

**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 209C- The Plight of Children in the Arts**  
**Anthony Colantuono**

Stories involving the theme of an infant or small child in mortal peril are commonplace in virtually all cultures and across time. So widespread is this narrative paradigm that the psychologist Carl Jung included it among the fundamental archetypes of the human psyche. Jung had in mind stories such as the infancies of Moses and Jesus, in which the life of a child born for divine greatness is threatened but then saved through a miraculous turn of events. In a broader view, we might note that stories featuring an imperiled infant are common in classical mythology, medieval hagiography, Victorian and modern novels, film and television dramas, and news media. The phenomenon is puzzling because the very thought of a child in peril is of course instinctively abhorrent and psychologically well-adjusted individuals would never wish to see a child harmed. Yet precisely because human instinct compels us to want to protect children, skillful storytellers have long known that this kind of narrative can be used.

This course involves the close historical, iconographic, rhetorical, psychological and affective analyses of visual, literary, dramatic and filmic representations of the imperiled child, with the specific aim of locating the emotional/affective power of these stories, the nature of their appeal, and the various ideological purposes to which they have been adapted.

**HONR 209F- The Original “Virtual” Reality: Fantasy, Subcreation, and Worldbuilding**  
**Michelle Butler**

As shown by recent scholarly books such as Mark J. P. Wolf’s *Building Imaginary Worlds: The Theory and History of Subcreation* (2012), there has been a resurgence of interest in the creation of imaginary worlds as a human activity. While Wolf’s study is by no means the first to examine how successful worldbuilding works and when/why it fails — this is an interest as old as literature itself — his book is emblematic of a new branch of worldbuilding scholarship that aims to be more theoretically grounded, more widespread in the scope of its consideration, and more inclusive in the materials it considers.

Using Wolf’s book as a starting point, this course examines contemporary fantasy literature, its origins, and its offshoots. Beginning with *Lord the Rings*, we consider the development of epic fantasy as a genre and the techniques of worldbuilding used within that genre. While our required course reading will consider such many far-flung works of fantasy, such as *A Game of Thrones*, the Harry Potter series, the Chalion series, and *The Name of the Wind*, the class is constructed upon the understanding that fantasy is far too extensive a genre to even begin to survey in a single semester. Given this, students will be encouraged to bring other, outside reading into our discussions. In addition, while our required course materials will be books, the course recognizes that much fantasy worldbuilding is now happening in other areas, such a computer games, board games, movies, and television, and assignments are structured to provide students the opportunity to consider worldbuilding in those genres as well.

**HONR 209G- Elements of Drawing for Non-Majors**  
**Patrice Kehoe**

This course will emphasize learning techniques and concepts of observation and representation using traditional drawing media such as a variety of pencils, vine charcoal, compressed charcoal, conte crayon, ink and wash, and a variety of paper. Subject matter includes still life, human figure, nature, the built environment, and conceptual projects. The majority of the work will take place during class, with occasional research and homework assignments. Students are encouraged to continue to develop work started in class.

**HONR 209K- Country Music as American History: “Your Life in a Song”**  
**Emily Landau**

In a recent hit song, country music superstar Brad Paisley lists the many subjects deemed inappropriate to sing about, and then asserts, “Well this is country music, and we do.” This course uses country music as a vehicle to understanding our nation’s history, and asks the question: how did this music of Depression, dispossession, and desperation, of murder, mining, and marginality, become a popular expression of mainstream America’s self-professed values and desires? We will focus on the social and cultural histories of the music’s production—the who, what, where, when and why of the music—while also learning how to “read” popular culture for what it reveals, and what it obscures, about American society.

**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 218D- Life, The Universe, and Everything**  
**Michael Miller**

Life in the universe is a subject that spans many disciplines: astronomy, physics, chemistry, biology, and even the sociology of our reactions to the possibility of life outside the Earth. This course will go through what we know of life on Earth and its implications for the likelihood of life elsewhere, and especially intelligent life. The course will rely heavily on student interaction and participation, and will encourage creative ideas related to the many frontier subjects that this course will touch.

**HONR 218J- Sustainability and Development: From the Individual to the Global**  
**Dorith Grant-Wisdom**

This course takes an integrative and multi-disciplinary approach to developing critical awareness and understanding of the contested meanings, ideas, and practices of sustainability and development at the individual, local, national and global levels. In exploring a variety of issues, the course will attempt to respond to some critical questions including: How have the political, economic, cultural, racial, gendered, and knowledge structures shaped the issues and problems facing individuals, groups and societies, as well as the policy goals of governments? Do problems, priorities, ethics, and responsibility in developing sustainable societies appear differently when viewed from a variety of perspectives? Why do you matter to the globe's future and how can you make a difference? Students will connect key concepts to real-world challenges, develop critical problem-solving skills, and will be encouraged to reflect on their own thinking and actions, and offer recommendations towards a sustainability strategy plan for the future.

**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 218W- The Idea of Crime**

### **John Laub**

What (if anything) motivates an individual to commit acts of crime? Why is crime concentrated in a small number of communities? Why do some societies have high rates of crime and violence while others do not? What can the government do (if anything) to prevent and control crime? These questions have challenged and bedeviled social thinkers for centuries. Indeed, such big questions have no easy answers.

This course seeks to engage students in a thoughtful, in-depth examination of the idea of crime. In this course, we will explore fundamental debates about the definition of crime, its nature, its explanation, and its control. Emphasis is placed on original readings and a critical appraisal of the major theoretical paradigms. We will begin with controversies over the definition of crime and deviance. We then examine the nature of crime, including crime trends and patterns. Then we turn to different theories of crime and explore the underlying assumptions regarding human nature in the competing explanations and paradigms. For example, one major divide concerns theories that explain individual differences in crime rates versus those that explain societal or community-level differences. We will also explore the implications of criminological theory for understanding approaches to the prevention and control of crime.

Assignments include:

- Grades will be based on class participation, two reaction papers, a midterm examination, and a final paper.

Readings include:

Joseph E Jacoby (editor) *Classics of Criminology* (3rd Edition)

Gary LaFree, *Losing Legitimacy: Street Crime and the Decline of Social Institutions in America*

Jack Katz, *Seductions of Crime: Moral and Sensual Attractions of Doing Evil*

Fox Butterfield, *All God's Children: The Bosket Family and the American Tradition of Violence*

## **HONR 219T- Surviving Natural Disasters: Learning from Hurricane Katrina, Big Earthquakes, and Other Natural Hazards**

### **Lewis Link**

The United States as well as nations throughout the world increasingly face the threat of significant natural disasters that include hurricanes, floods, earthquakes, tsunamis, and fires. Hurricane Katrina clearly identified the massive consequences of a failure to adequately prepare for a natural disaster – over a thousand deaths and \$100 billion in damages. Society has developed structural (engineering) and nonstructural methods of mitigating the losses from natural disasters but for a variety of reasons has not successfully implemented such strategies. Climate variability, competing local and national priorities, short term political actions and long term needs and policies that lack flexibility all complicate the process. New science and technology, advancing methods for systems approaches, both in the political and engineering domains, and the emergence of new risk assessment methodologies offer pathways to solutions.

