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Origins and Evolution of Modern Thought

The Good Life

Professor William Winstead
HONR 1015: MV - 4 Credits
CRN: 82003
MW 1:00-2:15 PM
Writing Lab: HONR 1015: M30, W 1:00-1:50 PM, CRN: 82653

HONR 1015: MV4 - 4 Credits
CRN: 82167
MW 10:00-11:15 AM
Writing Lab: HONR 1015: M34, M 11:30-12:20 PM, CRN: 82657

Equivalent Courses: UW 1020

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

Well-Being

Professor Eyal Aviv
HONR 1015: MV1 - 4 Credits
CRN: 82164
TR 11:30-12:45 PM
Writing Lab: HONR 1015: M31, T 10:10-11:00 AM, CRN: 82654

Equivalent Courses: UW 1020

Ancient thinkers followed the command of the oracle of Delphi "know thyself!" They saw life as a path of self-discovery and believed that living right would result in a state of Eudaemonia (Well-Being). During this fall semester, we will explore the oracle's ancient call. We will reflect upon the different visions of Well-Being, on the conditions that create them, on a society 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 Zen Buddhist writers.
Just
ice
Professor Theodore Christov
HONR 1015: MV2 - 4 Credits
CRN: 82165
MW 4:10-5:25 PM
Writing Lab: HONR 1015: M32, W 6:00-6:50 PM, CRN: 82655

HONR 1015: MV6 - 4 Credits
CRN: 87179
MW 2:30-3:45 PM
Writing Lab: HONR 1015: M36, M 6:00-6:50 PM, CRN: 87178

Equivalent Courses: UW 1020

What is the right thing to do? The perennial quest for justice remains a persistent concern across time, place, and cultures, from antiquity to the present. Ancient thinkers—from West to East—faced problems that we, after two and a half millennia, may recognize as our very own. To explore these and other questions, we will grapple with some major works in ancient thought and engage in political and moral theorizing in the making of a good life. How should we confront the limits of human existence, and are we sufficiently equipped to understand the human condition? Our 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 are derived from the Western and Eastern intellectual traditions in order to understand the formative forces that shaped the political and moral universe we inhabit today.

Control

Professor Joseph Trullinger
HONR 1015: MV3 - 4 Credits
CRN: 82166
MW 11:30-12:45 PM
Writing Lab: HONR 1015: M33, W 1:00-1:50 PM, CRN: 82656

HONR 1015: MV8 - 4 Credits
CRN: 83970
MW 2:30-3:45 PM
Writing Lab: HONR 1015: M38, W 4:10-5:00 PM, CRN: 83969

Equivalent Courses: UW 1020

What do you do with control once you have it? Everywhere we find examples of people straining to gain or keep control of situations, but we seldom stop to ask why they seek this in the first place. This seminar will foster such reflection through an intensive study of these questions as posed by the artists, historians, leaders, and thinkers of the ancient world. Who gets to be in control of your life, and why? Are we better off not being in control of nature? Does sharing control stabilize governments, or does democracy actually promote fickleness and corruption? What does it mean to have self-control, and is it worth having? What if there is no “self” to be controlled to begin with? By exploring classical conceptions of control, we will appreciate how modern thoughts evolve from ancient origins.
What is politics for?

Professor Craig French
HONR 1015:MV9 - 4 Credits
CRN: 87996
TR 4:10-5:25 PM
Writing Lab: HONR 1015:M10, F 5:00-5:50 PM, CRN: 88028

HONR 1015:M11 - 4 Credits
CRN: 87997
TR 6:10-7:25 PM
Writing Lab: HONR 1015:M12, F 6:00-6:50 PM, CRN: 88082

Equivalent Courses: UW 1020

Today it is easy to think that politics is just about the distribution of resources - “who gets what, when and how.” But for pre-modern thinkers, politics was not just about the satisfaction of basic needs. Among other things, ancient writers thought that political activity was the route to human flourishing, a necessary ingredient of a good life. While this idea might strike us as odd, we must consider whether some valuable insights about politics have been lost in the transition from the ancient to the modern worldview. Our task this semester is to uncover what the ancients thought about politics, to clarify the similarities and differences between their views and ours about what is for, and to think about what this investigation into the past might tell us about our future. This will involve us in the cross-cultural, comparative study of ancient philosophical texts, originating in both the East and the West. Topics of discussion will include the nature of justice, democracy, equality and political rule.

