

HONR 208L- Justice Matters: Law, Literature and Film
Sara Schotland

This course will examine the treatment of legal themes in literary texts as part of a broader consideration of the relationship between literature and the law. We will compare and contrast how literature and the law address “questions that matter,” including individual morality, the purposes of criminal punishment, and racial and gender equality. Students will consider how literary texts, like legal texts, have power to influence politics and society. Many readings will invite consideration of “the other” in literary texts and the treatment of minorities in the criminal justice system. Readings will include such classic texts as *Antigone*, *The Merchant of Venice*, “A Jury of Her Peers,” *The Trial*, and “The Lottery.” We will discuss the continuing relevance of these readings for vexed contemporary questions such as civil disobedience, the causes and prevention of crime, acquaintance rape, and ethical choices faced by lawyers in litigation. We will also examine the treatment of trials in literary texts and view some high-quality film depictions of trial scenes in texts that we study. We will also discuss a handful of judicial decisions to illustrate how the courts have decided litigation “about” or “over” literary texts (for example, censorship of allegedly obscene works, and tort cases involving books that gave erroneous advice).

HONR 208M- Utopia and Dystopia: Reality and Relevance

Sara Schotland

This course explores the concepts of Utopia and Dystopia. Sir Thomas More coined the term utopia as a combination of Greek words meaning happy place and no place/nowhere. Far from describing a never never land, utopias often represent cultural protest against unjust institutions or policies and propose political or social reforms. In recent years, there has been increasing attention to dystopic visions representing oppressive totalitarian regimes, environmental degradation, and/or technological oppression.

This is an interdisciplinary course. Students will read literature, watch films, and look at artistic portrayals of utopia and dystopia. The films we will discuss include *Nineteen Eighty Four*, *Blade Runner*, *Gattaca*, *Hunger Games*, and Japanese animation.

A premise of this course is that Utopian Studies is directly relevant to contemporary social problems and important to thinking creatively about solutions. In our discussion of texts and films and in student projects, we will focus on the connection between utopian thought and contemporary challenges such as ethnic and racial conflict, economic inequality, the dehumanizing effect of technological dependence, and alternatives to traditional nuclear family relationships. How can utopian thought or utopian experiments help us address these challenges? What warnings are provided by dystopian literature, film, and art?

Students will be encouraged to explore a particular areas of “utopia studies” that are of interest to them such as Utopian communities, Utopia and religion, Utopia and gender, Utopia and race, Utopia and cosmopolitanism, Utopia and political philosophy, Utopia and economics, Utopia and bioengineering, Utopia and the environment, Utopia and animals, Utopia and art, Utopia and music, Utopia and architecture. Students who wish to do so are invited to “construct” their own utopian societies. Students may work individually or collaboratively with other students as they prepare a final paper or project.

HONR 208P- Tolkien: Mythmaker for our Times

Michelle Butler

Since its publication in 1954, J.R.R. Tolkien's *Lord of the Rings* has excited and inspired readers. His publisher thought the book a work of genius but likely to lose money; instead, LOTR became one of the most popular books of its generation and has remained a favorite since. This course will consider Tolkien's masterwork first within its own context. How do Tolkien's other works, both fiction and non-fiction, reflect upon and help us better understand LOTR? How does the sociopolitical environment in which Tolkien conceived of and composed LOTR manifest within and illuminate his best known book? How/why/how much does his personal context—friends, family, life experiences—factor into his creation?

Our seminar will also consider how LOTR transcends its original context. Tolkien's stated aim for his fiction was to create a body of mythology for England, mythology of the sort he found lacking, an extensive collection of stories about gods and heroes like the northern myths. Did he succeed? How can we approach an answer? By what measure might we evaluate the question? What role does Tolkien's work play within our own context? Can we call Tolkien a mythmaker for our time?