The course will examine the nature of natural hazards faced in the United States and in other countries, the risks involved with these hazards, the strategies and tools that might be employed to deal with them, and the challenges faced by engineers, scientists and public policy personnel in developing and carrying out mitigation strategies. The first part of the course will look at each of the natural disaster types, their causes and our ability to deal with these disasters. We will examine what went wrong during Hurricane Katrina and what general lessons can be learned from that experience. Based on our look at the common elements found among disasters, we will develop a framework to examine specific events. Throughout the course, we will collectively dig into a wide variety of recent natural disasters and their consequences and attempt to determine what could have been done to reduce the impact of these disasters.

Assignments include:

- Student grades will be based on 1) a midterm exam covering the general background information on the first part of the course, 2) short presentations by students on their examination of recent natural disasters, 3) classroom participation, and 4) a final paper analyzing a selected natural disaster that will include recommendations to decision-makers for actions that might be taken to prevent recurrence of the significant impacts of the selected disaster

Readings include:

Readings will be taken from contemporary documents concerning natural disasters including federal and state after action reports, media coverage of disaster events, and thought pieces from individuals currently involved with the natural disaster field.

## **HONR 219Y- Merging the Multiple Mes: Developmental Origins of the Integrated Adult Self**

**Allan Wigfield**

The complex process of self-development across the early lifespan is both fascinating and frustrating. Just when you think you know yourself, like a fault in the earth, something shifts, and you're back to trying to recognize the landscape once again! As Hilgard reminds us:

*...self-awareness is...most illusive. You find yourself as between the two mirrors of a barber-shop, with each image viewing each other one, so that as the self takes a look at itself taking a look at itself, it soon gets all confused as to the self that is doing the looking and the self which is being looked at.*

At any one point in time, you may see yourself as daughter or son, grandchild, sibling, extended family member, boyfriend or girlfriend, employee, and/or university student faced with making important decisions about your life. Affecting each of these self-views are multiple, interrelated psychological, biological, cultural, and social influences. Cognitive extensions of these self-understandings, including the ideal self (the me I'd like to be), the feared self (the me I'm afraid of becoming), the actual self (the me I truly am), and the false self (the me I sometimes present!) add further scope to the tasks of self-understanding and goal setting for the future.

This course is structured to help students understand the developmental origins of the maturing self-concept by addressing three basic questions: (1) What do children and adolescents know of themselves? In the first unit, we will learn about the behavioral expression of self-knowledge across infancy, childhood, and adolescence, analyzing age-related constraints on the ability to understand the self at various stages. (2) What maturational and environmental forces impinge upon the developing self-concept? In unit two we will explore the multi-faceted roots of the developing self. What are some of the bio-physiological, evolutionary, cultural, gender, relational, and moral processes that affect the development of the self? (3) Who are the leaders in this field and how do they study the self? In the third unit, we will take a look at some of the researchers who have prominently informed our current knowledge. Who are these people? What methods, instruments, and techniques do they use to go about studying the nature of the self?

Assignments include:

- Evaluation will be based on participation in seminar discussions of lecture and reading material, plus grades on weekly reaction papers and an end of semester small group presentation.

Readings include:

There is no textbook for this course. Readings will be compiled by the instructor into a course packet and will include, but are not limited to, work by the following authors: Albert Bandura, Jonathan D. Brown, Erik Erikson, Susan Harter, William James, James Marcia, Hazel Markus, Jean Phinney, Allan Wigfield

## **HONR 219Z- Apocalypse Then and Now: World Traditions of the End Times**

**John Carlson**

“The end is near!” The image of a bearded old man holding a placard announcing some unspecified impending doom is a well-known cultural icon. But, what sort of “end” is being prophesied by whom, and when? Surely we are living in perilous times, but then, humans have always experienced the world as fraught with danger. Thinking about the ends of things is demonstrably a universal element of the human condition. In Western theology and philosophy this appears as the study of Eschatology. We may recall the Y2K threat and the anticipation and arrival of the third millennium in the year 2000 (actually at the end of A.D. 2000 according to the Gregorian calendar) when some “millenarians” predicted the advent Armageddon and of the Biblical Apocalypse. In fact, the word “apocalypse” derives from the Greek for “a revelation” or “an unveiling” in the context of the unknown future of the world.

“Apocalypticism” is now a recognized field of scholarship. One essential purpose of this Honors Seminar will be to explore, with interdisciplinary research methodologies, some quite ancient eschatological and apocalyptic traditions that continue as powerful forces in present times. According to current polls, more than half of the adult population in the United States believes that they may live to see the end of days as envisioned in biblical prophecy. Equally serious concerns about the future are abundantly present in living non-Western traditions. For example, December 21st, A.D. 2012, our Winter Solstice, really does mark the completion of the great 5,125-year Maya “Long Count” cycle; evidence is recorded in their surviving books, on painted vessels, and carved stone monuments. Current exponential growth in 2012-related manifestations of Western popular culture, with world-wide distribution and influence, evidence an anticipation of a so-called “Maya Apocalypse.” New Age and “Mayanism” movements, some of them emerging from the contemporary psychedelic drug sub-culture, drawing on both the Western Judeo-Christian and Esoteric traditions, are spawning new cults and counter-culture world-views with as many visions of wonderful, transcendental, enlightened futures as there are dire prophecies of catastrophic annihilation.

The teacher is a Senior Lecturer in the Honors College with thirty years of experience. An extra-galactic radio astronomer by training Dr. Carlson is also an archaeologist with expertise in Mesoamerican cultures and a specialization in Native American Astronomy and Calendars. Among his current research interests is this Maya calendar “2012 Phenomenon” in all of its aspects, and special attention will be given to understanding the history and meaning of this impending socio-cultural event. Therefore, while exploring specific topics in the humanities, arts, and social sciences for the cultural sources of contemporary eschatologies, another essential goal of the seminar will be to investigate and evaluate the biological, geological, astronomical, and cosmological factors that contribute to multi-cultural traditions of eschatology as well as to our own personal views of possible “end times.” The Earth is a dynamic, tectonic, evolving planet in a Solar System exposed to cosmic threats, such as solar flares, comets, and asteroids, including a neighboring galaxy (M31, in Andromeda) on a collision course with our Milky Way, which, in turn, is but one speck in an, as yet, unpredictably changing Big Bang Universe.

In this seminar, we will be exploring issues such as these together to assess their impact on our lives and those of our ancestors as well as our descendants. But as Douglas Adams' *Hitchhiker's Guide to the Galaxy* says right on the cover, "DON'T PANIC." Come along for the intellectual adventure because, as you will see, the study of the ends justifies the means.

