

Course Descriptions

University Honors Program

Spring 2017

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Origins and Evolution of Modern Thought

Origins and Evolution of Modern Thought

The Death of God

Professor Mark Ralkowski

HONR 1016:10 - 3 Credits

CRN: 53786

TR: 2:20-3:35 PM

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

This course will be an in-depth study of the concepts that shaped the modern worldview. We will consider the Christian origins of modern individualism, the scientific revolution and the “disenchantment of the world,” the new politics that gave a central place to human rights and individual liberties, and the critics of modernity—e.g., Marx, Nietzsche, and Heidegger—who hoped to lay the foundations for a new and better beginning.

The Rise of the Individual

Professor Ronald Dworkin

HONR 1016:11 - 3 Credits

CRN: 53787

M 3:30-6:00 PM

Fulfills: CCAS: Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: 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. Finally, non-Western perspectives on the individual will be discussed.

Revolution

Professor Joseph Trullinger

HONR 1016:12 - 3 Credits

CRN: 53789

TR 12:45-2:00 PM

CCAS: Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: Humanities

This section of Origins will attempt to understand modernity as an era of revolution. The word revolution carries multiple meanings. First, the word can mean a radical change that installs a fundamentally better way of living or seeing the world. In this sense,

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revolution is a salutary overhaul of what is defunct or oppressive. However, revolution can also imply a catastrophe, a disintegration of order that throws the world out of its proper balance, leaving individuals helpless and fragmented. Finally, revolution can also mean “to complete a turn,” to come back to where one started. 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. These two forms of conscientious reflection 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 realize the still unrealized ideals of the modern age.

Freedom and Modernity

Professor William Winstead

HONR 1016:13 - 3 Credits

CRN: 55669

MW 2:20-3:35 PM

Fulfills: CCAS: Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: 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 scope of its emancipatory impulse may be measured not only by the revolutionary politics of the age (the American, French, and Russian revolutions), but also by 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 turn next 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 novel theories of politics that 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. Readings will include Hobbes, Mill, Marx, Nietzsche, Freud, The Gospel of Matthew, Marcuse, as well as texts from the Zen tradition and scientific revolution.

Liberty

Professor Theodore Christov

HONR 1016:15 - 3 Credits

CRN: 55833

MW 12:45-2:00 PM

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

How is the individual liberty of the moderns distinct from the collective liberty of the ancients? While among the ancients the individual, regarded as sovereign in public affairs, had no notion of individual rights and was a slave in all his private affairs, for the moderns choosing one's religion is no longer a sacrilege and one is free to enjoy the benefits of representative government. Why do moderns continually clamor for the advantages of rights and liberties, while the ancients never felt the need for individual liberty? This Origins seminar examines the political, moral, modern, 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, Locke); second, liberty as a moral question (Kant and J.S. Mill); third, liberty as a modern question (Nietzsche and Freud); and fourth, liberty as a social question (Marx, Arendt, and Rawls). We will grapple with fundamental political concepts, such as state sovereignty, natural law, and social contract; moral ideas, such as autonomy, equality, and reasoning; and social forces, such as labor, class struggle, and human emancipation. By

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asking whether modernity's resources are part of nature or only convenient conventions, we will question and critique our own understanding and experience of liberty.

Theories of Justice

Professor Eyal Aviv

HONR 1016:MV - 3 Credits

CRN: 53790

TR 11:10-12:25 PM

Fulfills: CCAS: Humanities; ESIA: Humanities; GWSB: Humanities; SEAS: 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 religious thinkers, philosophers and novelists 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.

Sovereignty, Power, Authority

Professor Helen McManus

HONR 1016:MV2

CRN: 53791

MW 10:00-11:15 AM

HONR 1016:MV3

CRN: 55832

MW 11:30-12:45 PM

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

What is power? Who has authority, and how do we know that they have it? What does it mean to refer to a state or individual as sovereign? This Origins seminar will trace the concepts of power, authority, and sovereignty from early Christianity to the present. Readings will include Hobbes, Locke, and Rousseau on the origins and ends of political communities; nineteenth-century theorists of master-slave relationships; and feminist, queer, and postcolonial perspectives on our theme. This course will encourage you to explore the workings of our three concepts in the state, the family, the workplace, and other aspects of your everyday life. When and in what terms should you raise questions of sovereignty, power, and authority today?