Assignments include:

- *Participation*: Attendance and active participation are crucial to your success in the course.
- *Tweets*: At least once before and once after each class, students must post a tweet with the hashtag UMDTolkien13. More are welcome. Students should make observations about the reading for that day's course meeting, our discussion of it, respond to one another's tweets, bring our attention to relevant websites, etc
- *Research paper topic*: A 1-2 paragraph description of your research topic for your semester project. Be prepared to discuss your research topic idea in class on the day this assignment is due. Your semester research project should pose an original question about the works of Tolkien, which you then spend your independent work time for this course seeking to answer via research, careful thought, and textual analysis.
- *Annotated bibliography*: A 5-8 page annotated bibliography describing the materials used for your semester project. Include a full bibliographic citation for each item and 1-2 paragraphs giving a synopsis of the item and how the project makes use of it.
- *Poster for class research conference*: We will have an in-class research conference in which students share the results of their semester project with one another via posters.
- *Research paper (300 points)*: A 10-12 page research paper in which you present the results of your semester project. Ideally, your semester project could result in a presentation at an academic conference about Tolkien.

Readings include:

The Hobbit
The Fellowship of the Ring
The Two Towers
The Return of the King

The Silmarillion

The Monsters and the Critics and Other Essays

The Tolkien Reader

Sir Gawain and the Green Knight, Pearl, and Sir Orfeo

Beowulf selection (handout)

The Letters of JRR Tolkien Ed Humphrey Carpenter

Tolkien: A Biography Humphrey Carpenter

HONR 208R- Leonardo and the Science of Art

Meredith Gill

We will explore the career and works of Leonardo da Vinci (1452-1519) with a view to examining how he pursued art and science as ways to understand the world and the human place in it. We will follow his life story and the chronology of his paintings, drawings, models and unrealized projects as a framework by which to trace specific and unfolding themes. A major aim of this class will be to consider the question: can we separate art from science as a form of knowledge? Why was it possible for Leonardo to create the works that he did? What are the connections between art and science? We will think about the degree to which making art enabled Leonardo to understand natural phenomena such as the action of water and of birds in flight. Among other topics, we will look at his investigations of anatomy, his mechanical inventions and his theory of the arts.

In this class, you will be assessed on your understanding of themes raised in discussion, and on your thoughtfulness with respect to historically and culturally conditioned definitions of genius, nature, art and science, and into our own times. You will engage in team-oriented and individual research, focus on writing skills, skills of oral presentation and innovative, creative use of digital sources and other media. By the end of the course, my goal is that you will have attained not only a rich and detailed understanding of the place of art and science in a dynamic and influential period in European history but also that you will have produced your own creative responses to problems inspired by Leonardo. My aim is that you will be able to communicate and apply your knowledge as well as these skills to contemporary issues and into the future.

Assignments include:

- Class participation
- Short papers on drawings handed in and presented in class
- A group project
- A final project

Readings include:

Leonardo da Vinci, "The Notebooks of Leonardo da Vinci", ed. Irma A. Richter: ISBN-10: 978019929902

"Leonardo da Vinci (revised edition)" ISBN-10: 0140169822

Readings on reserve

Viewings include:

We will be making a visit (optional) to The National Gallery of Art, Washington, to examine paintings, furnishings, and other objects that comprise the Renaissance interior

HONR 209W- War Stories: Personal Narratives, Fiction, and Film
Sara Schotland

This course examines the experience of war from the perspective of the soldier, his or her family, veterans, and prisoners. We will read fictional works and personal narratives, and watch documentary films and Hollywood movies, dating from the Civil War up to and including the War in Iraq. Through these stories we will examine how soldiers cope with the challenges of war, including the “fog” of the battlefield, tests of personal courage; fear of death and injury; and post-traumatic stress disorder.

We will also examine moral questions that arise for soldiers and commanders. We will look at the challenges of war from the perspective of families “on the home front” and the difficulties that veterans face in reentry into civilian life. We will consider how the experience of war may differ for women soldiers and veterans. We will also consider the enemy’s “war stories,” including narratives that convey the experiences of German and Japanese soldiers. We will gain an appreciation of significant differences in how specific wars are portrayed given the perspective and rhetorical agenda of authors and producers.