Enlightenment East and West

Professor Eyal Aviv
HONR 2016:10 - 4 Credits
CRN: 82950
Tuesday 3:30-6:00 PM

Fulfills: ESIA: Humanities; SEAS: Humanities

**This course is limited to students joining the Honors Program as rising sophomores.** What does it mean to live well? How do we live an enlightened or awakened life? 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 the world’s brightest minds who challenged their societies and shaped our modern civilizations: Hellenistic thinkers, Daoists, and Buddhists among others. We will also read modern thinkers such as 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.
Fall 2017 Course Descriptions

Scientific Reasoning and Discovery

Energy
Professor Bethany Kung
HONR 1033:10 - 4 Credits
CRN: 82161
TR 9:00-10:50 AM

HONR 1033:11 - 4 Credits
CRN: 83586
TR 11:00-12:50 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: 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. (This is a Green Leaf course that satisfies the “Track A” requirement toward a Minor in Sustainability.)

Your Place in Nature
Professor Bernard Wood
HONR 1033:12 - 4 Credits
CRN: 87353
TR 2:50-4:40 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

This course covers the history of ideas about our relationship with the rest of the natural world, how we work out how animals are related, the fossil record for human evolution and the growth of the sciences involved in the interpretation of that fossil record. It explores the social and intellectual context of relevant discoveries as well as the biographies of the people who made major
contributions to working out the relationships among the great apes and to the recovery and interpretation of the fossil evidence for human evolution. This course concentrates on the fossil and to a lesser extent the molecular evidence; it will refer to the archeological record when the latter can provide insights into hominin behavior. Because it will emphasize the importance of trying to reconstruct as much biology as possible from the fossil record it is most aptly described as a course in hominin paleobiology (HPb). Because this is a freshman course about how science works, we will stress how a historical science differs from an experimental one, and how paleontologists go about reconstructing evolutionary history.

Biology
Professor Robert Kambic
HONR 1033:MV - 4 Credits
CRN: 82831
TR 10:00-11:50 AM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

Biology underlies many important issues we face in our society. Understanding discussions about topics such as the safety of GMO foods, the safety of vaccines, impacts of climate change, and the prevention and treatment of cancer requires knowledge of biological concepts. This course will serve as an introduction to the fundamentals of biology and the nature of science, and contemporary issues will be used to explore real world applications of these fundamentals. Topics to be covered include cells and molecules, genetics, physiology, ecology, and evolution. Lab exercises will introduce techniques for studying these topics, providing students an opportunity to actively engage in the process of science. Classroom participation in labs, discussion, and activities will form a major part of the course, so students should expect to participate actively.

Professor Jelena Patrnogic
HONR 1033:MV1 - 4 Credits
CRN: 82163
TR 1:00-2:50 PM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

This course aims to serve as an introduction to fundamental biological concepts by exploring contemporary issues in science. It will provide the basic understanding of the scientific method and the impact of knowledge and technology on the society and every day life. The main objective is to use the acquired knowledge about the basic biological principles and make educated and informed decisions. Also, it is important to acquire the ability to discern and evaluate important research and effectively communicate these scientific discoveries. The topics will explore the structure and function of the living organisms, from cells and molecules, basic concepts in genetics, to physiological processes and evolution. Lectures will be accompanied by lab exercises as a way of introducing techniques used in biological research. Students are expected to actively participate in class through debate and discussion, and written and oral presentations while exploring these topics.
Fall 2017 Course Descriptions

Science of Nutrition

Professor Carly Jordan
HONR 1033: MV2 - 4 Credits
CRN: 83757
MW 1:00-2:50 PM
Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

Every day we hear all sorts of claims about how to live a healthy life, especially about nutrition. How do you know if the claims you hear are true? The content of this course will focus on the chemistry of food and the biology behind how we turn french fries into energy for life, but the real work will be building skills. You will develop science literacy and critical thinking skills to make sense of the information you encounter. You will learn quantitative skills and basic statistics that will help you interpret data. You will practice communication, in many different forms. 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, and create a public information 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.