Scientific Reasoning and Discovery

Revolutions in Astronomy

Professor Bethany Kung
HONR 1034:10 - 4 Credits
CRN: 52188
MW 9:00-10:50 AM

HONR 1034:11 - 4 Credits
CRN: 53792
MW 11:00-12:50 PM
Fulfills: CCAS: Natural/Physical Science with Lab; ESIA: Science; GWSB: 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

Professor Bernard Wood
HONR 1034:12 - 4 Credits
CRN: 52059
TR 9:30-11:20 AM
Fulfills: CCAS: Natural/Physical Science with Lab; 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.

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Scientific Reasoning and Discovery

Human Biology-Blood Disorders

Professor Yolanda Fortenberry

HONR 1034:13 - 4 Credits

CRN: 57463

MW 11:00-12:50 PM

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

This course will investigate the normal flow of traffic in the body, as well as some of the biological diseases that hinder this flow. We will focus on understanding the basic and fundamental principles of the scientific method as it relates to biological and disease processes of blood. You will apply scientific reasoning and critical thinking in investigating these processes. You will also acquire a basic understanding of how scientific research in the area of hematology is conducted, and how we apply laboratory discoveries towards treating blood-related diseases. Our focus will center upon examining the molecular mechanisms associated with bone marrow and several blood diseases. Specifically, we will study cancer (leukemia and lymphoma), anemia (sickle cell disease), blood coagulation disorders (hemophilia and thrombosis), atherosclerosis, and cholesterol metabolism. Upon the completion of this course you will have gained the knowledge to apply basic biological concepts to larger, complex pathological diseases.

Global Climate Change Biology

Professor LaTisha Hammond

HONR 1034:MV - 4 Credits

CRN: 54474

TR 11:00-12:50 PM

HONR 1034:MV1 - 4 Credits

CRN: 54473

TR 8:30-10:20 AM

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

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, sustainability, 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.

Human Biology- Reproduction

Professor Carly Jordan

HONR 1034:MV3 - 4 Credits

CRN: 56891

MW 1:00-2:50 PM

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

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Scientific Reasoning and Discovery

This course will focus on the biology of reproduction, with views at both the cellular and organism level. At the cellular level, how do we grow our bodies through cellular reproduction, and what happens when that process goes awry? (One answer- cancer.) At the organism level, how do we make new people, and how is the process influenced by hormones, nutrition, medications? The content of the course is reproduction, but the main focus is skill building- 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. And you will conduct a research project to investigate a claim and judge 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. At the end of the semester, you will be armed with the knowledge and skills to make informed decisions about your body and your health.

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Introductory and Special

Introductory and Special

Honors Macroeconomics

Professor Michael Bradley

HONR 2044:10 - 3 Credits

CRN: 50211

TR 11:10-12:25 PM

Fulfills: CCAS: Social Sciences; ESIA: ECON 1012 Requirement; SEAS: Social Sciences

Equivalent Courses: HONR 2048, ECON 1012

Understanding macroeconomic conditions is important for making many political, social, business, and personal decisions. This course provides an introduction to the way the economy works, how it is measured, and how it performs in the short and long terms. Successful completion of a college-level Principles of Microeconomics is a necessary prerequisite for this course

Self and Society

Ethics and World Politics

Professor Martha Finnemore

HONR 2047:10 - 3 Credits

CRN: 57376

R 11:10-1:40 PM

Fulfills: CCAS: Social Sciences, Upper-level Political Science elective; ESIA: Advanced Fundamental for International/Comparative Politics, Comparative Political Economic and Social Systems Concentration, Conflict Resolution Concentration, International Politics Concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

This seminar will explore whether and how ethical concerns shape world politics. Thinkers going back to ancient Greece have argued that, in fact, ethics have no place in world affairs. Understanding how this could be so is our starting point. Not surprisingly, this amoral view of the world has been challenged on many grounds over the past two millennia but figuring out exactly how and why ethical concerns can exert force and which ethical positions we should champion requires thought. To explore the role of ethics in global affairs we consider contrasting arguments by philosophers and social thinkers including Thucydides, Immanuel Kant, Hannah Arendt, Mohandas Gandhi, Michael Walzer, Henry Shue, Amartya Sen, Peter Singer, and Martha Nussbaum. As we consider these arguments we will apply them to real-world political problems including war, poverty, genocide, immigration, human rights, gender issues, and climate change. Our goal will be to use these classic philosophic arguments to explore ethical problems in contemporary politics and to think about politically successful routes to ethically desirable outcomes.

