

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 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 2090 - The Science of Sleep
David Yager

Sleep is a dominating and inescapable presence in our biological lives, our psychology, and in every human and animal culture on earth. It alters and challenges the way we experience the passage of time, and it is intimately tied to remembering and forgetting. Yet no one fully understands the mechanisms of sleep, or even why we sleep.

In this course we will study what is known about the biology of sleep and also examine in depth the closely related topic of biological rhythms. The emphasis will be on the biological processes that give rise to and control sleep and rhythmic behaviors. Therefore, part of the course will be a primer of brain structure and function.

The societal significance of rhythmic behaviors, including sleep, should not be underestimated. Sleep deprivation and rhythm disruption are sources of considerable suffering and mortality. They also play significant roles in disorders such as depression, Alzheimer's disease, and heart disease. And then there is the mystery and romance of sleep and dreaming. We will touch on these various and cultural aspects of sleep throughout the semester to complement the biological discussions.

Assignments include:

- Requirements will include two examinations, one or more short papers/presentations, and a final paper/project.

Readings include:

Moorcroft, W. H. and Belcher, P. (2003) *Understanding Sleep and Dreaming* New York: Plenum

Dunlap, J. C. et al. (2004) *Chronobiology*. Sunderland, MA: Sinauer Press

Coe, Jonathan (1999) *The House of Sleep*. New York: Vintage Book

HONR 217 - Life, The Multiverse and Everything: Developing an Individual Cosmvision
John Carlson

All peoples, from hunter-gatherer bands to state-level societies, develop some view of who and what they are and how they fit into the universe as they perceive it. Each individual also has his own unique evolving personal world-view or cosmvision created from his or her cultural background and personal experiences. As the world around us changes and we mature, our individual 'cosmovisions' develop into creative works in progress as unique as one's own genome. The goal of this seminar is to create a unique interactive learning experience where the students and teacher consciously explore the process of 'Developing an Individual Cosmvision.'

Students will pursue their own developing personal cosmologies in light of (1) our contemporary core 'Western' scientific world-view and (2) a selection of other ancient and indigenous cosmvisions for comparison. Some of these other traditions to be explored in class and through individual research might include those of the Maya or Aztecs of ancient Mesoamerica, the Inca or Nazca peoples of Peru, and the Egyptians or Chinese and their descendants. One central organizing concept is that we will better understand our own cosmvisions if we learn about the world-views of our ancestors as well as other cultures very far removed from our own. As our world becomes more culturally diverse, we meet and must work with people who come from very different backgrounds from our own. In this course, we explore together some of the roots of these differences, which becomes a culturally enriching process.

In addition to the required readings and in-class discussions, a vital part of this course involves the process of the students expanding and editing their 'personal cosmvision' essays based on what they are learning, specifically incorporating a discussion of an 'ancestral' cosmology and how their own world-views might relate to those of their ancestors. This requires outside research, as with a traditional student research paper, of the world-view of either a hereditary (genetic) or cultural ancestor of their choosing. The students are asked to decide about what they think is 'ancestral' to themselves. These expanded essays are due near the end of the course. The seminar concludes with discussions of life in the Universe and whether our Universe might be just one such system in a vast, perhaps infinite 'Multiverse,' a concept now receiving considerable scientific interest in 21st-century physical cosmology.

Readings include:

J.B. Carlson, *America's Ancient Skywatchers*

Jared Diamond, *The Third Chimpanzee*

Ian Tattersall, *The Monkey in the Mirror*

E.C. Krupp, *Skywatchers, Shamans and Kings*

—*In Search of Ancient Astronomies*

Martin Rees, *Before the Beginning: Our Universe and Others*

—*Our Cosmic Habitat*

Various handouts and website reading assignments

HONR 218B - Making a Difference: The Lives and Words of Leaders Who Shape Our Time
Kevin Klose

This seminar will introduce leaders whose lives, words, and deeds who have shaped today's world and who will continue to have influence in the future. Participants will read, reflect, write, and engage in an exploration of the struggles, values, and actions of men and women whose efforts have strengthened civil society and spirit our times.

The leaders to be discussed include many whom Professor Klose knows (or, in the case of Havel, now deceased, knew) including: Madeleine Albright, former US Secretary of State; Ben Bradlee, the Washington Post editor who led the Watergate Investigation that forced President Nixon to resign; Vaclav Havel, the Czech playwright-essayist who emerged from prison to lead his country from Communist repression to parliamentary democracy. Additional leaders will also be considered.

The seminar features guest speakers who are prominent leaders. And students will develop informed views regarding the kinds of fresh leadership our society needs today. Seminar assignments will include: Participation (attend each class and be prepared to participate); oral presentations; three short papers, of no less than 3 double-spaced pages; a summary research and exposition essay, no less than 12 pages.

Upon completion of this course, students will be able to

- describe and internalize for themselves principles and goals of meaningful leadership in civic life
- become versed in the historic backgrounds of leaders who have made fundamental contributions to civil society in our world today
- develop informed views and opinions on issues in our societies needing fresh leadership
- improve writing and speaking skills through class presentations, discussion participation, and brief writing assignments
- be conversant with trends in civil freedoms of voting, speech, religious worship, in America and elsewhere in the world

HONR 218C - Love Me, Hate Me, Use Me, Save Me: Our Conflicting Views of Animals

Sarah Balcom

Humans share their lives with a wide range of other animal species for diverse and often conflicting reasons. Non-human animals are kept for food, fiber, work, transportation, and entertainment; they are hunted for subsistence and for pleasure; they are the subjects of paintings, literature, film, sculpture, and dance; they are demonized as vermin, predators, monsters, and pests; they live in our homes as companions, helpers, protectors, and status symbols; they are subjects of our scientific research; they provide insights into our own evolution and behavior. As humans, we worship, hate, fear, love, and ignore the other animals around us. We both anthropomorphize and objectify them. Indeed, the existence of non-human animals in these many conflicting roles has led to animals being at the center of frequent debates about their proper roles in our society. This course explores the spaces which non-human animals occupy in American culture and the debates centered about them.