Upon completion of this course, students will be able to

- Take an interdisciplinary studies approach to world apocalyptic traditions with one specific focus on the rapidly expanding global "2012" cultural phenomenon that is manifesting itself in the arts, music, and other aspects of worldwide popular culture, as well as in academic Maya studies.
- Think about and evaluate questions about the ends of things that draw from diverse cultural sources in the arts, humanities, and the physical and social sciences.
- Recognize the essential differences between unsubstantiated claims and speculations, often disguised as scientific research and scholarship, from genuine scholarship.
- Work with multidisciplinary primary source material from academic fields as diverse as comparative religion to modern physical cosmology.
- Think critically in evaluating the views and arguments of scientific and scholarly researchers in contrast with those of "fringe" and pseudo-scientific writers and "journalists" in the tabloid press and web-based media such as blogs. Gaining a familiarity with the use of web-based resources for this process will be key.
- Recognize the essential processes of "syncretism": the blending, accommodating, and integration of old with new religious and cultural traditions to make them one's own creation. Specifically, "new age," non-"Western," and esoteric eschatologies and apocalyptic views are coming together to generate new cults with their own unique expressions in the arts, music, literature, architecture, and societies.
- Investigate and appreciate at least one living non-Western apocalyptic or prophetic tradition and compare it with his or her own, or with one that is more familiar to the student. The seminar will have a strong focus on the cultures of Native America {e.g., Maya, Central Mexican (Aztec) and Southwestern Pueblo (e.g., Hopi, Navajo)} and the Indian Subcontinent {Hindu/Veddic, Buddhist, and Tibetan (Bon)}, but the student may choose an example from any contemporary world indigenous tradition.

Assignments include:

- Each student will be required to write a substantial research paper covering one topic in depth or several relevant topics in comparison. A wide range of choices will be offered depending on the student's background and personal interests. Choices might range from studies of actual historical and contemporary events and threats (the medieval Black Death; "cold war" and terrorist nuclear threats; droughts, famines, and impending ecological and environmental threats); to literary accounts of the ends of things (the biblical Genesis Flood; the Book of Revelation); and to science fiction novels and films that have dealt with the possibility of alien invasion, such as H.G. Wells' *War of the Worlds*, to name a few.
- Not all Apocalyptic traditions predict dire events, so equal time will be given to the "Dawning of the Age of Aquarius" or the advent of "The New Jerusalem" and other utopian scenarios. Stephen Spielberg's "Close Encounters of the Third Kind" or "E.T.:

The Extraterrestrial” are examples of more benign revelations. Shorter written and oral assignments reviewing and assessing such historical works in world art (including music, cinema, and the fine arts) and literature in the context of people’s belief systems will be given.

- Class participation with presentations, discussions, and debates will be an essential part of this seminar experience.
- Short exams and quizzes will play a lesser role in assessing student performance.
- Field Trip to the American Visionary Art Museum in Baltimore, Inner Harbor, is likely. See: <http://www.avam.org/>

Readings include:

Cohn, Norman: *Cosmos, Chaos, and the World to Come: The Ancient Roots of Apocalyptic Faith (2nd edition)*. Yale University Press, 2001, Soft cover. ISBN-13: 978-0300090888

Van Stone, Mark: *2012 – Science and Prophecy of the Ancient Maya*. Tlacaoel Press, 2010, Soft cover.

Weber, Eugen: *Apocalypses: Prophecies, Cults, and the Millennial Beliefs through the Ages*. Harvard University Press, 2000, Soft cover. ISBN-13 978-0674003958

*SCIENTIFIC AMERICAN* Sept. 2010: Special Issue: “The End. Or is it?”

Manley, Roger, et al.: *The End is Near! Visions of Apocalypse, Millennium, and Utopia*. [Works from the American Visionary Art Museum, Baltimore.] Dilettante Press, NY. 1998

BIBLE (selections): The Book of Revelation (at least two editions, with commentary). Assignments linked to WEB-based sources.

Viewings include:

Movies and Videos: (with an extensive list, hundreds, to choose from)

Ingmar Bergman’s “Seventh Seal” (1957)

“Apocalypse!: The Story of the Book of Revelation” (2 hrs.) Frontline – PBS

H. G. Wells’ “War of the Worlds” [Several versions (1953; 2005)]

“Incidents of Travel in Chichen Itza” (1997) Jeffrey Himpepe & Quetzil Castaneda

“Armageddon” (1998)

Several documentaries and pseudo-documentaries, e.g.:

“Decoding the Past: Doomsday 2012: The End of Days” History Channel.

“2012: Science or Superstition”

## **HONR 228V- Warfare and Society in Greece, Rome, and Byzantium**

**Denis Sullivan**

This course examines the interactions between warfare and society in the ancient Mediterranean from early Greece as described in the Homeric poems to the collapse of the Roman Empire in the West (late fifth century CE), with some additional examples from medieval Byzantium. There are two primary foci: (1) evolution in the strategies, tactics, weapons, and the persons who fought wars, and (2) how these changes influenced and were influenced by wider political and social institutions, including ethical views of war and the role of non-combatants. We will then use this examination to consider the often advanced argument that the ancient Greeks particularly accepted war as a natural fact about which nothing could be done.

The primary readings will be from Greek and Roman authors in translation (including Homer, Herodotus, Thucydides, Arrian, Livy, Tacitus and Ammianus Marcellinus), as well as from the work of various modern scholars primarily available in online journals. We will also use chapters from the recently published *Cambridge History of Greek and Roman Warfare* (2008). The evidence of archaeology and material culture will also be considered.

Assignments include:

- Each class member will make three 10-minute presentations of an assigned reading and lead a subsequent 10 minute class discussion of the topic (each 10% of the final grade)
- Two 5-6 page analysis essays. These will involve selecting at least four readings (two from an ancient source and two from modern scholars) on the same or related topic, accurately analyzing the readings, and then integrating the material into a cohesive conclusion. (each 15% of final grade)
- Final Project -A paper of 20 pages, similar to the essays, but with more extensive use of sources, and greater depth of evidence and analysis (40% of the final grade)

Readings include:

*The Origins of Western Warfare: Militarism and Morality in the Ancient World* by Dooyne Dawson (Westview Press, 1996)

**HONR 2290- Ancient Rome in Historical Fiction: Narratives, Sources, and Screen Adaptations**  
**Judith Hallett**

In this seminar, we will study the *I, Claudius* BBC series, and compare this 1976 "small screen" cinematic treatment to Robert Graves' novels on which it was based—*I, Claudius* and *Claudius the God*—as well as to the ancient primary sources on which Graves mainly relied: Tacitus' *Annals*, Suetonius' *Lives of the Twelve Caesars*, and the histories of Cassius Dio. In considering how Graves' representation of Claudius compares to that of ancient authors, and how the BBC adaptation of Graves compares to that of both Graves and our ancient primary sources, we will focus on Claudius' ancient and modern medical image as a physically and mentally challenged individual, on his role as a member of the Julio-Claudian dynasty, and on the impact of his story on two twentieth century audiences, that of Graves in the 1930's and that of the BBC-TV series in the 1970's. This course will include three short papers and a final group project.