Gender, Race, and Science

Professor LaTisha Hammond

HONR 2047:11 - 3 Credits

CRN: 56887

MW 2:20-3:35 PM

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

This course focuses on the intersection of gender, race, and science. What are gender and race, from a scientific perspective? What role has science played, and what role does it continue to play, in the construction of gender and race? Conversely, what roles do race and gender play in science, with regards to scientific research, exploration, and human health? Moving a step further, how does this intersection impact and inform the communication of science in science fiction, media, and popular discourse? We will explore these and other related questions from a variety of perspectives, including scientific primary sources and research studies, science fiction literature, and news and popular media. The goal is to challenge students to critically evaluate the relationships between gender, race, and science to garner a better understanding of current issues related to the intersection of these aspects of society.

Conflicts in the Persian Gulf

Professor Hossein Askari

HONR 2047:12 - 3 Credits

CRN: 57337

M 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

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This course is a 7-week seminar and will meet March 20th through May 1st. 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.

Value Conflict in Politics

Professor Ingrid Creppell

HONR 2048:80 - 3 Credits

CRN: 54475

R 12:45-3:15 PM

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

Equivalent Course: PSC 3192

This course begins from the premise of Isaiah Berlin's observation: "The world that we encounter in ordinary experience is one in which we are faced with choices between ends equally ultimate, and claims equally absolute, the realization of some of which must inevitably involve the sacrifice of others." We will examine key conflicts between values in political life, among them: liberty and equality; security and constitutional rights; environmentalism and prosperity; community and cosmopolitanism. We care about each of these political-moral goals but also struggle to balance or to reconcile them. How are conflicts managed? Is it possible to determine and balance the worth of various political-moral commitments? Who decides? Do we "decide" at all? Must trade-offs always be zero-sum? These are some of the topics to be explored.

Cosmopolitanism & Nationalism

Professor Theodore Christov

HONR 2047:81 - 3 Credits

CRN: 55876

M 9:30-12:00 PM

Fulfills: CCAS: Social Sciences; ESIA: Comparative Political, Economic, and Social Systems concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

Equivalent Course: HIST 3001

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 (Vitoria and Grotius; St. Pierre and Rousseau; Kant, Herder, Fichte, and Mazzini); III. Nationalism Today (Hobsbawm and Anderson); V. Cosmopolitanism Today.

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Leadership Theory and Practice

Professors Stephen Joel Trachtenberg and Gerald Kauvar

HONR 2048:10 - 3 Credits

CRN: 57464

W 12:45-3:45 PM

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

Case Studies in Leadership and Guest Lecturers

Students will be assigned “cases” – some examples follow. Students will be divided into two teams. Team leadership will rotate weekly as well so that each team member has an opportunity to discharge that responsibility. The team leader will prepare the briefings and other relevant materials for that week. Each team will prepare recommendations to the President or Chief Executive Officer (the faculty members teaching the course and the week’s guest lecturers) on how to deal with the issues that arise in each case. Presentations will be in PowerPoint or other suitable format to the entire class for discussion. Teams will turn in their presentations by email 24 hours prior to class including “notes” that document how and why they reached their conclusions and the research they undertook. The presentations should include information about dissenting views. Students will be expected to conduct research into how institutions have dealt with similar “cases” in the past. When both teams have submitted their presentations, copies will be distributed to the entire class. The teams must meet face-to-face at least once during the week of preparation.

Justice and the Legal System 2

Professor Jill Kasle

HONR 2048:11 - 3 Credits

CRN: 54792

M 3:30-6:00 PM

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

This course focuses on the First Amendment, specifically the guarantees of freedom of speech and religion.

Global Suffering

Professor Michael Barnett

HONR 2048:12 - 3 Credits

CRN: 57552

T 3:30-6:00 PM

Fulfills: CCAS: Political Science upper level elective (Group C); ESIA: International Politics Concentration, Security Policy Concentration, Conflict Resolution Concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

This course examines various issues related to the them of global suffering. Whose suffering matters? What accounts for the expansion of our concern for the suffering of distant strangers? What kind of suffering should concern us? Suffering that we caused? What should be the global response to suffering? Does it include compensation, justice, reparations, punishment? How does the world make sense of suffering? How does it make sense of the sort of suffering we have seen in Cambodia, Rwanda, and the Holocaust?

