method for humans and society to achieve material and non-material development grounded in rule-compliance and effective institutions. Rules afford guidelines for economic and financial systems and for development. We survey the features of Islamic economic and financial systems, and the Islamic vision of human and economic development. While the ideal is not in place anywhere in the Muslim world, we endeavor to explain the divergence from the ideal in human, economic and political development in the Middle East region.

Leadership in Theory and Practice

Joel Trachtenberg and Gerald Kauvar

HONR 2048:12 – 3 credits

T 12:45- 3:15PM

CRN: 87052

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective

An idiosyncratic course that introduces students to a wide variety of guest speakers who are leaders in diverse fields from religion to national defense with side trips to small and large business, non-profit leadership, the judiciary, executive and legislative branches of government. Students are responsible for presenting on a weekly basis solutions to case studies relevant to the speaker's leadership role. Students will write at least one paper on a leadership topic. Students work in two teams of six; teams meet weekly to prepare their presentations. Field trips to embassies have been a frequent part of the course. The final class meets with the guest speaker at a dinner at the Cosmos Club.

School Food Policy

Ivy Ken

HONR 2048:10 – 3 credits

TR 11:10- 12:25PM

CRN: 87050

Fulfills: GWSB: Non-Business Elective/Unrestricted Elective

Sociologists study how things are set up. They ask: Why are things set up—or "structured"—this way? How did this particular setup happen? What problems and opportunities does this setup create? Food is a great topic for sociological study because the production, distribution, availability, service, ritual, and consumption of food have come to involve such a complex web of social structures. The specific part of this setup we will focus on in this course is school food – an important institution in the US that many believe is broken. We will investigate how school food is set up, how it came to be this way, and what the implications of this setup are for school children, school food providers, workers, parents, teachers, activists, and policy makers. In analyzing the problems of school food in this sociological way, and enlisting the help of the bounty of school food experts here in DC, we will prepare ourselves to engage in policy work and activism that could fix it.

Arts and Humanities

Detective Fiction and Film

Rebecca Boylan

HONR 2053W:10 – 3 credits

TR 3:45- 5:00 PM

CRN: 85805

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

Detectives are a rather singular breed, empowered by a second sight often blind to their own natures. Some wield a gun, others yield to the girl (or guy), while still others fascinate with their “little gray cells” or exude a mystique almost as alluring as following the track of their gum shoes in pursuit of evil. Our own game’s afoot. From beneath the fedora, we’ll ferret out origins of various detective personas. How does the madman in Poe inspire the raving Holmes? Is there a semblance of Baker Street’s ego maniac in the fastidious Hercule Poirot? How does the hardboiled cynicism of Marlowe and Hammett resurrect in “Scorcher” Kennedy? We will explore detective fiction from the 19th to the 21st centuries set in England, Ireland, San Francisco, Berlin, and Prague. There’s nothing like a chill winter’s eve to curl up with Agatha Christie’s *The Murder of Roger Ackroyd*, to double check the locks against the chilling BBC’s *Broadchurch* or to enjoy the detective story as thriller in *L. A. Confidential*. We will explore the genre’s identifiable textualities, the transition from fiction to the screen (*True Detective*), and detective stories as popular culture, historical time travel, brain exercise and ethical catharsis.

Swords, Scimitars and Six-Shooters: Exploring Japan, India and America through Film and Story

Cheryl Vann

HONR 2053W:11 – 3 credits

TR 9:35- 10:50 AM

CRN: 83036

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

Art creates a world and then asks its readers to reflect on their own existence through participation in this fictive world. Through film and story we will explore events that have helped to mold perceptions of national character both within and outside these countries. Monumental events such as war, im/migration, and occupation and such critical issues as race, class/caste, religion, and gender are all addressed by these arts. We will see films by such renowned directors as Kurosawa, Ozu, and Mizoguchi; Ford, Eastwood, Zinneman; and Ray, Benegal, and Mehta. Novels or short stories from such authors as Rushdie, Tagore, Cather, Alexie, Enchi, and Abe weave together history and imagination to provide further insights into the changing conditions of these countries.

