

# Course Descriptions

University Honors Program

Spring 2014

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# Spring 2014 Course Descriptions

## Origins and Evolutions of Modern Thought

### Origins and Evolution of Modern Thought

#### Crisis and Emancipation

Mark Ralkowski  
HONR 1016:10 – 3 credits  
TR 2:20-3:35 PM  
CRN: 96436  
Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

Modernity is the age of "the world's night," Heidegger said. It is characterized by the flight of the gods, the disenchantment of the earth, alienation, and the violence of modern technology, whose worldview reduces the earth, along with all of its inhabitants (including us!), to standing reserve, a storehouse of resources to be optimized. This didn't have to be our fate, Heidegger thought. It is a product of our ideas. In particular, it is a product of modern thought. This section of Origins will try to determine whether there is any truth in Heidegger's assessment of our predicament. We will begin with a consideration of the Christian roots of modernity, which lay the foundations for modern individualism through its emphasis on inner, spiritual freedom. We will then turn to the scientific revolution and the new form of rationality that it establishes, making humanity the sovereign master of the earth. The new science in turn laid the groundwork for new theories of politics, which place popular sovereignty and individual liberty at the center of political life. In the final section of our course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism, and lead us toward a new and better beginning.

#### The Rise of The Individual

Ronald Dworkin  
HONR 1016:11 – 3 credits  
T 3:30 PM - 6:00 PM  
CRN: 96440  
Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

This course traces the development of the "individual" from antiquity to the present day. Students will learn about the "individual" in the same way that the world did: first as a revolutionary concept in philosophy; then as a political and economic reality in the U.S. and Europe. The reaction against the "individual" will then be studied--again, first in philosophy, then in the form of twentieth century mass political movements such as fascism and communism. Thus, the course is not a pure philosophy course, but, instead, is designed to show how ideas have consequences for everyday life. Saint Augustine, Hobbes, Machiavelli, Locke, Rousseau, Burke, Nietzsche, Marx, and Tocqueville are among the writers to be studied. The various facets of the "individual" will also be examined--for example, the difference between individualism and individuality, and how the concept of the individual stands in relation to other concepts in modernity, such as democracy, equality, and liberty. The course examines post-war trends in American individualism, including the intense conformism of the 1950s, followed by the aggressive individualism of the 1960s and 70s. More recent trends in American individualism, including the quest for community and the rise of expressive individualism, will also be examined

#### Politics and Religions: Connection and Conflict

Ingrid Creppell  
HONR 1016: 12 – 3 credits  
TR 9:35 AM – 10:50 AM  
CRN: 96441

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## Origins and Evolutions of Modern Thought

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

The relationship between politics and religion has been at the foundation of human life, but that tie has always been a complex and changing one. In this course we examine key developments and trajectories in human thought and inquiry through the lens of the religion/politics connection and the constructive and destructive tensions it brings. We ask both exploratory and moral questions: How have different cultural and intellectual traditions conceptualized faith, power and faith/power? Is religion mainly about communal identity or individual belief? Should religion have a place in politics? Is the new atheism a promise or menace to politics and freedom of thought? We go back to some of the original texts in late antiquity that shaped the unfolding of modernity; we then study the controversies between religious and political thinkers in the early modern west, whose work left a profound mark through ideas like toleration and the separation of church and state. We move on to consider the attack on religion in the contemporary world, and finally think through the continuing struggles to find accommodation between the domains of power and faith, and between people holding profoundly contrasting beliefs.

### Freedom and Modern Thought

William Winstead

HONR 1016: 13 – 3 credits

MW: 12:45 PM - 2:00 PM

CRN: 96444

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

The modern age has often been characterized as the epoch of absolute freedom. Its insistence on individual liberty and the right to live one's life as one wishes, free of interference from the state and the weight of tradition, are symptomatic expressions of modernity's radical commitment to freedom. The breathtaking scope of its emancipatory impulse appears not only in the revolutionary politics of the age (the American, French, and Russian revolutions), but also in its defense of unrestrained expression in the aesthetic sphere (artistic freedom, freedom of speech) and toleration of individual conscience in the moral sphere. Our readings this semester will examine the intellectual revolutions that established freedom as the central value of the modern project and institutionalized it in the liberal state, the market economy, and the self-reflective individual. We will begin with a consideration of the Christian roots of modernity, which lay the seeds for modern individualism through its emphasis on inner, spiritual freedom. We will then turn to the scientific revolution and the new form of rationality that it establishes, making humanity the sovereign master of the earth. The new science in turn laid the groundwork for new theories of politics which place popular sovereignty and individual liberty at the center of political life. In the final sections of our course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism and realize the still unrealized ideals of the modern age.