Sustainability at Scale

Professor Melissa Keeley

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HONR 2048:13

CRN: 55672

R 11:10-1:00 PM

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

This course will entail an examination of sustainability at multiple scales: Global, regional (eg conurbanization or watershed), city, campus and personal. Specifically, we will ground ourselves in the theory of sustainability (briefly: action considering implications to the environment, economy, and equity simultaneously) while exploring the challenges inherent to planning and implementing “sustainable” strategies at a variety of scales.

The course will begin with discussions on the many interpretations of sustainability, questioning even the utility of the term itself. Practically, then, we will break the holistic notion of sustainability into component parts, to better understand key issues present within this broad term. Simultaneously, we will look at sustainability concepts like “ecological footprint” and analyze the efficacy of such analysis at different scales. Guest speakers, perhaps including practitioners at campus, municipal, and watershed scales will enrich our discussions. Finally, a centerpiece of the class will be a semester-long project in which students examine how sustainability is implemented, integrated, and conveyed to the public.

Narrative Medicine in American History

Professor Vanessa Gamble

HONR 2048:14

CRN: 57751

MW 12:45-2:00 PM

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

Equivalent Courses: AMST 3950W, HIST 3301

This course will focus on narratives as a mechanism to study the history of American medicine in the twentieth century. It will use various styles of narrative such as historical accounts, memoirs, short stories, essays, and films. These stories will provide a framework to examine several themes in the history of medicine including illness and healing from the patient’s perspective, the roles of nurses and physicians, cultural representations of disease, the state of medical knowledge, the impact of race and gender, and societal responses to disease.

Holocaust Memory

Professor Walter Reich

HONR 2048:80 - 3 Credits

CRN: 54793

T 5:10-7:00 PM

Fulfills: CCAS: Upper-level History European Regional requirement; ESIA: Comparative, Political, Economic, and Social Systems, Conflict Resolution, Contemporary Cultures and Societies, Europe and Eurasia, International Politics, Security Policy concentrations, GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences

Equivalent Courses: HIST 3101, IAFF 3190, JSTD 2002

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

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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.

Global Governance

Professor Michael Barnett
HONR 2048:81 - 3 Credits
CRN: 55670
TR 12:45-2:00 PM

Fulfills: ESIA: International Politics Concentration, Security Policy Concentration; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Social Sciences
Equivalent Courses: IAFF 3184, PSC 2994

This course examines global governance - the creation, revision, and enforcement of the rules that are intended to govern the world. We will begin by considering the international order that lurks behind and defines any governance arrangement. The purpose of global governance is to create stability in global relations, further collective interests, and pursue the collective good. But whose stability and whose collective is it? How should we think about the relationship between Agovernance@ andAinternational order?@ What is international order? How is it produced, sustained, and regulated? Whose order is it? How are different governance arrangements tied to different kinds of world orders?

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Arts and Humanities

Arts and Humanities

The U.S. Latina/o Novel

Professor Antonio López

HONR 2053:10 - 3 Credits

CRN: 55917

M 12:45-3:15 PM

Fulfills: CCAS: Humanities, Minority/postcolonial literature English requirement; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

Novels in the Mexican American, Cuban American, mainland Puerto Rican, and Dominican American literary traditions from the 1920s to the present. We'll ask how novels knit fiction, narrative, and history in an aesthetics that speaks to (and is shaped by) conditions of Latina/o being, knowing, and feeling in the United States.

Women and War

Professor Bonnie Morris

HONR 2053:12 - 3 Credits

CRN: 56888

TR 9:35-10:50 AM

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

This course examines the history and future of women's roles in wartime and national conflict: from the American Revolution to present day concerns about female terrorists and combatants and military rape. Through readings, films, and class discussions, we will pursue a range of debates concerning female citizenship, participation in revolution, war work, espionage, and the location of women in campaigns of ethnic conflict. The emphasis will begin with U.S. history [gender roles in the American Revolution, Civil War, invasion of Hawaii, WWI, WWII, the Vietnam conflict, the 9/11 attacks], expanding to the global. Other topics will include the wartime success of the All-American Girls Baseball League, the internment of Japanese Americans, peace activism, war-inspired music soundtracks and the present viewpoints of female veterans. Requirements will include a midterm exam, a paper and an oral presentation.