HONR 218M- Elements of Music Composition for Non-Majors
William Evans

This course will emphasize learning concepts and techniques of music composition through the study of music theory and structure used in both classical and popular music forms. Students will compose music using computer assisted composition tools. These tools will include cloud based digital audio workstations and music notation programs. Compositions will be written in these musical styles but not limited to classical, jazz, and popular. The majority of the work will take place during class, but students are encouraged to continue to develop work started in class.

HONR 218T- Political Theater: On Stage and in Washington
Nelson Pressley

How do pressing issues get reflected on the American stage? Are there times when the theater helps drive public debate? How have playwrights responded to 9/11, and to early 21st century economic calamities? Can playwrights still attack through fiction, as Arthur Miller confronted McCarthyism via *The Crucible*? Is the new wave of documentary plays the most effective way to dramatize political and social schisms? Or is the American theater leaving the job of political commentary to Jon Stewart, and to sizzling tabloid TV series like *House of Cards* and *Scandal*?

This seminar will examine the tradition of political theater and take a close look at the treatment of politics in contemporary art. The focus will eventually tighten onto how today's stages in Washington D.C. are – or are not – thoughtfully addressing hot topics and promoting public understanding. Students will attend 2-4 live productions in the Washington area; they will also hear from guest speakers drawn from Washington's thriving professional theatrical scene.

No previous experience with theater is required.

HONR 238A- Backstage in the Nation’s Capital: The Washington, DC Theatre Experience
Korey Rothman

Students enrolling in this seminar should leave Wednesday evenings open to attend plays.

Everyone knows that Washington, D.C. is the seat of our national government, but many are surprised to learn the nation’s capital is also one of the country’s cultural capitals. With more than fifty professional theatre companies performing rich and varied repertoires, Washington and the surrounding area comprise the second largest theatre market in the United States. Additionally, the area abounds with successful theatre professionals—from world-renowned actors, designers, and playwrights to the people who guide a theatre’s artistic vision, to the advocates and policy makers who shape arts funding in the country. This vibrant and thriving community makes the Washington, D.C. metropolitan area an ideal laboratory for students to learn about theatre—how it is made, its relevance to contemporary audiences, and its position in American culture.

In this course, students will attend several live performances in a variety of area theatres, from the Folger Theatre, renowned for classical and Shakespearian productions, to the Woolly Mammoth, whose mission is to “defy convention” and “explore the edges of theatrical style and human experience” by promoting innovative and daring new plays.

When not in the theatre seeing productions or meeting theatre professionals, students will convene in a seminar style setting, as we explore what theatre is, how it works, and the role it takes in shaping the cultural landscape of our county. The semester might culminate in a class trip to New York to attend a Broadway show. The instructor will let the students know at the beginning of the course.

HONR 238C- Energy and Climate Policy: Money, Influence, and the Competing Strategies to Influence Power
Tyson Slocum

This class will provide an overview of our current energy situation, immersing students in the various policy debates on what role the government—both federal and local—should play in incentivizing changes to our current energy situation, and pro- and con-discussions of the policy alternatives. Using the ongoing energy and climate policy debate as a backdrop, students will learn how different interest groups wield power and influence in Washington, DC, to sway Congress and the Executive Branch. Guest speakers will provide first-hand accounts of policy debates and will reveal strategies employed by various interest groups to educate and influence decision-makers.

HONR 238G- The Manhattan Project: A Century of Radioactivity, Nuclear Weapons, and Nuclear Power
William Walters

Ernest Rutherford's discovery of the nature of the atom in 1911 came at the mid-point (1896-1926) in a revolution of ideas about the nature of matter that has led to a fundamental change on many aspects of life. In this course, the development of these ideas will be traced with special emphasis on the construction of nuclear fission and fusion devices [Atomic and Hydrogen Bombs]. The successful development of nuclear power from fission and the disappointment in deriving power from fusion will be studied, along with discussions of risks associated with these devices.