### Liberty

Theodore Christov

HONR 1016: MV1 – 3 credits

MW 11:30 PM - 12:45 PM

CRN: 96445

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

How is the individual liberty of the moderns distinct from the collective liberty of the ancients? Is liberty endowed by nature, or is it acquired only in political society? While among the ancients the individual--regarded as sovereign in public affairs--had no notion of individual rights, for the moderns the right to choose one's religion and elect one's government is considered inalienable. Why do moderns continually clamor for the advantages of rights and liberties, while the ancients never felt the need for individual liberty? This Origins proseminar examines the political, moral, and social sources of modern man by showing that liberty is the unique discovery of the moderns. First, liberty as a political question (Machiavelli, Hobbes, Rousseau); second, liberty as a moral question

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## Origins and Evolutions of Modern Thought

(Kant, JS Mill, Nietzsche); and third, liberty as a social question (Marx, Freud, Arendt). We will grapple with fundamental political concepts, such as state sovereignty and social contract; moral ideas, such as autonomy and equality; and social forces, such as labor, class struggle, and human emancipation. By asking whether modernity's resources are part of nature or only convenient conventions, we will question and critique our very own understanding and experience of liberty.

### Modern Theory of Justice

Eyal Aviv

HONR 1016: MV2 – 3 credits

TR 1:00 PM - 2:15 PM

CRN: 96446

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

In the second part of the course we will shift our attention from the "origins" to the "evolution" of modern thought. A special attention will be given to the rise of novel theories of justice in the modern period, which appeared in conjunction with the decline of "tradition" (whether political or religious). Traditional values served in the pre-modern world as moral authorities. But if traditions themselves are questioned, then who determines what is the right thing to do? How can we distinguish the moral from the immoral? We will read writings of theologians, philosophers and writers who followed the command of Immanuel Kant: Sapere Aude! Dare to know, challenged their societies by asking the question "what is the right thing to do?" And "How do we know that it is right?" Finally, we will continue to raise critical questions, discuss and debate them in class and further develop the academic skills that we began exploring in the first semester.

### Modernity: Its Promises and Discontents

Robert Shepherd

HONR 1016: MV3 – 3 credits

TR 11:30 AM - 12:45 PM

CRN: 96447

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

In this course we continue our exploration of the human condition and a set of questions that transcends cultural, linguistic, and historical boundaries. What does it mean to be "modern"? What defines modernity? What are the consequences of modernity's appeal to reason and science rather than to tradition and religious faith? How does the modern turn towards secularism, science, and rationalism affect our understanding of the meaning of life well lived? We will begin by engaging in a close reading of selected foundational texts by European thinkers, including Rene Descartes, John Locke, Jean Jacques Rousseau, John Stuart Mill, F. Nietzsche, and John Dewey. Our focus will be on the production of modernity, primarily in Western Europe and North America. Following this we will turn to the reception of modernity both in the so-called 'West' and in those areas of the world which often have been defined as modernity's other - the 'East', the 'traditional', the colonized subjects of European Imperialism. We shall end this course with a discussion of what might follow modernity. More specifically, as the universalist dreams of Modernity recede, what will life be like in a post-Hegelian world?