Irish Literature in Context

Professor Donna Scarboro

HONR 2053:13 - 3 Credits

CRN: 56889

MW 4:45-6:00 PM

Fulfills: CCAS: Humanities, Minority/postcolonial literature English requirement; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

How has the post-colonial nation of Ireland become a beacon of both literary achievement and conflict resolution? Are these achievements linked? How successful were the efforts of writers who, to paraphrase Joyce, hoped to escape the nets of nationality, language, and religion? Were Irish literary figures successful in creating a 'fifth province' that could build a new Irish identity out of the entrenched oppositions of national politics and sectarian conflict? Does the Irish experience hold any lessons for modern-day, worldwide efforts to overcome similar types of prejudice and violence? This course blends an overview of Irish history and readings

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Arts and Humanities

of literature to explore the give-and-take between politics and literary production. We will read Joyce, Yeats, Synge, Heaney, Beckett, and Friel, and view a small selection of films.

Shakespeare in Performance

Professor Ayanna Thompson

HONR 2053:14 - 3 Credits

CRN: 56890

R 4:10-6:00 PM

Fulfill: CCAS: Humanities, Pre-1700 literature English requirement; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

"Shakespeare in Performance" will be divided into three skills-based sections that focus on Interpreting, Conceptualizing, and Spectating Shakespeare. That is, the course will guide the students first through specific reading, decoding, and analyzing techniques that are tailored to Shakespeare's 400-year old works. The text will stay front and center in this course, even as we explore the ways artists translate, alter, and deviate from it. Then the course will shift focus to think about how to translate our interpretations into stage concepts. This section will allow the students to think critically about periodization, gender casting, racial casting, costuming, mise en scène, etc. The goal in this section is to get students to understand and appreciate that all stage productions are acts of translation (even when they are seemingly conservative). Finally, the course will end with a section on spectating, or how to respond to live theatre critically, aesthetically, and emotionally. While students do not often think about how to cultivate their viewing habits, this is something that can be taught and learned. Seeing live productions throughout the semester, the students will develop and hone their spectating habits and skills.

Literature and Photography

Professor Jennifer Green-Lewis

HONR 2053:MV - 3 Credits

CRN: 55673

W 11:10-1:00 PM

Fulfill: CCAS: Humanities; ESIA: Humanities; GWSB: Non-Business Elective/Unrestricted Elective; SEAS: Humanities

This is a course for students interested in thinking about how words and images have engaged with each other since the advent of Victorian photography in the nineteenth century. We'll discuss essays on photography from the nineteenth century to the postmodern period; we'll read works of fiction and poetry that engage with photography in a variety of ways; and we'll consider our own historical moment and the intensity of its relationship with photography, particularly its most recent forms.

Character

Professor Mark Ralkowski

HONR 2054:80 - 3 Credits

CRN: 54796

MW 2:20-3:35 PM

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

Equivalent Courses: PHIL 3100

In his *Laws*, Plato suggests that our moral character is what "shapes the kind of life we live." He compares it to the keel in a boat, and he says nothing matters more "if we are going to sail through this voyage of life successfully." What is a "good" moral character, and how do we develop one? What kinds of institutions do we need for developing our character, and what role is played by friendship,

Spring 2017 Course Descriptions

Arts and Humanities

family, community, education, and meaningful work? This class will be divided into three parts. In the first, we will look at writings by Plato, Aristotle, and Seneca to get a clear sense of how the ancients understood the relationship between moral character and a good life. In the second, we will read a few of Nietzsche's best writings to track how he develops some of the Greeks' most important insights into a new form of moral perfectionism that is beyond good and evil. In the third and final part of the course, we will use Martha Nussbaum's new book *Anger and Forgiveness: Resentment, Generosity, Justice and His Holiness the Dalai Lama's Beyond Religion: Ethics for a Whole World* to close out the semester with a series of reflections on particular virtues and vices. Socrates thought there was no better way to spend one's time than to have conversations with like-minded people about the best way to live. In this course we will spend a semester doing that!