Cancer Biology

Professor Yolanda Fortenberry
HONR 1033: MV3 - 4 Credits
CRN: 87180
MW 9:00-10:50 AM

Fulfills: CCAS: GPAC Natural/Physical Science with Lab, GPAC Local/Civic Engagement; ESIA: Science; GWSB: Science

How often have you heard that product X promotes cancer or that Drug Y can cure cancer? Have you ever been told that a relative has Stage IV breast cancer and has to undergo chemotherapy? What does all this mean? What is cancer? Is it one disease or is it several diseases? Is there a cure? These are questions that you may have asked or will ask in the future. Cancer is one of the leading causes of death in the world. Consequently, it is not surprising that cancer is the driving force behind several major research advances. Also not surprising is that cancer research is continually progressing; we are learning new things every day. In light of this, gaining a better understanding of the basic biology of cancer, as well as its impact on the human body will provide you with the necessary knowledge to make informed decisions regarding your health, lifestyle, and future medical treatments. This course will offer you a comprehensive overview of the biology of cancer, combining traditional textbook knowledge with the latest advances in research. We will explore the modern scientific method, ways to interpret data from scientific journals and media outlets, and how to critically analyze various cancer-related claims. Upon completing this course, you will have a more in-depth understanding of cancer, how it affects us, and how scientists are working towards an effective cure.
Enlightenment East and West

Professor Eyal Aviv
HONR 2016:10 - 4 Credits
CRN: 82950
Tuesday 3:30-6:00 PM

Fulfills: ESIA: Humanities; SEAS: Humanities

**This course is limited to students joining the Honors Program as rising sophomores.** What does it mean to live well? How do we live an enlightened or awakened life? 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 the world’s brightest minds who challenged their societies and shaped our modern civilizations: Hellenistic thinkers, Daoists, and Buddhists among others. We will also read modern thinkers such as 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.

Global Biodiversity

Professor Robert Pyron
HONR 2175:10 - 3 Credits
CRN: 87611
Tuesday 1:00-3:30 PM

Fulfills: Honors Self & Society or Honors Arts & Humanities Requirement

This course offers an introduction to the basic processes of ecology and evolution that shape global biodiversity, by focusing on two of the most diverse groups of terrestrial vertebrates: reptiles and amphibians. From deserts to rainforests, we will cover the roots of rich ecosystems, and the threats that they face in a changing world. A biology course is a desirable pre-requisite, but not firmly required.
Self and Society

Politics and Culture
Professor Harvey Feigenbaum
HONR 2047:10 - 3 Credits
CRN: 87424
W 12:45-3:15 PM

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

No description provided.

Medicine and Society
Professor Ronald Dworkin
HONR 2047:11 - 3 Credits
CRN: 87541
T 3:30-6:00 PM

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

"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, the tension between medicine and religion, the impact of neuroscience on the legal system, 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."

Conflicts in the Persian Gulf
Professor Hossein Askari
HONR 2047:11 - 2 or 3 Credits
CRN: 87955
W 12:45-3:15 PM

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; SEAS: Social Sciences

This course is a 7-week seminar and will meet October 18th through December 6th. There are two options for this seminar: a 2-credit option, and a 3-credit option that includes a research paper (detailed in the syllabus). Students registering for the course for two credits should consult with their school advisors about how the course will fulfill their major requirements. Disputes in the
Persian Gulf are invariably attributed 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 and meddling. We survey the underlying reasons for these apparently diverse conflicts and discuss how they have evolved largely into a struggle over resources. The quest for ‘revenge and justice’ to settle old scores is only the apparent fuel but its essential motive is to control resources and to remain in power. 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.