### Freedom and the Modern Age

Lee Okster

HONR 1016: MV4 – 3 credits

MW 10:00 AM - 11:15 AM

CRN: 96448

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

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## Origins and Evolutions of Modern Thought

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### Freedom and the Modern Age

Lee Okster

HONR 1016: MV5 – 3 credits

TR 10:00 AM - 11:15 AM

CRN: 96449

Fulfills: CCAS: Humanities; SEAS: Humanities; ESIA: Humanities

The modern age has often been characterized as the epoch of absolute freedom. Its insistence on individual liberty and the right to live one's life as one wishes, free of interference from the state and the weight of tradition or convention, are symptomatic expressions of modernity's radical commitment to freedom. The breathtaking scope of its emancipating impulse appears not only in the revolutionary politics of the age (e.g., the American, French, and Russian revolutions, as well as the Arab uprisings) but also in its defense of the unrestrained expression in the aesthetic sphere. Our readings this semester will examine the intellectual revolutions that established freedom as the central value of the modern age and institutionalized it in the liberal state, the market economy, and the self-reflective individual. We will begin with a consideration of the Christian roots of Western modernity, which laid the seeds for modern individualism through its emphasis on inner, spiritual freedom. We will follow this through a progression of thinking that laid the groundwork for new theories of politics, which place popular sovereignty and individual liberty at the center of political life. In the final section of the course, we will consider thinkers who attempt to clarify the contradictions of modern rationalism, individualism, and our current mechanistic and technological emphases, all of which reveal the still unrealized ideals of the modern age.

## Scientific Reasoning and Discovery

### Revolutions in Astronomy

Bethany Kung

HONR 1034:10 – 4 credits

MW 9:00-10:50 AM

CRN: 92848

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

This course explores the history and frontiers of modern astronomy. In the 400 years since Galileo first turned his telescope toward the heavens, the science of astronomy has gone through numerous radical shifts in our understanding of the universe. We will examine these great paradigm shifts, starting with the Copernican revolution, through Hubble's discovery of the expanding universe, to topics in astrophysics that remain controversial and perplexing even today such as extrasolar planets, black holes, dark matter and dark energy. Both the concepts behind these astronomy revolutions and the associated physics will be emphasized (there is, however, no mathematics prerequisites and the math level will be confined to algebra). We will consider historical and scientific perspectives on who was behind these radical discoveries, what evidence supports each revolution, and how astronomers and society have responded to each advance. Students in this course will develop an understanding of the types of modern astronomical topics discussed frequently in the popular science press and media and will come to appreciate how the science of astronomy is performed. Students will be expected to take an active role in the classroom, where we will explore topics through a combination of lecture, discussion, student presentations, group projects and mathematical exercises.

### Revolutions in Astronomy

Bethany Kung

HONR 1034:11 – 4 credits

MW 11:00-12:50 PM

CRN: 96450

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

This course explores the history and frontiers of modern astronomy. In the 400 years since Galileo first turned his telescope toward the heavens, the science of astronomy has gone through numerous radical shifts in our understanding of the universe. We will examine these great paradigm shifts, starting with the Copernican revolution, through Hubble's discovery of the expanding universe, to topics in astrophysics that remain controversial and perplexing even today such as extrasolar planets, black holes, dark matter and dark energy. Both the concepts behind these astronomy revolutions and the associated physics will be emphasized (there is, however, no mathematics prerequisites and the math level will be confined to algebra). We will consider historical and scientific perspectives on who was behind these radical discoveries, what evidence supports each revolution, and how astronomers and society have responded to each advance. Students in this course will develop an understanding of the types of modern astronomical topics discussed frequently in the popular science press and media and will come to appreciate how the science of astronomy is performed. Students will be expected to take an active role in the classroom, where we will explore topics through a combination of lecture, discussion, student presentations, group projects and mathematical exercises.

### Your Place in Nature

Bernard Wood

HONR 1034:12 – 4 credits

# Spring 2014 Course Descriptions

## Scientific Reasoning and Discovery

TR 9:35-10:50 AM

CRN: 92654

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

The name of this course is taken from the title of a book published in London in 1863. It was called 'Evidence as to Man's Place in Nature' and its author was Thomas Henry Huxley (1825-1895). It was one of two books about human origins published in 1863 (Charles Lyell's 'Antiquity of Man' was the other) and because it is more wide-ranging than the latter, Huxley's book qualifies as the first scientific account of human origins. The course will compare and contrast what was known about 'Man's Place in Nature' at the time Huxley wrote 'Evidence as to Man's Place in Nature' with what we think we know now. It will cover the history of ideas about our relationship with the rest of the natural world, how we work out how animals are related, the fossil record for human evolution and the growth of the sciences involved in the interpretation of that fossil record. It will explore the social and intellectual context of relevant discoveries as well as the biographies of the people who made major contributions to working out the relationships among the great apes and to the recovery and interpretation of the fossil evidence for human evolution.