Monster: Righting the Craven Image Crisis

Rebecca Boylan

HONR 2053W:12 – 3 credits

TR 2:20- 3:35 PM

CRN: 85830

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

Fall 2014 Course Descriptions

Arts and Humanities

Viewing images as distinct as Goya's Disasters of War, Sendak's Wild Things, Francis Bacon's grotesque Head series, John Huston's Chinatown, Miyazaki's Spirited Away, Jenny Saville's transvestite portraits, and Stephen McQueen's Twelve Years a Slave, we reel before the monster breaking through the human. This course examines how both culturally constructed monsters and misread images of the corrupt, mad, terrorizing, and disgusting resist courageous understanding of Truth(s) we rather not see. Who is the actual villain and what is the violence provoking these skewed perceptions? How does our longing to exoticize, fetishize, and glamourize (American Hustle) curiously "monstrositize" as well? What questions would inspire an effective re-viewing of these images in order to re-imagine the identities of these haunting and haunted faces, bodies, and personas? In re-reading and re-constructing these identities, how might a newly charged empathy (understanding of the strange and foreign) for what we identify as hideous (perchance, wicked!) enhance what we mean by the rights of humans, as well as enlighten and expand responses to promoting these rights? We will read a variety of texts, including photography, sculpture, painting, film (including documentary), novel, and personal narrative as we study those images arousing discomfort and compelling/repelling a second look.

Democracy and Power in a Global Age

Elisabeth Anker

HONR 2054:MV – 3 credits

W 10:00- 12:30 PM

CRN: 87053

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

****THIS COURSE IS NOT A WID**** Democracy is the rule of the people over themselves. In a democratic society, citizens have power over the governing decisions that shape their lives. But in an era of globalized power, people often seem to have less access to governing power, and national governments also seem to have diminished capacity to govern their populations or control the flow of goods, people, and capital across state borders. If citizens and states are losing power, who has power in our global era? Is power concentrating in social media, large corporations, global crime syndicates, financial regulatory agencies, computer networks, or non-governmental organizations? None of these entities are elected or accountable to the people, yet all have increasing control over states and citizens. In this course, we will investigate many of the unaccountable political powers of the global era, and examine their effects on democratic politics. We will first investigate foundational texts in political theory that examine the relationships between democracy and power, then spend the bulk of the course examining recent scholarship that both analyzes new forms of anti-democratic power and offers new possibilities for invigorating democracy in a global age. We will also take advantage of our location in Washington DC, and we will attend museum exhibitions and/or talks by policymakers that are directly pertinent to course themes.

Don DeLillo and Contemporary American Fiction

Margaret Soltan

HONR 2054W:10 – 3 credits

TR 3:45- 5:00 PM

CRN: 85806

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

Don DeLillo, author of the acclaimed 1985 novel *White Noise* (he also wrote *Cosmopolis*, on which the recent David Cronenberg film was based), will be our focus in a semester-long exploration of American fiction in our time. Along with several DeLillo novels, we'll read novels or short stories by Toni Morrison, Cormac McCarthy, David Foster Wallace, Raymond Carver, Richard Ford, and Marilynne Robinson. We will read these writers closely for their various styles, and for the social, psychological, and philosophical content of their work. How is modern and postmodern American life rendered in these short stories and novels?

Fall 2014 Course Descriptions

Arts and Humanities

Imagination, the Image, and the Imaginary

Peter Caws

HONR 2054W:MV1 – 3 credits

W 11:10- 12:50 PM

CRN: 85807

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

The philosopher Santayana thought that animals lived in a "solipsism of the present moment," limited to the here and now, without much in the way of memory or anticipation. That's probably unfair to some animals, but it's definitely not true of human ones. What enables us to spend so much of our lives elsewhere, with other people, in other times and places, with ideas and hopes and fears? A quick answer might be: our powers of imagination. This seminar will try to unpack that answer. How do images extend our experience? Plato thought it all started with them, on the walls of the cave; now we are inundated with images, from artistic representations to movies and ads to YouTube and selfies (some of them, we say, don't leave much room for the imagination). Children get comfort from imaginary friends, parents get worried about imaginary dangers. "The lunatic, the lover, and the poet / are of imagination all compact," said Shakespeare; we might add the politician, the scientist, the entrepreneur, all visionary and creative types. Imagination has its dangers as well as its advantages, trapping people in cults, arousing jealousies, driving fanatical beliefs and policies. There are some good classical and philosophical and psychological resources on this subject, and they will be offered, but the seminar will be driven as always by the interests of its members. All that is required is attendance, active participation, a reasonable amount of writing ... and your own imagination.