Myth as Truth

Professor Joseph Trullinger

HONR 2054:81 - 3 Credits

CRN: 54797

TR 2:20-3:35 PM

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

Equivalent Courses: PHIL 4195

This course is an experiment in thinking about how a myth can be true. We will study texts from a variety of traditions and philosophical approaches, in order to learn how story-making can be a vehicle for truth. What if myth is a poetic way of thinking that deals with realities so deep they cannot be directly analyzed? We will compare mythical thinking alongside modern scientific thinking, assess competing accounts of what truth is, and ask about their compatibility. Other topics to be explored include imagination, artistic creativity (aesthetics), the art of interpretation (hermeneutics), how we know what we know (epistemology), and what the sacred is (philosophy of religion).

Nietzsche & Political Thought

Professor William Winstead

HONR 2054:82 - 3 Credits

CRN: 55778

T 3:30-6:00 PM

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

Equivalent Courses: PSC 2991

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 attention to the relationships that Nietzsche draws between art and politics, culture and the state, justice and rights, and freedom and asceticism.

Buddhist Philosophy

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Arts and Humanities

Professor Eyal Aviv

HONR 2054:M80 - 3 Credits

CRN: 54798

TR 12:45-2:00 PM

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

Equivalent Courses: REL 3614

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.

Spring 2017 Course Descriptions

Contract Courses

Contract Courses

Honors Internship

Chosen by student
HONR 2182:10 – 0 to 4 credits
CRN: 52883

Please see an Honors Advisor for further information.

Honors Undergraduate Research

Chosen by student
HONR 2184:10 – 0 to 4 credits
CRN: 50783

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: 51652

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.

Spring 2017 Course Descriptions

Senior Capstone and Thesis

Senior Capstone and Thesis

Honors Senior Thesis

Chosen by Student

HONR 4198:10 – 3 to 4 credits

CRN: 71009

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.

April Capstone - Brief History of Humankind

Professor Eyal Aviv

HONR 4199:10 - 1 Credit

CRN: 72805

T 5:00-6:50 PM

The class will meet on March 29th, April 5th, April 12th, and April 19th. This capstone experience will focus on mankind as “homo--sapiens.” We are accustomed to think of ourselves as “humans,” a category separate from all other living things. But what would we learn if we viewed ourselves as a scholar from another planet would? What if we studied our history as just one species out of many rather than the center of creation? In the four meetings we will read one book by Yuval Noah Harari titled Sapiens: A Brief History of Humankind. The book explores challenging yet fascinating questions: One hundred thousand years ago, at least six different species of humans shared the Earth with us. None of them was more important than gorillas, wolves of fireflies. Yet, today homo--sapiens control the whole planet. What turned us from insignificant animals to the rulers of the planet? Where did all other humans go? Why did we invent gods or money? What makes the modern period so different from the pre--modern one? Does history have a clear trajectory and is there justice in our world? These are some of the central questions we will address together. Sapiens will offer answers that are surprising and tantalizing and will serve as a fertile ground for thought provoking conversations.

February Capstone - Woody Allen and Philosophy

Professor Mark Ralkowski

HONR 4199:11 - 1 Credit

CRN: 73510

R 5:00-6:50 PM

This class will meet on February 4th, February 11th, February 18th, and February 25th. This capstone will be devoted to a philosophical study of four films by Woody Allen. Each week you will be asked to watch one of his movies and read a short article related to it. Our discussion topics will include big issues like love and death, sex and friendship, music and art, morality and religion, self-knowledge and authenticity, personal identity and the meaning of life. We won't be able to cover all of these topics, and we certainly won't be able to watch or discuss all of Woody Allen's films. Instead, the idea will be to use a few films and readings to have four great discussions.

February Senior Capstone: Time

Professor Bethany Kung

Spring 2017 Course Descriptions

Senior Capstone and Thesis

HONR 4199:12 - 1 Credit

CRN: 74040

F 12:00-1:50 PM

This class will meet on February 5th, February 12th, February 19th, and February 26th. 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? Also - what does time mean for our lives when time is seen as commodity that can be treasured or wasted?

March Senior Capstone: Pleasure

Professor Joseph Trullinger

HONR 4199:13 - 1 Credit

CRN: 75465

T 6:10-8:00 PM

This class will meet on February 23rd, March 1st, March 8th, and March 22nd. 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.