### Science in the Media: Investigating Claims about your Health

Carly Jordan

HONR 1034:MV – 4 credits

MW 8:30-9:45 AM

CRN: 96451

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

Lab: W 1:00 PM – 2:50 PM

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.

This semester, the students will decide what we learn and how we learn it. Students will propose ideas for health-related claims they feel are interesting and important, and we will choose a few together and decide which related concepts we will need to explore. Each student will take responsibility for at least one claim, compiling information and resources to help us learn about the topic. Students will create teaching materials, design assessments, and propose experiments to explore each claim that we can all complete together. The class will be very small, so each student will have a customized learning experience, and will directly shape the content and format of the class.

### Global Climate Change Biology

LaTisha Hammond

HONR 1034:MV2 – 4 Credits

TR 10:00 AM – 11:50 AM

CRN: 94873

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

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## Scientific Reasoning and Discovery

This course explores the impacts and implications of climate change on biological systems. Throughout the history of Earth, the planet has undergone major changes in climate, with significant impacts on biological systems. However, the current climate change event is unique compared to previous events, resulting in distinctive issues and consequences for life on the planet. We will explore global change by delving into the biological processes that are impacted by the changing climate - this will also include reviewing some of the basic chemical principles that underlie the biological processes being impacted. We will review past biological trends, look more in-depth at present-day scenarios, and discuss future projections and consequences for life on the planet. The course will also include discussion of the scientific basis of global change impacts on human society, environmental issues, and policy discussions and measures. Lab exercises will introduce biological techniques for studying various aspects of global change biology. This course is designed to increase student 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.

### Capital Climate Initiative

John Miller

HONR 1034:MV3 – 4 credits

TR 8:30 AM - 9:45 AM

CRN: 24431

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

This course will be a continuation of an effort begun in Fall 2011 through the UHP to bring climate change awareness to the GW campus by deploying greenhouse gas sensors on the GW campuses and displaying this information visually at the sensors and on the internet. By the end of the academic year students will develop hands-on experience with optical sensor technology, microcontrollers, and programming. The first semester is being spent following 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. The second semester will focus more on building and deploying sensors, and "messaging" climate science and data to our constituents.



# Spring 2014 Course Descriptions

## Introductory and Special

### Introductory and Special

#### Honors Macroeconomics

Michael Bradley

HONR 2044:10 – 3 credits

TR 11:10- 12:25 PM

CRN: 90253

Fulfills: CCAS: Social Sciences; ESIA: ECON 1012 requirement; HONR: Self and Society

Equivalent Courses: HONR 2047; ECON 1012

In this course, we build a basic understanding of the how the economy works in order to figure out things like why we had a recession and why the recovery has been so weak. We also discuss options policymakers have for improving economic performance. Principles of Microeconomics (Either HONR 2043 or ECON 1011) is the required prerequisite for this course.

#### Justice and the Legal System

Jill Kasle

HONR 2175:10 – 3 credits

MW 12:45- 2:00 PM

CRN: 97217

Fulfills: HONR: Self and Society

Equivalent Courses: HONR 2048

This course covers the guarantees of freedom of speech and religion contained in the First Amendment. JLS part 2, like JLS part 1, is a law school course in constitutional law that has been modified (but only slightly) for undergraduates; accordingly, law school teaching methods and exams are used. The primary goal of JLS part 2, like JLS part 1, is to help students continue to develop their intellectual sophistication and understanding of the law.