Bill of Rights and Criminal Justice
Professor Stephen Saltzburg
HONR 2047:80 - 3 Credits
CRN: 85713
MW 12:45-2:00 PM
Fulfills: CCAS: GPAC Social Sciences; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalents: SOC 2146

Examination of the powers of law enforcement and how they relate to the rights conferred upon suspects and defendants by the U.S. Constitution. **Please note this course has a cap of 75 students.**

Internet History & Future Work
Professor David Grier
HONR 2048:11 - 3 Credits
CRN: 87147
W 3:30-6:00 PM
Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

An analysis of two major trends of our time: the expansion of action at a distance and the restricting of institutional production. The class explores these ideas through primary texts, guest discussants, Honors Alums, visits to Lafayette Square, crowdsourced projects and the writings of Lillian Moller Gilbreth. The course is a socratic discussion course. Participants should be unafraid of technology, devoted to good writing and followers of the podcast "How We Manage Stuff".

Race, Media and Politics
Professor Kimberly Gross
HONR 2048:12 - 3 Credits
CRN: 87355
R 12:45-3:15 PM
Fulfills: CCAS: Political Science Group B upper-level course; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

The course reflects on the place of race in American society and politics, giving specific attention to the role of the media in helping to shape our understanding of race and racial matters. We take a social scientific approach, drawing on work from political science, communication, psychology, history and sociology. The course is loosely divided into three sections. First, we examine various aspects of media coverage of race. What was the media’s role in facilitating the civil rights movement? How do the media cover issues like crime and poverty? How are various groups including African-Americans, Latinos, and Muslim-Americans portrayed in news and entertainment programming? Have the portrayals changed over time, what are the consequences of these portrayals and what explains the patterns of coverage? Second, we will examine how different researchers explain public opinion on racial policies and how elites and the media influence opinion. In the final section of the course we will turn to the role of race and the media in
the electoral context. We will take a historical look at racial appeals during campaigns, spend time talking about the election campaigns of President Obama, and finally explore the role of racial appeals in the 2016 campaign.

**Humanitarianism**

Professor Michael Barnett  
HONR 2048:80 - 3 Credits  
CRN: 87146  
TR 12:45-2:00 PM  
Fulfills: ESIA: International Politics; International Development; Comparative, Political, Economics & Social Systems (CPESS) concentrations; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences  
Course Equivalents: PSC 2994

This course explores the foundations, logics, dilemmas, and consequences of humanitarianism -- the attempt to relieve the suffering of distant strangers. It begins with an introduction to the philosophy and practice of humanitarianism, proceeds to examine the attempt to relieve the suffering of humanly made and natural disasters, and ends with a section on the attempt to make war less gruesome and more humane.

**Holocaust Memory**

Professor Walter Reich  
HONR 2048:81  
CRN: 87557  
T 3:30-6:00 PM  
Course Equivalents: JSTD 2002, IAFF 3190

The sources, construction, development, nature, uses and misuses of the memory, or public consciousness, of the Holocaust. How different publics in different countries, cultures and societies know, or think they know, about the Holocaust from diaries, memoirs, testimonies, fiction, documentaries, television, commercial films, memorials, museums, the Internet, educational programs and the statements of world leaders—some of them historically accurate and some of them highly distorted. The challenge of representing the Holocaust with fidelity and memorializing its victims with dignity and authenticity. The impact of Holocaust memory on contemporary responses to other genocides and to crimes against humanity. The increasing efforts to hijack, misuse, minimize, deny or attack the Holocaust for political, strategic, ideological, anti-Semitic or other purposes. The effectiveness—or lack of effectiveness—of Holocaust memory in teaching the Holocaust’s contemporary “lessons,” especially “Never again!” The roles of Holocaust memory, and of Holocaust denial or minimization, in international affairs, including in the Middle East in general and the Israeli-Palestinian conflict in particular.

This course uses a cross-disciplinary approach, drawing on the fields of politics, society, ethics, literature, history, group psychology, social psychology, individual psychology and international affairs.