Fall 2014 Course Descriptions

Contract Courses

Contract Courses

Honors Internship

Chosen by student
HONR 2182:10 – 0 to 4 credits
CRN: 83941

Please see an Honors Advisor for further information.

Honors Undergraduate Research

Chosen by student
HONR 2184:10 – 0 to 4 credits
CRN: 81005

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 4 credits
CRN: 82135

Students pursuing a directed research project in collaboration with a faculty advisor may receive credit for the project with Honors Program approval. Students participating will be actively engaged in the scholarly research of the supervising faculty member.

Fall 2014 Course Descriptions

Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Chosen by Student
HONR 4198:10 – 3 to 4 credits
CRN: 80749

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.

November Capstone: Love

Maria Frawley
HONR 4199:10 – 1 credit
M 2:00- 4:00 PM
CRN: 81040

Meets November 3rd, 10th, 17th, and 24th. This mini-seminar engages the capstone topic of love via some major works of nineteenth- and early twentieth-century literature but, with the other capstone mini-seminars of the fall semester, we will ground our conversation with some of the conversations about love in Plato's Symposium. We will also read short passages from major works such as Austen's *Pride and Prejudice*, Bronte's *Jane Eyre*, Elizabeth Barrett Browning's *Sonnets from the Portuguese*, Tennyson's *In Memoriam*, and Joyce's *Dubliners*. The course will not be a short survey of British literature; rather, we will use the fictional or poetic material as a starting point for discussion about issues such as love's vexed relationship to ideas of autonomy, sacrifice and redemption, respect, and reciprocity; the conditions of love and the notion of "unconditional love"; ways that one experiences love or learns to identify certain emotions with love; the variety of ways that love is expressed; and, perhaps most crucially, the capacity of love to direct one's choices in life.

September Capstone: Love

Mark Ralkoswki
HONR 4199:11 – 1 credit
R 7:00- 9:00 PM
CRN: 83341

Meets September, 4th, 11th, 18th, and 25th. "I would never want to belong to any club that would have someone like me for a member. That's the key joke in my adult life, in terms of my relationships with women" (Woody Allen, *Annie Hall*). We will begin and end this little seminar by asking whether Woody Allen's joke tells us anything important. Along the way we will consult Plato and Aristotle, Freud and Beauvoir, Ovid and Ingmar Bergman, Jonathan Franzen and David Foster Wallace. Our discussions will not be aimed at any final answers about the nature of love. How could they be? Our only goal will be to think freely, with the help of great literature and film, about love's aspirations and desires, its special kind of knowledge, its profound risks, and its unusual powers.

Fall 2014 Course Descriptions

Senior Capstone and Thesis

October Capstone: Love

LaTisha Hammond
HONR 4199:12 – 1 credit
W 4:00- 6:00 PM
CRN: 85211

Meets October 8, 15, 22, and 29. What is love? Is it butterflies in the stomach? A fluttering of the heart? Is it an abundance of norepinephrine secreted by the adrenal medulla? Is it the dopamine and serotonin released, triggering the brain's reward pathway and leading people to feel and yearn for this thing we call love? Is it a means to an evolutionary end, where the "end" is procreation and passing genes on to the next generation? In this capstone we will explore the concept of love from a biological perspective. Some of the questions we will ask and attempt to understand, in addition to the aforementioned, will be: what does it mean to "love," biologically? What is the purpose of love? Is love strictly biological? If nothing else, you will hopefully love the discussion generated by this matter of the symbolic heart.