**HONR 238A- Backstage in the Nation’s Capital: The Washington D.C. Theater Experience**  
**Korey Rothman**

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- The Future of Energy and Climate Policy**  
**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 238D- The Contemporary American Musical Theatre: From Hair to Hairspray- and Beyond**  
**Korey Rothman**

As America's major contribution to theatre, musical theatre has long been considered a quaint form of Americana. But looking just beneath the surface one sees that the American musical has always served a critical social function that moves far beyond simple songs about the golden haze on Oklahoma meadows. With its popular appeal and widespread audiences, the musical has been a fruitful place to both endorse and critique American ideologies and institutions. And as Americans became more rebellious in the turbulence during and following the 1960s and the Vietnam War, the musical followed suit. This course will begin with the Vietnam-era musical *Hair* in order to consider how the American musical of the late twentieth century is a contested site – a source of popular entertainment and profit and a means to make important political and social critiques. The course will move from the concept musicals of the 1970s, to the profit-driven mega-musicals and nostalgic revivals that dominated the 1980s, to the 'Disneyfication' of Broadway in the 1990s, to the pastiche and satire that dominated the early 2000s, to the current trends of synergistic marketing and star power in order to explore the ways the musical has variously paralleled and challenged larger trends in the American landscape. The course will emphasize issues of race, ethnicity, sexuality, and class, in order to consider how America's, and consequently the musical's, treatment of those subjects has shifted in the last four decades. The class may include a trip to New York City to see a Broadway show (depending on show availability).

Assignments include:

- Course assignments will include viewings of musicals, quizzes, short research papers, and a class presentation. For the final project, students will work in a group to choose a source text to adapt to a new musical. The group will not write the musical but instead develop a 'pitch' to sell their adaptation, emphasizing the ways they will make their musical adaptation relevant to a contemporary audience.

Readings include:

Readings will come from a range of scholarly sources on musical theatre to supplement the musicals students are seeing.

Viewings include:

*Gypsy, Hair, Company, A Chorus Line, Sweeney Todd, Evita, Into the Woods, Phantom of the Opera, Rent, Hedwig and the Angry Inch, Hairspray, Spring Awakening, In the Heights*

## **HONR 238N- Public Health and Contemporary Health Issues: “Saving Lives Millions at a Time”**

**Kerry Green**

Are energy drinks dangerous? Should HIV screening be mandated for college entry? How likely is gun violence on a university campus? Every day, we are presented with new public health considerations and study findings. However, it can be challenging to understand the significance of public health findings presented by the media without a basic understanding of public health methods and its scientific foundation. Through the in-depth exploration of three health topics, students will gain insight into the public health approach to better understand its purpose and methodology.

This topically oriented class will introduce students to the basic principles of epidemiology, the science of public health, to allow them to be better consumers of public health findings presented in the popular media. We will focus primarily on three health problems to serve as examples of major health problems confronting the United States. We will study these problems in depth in order to gain an understanding of disease prevention, identification, and transmission. This semester, we will focus on one infectious disease (HIV) and two health behaviors (substance use and violence). We will read popular press articles on these health topics, as well as nonfiction case studies.

Course enrichments include guest lectures and field trips, such as a visit to Sexually Transmitted Infection Community Coalition of Metropolitan Washington, DC (STICC) or Metro Teen AIDs Real Talk Testing Van, as well as one or more guest lecturers from leading experts and community health workers in substance use, HIV, and violence prevention.

Upon completion of this course, students will be able to

- critically examine public health study findings presented in the media
- gain foundational knowledge of epidemiology to allow them to be better consumers of public health study findings
- Enhance teamwork, critical thinking, writing, and oral presentation skills

Assignments include:

- weekly reactions papers, student presentations on health topics in the news, in-class activities, and a final research paper

Readings include:

Excerpts from *Saving Lives a Million at a Time*; *The Hot Zone* by Richard Preston; popular press coverage of major health topics; nonfiction case studies of public health problems; and government publications on substance use, HIV, and violence.

**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 239A- Constructing and De-Constructing the Colonial Chesapeake**

### **Dennis Pogue**

The Chesapeake Bay region during the colonial era — comprised of the colonies of Maryland and Virginia — has been one of the most fertile fields of early American scholarship. Incorporating the first permanent English settlements in the New World, the evolving Chesapeake society was marked by a cultural richness borne of the mixture of Native American, African, and English peoples. The society and culture that resulted had a prominent place in the development of the emerging American nation, and thus has particular relevance to today's world.

The work of scholars from a range of related disciplines — historians, archaeologists, architectural historians, museum curators, and other material culture specialists — have joined forces to gather evidence from a variety of sources to bring to bear in studying this time and place. Students will have the opportunity to adopt those roles in gathering, manipulating, and interpreting primary data — both on-site and online — to address a number of issues related to the development of Chesapeake culture and society

Assignments include:

- Attendance and participation in class discussions
- Leading class discussion on a selected topic
- Four short exercises in gathering and analyzing primary data
- A capstone project and presentation to the seminar, in collaboration with one or more classmates, on a research question of your choice that will be an extension of classroom work.

Readings include:

Students will read a variety of secondary sources written by specialists in the study of the Colonial Chesapeake; online resources will include a number of recently compiled data bases of primary evidence comprising: early Chesapeake buildings, enslaved African-American housing, archaeological collections, and primary documents

Viewings include:

*Field trips to colonial Chesapeake buildings and sites in the area; Bostwick house, the mid-18th-century home of the prominent Lowndes family, which is located in nearby Bladensburg, will serve as an ongoing laboratory for investigating topics related to Chesapeake architecture and cultural dynamics.*

**HONR 239C- The Creative Process in Dance**  
**Sharon Mansur**

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 239D- Introduction to Printmaking**  
**Matthew McLaughlin**

This workshop will introduce students to fine art printmaking techniques and their historical and contemporary context. Through a combination of lectures, demonstrations and hands-on experience, students will learn the printmaking's tools, paper, inks, and how to produce images in multiple. Students will develop their own imagery demonstrating their skill and confidence in printing on a press while exploring their personal visual expression.

**HONR 239V- Introduction to Visual Storytelling**  
**Timothy Jacobsen**

*This course is for non-Journalism majors only.*

Students who enroll in this course will be invited to challenge themselves creatively on a visual communication level. The world we live in is becoming more and more loaded with visual stimuli. Everyone is taking photos. Everyone is shooting video clips. Everyone is uploaded and retweeting. Whether it be Facebook pop up advertisements, Instagram photos, Vine videos, selfies or video shorts, visual communication takes up a big part of our lives. A grand majority of that visual imagery is not so great. How do you make your imagery stand out?