#### Nietzsche and Political Thought

William Winstead

HONR 2175:81 – 3 credits

T 3:30- 6:00 PM

CRN: 97130

Fulfills: HONR: Arts and Humanities

Equivalent Courses: HONR 2054

Nietzsche is a fierce critic of modern politics and a relentless advocate of the agonistic politics of the Greek city-state. He argues that modern politics is beset by decay, evident in the slackening of citizen vigor (or will-power) and the timidity of the age's most powerful political movements, above all liberalism and socialism. We will begin our course this semester with Nietzsche's antidote to modern politics, the vigorous politics of the ancient Greek polis, which serves as the normative model for all of his writings. By embracing the Greeks, and particularly the tragic Greeks, Nietzsche turns away from modern rationalism and the systematic political philosophy inaugurated by Plato in favor of an experiment in new modes of political thinking that are at once anti-modern and post-modern. After considering Nietzsche's image of antiquity, we will turn to his interpretation of modernity and its political forms, and examine his critique of the political ideals of the age (liberalism, equality, and rights). Throughout the semester, we will pay close

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## Introductory and Special

attention to the relationships that Nietzsche draws between art and politics, culture and the state, justice and rights, and freedom and asceticism. Our readings will provide us with a deep understanding of the complexity of modern political forms and the challenge of thinking deeply about politics today.

### Heidegger's Being and Time

Mark Ralkowski

HONR 2175:82 – 3 credits

W 3:30- 6:00 PM

CRN: 97131

Fulfills: HONR: Arts and Humanities

Equivalent Courses: HONR 2054; PHIL 4198

"When I left the auditorium, I was speechless. For a brief moment I felt as if I had a glimpse into the ground and foundation of the world. In my inner being, something was touched that had been asleep for a long time." That is how one person described the experience of listening to Heidegger present his philosophy in 1929. Our advanced seminar will be an intensive and focused study of Heidegger's *Being and Time*, one of the most influential philosophical works of the twentieth century. We will begin the course with an overview of Edmund Husserl's phenomenological method, and then trace how Heidegger adopts and adapts this new way of doing philosophy in order to address the problems of existence. Second, we will work our way through *Being and Time* systematically, mastering Heidegger's arguments and considering their implications for traditional philosophical problems in epistemology and ontology. Finally, we will look at the "turn" in Heidegger's later thought, and consider the importance of his philosophy for understanding language, art, and poetry, as well as his profound critique of modernity, which has influenced thinkers as diverse as Sartre, Marcuse, Derrida, Foucault, Lacan, Cavell, Taylor, Agamben, and Zizek. As Richard Rorty once said, "You cannot read most of the important philosophers of recent times without taking Heidegger's thought into account." This course is designed for students who want to know why. (An added bonus for philosophy majors: this course will fulfill a proseminar requirement, PHIL 4198.)

### Cosmopolitanism & Nationalism

Theodore Christov

HONR 2175:83 – 3 credits

M 9:00- 10:50 PM

CRN: 97132

Fulfills: HONR: Arts and Humanities; ESIA: Comp Pol, Econ & Social Systems concentrations, International Pol.

Equivalent Courses: HONR 2054

Recent transformations in global politics—from resurgent nationalist violence, to universalist calls to humanitarianism—have forced both historians and political theorists alike to engage the relationship between the national and the cosmopolitan. What gives rise to continual changes in our conception of 'humankind' and 'nationhood', from antiquity to the present? This seminar explores the relationship between the local and the global by examining the history and practice of the idea of 'world citizenship' and its relation to the particular, as expressed in our affinities and loyalties to oneself, groups of belonging, and the 'nation' itself. Particular attention will be given to the historical construction of nationalism and theories of cosmopolitanism in addressing contemporary political problems. The ultimate goal is to bring conceptual and historical questions to bear on contemporary debates in political theory and international relations about our understanding of the increasingly multicultural, multilingual, and cosmopolitan world we live in. The seminar is organized in five main parts: I. Polis and Cosmopolis in Antiquity (Greeks and Romans); II. The National and the Global in the Enlightenment (Rousseau, Kant, Herder, Fichte); III. Democracy and Nationalism (JS Mill and Mazzini); IV. Nationalism Today: Real or Imagined? ; V. Cosmopolitanism Today: Human Rights and Humanitarian Intervention.