**Race, Medicine and Public Health**

Professor Vanessa Northington Gamble  
HONR 2048W:80 - 3 Credits
Fall 2017 Course Descriptions

CRN: 84676
MW 12:45-2:00 PM
Fulfills: GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Course Equivalents: AMST 4702W, HIST 3001W

This course focuses on the role of race and racism in the development of American medicine and public health by examining the experiences of African Americans from slavery to today. It will emphasize the importance of understanding the historical roots of contemporary policy dilemmas such as racial and ethnic inequalities and inequities in health and health care. The course will challenge students to synthesize materials from several disciplines to gain a broad understanding of the relationship between race, medicine, and public health in the United States.
Fall 2017 Course Descriptions

Arts and Humanities

Intro to LGBT Studies
Professor Robert McRuer
HONR 2053:13 - 3 Credits
CRN: 85975
TR 9:35-10:50 AM
Fulfills: CCAS: GPAC Humanities, Women's Gender and Sexuality Studies "Sexualities" requirement or elective, Women's Gender & Sexuality Studies minor elective, LGBT & Sexualities Studies minor elective; ESIA: Humanities; SEAS: Humanities

This course overviews the multiple ways in which the interdisciplinary field of lesbian, gay, bisexual, and transgender studies attends to questions of representation and/or culture. We will consider how LGBT people have been portrayed in a range of contemporary cultural locations, but we will also examine key texts in the emergence of what has come to be called queer theory, a critical project that analyzes the slipperiness of identity, gender, sexuality, and embodiment and that considers the complex power dynamics in circulation around identities and representations.

The Idea of Beauty
Professor Margaret Soltan
HONR 2053:14 - 3 Credits
CRN: 86031
MW 12:45-2:00 PM
Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; SEAS: Humanities
Equivalent Courses: ENGL 3830 Aesthetics, counts as Category E

What is beauty? How does it express itself in art? Does it express itself differently in different genres of art (music, architecture, poetry, etc.)? In nature? Why do experiences of the beautiful seem so important to us?
What happens to us when we feel we are having an aesthetic experience? Are these experiences in any way generalizable, or does each person, each culture, experience the beautiful in different ways?

Questions about beauty take in all sorts of corollary questions having to do with morality (does the capacity to find nature beautiful make us better stewards of it?), politics, social life, spirituality. Such questions also involve the act of judgment - the ability to discern better and worse examples of, say, artistic beauty, and to defend those judgments.

Since Plato, philosophers have grappled with the definition and the implications of beauty. In this class, we’ll enter this still intensely contested intellectual and personal terrain.

The Life of Things
Professor Jenna Weissman Joselit
HONR 2053:81 - 3 Credits
CRN: 85431
W 12:45-2:35 PM
Fulfills: CCAS: GPAC Humanities; ESIA: Humanities; SEAS: Humanities
Equivalent Courses: HIST 2001, JSTD 2001

This interdisciplinary humanities seminar takes a hard and searching look at stuff - furniture, clothing, shoes, religious artifacts, building materials, toys, tools and home décor - all with an eye toward understanding our relationship to the material world. Focused largely, though not exclusively on the United States, it explores the ways in which objects contain a wealth of ideas about authenticity, convenience, craft, faith, heritage, taste and value. This seminar should appeal to those especially interested in museums and public history as well as design and social engineering.

Classical Mythology in Art
Professor Rachel Pollack
HONR 2053W:10 - 3 Credits
CRN: 86612
TR 11:10-12:25 PM

Fulfills: WID; CCAS: GPAC Humanities, Classic Studies majors should consult their departmental advisor; ESIA: Humanities; SEAS: Humanities

This course examines the relevance and mutability of classical mythology in Western art. The iconic stories of gods and heroes, passed down through ancient poets such as the Homer, Virgil, and Ovid, have left an indelible impression on the visual arts from antiquity to modern day. Artists ranging from Titian, Caravaggio, Rubens, Rembrandt and Poussin to Picasso and Jeff Koons, have adapted and reinterpreted these myths through the direct appropriation of ancient myth and sculpture. Each time these giants of the visual arts reveal to us that their reimagining of classical mythology extends beyond ancient literary and visual sources. Throughout the semester, we will discuss a variety of art history scholarship related to the appropriation of classical mythology, spanning from the sensuality of Venus to the heroic anguish of Laocoön. Starting mid-semester, students will select a particular artist who interpreted and adapted mythology in an innovative manner, and will then write an essay proposal (~4 pages) and will present their topic to the class. This essay (~12-15 pages) will be submitted at the end of the term.