HONR 238R- Terrorism
Howard Smead

The terrorist attacks of September 11 stunned the world. Most people condemned the attacks and rallied behind America, a few celebrated the attacks, while others condemned both the terrorists and America. Our nation was not only jolted by the carnage but frightened by the intensity of the hatred behind those cleverly contrived and well-planned operations. Yet, the vexing questions remain: Why would anyone do such a thing? Why do they hate us?

This semester we will try to find out not only how and why these attacks occurred but we will attempt to put them into historical context. We will look at the history of terrorism, both domestic and international, and examine the many factors that may have provided causation. Among those are: the uncertainty caused by the end of the Cold War, “blowback” from an arrogant American foreign policy, the Israeli/Palestinian crisis, globalization of liberal capitalism, the spread of American popular culture in all its wonder and tawdriness, the rise of orthodox and fundamentalism sects in Islam, Christianity, and Judaism, and the rise of radical Islamist nationalism.

We will also look at the implications of September 11 and subsequent terrorist events on national security, civil liberties, privacy, and American/international economic and political culture. In short, we will try to determine if September 11 was indeed a signal event, a turning point in world history on the level of a Pearl Harbor, or a brief though troublesome aberration in the march of progress. We will also look at dissenting opinions about how America should respond to global terrorism.

Readings include:

Walter Laqueur, *The New Terrorism*

Peter L. Bergon, *Holy War, Inc.*

Benjamin Barber, *Jihad vs. McWorld*

Morris Dees, *Gathering Storm*

Robin Wright, *Sacred Rage*

HONR 239C- The Creative Process in Dance
Anne Warren

Exploration of the creative process in dance, focusing on modern/contemporary dance; engagement with the visual and kinetic nature of the art form; study of different approaches to inspiration, experimentation, research, content, movement vocabulary, and structure; exploration of the collaborative/interactive nature of the process.

HONR 269T- Understanding U.S. Foreign Policy Toward Afghanistan
Tim Nusraty

Afghanistan has been at the center of U.S. and international attention since September 11. This seminar will examine the development and evolution of U.S. policy toward Afghanistan, including the impact of the death of Osama bin Laden on the U.S. strategy. This seminar will also examine the history of Afghanistan and its political figures. In addition, the seminar will explore the current challenges facing Afghanistan such as weak governance, widespread poverty, pervasive corruption, the burgeoning narcotics problem, and lack of respect for the rule of law. Students will also have the opportunity to hear different perspectives on the conflict in Afghanistan from current and former senior officials in the U.S. Government. Additionally, students will have the opportunity to engage with undergraduates studying in Afghanistan to better understand the indigenous perspective on the war and the U.S. presence in Afghanistan.

HONR 278G- Exploring How Foreign Policy is Developed
Tim Nusraty

This seminar will allow students to gain a better understanding of the role played by the National Security Council (NSC) in formulating, coordinating and implementing foreign policy. The seminar will begin by exploring the history of the NSC, including the events leading up to its creation and the underlying law that established the council. As part of this historical review, students will also examine the evolution of the NSC and the varying degree of influence the council wielded under different administrations. Against this backdrop, students will then conduct a case study of some of the key foreign policy issues over the past 20 years in order to gain a better understanding of the National Security Council's decision-making process.

HONR 279E- Languages of Europe
Robert De Keyser

In our globalized world, understanding other cultures is increasingly important. This course will contribute to that goal by familiarizing students with the ethnic, linguistic, geographic, and historical complexity of Europe from a somewhat oblique angle: by dealing with the languages of Europe in their structural and social dimensions, and providing ample exposure to the historical background as well as frequent hands-on experience with maps, reference works, and electronic resources. Some of the most important concepts of this course are the blurred boundaries between language and dialect, the role of social factors in language change, the role of economy and politics in the sociology of language, and conversely, the role of language and ethnicity in political history. An equally important goal, however, will be to provide constant exposure to maps and historical information, not only to instill knowledge on this point but, more importantly, to develop a habit of consulting available resources of all kinds.