# Spring 2014 Course Descriptions

## Introductory and Special

### Anthropology & Environmentalism

Robert Shepherd  
HONR 2175:84 – 3 credits  
WF 12:45- 2:00 PM  
CRN: 97216  
Fulfills: HONR: Self and Society  
Equivalent Courses: HONR 2048

At the heart of anthropology is the study of how humans biologically and culturally adapt to different social and cultural environments. Known as 'cultural ecology', this is a key sub-discipline with a long and distinguished history, emerging from the work of Franz Boas (1858-1942). Cultural ecology emphasizes the existing context in which different groups adapt to specific environmental conditions and as such potentially conflicts with the assumptions and practices of environmentalism. In this course we shall take environmentalism as our object of inquiry. We will examine the intellectual basis of this movement, the role of science in the rhetoric of environmentalism, and the transnational assumptions which drives its practices. Our goal is to better understand the assumptions and values of environmentalism in order to analyze how these may conflict with the environmental practices of different social groups.

### Buddhist Philosophy

Eyal Aviv  
HONR 2175:M80 – 3 credits  
TR 11:30- 12:45 PM  
CRN: 97133  
Fulfills: HONR: Arts and Humanities  
Equivalent Courses: HONR 2054

This course will introduce Buddhism's diverse philosophical perspectives. Students will learn about the unique problems and questions Buddhist philosophers have engaged with throughout its history. We will discuss themes such as theories of personal identity, philosophy of mind and metaphysics, among others. Students will acquaint themselves with the unique vocabulary, concepts, ideas and debates typical of the Buddhist intellectual tradition and highlight differences and similarities with the Western intellectual tradition.

### Self and Society

#### A Social Psychology Perspective on Addictive Behaviors

Tonya Dodge  
HONR 2047: 10 – 3 credits  
TR 12:45 PM - 3:15 PM  
CRN: 96454  
Fulfills: CCAS: Social Sciences

Some people smoke tobacco just a few times and stop before becoming addicted, while others continue to smoke and become addicted. Still others never try smoking. What factors distinguish those who never try, from those who do, from those who become addicted? Rates of heavy drinking are higher on college campuses than in the general population. What is it about college that fosters heavy drinking? Undoubtedly, biological and physiological factors influence one's susceptibility to addiction. However, the social environment is another crucial aspect for understanding addictive behaviors. Social psychology focuses on understanding the ways in which the social environment influences our thoughts, feelings and behaviors. In this course students will learn about social psychological theories and discuss addictive behaviors using these frameworks. The goals of the course are twofold: 1) to introduce students to the field of social psychology and 2) help students develop an appreciation for how the social environment can be utilized in the prevention and treatment of addictive behaviors. Students will learn from reading seminal works in the field of social psychology, engaging in discussion, writing, and presentations.

#### Constitutional Design in America and the World

David Fontana  
HONR 2048: MV – 3 credits  
R 3:30 PM - 6:00 PM  
CRN: 93949  
Fulfills: ESIA: Comp. Pol, Econ & Social Systems concentration

This course will examine better and worse ways to design a constitution. The goal of this course is to focus on some of the major issues that all constitutional systems address, and the different ways that constitutions around the world address these issues. In other words, this course will examine what a constitution should and should not do to address major constitutional issues such as abortion, affirmative action, freedom of speech, gay marriage, and religion. For each major issue, the course will first examine the law and politics of the American Constitution, before turning to how various countries around the world address these issues in their constitutions. We will focus in particular on how these issues are addressed in the new constitutions being drafted in the Arab Spring countries of Egypt, Libya and Tunisia, drawing on the instructor's experiences in that region and in the United States. The grade for the course will be based on class participation, mock constitutional assemblies held during the semester, short writing assignments during the semester, and a 15-30 page research paper.

# Spring 2014 Course Descriptions

## Arts and Humanities

### Arts and Humanities

#### Alienation and Appropriation: The Political Power of Art in the Abrahamic Religions from the Holy Land to Al-Andalus and Beyond

Cheryl Vann

HONR 2053W:10 – 3 credits

TR 9:35- 10:50 AM

CRN: 93775

Fulfills: WID; CCAS: Humanities; ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Through heroic narrative, monumental architecture, and related art forms, this course will begin by establishing the importance of Jerusalem to the three religions of The Book, move to Islamic Spain, and return to the Holy Land for the First and Third Crusades, discovering in our travels both interfaith cooperation and conflict. Highlights of our journey include Dura Europos, important mosques, and Gothic cathedrals, as well as paintings, mosaics, and illuminated manuscripts. Scriptural accounts of David, Jesus, and Mohammad will form our conception of the hero, which we will build upon with The Song of Roland, Arabian Nights, Golden Age Hebrew poetry and pre-Islamic odes, and the intertwined stories of Richard the Lionheart and Saladin.