Class will meet every other Thursday at the National Gallery of Art. These field trips are intended to enhance the students’ understanding of the visual arts related to the course. Please make sure your schedule permits you to get to and from the gallery.

Consent, Capital, and Democracy
Professor Peter Caws
HONR 2053W:MV - 3 Credits
CRN: 84792
W 1:00-3:30 PM

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

This course will be conducted as a seminar. Each student’s work will contribute to a joint re-thinking of the relations between individuals and the various collectives to which they belong, from the local to the global. Collectives are social decision-making contexts (as opposed to the myriad and private contexts of strictly individual decision-making). We will distinguish between contexts in which decisions are reached by (a) informal mutual agreement (family, community, society), (b) formal, mainly financial, contracts (employment, the market), and (c) constraint under a system of laws (the state, political arrangements). We will ask what it means for individuals to act freely, and how free individuals can enter into relations with one another in these different domains. We will examine the principles that govern the domains and their interrelations, and the situation of individuals who decline to
participate in the agreements that anchor the domains - who are not willing to compromise, who violate the rules of the market, and who reject the authority of the state. (All these topics are provisional and may be modified by a decision of the seminar members.) We will use some recognized texts but will not assume their authority.

A Literary Icon: Jane Austen

Professor Maria Frawley
HONR 2054:11 - 3 Credits
CRN: 87426
R 1:00-3:30 PM

Fulfills: CCAS: English Department 19th Century Literature elective; ESIA: Humanities; SEAS: Humanities

This course focuses on the literary achievements of Jane Austen and on her continuing relevance to our own culture. Our reading will include all of her novels, some unpublished early writing, and work unfinished at her death. Understanding the social and historical contexts that shape Austen’s work will be a major preoccupation, and to this end we will explore the ways her fiction responds to the revolutionary tenor of the Romantic age in which she wrote. Among our topics for consideration will be the ways Austen both reflects and responds to social hierarchy and class relations in Regency England; the relationship between gender ideology, “conduct book culture,” and Austen’s representations of women’s lives; Austen’s views of national identity in the era of the French Revolution; and Austen’s innovative narrative and linguistic techniques. Students can expect to come away from this course with a solid grasp of the social, historical, and literary contexts of Austen’s fiction; with greater appreciation of the stylistic achievements of her fiction writing; and with the ability to critically assess how and why Austen’s works have been received and adapted over time. In addition, the writing assignments for this course will enable students to cultivate their analytic abilities and writing skills.

Heaven & Hell in Art

Professor Barbara van Barghahn-Calvetti
HONR 2054:80 - 3 Credits
CRN: 87421
R 1:00-3:30 PM

Fulfills: ESIA: Humanities; SEAS: Humanities
Equivalent Course: AH 4139

This course will embrace a variety of topics relating to the representation of afterlife in diverse cultures. My lectures will concern the Northern Renaissance, specifically the titans Hieronymus Bosch and Pieter Brueghel the Elder. Honors research would address such diverse subjects as: the Egyptian Book of the Dead; the Greek Underworld; the Roman Empire and Classical Hades and Olympian Gods; Judaic Traditions; Early Christian-Celtic; Romanesque-Late Gothic European concepts of Satan and the Son of Man; Renaissance Perceptions of Heaven and Hell; Germanic and Scandinavian Europe; East Asian Paradise and Punishment; Pre-Columbian-Colonial Parallels; African Afterlife; Angels; Fairie Queen (Pre-Raphaelites); Visions (Book of Tundial/Mysticism); Ars Moriendi and Memorial; Vices and Virtues; Apocalyptic Beasts; The Soul (Bartholomaeus Anglicus-Faust); Descents to the Underworld (Orpheus, Aeneas, Dante); Cosmic Conflicts (Avalon and the Grail Quest/William Blake, etc.

Requirements: Two oral presentations with follow up research papers and class discussion.
Honors Internship
Professor Chosen by Student
HONR 2182:10 - 0 to 4 Credits
CRN: 87368

Course Description: Please see an Honors Advisor for further information.