HONR 279R- Faith and Values in Public Life
Paul Monteiro

Visits to the White House, Capitol Hill, and lobbying organizations will be arranged during the semester.

From the earliest days of our nation, the debate over the role and scope of faith in public life has marked the development of our democracy. From English settlers seeking a greater freedom to practice their faith, to social movements seeking to eradicate slavery, enact temperance laws, and advocate for gender and racial equality, born out of sincerely held values have consistently been brought into the public square. Yet few ideals have also proven as divisive as the invocation of religious beliefs when advocating for public policies that affect all quarters of our society.

In recent decades, the role of religious groups has evolved as demographic shifts have dramatically changed the religious landscape. The goal of this class is to gain knowledge about the background and contexts for issues of faith in current policy debates and develop the tools for understanding the beliefs and values of diverse faith-based public policy advocates, beliefs and values that may differ from our own.

HONR 288L- Medical Devices: Applied Ethics and Public Policy

Glenn Rahmoeller

Ethical theories provide a basis for making decisions, using logic and reason to act in our long-term interest. Applied ethics is the application of ethical theories to real life situations. In this course we will use case studies from the professor's experience as a regulatory consultant and as the former Director of the Division of Cardiovascular Devices at the FDA. We will examine how controversial decisions were made by the FDA, manufacturers, physicians, and other government organizations, and whether those decisions were ethical. We will also examine other current issues from the literature and news media. Case studies will include controversies concerning breast implants, genetic testing, allegations of scientific misconduct (the David Baltimore case), artificial hearts, transplants, and deaths due to mechanical heart valves.

Ethics provides guidance on how people should act. The relationships that exist between physicians and patients, between medical device manufacturers and physicians, and between medical device manufacturers and patients determine the rights and obligations of each group. Ethics helps us to understand the obligations that each individual has in these relationships. When we read about failures of medical devices in the news, it often appears that someone has acted unethically; the company management didn't test the device enough to assure that it was safe and effective, the public wasn't notified of the problem is often much more complex than it first appears. There is often more than one right answer depending on one's ethical perspective. Most of us will make important, controversial decisions in our lives—this course will give you a process by which to make those decisions.

Readings include:

M. Angell, *Science on Trial: The Clash of Medical Evidence and the Law in the Breast Implant Case*

C. Levine, *Taking Sides: Clashing Views on Controversial Bioethical Issues*

HONR 348J- Contemporary Social Issues

Howard Smead

This course seeks to engage students in a thoughtful, in-depth examination of critical modern social issues. We will explore issues of national and international concern—as well as problems students face in modern universities. Chief among major campus issues are affirmative action and multiculturalism. This class will examine the origins, purpose, and nature of affirmative action in hopes of assessing its effectiveness. In this same light, we will look at the origins and purposes of multiculturalism, in particular, its day-to-day application on campus. Are diversity and multiculturalism simply an acknowledgment of new social realities? Or are they the result of out-of-control left-wing political correctness?

Since *Roe vs. Wade*, abortion has become perhaps our most contentious national issue. What has been the effect of the availability of abortions on society? Is abortion a women's issue as some claim, or a moral issue as others claim?

Other topics to be considered:

What is the proper role of the federal government in assuring health care, pollution control, and work place safety? Should the welfare state be reduced, dismantled, or modified?

What are the cultural and political implications of the apparent conflict between “traditional family values,” on the one hand, and popular culture and the entertainment media, on the other?

Now that communism is dead and the Soviet Union has collapsed, should America be the world's policeman, or retreat behind its borders and let other nations fend for themselves? What should our policy be towards illegal aliens as well as those legal immigrants who lack the education, wealth, and training to contribute to society?