#### Detective Fiction and Film

Rebecca Boylan

HONR 2053W: 11 – 3 credits

T 3:30 PM - 6:00 PM

CRN: 94666

Fulfills: WID; CCAS: Humanities; ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/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, France, India, Sweden, Italy, and Prague. There's nothing like a chill winter's eve to curl up with Agatha Christie's *The Murder of Roger Ackroyd* or 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 film and television series (*Sherlock*), and detective stories as popular culture, brain exercise and ethical catharsis.

#### Literature and Culture of WWI

Jennifer Green-Lewis

HONR 2053W:12 – 3 credits

F 12:45 PM - 3:15 PM

CRN: 97322

Fulfills: WID; CCAS: Humanities; ESIA: Pre-2010 curriculum: Humanities, 2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

# Spring 2014 Course Descriptions

## Arts and Humanities

What becomes of poetry, prose, the visual arts and music, when their inherited forms of expression prove inadequate to convey the realities of modern human experience? This course examines the difficulty, and arguable failure, of literary and aesthetic representation in the face of the unimaginable experience of the First World War. Our work will initially ground itself in the writings of those who experienced the war firsthand. In the second part of the course we will move on to consider how works by noncombatants in the wake of the war attempted to give shape and form to new kinds of knowledge.

### Desire, the Devil and Death

Cheryl Vann

HONR 2054W:10 – 3 credits

TR 12:45 PM - 2:00 PM

CRN: 93777

Fulfills: WID; ESIA: Pre-2010 curriculum: Humanities; GWSB: Humanities/Non-Business and Unrestricted Elective; SEAS: Humanities Elective

Using as a guide Durer's engraving Knight, Death, and the Devil, often interpreted to represent moral virtue in medieval Scholasticism, this course will investigate the interconnectedness of desire, the devil, and death in the medieval world. Weaving illustrations in codexes, psalters, and books of hours with morality plays, legends, Arthurian romance, the Breton lai and the fabliau, as well as architectural embellishments, we will examine ways in which written texts and physical structures are both altered and enhanced by visual representations in which sexual desire becomes not only devilish but deadly. We will read cloistered authors such as Hrotswitha, Hildegarde, Marie de France, and Chretien de Troyes, as well as authors deeply immersed in the world, among whom are Chaucer, Boccaccio, and the ubiquitous author of many medieval texts, Anonymous.

# Spring 2014 Course Descriptions

## Contract Courses

### Contract Courses

#### Honors Internship

Chosen by student  
HONR 2182:10 – 1 to 3 credits  
CRN: 94051

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

#### Honors Undergraduate Research

Chosen by student  
HONR 2184:10 – 1 to 3 credits  
CRN: 90911

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

#### Honors Research Assistantship

Chosen by student  
HONR 2185:10 – 0 to 3 credits  
CRN: 92062

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. The Research Assistantship may be repeated once for credit.

# Spring 2014 Course Descriptions

## Senior Capstone and Thesis

### Senior Capstone and Thesis

#### Honors Senior Thesis

Chosen by Student  
HONR 4198:10 – 3 credits  
CRN: 91111

The Honors Senior Thesis is a one or two-semester independent study to complete a senior thesis. This course is for students who are NOT doing departmental honors. The students and professor should meet at least ten times during the semester. Any student considering the Honors Senior Thesis option should contact an Honors Advisor. This course is only open to Seniors, and requires a completed Honors Contract to register.