Through the introduction to a series of key visual techniques, documentary skills, compositional tools and with the use of a powerful software suite, students will learn how to shoot, edit, display and tell simple to complex stories through the use of still photos and video clips.

The semester will be broken into two equal parts. The first half of the semester will deal with still photography, one the most powerful forms of communication. Weekly assignments and in class exercises will center on instilling good visual skills. You will learn how to find great images instead of snap photos. Tried and true compositional technics will be taught alongside sound documentary and ethical skills. Students will work consistently with the latest version of Adobe Photoshop, the industry standard for photo editing and digital manipulation.

## **HONR 258D- Stage, Screen, and Life: A Cultural History of Drag**

### **Catherine Schuler**

What does “drag” conjure in your imagination? What about “cross-dressing,” “dandyism,” “transvestism,” “glamor drag,” “drag king,” “drag queen,” “boy actress,” “transsexual,” “FTM,” MTF,” “genderqueer, and “gender dysphoria?” Do you know someone who fits one or more of these categories? Do you picture certain celebrities? Have you been to a drag club (kings or queens) or seen films that depict drag? Have you seen a cross-dressed production of *Hamlet* or *Oedipus*?

Many of us associate “drag” with gender, sex, and sexual orientation, but have you also considered race, ethnicity, and class as sites of drag performance? If you’ve seen/read/done/considered any of these, were you shocked and dismayed? Intrigued? Did you have questions? If so, let’s explore them together.

Objectives:

- To become familiar with the historical roots of drag
- To examine, and therefore better understand, relationships between theatrical drag and performance of gender in everyday life
- Through books, articles, films, live performances, and an embodied experience of drag, to gain a fuller understanding and appreciation of the idea of “identity continuum”
- To explore relationships between and among gender, race, ethnicity, and class as they manifest in drag performance

## **HONR 259L- Thinking Strategically**

### **Robert Schwab**

This course is designed to use the tools of decision theory and game theory to understand economic, political and social problems and issues. Among other topics, it will examine the fallacy of sunk costs; techniques to determine the credibility of threats and promises; the importance of identifying dominated strategies; the potential value of randomizing strategies; the importance of knowing how much rivals know before choosing a strategy. We will also examine some case studies such as using auction theory and matching theory in the design of markets. While mathematical skills such as calculus and algebra will increase the student's enjoyment of the course, these are not required. What is required is a curious mind and a willingness to think formally and analytically about interesting and (sometimes) important problems.

Assignments include:

- Assignments include problem sets, a mid-term and final exam, and an applied project with a class presentation component.

Readings include:

A course text has not yet been selected; however, books such as Schelling's *The Strategy of Conflict*, Brandenberger and Nalebuff's *Co-opetition* or Dixit and Nalebuff's *The Art of Strategy* are examples of the types of problems and approaches used in the course.

## **HONR 269E- Exploring Key Issues of Globalization**

### **Dorith Grant-Wisdom**

This course aims to assist students in their efforts to understand the phenomenon called globalization, by taking a multi-disciplinary approach that employs alternative integrating themes. Central to the course is the view that globalization relates as much to a way of thinking as it does to a description of the dynamics of political, economic, social and cultural relations and changes.

The greater portion of the course will examine a wide range of issues in relation to globalization and its various dimensions and impacts. Some of the issues/problems include: the global, regional and local expression of the organization and restructuring of capital; perceptions and realities of time and space (in terms of worldviews, communications, etc.); the role of the nation-state as a sovereign structure and a community of belonging and identity in an era of globalization; globalization and culture; migration and displacement; and the challenges that global processes pose to individuals and collectives at the levels of the state, class, gender and race.

Assignments include:

- Students will be required to write three short papers.
- The research project entails a survey of the UMD student population on their knowledge and views of issues of globalization. Students will be divided into groups and will engage in the formulation of interview questions, generate representative samples of the population, carry out interviews, analyze the data, and present their findings to the class.
- In order to encourage critical thinking and active participation, there will be a weekly discussion question based on the readings. Students will take turns to submit discussion questions on Blackboard before the class meets AND lead the class discussion. More details will be provided.

Readings include:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, New York: Verso, 1991, Excerpts

Arcaro, Thomas & Rosemary Haskell, Eds. *Understanding the Global Experience: Becoming a Responsible World Citizen*, Boston: Allyn & Bacon, 2010

Eitzen, D. Stanley & Maxine Baca Zinn, Eds. *Globalization: The Transformation of Social Worlds*, Belmont, CA: Wadsworth Cengage Learning, 2009, Selected Readings

Hebron, Lui, & John Stack, Jr. *Globalization: Debunking the Myths*, New Jersey: Pearson Education, 2009

Kesselman, Mark. Ed. *The Politics of Globalization: A Reader*, Boston: Houghton Mifflin Company, 2007, Selected chapters

Kiely, Ray. *Rethinking Imperialism*, London: Palgrave Macmillan, 2010, Selected chapters

Kiely, 'From Bretton Woods to Neo-Liberal Globalization' from *The New Political Economy of Development: Globalization, Imperialism, Hegemony*, London: Palgrave Macmillan, 2007

Petras, James and Henry Veltmeyer, *Neoliberalism and the Dynamics of Capitalist Development in Latin America*, London: Palgrave Macmillan, 2009

Stiglitz, Joseph E. *Globalization and Its Discontents*, New York: W.W. Norton, 2002, Excerpts

Annual Editions: *Global Issues*, 10/11. McGraw-Hill/Dushkin

Viewings include:

Life video series, Bullfrog Films, examines the issue of globalization and its effect on ordinary people and communities around the world

**HONR 269G- Hungry, Hot and Crowded: Global Challenges in the 21<sup>st</sup> Century**  
**Kathleen Mogelgaard**

Globally, nearly 1 billion people go to bed hungry each night. Agricultural systems and human communities face growing threats from rising temperatures and increasingly unpredictable weather patterns. Meanwhile, the world's population is projected to add another 2-3 billion people by mid-century, further straining political and ecological systems. This seminar will explore three global trends—food security, climate change, and population growth—that are key to shaping society, human welfare, and environmental sustainability in the 21st century.

In this interactive seminar, students will review causes and consequences of these interlinked challenges, and engage with guest speakers from the US government and non-governmental organizations who are shaping innovative policies and programs to address them. By the end of the seminar, students will have a nuanced understanding of sustainable development challenges and opportunities, an appreciation of the urgency for action, and an understanding of the diverse professional pathways available to those with interests in the field.