Assignments include:

- Students will be assigned to prepare oral presentations of the weekly topics on a rotating basis. Each student will make one or two presentations. In addition each student will be required to prepare a written essay based upon the oral presentation and two papers about other weekly topics. By the end of the semester each student will have written at least three papers and given at least one oral presentation.

Readings include:

Ellis Cose, *Rage of the Privileged Class*

Jonathan Kozol, *Savage Inequalities*

Steven Fraser, ed., *The Bell Curve Wars*

Derrick Bell, *Faces at the Bottom of the Well*

Shelby Steele, *The Content of our Character*

Robert Hughes, *The Culture of Complaint*

Paul Berman, ed., *Debating P.C.*

Andrew Hacker, *Two Nations*

HONR 348M- Stock Market

Eric Wish & David McCandlish

Most citizens never learn how stock markets operate and the techniques for successful investing. Through readings, extensive class discussion, oral presentations and a simulated stock trading competition, the proposed course will introduce students to investing, with special emphasis on the field of technical analysis. The technical approach to the markets focuses largely on the analysis of price and volume patterns as indicators of future stock trends. Students will learn how to research companies using internet sources and to use a technical analysis program.

During several weeks of orientation about such topics as the vocabulary of investing, and trading tactics, the class will read and discuss the seminal writings of successful traders, including Jesse Livermore, Nicolas Darvas, William O'Neil and Peter Lynch. Each student will read close to 1000 pages during the first 5 weeks of class to prepare for the trading competition. The class will be run primarily as a learning laboratory and each student is expected to research stocks, and to bring their ideas and questions to the classroom. Expert traders will be invited to present their experiences to the class. Alternative approaches to technical analysis, including value investing and the random walk hypothesis will also be discussed in relation to the technical approach. Methods for using internet financial sites to research companies will be reviewed and demonstrated. Each student will make one oral presentation to the class on companies they have researched and analyzed. Each student will also participate in a ten-week stock market trading simulation in which s/he designs a trading strategy, selects stocks, and invests a mythical \$100,000.

At the end of the course, each student will submit a final report of at least 10 pages plus an extensive appendix documenting their transactions. The report will contain an analysis of each trade in the context of the class readings and research, and will specify how and why the student will revise his/her trading strategy. The three students whose portfolio increases the most during the simulation will be awarded a certificate and a prize.

No prior experience with investing or business is required. However, it is essential that the student have a passion for learning about trading, as demonstrated by enthusiastic class participation and completion of all assignments. Willingness to read about 1,000 pages of required reading during the first five weeks is essential.

Assignments include:

- Weekly quizzes on terms, lectures and readings
- Oral presentations on research and analyses of companies
- Participation in class discussions
- Final report of analysis of trades, and preparation of a revised trading strategy

HONR 359B- Alternatives to Violence
Colman McCarthy

“It is one thing to have the courage of your convictions but quite another to challenge them.”

(Friedrich Nietzsche)

All of us are called on to be peacemakers, whether in our personal or in our political lives. Yet, few have the skills or ideas to create the conditions in which peace can result. Courses in non-violence are rarely taught in schools, and non-violence is rarely used by governments as a means to settle conflicts. We seem helpless, to have no choice but reliance on fists, guns, armies, and bombs. A violent crime is committed every seventeen seconds in the U.S. The leading cause of injury among American women is being beaten at home by a man. Congress gives the Pentagon \$800 million dollars a day-\$13,000 a second-to spend on military programs.

The course offers a study of the methods, history, and practitioners of nonviolence. An objective of the course is to study nonviolence as a force for change, both among nations and among individuals faced with violence in their daily lives.

Note: Because the grade for this class is S/F only, it cannot be used to meet CORE Advanced Studies.

Readings include:

Readings will be supplied by the instructor. Grades are based on two papers. Class discussions are expected, and dissent is welcomed. One skeptic enlivens the class more than a dozen passive agreeers. Guest speakers who believe in nonviolence will participate from time to time during the semester.