#### Honors Capstone- Time: Rethinking Past, Present and Future

Ingrid Creppell  
HONR 4199:10 – 1 credit  
T 5:00 PM - 6:50 PM  
CRN: 93365

Meets April 1, 8, 15 and 22. In the capstone course on the theme of "Time," we explore this fundamental question about the nature of reality and of human experience from a variety of perspectives: religious, scientific, literary, and historical. We'll delve into religious texts of diverse cultures, which portray time as cyclical versus linear. We will watch a film - "The Illusion of Time" - hosted by a famous physicist who questions the very existence of time as we know it. An excerpt from Marcel Proust's brilliant book *In Search of Lost Time* will be accompanied by eating the famous madeleine cookie in the hopes of understanding the nature of memory. We finish by taking up ideas about "end-time" and "the end of history" to consider our own way into the future. I see this as an exciting tour of iconoclastic views of time past, present and future!

#### Honors Capstone- Time

Theodore Christov  
HONR 4199:11 – 1 credit  
M 7:00 PM - 8:50 PM  
CRN: 94397

Meets March 3, 17, 24 and 31. 'I know well enough what time is, provided nobody asks me to explain,' St. Augustine admits in his "Confessions", 'but if I am asked what it is and try to explain, I am baffled.' How do we understand and measure time? If we look for the past, it has already gone; if we look for the future, it has not yet arrived; as for the present, it is continually split up into infinitely divisible units. Could it be that the essence of time is absence itself? Also, if God is outside time, how could humans come into existence within time, and, more generally, what is the relation between time and eternity? These questions will guide our capstone reflections as we attempt to understand St. Augustine's problem about the existence of time, a problem that we can identify as our own. Our readings will include, among others, ancient philosophers (Plato, Aristotle, Plotinus), early modern scientists (Newton and Leibniz), and modern thinkers (Wittgenstein, Husserl, Merleau-Ponty, Weil).

#### Honors Capstone- Time

Bethany Kung and Eyal Aviv  
HONR 4199:12– 1 credit



# Spring 2014 Course Descriptions

## Senior Capstone and Thesis

R 4:00 PM - 5:50 PM  
CRN: 95489

Meets February 6, 13, 20 and 27. Augustine famously said: "What then is time? If no one asks me, I know what it is. If I wish to explain it to him who asks, I do not know." "What then is time?" During our four meetings we will approach this weighty question from a multi-disciplinary perspective. We will ask questions like is it inside our head? Is it real or an illusion? If it is real, is it real only now in the present or do past and future exist as well? What does time mean for our lives. We can't promise you that your time will mean money but we can promise a discussion that will be worth of your time.

# Spring 2014 Course Descriptions

5700 Series

## 5700 Series

### Science and Medicine: A Priceless Journey

Ferid Murad  
HONR 5701:80 – 3 credits  
M 4:00 – 6:30 PM  
CRN: 94620  
Fulfills: HONR: Self & Society  
Equivalent Courses: HONR 2048

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.

### Islam and the West

Seyyed Nasr  
HONR 5701:81 – 3 credits  
TR 11:10 AM - 12:25 PM  
CRN: 94880  
Fulfills: HONR Arts & Humanities  
Equivalent Courses: HONR 2054

This course examines the interaction between Islamic and Western civilization during the past fourteen centuries. After setting the general geographical and historical background for the course, Christian contact with Islam and the development of Christian views about Islam as a religion are discussed. Then extensive attention is paid to the formation of Islamic civilization and the influence of Islamic ideas upon the West in the fields of theology, philosophy, science and the arts, including literature. Attention is then given to the encroachment upon, and finally colonization of, much of the Islamic world by the West and the spread of Western ideas among Muslims. This section is followed by a discussion of the various Islamic responses to the advent of modernism coming from the West. The course concludes with an analysis of present day relations between the two civilizations..

### Epidemics in American History

Vanessa Gamble  
HONR 5701W:82 – 3 credits  
MW 12:45 PM - 2:00 PM  
CRN: 95924  
Fulfills: HONR Self & Society  
Equivalent Courses: HONR 2048

# Spring 2014 Course Descriptions

5700 Series

This course surveys the history of epidemics in the United States from the late nineteenth century to the early twentieth century. It examines the development of the medical and public health responses to epidemics and the social, political, cultural and economic impact of epidemics on American history and culture. This semester the course will focus on tuberculosis, the 1918 influenza epidemic, polio, and HIV/AIDS. We will use primary documents, historical accounts, memoirs, fiction, and films to understand the history of these four diseases.