## **HONR 269T- Understanding U.S. Foreign Policy toward Afghanistan**

**Tim Nusraty**

In this Global Classroom, Honors College students at UMD and students at the American University of Afghanistan (AUAF) in Kabul will examine the history of Afghanistan, its political figures, and the empires that attempted to rule the country. Students will also learn about Afghanistan's turbulent modern history, including the Soviet occupation, the Afghan civil war, and the Taliban era. Students will then analyze in detail the U.S. foreign policy decisions that followed the events of September 11, 2001. This includes key policy decisions such as how the country should be governed, the selection of Afghanistan's leader, the role and mission of the international community, the adoption of a new Constitution, and the establishment of a new democratic system of government.

To better understand the issues and policies from the indigenous perspective, this course will take part in a number of unique collaborations. First, students at UMD and AUAF will come together to conduct a joint research project. This will be accomplished by pairing UMD students with their counterparts at AUAF and having each group communicate directly and frequently through Skype, Facebook, and e-mail. The students will then present their research and findings to the entire class. Second, students at UMD will have the opportunity to hear directly from faculty at AUAF through live lectures on subjects such as history, politics, women's issues, and current affairs. Third, students at UMD will hear firsthand from current and former government officials on the lessons learned in developing and implementing policies and programs in the areas of reconstruction assistance, including efforts to combat narcotics and corruption. Finally, the course will either culminate in a videoconference OR include several videoconferencing sessions between the students at UMD and AUAF. The two-hour videoconference(s) will allow the students to engage in a frank and candid dialogue about the successes and challenges over the past 13 years and to share their personal views about the mission and the future of US-Afghan relations.

**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 278K- Evolutionary Processes in Health and Medicine**

### **Charles Delwiche**

Humans are living organisms, and as such our health is a biological phenomenon, structured by and subject to the constraints imposed by evolution. This is not just an abstract concept; an understanding of evolution can be used to help predict events that can mean life or death to millions of people every year. Despite this, many people are unaware that evolution plays a role in medicine. We will spend the semester exploring ways in which evolutionary phenomena influence health and medicine. Among the specific phenomena we will discuss will be: the emergence of multiple-drug resistant bacteria ("superbugs"); how natural selection governs the progression of cancer; diseases such as bubonic plague, AIDS, and influenza that have moved from animals to humans; human genetic variation and how it influences our health; and how our health is influenced by the bacteria that live in and on our bodies (the "human microbiome").

We will use Carl Zimmer's *The Tangled Bank* as our common reference for evolutionary biology, but more of the readings for the semester will come from news articles, magazines, and the scientific literature. One of our objectives for the semester will be for you to build comfort with reading articles from the scientific literature. We will also read a novel, George R. Stewart's *Earth Abides*, which was first published in 1949, and remains a fascinating meditation on the interactions between humans and the natural world.

The course will be primarily discussion-based, with students working in teams to present readings, moderate discussions, and develop a set of wiki-based notes for the semester. Each student will also prepare an article in the form of a wiki page that discusses a chosen topic in evolutionary medicine, and will peer-review the work of fellow students.

The course will include one or two Saturday field trips, to the Smithsonian Institution National Museum of Natural History and/or to the National Museum of Health and Medicine.

Assignments include:

- Each student will participate in six group presentations, acting twice in each of the following roles: *Speaker*, *Moderator*, and *Scribe*. Each of these roles is described in more detail below. Students will be assigned to rotating groups at the beginning of the semester; in most cases these will be a different group of students for each presentation. Each discussion topic will have background reading, and *the entire class is expected to have read these prior to coming to class*. The members of each group should work together (in person or via email) to prepare for the topic assigned. Although members of the group are assigned distinct roles, they are expected to work together to develop a coherent presentation and wiki page.
- The *Speaker* is the lead member of the group, and is responsible for giving a 10-15 minute verbal overview of the assigned topic. The presentation may be accompanied by a powerpoint presentation, or may be given as a "chalk talk."

- The *Moderator* is responsible for leading class discussion of topic. They should be sufficiently informed on the topic that they can help guide the class through an orderly discussion.
- The *Scribe* is responsible for preparing a set of organized notes on the topic, and for posting these to the course wiki. These should represent not only the material covered by the speaker, but also the topics that come up in course discussion, and should be updated and corrected as needed through the semester.
- *Term project* Through the course of the semester we will build a reference work on the course wiki. Early in the semester each student will pick a specific research topic to develop as a detailed wiki page; in most cases these will be specific pathogens or diseases. The page should provide an overview of the topic, information on the evolutionary processes involved, a discussion of history and medical importance of the subject, and figures and literature cited as appropriate. Students will present their projects during the last two weeks of the semester.
- *Reviews of peer's projects* Each student will review two term projects prepared by other students. They may comment on, and edit, the project as appropriate (the original author does, of course, have the right to reject any changes made by reviewers). This stage of the review process is *not* anonymous, and should be focused on making the wiki pages under review as good as is possible. The student will also submit a one- to two-page confidential review to the instructor, which will briefly explain the corrections made, and comment on the overall quality of writing, organization, appropriate citation, etc.

Readings include:

Zimmer, Carl, 2010. *The Tangled Bank*. Roberts and Company, Publishers. Greenwood Village, Colorado. (Required) ISBN-13: 978-0981519470

Stewart, George R. 2006. *Earth Abides*. Random House. (Required; originally published 1949, other editions are acceptable) ISBN-13: 978-0345487131

HILLIS, DM, and JP HUELSENBECK. "SUPPORT FOR DENTAL HIV TRANSMISSION." *Nature* 369, no. 6475 (May 5, 1994): 24-25.

Hillis, D. M. 'Aids – Origins of HIV.' *Science* 288, no. 5472 (June 9, 2000): 1757-+

Lemey, Philippe, Andrew Rambaut, and Oliver GPybus. 2006. HIV evolutionary dynamics within and among hosts. *AIDS reviews* 8 (3): 125-40.

**HONR 278R- Creative People, Creative Practice**  
**James Fry**

What do creative people do to get new ideas? Do you have to be intelligent to be creative? Is creativity genetically determined? Can creativity be learned? Can it be measured? Is there a connection between creativity and motivation? Between creativity and nonconformity? Creativity and mental illness? The notion of creativity raises many questions, questions that serve as launch points for our inquiry. Like a flat stone skipping across the water's surface, we touch on diverse topics in the sciences, social sciences, business, humanities, and the arts. We develop case studies about real-life situations in which creative people solve problems, overcome obstacles, and resolve conflicts. Finally, we apply what we've learned in a creative project. Mostly, this seminar is about the practice of creativity. We try out new ideas and take risks, seeking to better understand ourselves.

What's involved? Course components include short readings and videos, journals (5), case study, case study presentation, creative project, and creative project presentation.