Honors Undergraduate Research
Professor Chosen by Student
HONR 2184:10 - 0 to 4 Credits
CRN: 87369

Course Description: The Honors Program gives credit for independent study work completed in cooperation with a professor. Each student needs a faculty member to oversee his or her project and assign a grade. The student and the professor must meet at least ten times during the semester.

Honors Research Assistantship
Professor Chosen by Student
HONR 2185:10 - 0 to 4 Credits
CRN: 81694

Course Description: Students pursuing a directed research project in collaboration with a faculty advisor may receive credit for the project with Honors Program approval. Students participating will be actively engaged in the scholarly research of the supervising faculty member.
Fall 2017 Course Descriptions

Senior Capstone and Thesis

Honors Senior Thesis

Professor Chosen by Student
HONR 4198:10 - 3 to 4 Credits
CRN: 80645

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.

October Capstone - The Public Good

Professor Yolanda Fortenberry
HONR 4199:10 - 1 Credit
CRN: 80888
M 6:10-8:10 PM

This course will meet October 2nd, 16th, 23rd, and 30th. This course will meet October 2, 16, 23, and 30. This capstone experience will focus on what is meant by the public good. In light of our current political climate, is it still useful to speak of “the public good” in the singular? Is knowledge a public good? When we think about our health, is the availability of healthcare a public good? Is education a public good or private? These are some of the questions we will ask as we discuss the “public good;” we will explore the public good’s role as a concept in our society, while evaluating its status and utility.

September Capstone – Pleasure

Professor Joseph Trullinger
HONR 4199:11 - 1 Credit
CRN: 82474
T 6:00-8:00 PM

This course will meet September 5th, 12th, 19th, and 26th. Everyone wants to be happy—but not everyone agrees about what makes for a truly joyful life. What else could be more important, then, than coming to terms with what pleasure is in the first place, and sorting out how we ought to see our bodily desires? In this course we’ll explore the timeless idea that nothing in life is more valuable than pleasure (also known as hedonism). This course will not be an endorsement or a condemnation of hedonism, but rather an opportunity for you to come to an informed conclusion of your own about the life of pleasure. We will discuss a variety of classical and contemporary views on hedonism, beginning with Epicurus’ point that immortality would make a joyful life impossible, and ending with the 20th century philosopher Herbert Marcuse, who sees hedonism as a life-affirming alternative to today’s dead-end consumerist culture.

November Capstone - Life and Living

Professor LaTisha Hammond
HONR 4199:12 - 1 Credit
CRN: 83523
W 4:00-6:00 PM
This course will meet October 25th, November 1, 8th, and 15th. What is life? What does it mean for something to be living? What constitutes a life lived? In this capstone we will discuss life and living from biological and social perspectives, exploring where and how these perspectives converge and diverge. Some of the questions we will ask and attempt to understand will include: what are the biological requirements of life, and what does it mean for something or someone to live at these minimum requirements versus something more? What characterizes living? What is considered a “good” quality of life, and who or what decides this? What are the indicators of a good life, and what does it mean to live well? All of these questions and others will be considered in various readings and media as we reflect on the experiences of life and living.

September Capstone - The Pursuit of Happiness

Professor Maria Frawley
HONR 4199:13 - 1 Credit
CRN: 84881
M 12:30-2:30 PM

This course will meet September 11th, 18th, 25th and October 2nd. "Life, liberty, and the pursuit of happiness." The phrase resonates with meaning for most of us born and raised in the United States, but this capstone will give us the opportunity to reflect on just what we mean by "happiness" and what the implications of its "pursuit" are for our relationships, our career paths, and our sense of the future. Reading will be varied -- some philosophical essays (including John Stuart Mill); some literature extracts (including Jane Austen); some recent work that blends autobiography, psychology, and sociology. Hugh Mckay calls for a moratorium on the word "happiness," believing it a dangerous idea that has led to "a contemporary disease in Western society, which is fear of sadness." We will reflect on this and many other approaches to happiness in our four afternoons of conversation.