**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 279Y- Language and Thought: Insights from Brain Damage, Neuroimaging, and Bilingualism**  
**Jared Novick**

We speak at an average rate of 200 words per minute! An amazing number of processes occur when we speak: conceptualizing what to say, selecting the words that convey our ideas, selecting the tone of the message, constructing grammatical sentences, uttering the sounds that make up the sentences, and so on. How do our brains enable us to speak creatively at such a rapid rate? And how did we find out about neural operations involved in speaking? This course uses an interdisciplinary approach to address these issues, drawing from neuroscience, brain imaging, psycholinguistics, speech pathology and cognitive neuropsychology.

The objective of this course is to provide an interdisciplinary understanding of the psycholinguistic, neurological, cognitive, and pathological processes involved in speech and language. The content of the course includes: 1. methods used to study neural bases of communication/cognition, including – functional magnetic resonance imaging (MRI), positron emission tomography (PET), event related potentials (ERP), electroencephalography (EEG), transcranial magnetic stimulation (MEG), sodium amytal tests (WADA), and neuropsychological tests. 2. neuroanatomy, with a focus on cortical and subcortical networks involved in speech, language and reading 3. The component neurocognitive and psycholinguistic processes involved in speech, language, and reading 4. case studies of patients with speech-language disorders with a neurological etiology 5. Neural development, aging, and plasticity.

Course material will be disseminated via lectures, manipulation of actual brain specimens, neuropsychological case studies, and class discussions. Evaluation is based on 2-4 open-book exams and a term paper.

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

*Also offered as BIOE150. Credit will be granted for only one of the following:  
HONR288L or BIOE150.*

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 288P- Why Do Things Burn?**  
**Marino diMarzo**

*To register for this class, you must not be an Engineering major.*

This is a hands-on course exploring the behavior of fire. We will achieve an understanding of this behavior from experimental observations and we will highlight some of the theory that assists the practitioners in analyzing and predicting fire behavior. Each week we will lay out the key ideas during the lecture and we will complement these concepts with experiments and observations in the second period. The course is set in three parts. First we will introduce few basic concepts about fire and heat. We will follow with the description of ignition, flame spread, and burning rate and fire and smoke plumes. We will conclude with a look at the implications for buildings and their occupants with some considerations to forensic investigation.

Upon completion of this course, students will be able to

- Gain some understanding of the phenomena associated with fire
- Learn about ignition conditions, spread of flames and burning rate
- Examine the behavior of smoke and fire plumes
- Consider the effect of fire on people
- Look at key elements of fire forensic investigation

Assignments include:

- Each week, there will be a lecture and a hands-on experience. Small student groups (5 students each) will participate in lab experiments or other activities. Each group will then prepare a weekly report (3-5 pages each) and will discuss their findings at the beginning of each class.
- An individual term paper (5-10 pages) will be assigned to each student and it will provide an opportunity to investigate more in depth a specific topic cover during the course. This term paper will serve as the final examination for the class.

Readings include:

*Principles of Fire Behavior*, James G. Quintiere, Delmar Publishers, 1997

Additional readings will be assigned as needed.

## **HONR 288R- Medical Humanities and First Person Illness Narratives**

**Cathy Barks**

Chronic illness contradicts the cherished belief that individuals control their own destiny. It disrupts one's sense of identity, purpose, and moving forward in life. In this seminar, we will read first-person illness narratives and use the tools of literary analysis to pay close attention to the patient/writer's narrative rather than relying on preconceived ideas about the nature of illness.

Our goals will be to (1) understand the experience of illness from the patient's point of view; (2) analyze how and the extent to which these patients use the process of writing to restore a sense of coherence, purpose, and progress to their lives; (3) analyze how and the extent to which they create a new sense of identity that includes their illness; and (4) explore how these narratives can be used to the benefit of different parties involved in the experience such as the friends and family of the chronically ill, those who are chronically ill themselves, members of health professions, and others who are seeking a greater understanding of this part of the human condition.

Readings include:

*Autobiography of a Face*

*A Whole New Life* (Literature and Medicine)

*Waist-High in the World*

*Body Silent* (Medical Humanities)

*Girl Interrupted*

*Darkness Visible*

## **HONR 289L- Biofuels: Fact or Fiction?**

**Steven Hutcheson**

One of the hottest issues affecting society today is the energy we use to sustain our lifestyles. Our consumption of energy in this society is prodigious. Because of the ease of recovery, distribution and use, most developed societies today rely upon fossil fuels for the source of this energy. These fossil fuels are, by definition, in finite supply and have obvious negative attributes. The question becomes what to do in the future. This hotly debated subject is affecting all aspects of society including federal policy issues, life style choices, the race to develop alternative energy technologies, and environmental issues. There are strong pressures to develop sustainable substitutes for fossil fuels. The success of these substitutes will lie in the economics of the processes chosen as they have to compete cost effectively with fossil fuels.

This course will provide an overview of alternatives to fossil fuels to examine need, technologies for production, environmental, economic and social impacts of these alternatives, and policy issues controlling development of the industry. Each of the issues addressed will examine it from a technical, environmental, social, policy and economic view point. The concept is to provide students with a broad exposure to this rapidly evolving industry to identify the problems and work on solutions.

Upon completion of this course, students will be able to

- How does lifestyle influence energy consumption?
- What are biofuels and what are they used for?
- What are the limitations of biofuels?
- What are the current technologies for making biofuels?
- What is biomass?
- What are thermochemical processes for converting biomass into biofuels?
- What are enzyme-based processes for making biofuels?
- What are anaerobic digestors?
- What factors that influence the economics of biofuel production?
- What is the impact of biofuel production on land use?
- What are the other environmental impacts of biofuel production?
- How does governmental policy affect biofuel production?

Assignments include:

- The course will have 3 parts to it: 1) assigned readings; 2) students presentations on the topic of the day; and 3) group discussions. It is designed for all students, irrespective of their background.

Readings include:

Readings will be chosen from recently published sources

## **HONR 289P- How Do Innovators Think?**

**Mark Wellman**

*Students may not earn credit for both HONR289P and BMGT289B for credit.*

Innovation is the lifeblood of our world economy and a strategic imperative for every organization. Innovation is frequently recognized as an important competitive advantage for organizations.

The United States is falling behind on innovation. A recent ranking of 40 countries' efforts to foster innovation over the past decade ranked the U.S. last. This year China is projected to outpace us in the number of patents it files. That's the first time any other country has overtaken the U.S. The first step in winning the future is encouraging American innovation.

In his 2011 State of the Union address, President Obama emphasized the importance of innovation. CEO's everywhere call innovation a strategic priority. The future of the United States economy will come from new industries that create innovative products, services, and processes. Innovation is particularly critical in driving growth in developed and emerging economies in a period of slow economic growth.

The power of innovation to revolutionize industries and generate financial success is evident from business history: Apple iPod replaced the Sony Walkman, Starbucks overtook traditional coffee shops, Skype edged out AT&T and British Telecom, eBay replaced classified ads and Southwest Airlines flew under the radar of traditional airlines such as United and American. In every case, the creative ideas of innovators produced sustainable competitive advantages over the dominant competitor. Where do disruptive business models come from and how you become a disruptive innovator?

These questions will be examined along with a discussion of how America gets back on track to being the number one innovator in the 21st century. As part of the examination, we will consider where disruptive ideas come from and help students learn how to creatively solve problems. More specifically, students will learn about: a) the innovation process and the role of the individual in generating innovations and b) the attributes, habits, and skills of individuals who have successfully started innovative new businesses.

Students are then given opportunities to build their skills at creative strategic thinking so that they will be more successful at generating novel and potentially valuable ideas for their companies. Students will receive a creativity assessment to get a sense for their own creative abilities. They will also learn how individuals that started new companies (or who significantly added value to existing companies) came up with the valuable new ideas. Finally, students will also be asked to apply the knowledge acquired in class by coming up with a creative idea to start a new business.

**HONR 298F- Explaining Social Change: Fact and Fiction in Understanding Why Our World Looks the Way it Does**  
**Meyer Kestnbaum**

This seminar will examine four central examples of social change:

- the origins of markets and industrial capitalism;
- the emergence of democracy as opposed to dictatorship;
- the causes and consequences of social revolution; and
- the logic of armed conflict.

For each topic, we will use two approaches to “case-based” work:

- comparative and historical works of research examining large-scale processes of change that shape our world today; and
- accounts of alternate realities in science fiction or fantastic literature or film that provide a compelling lens through which to view the present.

Both offer distinctive ways of understanding the current moment. And both are rooted in the importance of being able to imagine and explore the variety of ways social arrangements hang together, why they emerge, and what difference it makes that things work out in a particular way.

This course examines social change from the perspective of comparative and historical sociology, highlighting rich and telling ways of getting at the questions ‘where are we now?’ and ‘how have we arrived here?’ A central goal of the course is to give students a critical appreciation of the particular forms social explanation takes in comparative and historical inquiry. This requires not only familiarity with methodological concerns in the literature, but more importantly, close reading of exemplary works in the field. Much of our time will be spent trying to wrestle with causal inference in notable works of historical comparative research, or on what basis the analyst is able to make more or less persuasive causal claims about patterns of change. We will focus on the power of case-based scholarship to illuminate and explain, examining strategies of causal inference as well as the kinds of evidence marshaled by scholars to substantiate their claims according to each of these strategies. In this connection, we will explore the role of hypothetical counterfactuals—of ‘what might have been’—in producing adequate explanation as well as rich understanding of whatever it is that the scholar is trying to explain.

## **HONR 299J- Prions: Cannibalism, Mad Cows, Slow Death, and Human Weakness**

**Marco Colombini**

Prions are infectious proteins that result in slow degeneration of the brain leading to loss of function of the most critical organ in the human body. They are passed from one organism to another by eating the flesh of an infected individual, animal or human. Cooking does not destroy the infectious activity. The normal means of sterilizing medical instruments does not destroy these proteins nor does it render them inactive. Burying infected animals results in normal decay of the flesh but does not destroy the infectious prions, at least not for years. Growing evidence implicates prions or prion-like activity in a number of slow neurodegenerative diseases.

The course will explore what prions are, how they can replicate themselves without DNA or other genetic material, and how they can be transmitted from one organism to another. We will also examine the various forms of established prion disease and diseases where the role of prion-like proteins is more controversial(e.g. Alzheimer's). Established prion diseases occur in sheep, goats, mink, elk, deer, cattle, cats, nyala, and humans. Further we will examine how former and some current practices in the agricultural and recycling/composting industry may favor the transmission of prions. For example, the agricultural practices that resulted in the explosion of Mad Cow Disease in the UK in the mid to late 1980's resulted in the death of 180,000 cows and 150 people. In addition 5 million more cattle were killed as a precautionary measure. In most fields of study there are minority views that from time to time turn out to be correct. Therefore we will explore some of these alternatives including the evidence that the infectious nature of prions arises from extremely small viruses.

The course will require a great deal of student participation in the form of in-class discussions and student presentations. It is expected that most students will NOT be life science majors and thus appropriate background information will be provided by the instructor so that students can appreciate the science behind the observations. The emphasis will be on rational thought and understanding of the origin of the disease, the factors that favor transmission, and the cost/benefit balance of safety vs. prosperity.

**HONR 338A- Understanding the Israeli-Palestinian Conflict through Opposing Histories**  
**Paul Scham**

*Not open to students who have taken ISRL289I. Credit will be granted for HONR338A or ISRL329D.*

Israelis and Palestinians have been fighting over the Land of Palestine/Israel for over a century, but both sides date their relationship to the Land back many centuries, even millennia. We will look at the history but especially the “narratives” that the two sides employ to explain and justify, both to themselves and others, their claims to the land, and how these narratives have both molded the shape of the conflict and been molded by it, and changed over time.

This is not solely a history course, though it will cover the relevant history. It will focus on the importance of narratives to the continuation of the conflict, as well as elements relating to identity, religion, archaeology, morality, and human rights. No previous knowledge is expected, but those with such knowledge will find it useful.

**HONR 348D- Innovation and Social Change: Do Good Now**  
**Bill Dorland**

*This course will be offered in conjunction with BSOS388B and PUAH388D. Credit will be granted for HONR348D, BSOS388B or PUAH388D.*

Explore the many mechanisms for achieving social impact through social innovation. This is team-based, highly interactive and dynamic course, that provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. This course deepens the students understanding of entrepreneurship and innovation practices by guiding them through the creation and implementation process as applied to a project idea of their choice. These projects serve as the laboratory to implement topics such as design systems thinking, developing and communicating a strategy and goals, project management and implementation skills, teamwork and talent management, fundraising and revenue generation, marketing and partner development, leadership skills and project sustainability.

## **HONR 348F- Deconstructing Breaking Bad**

In its five year run (2008-2013), AMC's *Breaking Bad* was nominated for 240 awards and took home 94 wins. In addition, it has garnered a sizeable, active, and at times aggressive fan base. But what makes *Breaking Bad* so compelling? What can various critical lenses such as gender, race, national identity, sexuality, class, and disability do to unpack this complex and multifaceted series? What does the series have to say about contemporary masculinity? Fatherhood? Health care? Citizenship? The War on Drugs? Corporate culture? Race relations? What demands does the mix of episodic and multi-season serialized narrative make upon the viewer? How does the series both work within and subvert the codes of the gangster film, the western, and primetime melodrama? How does the program fit within AMC's brand of "quality" cinematic television? How do contemporary modes of spectatorship, such as repeat or "binge viewing" through DVD or Netflix, affect the manner in which the show is constructed, styled, and disseminated? How do fans create their own distinct narratives and pleasures in ways not promoted, intended, or authorized by the showrunners?

Readings include:

Course texts: *Breaking Bad*, the complete series, is the primary text for this course.

## **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 McCandless**

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.