Course Objectives:

The goal of this course is to examine the evolution of modern human-animal relationships and consider some of the major social and scientific debates that have arisen in the last century as a result of our rapidly changing and diverse views about animals. Fundamentally, this is a course in anthrozoology, an interdisciplinary field encompassing sociology, anthropology, psychology, economics, philosophy, veterinary medicine, animal sciences, and public policy. As such, this course will address a variety of topics by looking at perspectives from these diverse fields with an emphasis on sociological frameworks.

At the completion of this course, students should be able to:

1. Trace the evolution of Western culture's understanding and use of animals.
2. Explain the major philosophical positions relative to animal issues;
3. Articulate the role of personal experience, family, popular culture, religion, politics, and profession in shaping their viewpoints about animals.
4. Explain and evaluate the cultural implications of keeping certain species of animals as pets;
5. Explain and evaluate key issues regarding using animals for scientific research;
6. Explain and evaluate the various viewpoints surrounding raising animals for food and fiber;
7. Critically evaluate information disseminated by animal use industries, animal care professions, and animal protection groups;
8. Apply relevant areas of scholarship in multiple disciplines in addressing debates concerning the care and use of animals.
9. Effectively articulate the complexities of an animal centered debate to the lay public.

HONR 218J - Sustainability and Development: From the Individual to the Global

Dorith Grant-Wisdom

The goal of this course is to assist students in their efforts to understand the phenomena of development and sustainability from a historical, conceptual and comparative perspective. Central to the course is the view that each of these phenomena relates as much to a way of thinking as it does to a description of the dynamics of economic, social, political, and cultural relations and practices. It therefore takes a holistic and multi-disciplinary approach that employs alternative integrating themes around the contested concepts of sustainability and development at the individual, local, national and global levels.

Although the focus will be general in scope, references will be made to particular groups, peoples, and countries as they relate to the issues that will be covered. In exploring a variety of issues, the course will attempt to respond to some critical questions including: What is sustainable development? How have the political, economic, cultural, racial, 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 is it important to explore issues such as gender and development, agrarian and food security, urbanization, and the impact of global forces and events? What is the significance of various actors and forces that have influenced and had major impacts on the nature of development and sustainability, and what is the role of social activism in the process? Why do you matter to the globe's future and how can you make a difference?

HONR 218L - Language and Mind
Juan Uriagereka

What is human language, and what way other animals communicate? How do children learn language? What can the study of language tell us about how the human mind works? These are some of the fundamental questions in the discipline of linguistics, which we will tour in this course. Throughout the course, we will be learning (in many different ways) that human language is a surprisingly intricate, yet law-governed and fascinating mental system. Except in case of severe brain damage, speaking a language is something that seems both effortless and intuitive for all adults. Similarly, any child can learn to speak any human language if the child is exposed to that language from an early age, with almost no direct teaching. [Reading and writing are a different matter!] And yet, a close look at any human language shows that it is an extremely sophisticated system. This suggests that there is something special about the human mind that makes it able to learn and use language. Linguistics is a science which aims to discover how human languages work (any language, not just English), and what it is about human minds that makes them able to learn and use language.

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 218P - Immigration: Personal Stories and Policy Changes

Sara Schotland

In 1751 Benjamin Franklin ranted and raved against German immigrants: “Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion.” Still today, despite the welcoming image of the Statue of Liberty, America remains deeply ambivalent and divided about the pros and cons of immigration. This interdisciplinary course will consider public policy as well as examine fiction and film that convey the lived experience of twentieth and twenty-first century immigrants.

Our discussion of immigration policy will consider two main topics: immigration control and integration of immigrants. We begin with a threshold question about the rationale and morality of migration control: why do we have borders? After reviewing the history of U.S. immigration and the current system of visa allocation, we will discuss current policy issues. These include the tenuous status of undocumented workers; the challenge of responding to the recent wave of unaccompanied child migrants; and the criteria for extending asylum to political refugees and sex abuse victims. We next examine immigration reform, focusing on President Obama’s executive orders proposal deferred action for childhood arrivals (DACA) and for parents of citizens and lawful permanent residents (DAPA).

Upon completion of this course, students will be able to

- Understand the history of U.S. immigration, both the idealist myth and the harsh reality, often stained by nativism and racism
- Understand the current regime of US visa control based on employment categories and family ties
- Be able to articulate a pro and con on leading policy issues including treatment of undocumented aliens; the Obama reform package; proposals to increase high-tech visas, and Dream Act tuition reform. The objective is not to reach a consensus but to understand the arguments and to be able to offer an informed critique
- Be able to articulate the evolution of assimilation theory and take a position on its (in)applicability to 21st century immigration
- Acquire familiarity with relevant research organizations, advocacy groups, web sites, and library data bases
- Appreciate how the immigrant experience has enriched postwar American fiction and film
- Through literary and visual narratives, gain an appreciation of the extent to which the immigrant experience, while often sharing common elements, reflects the origins and perspective of specific migrant populations

Assignments include:

- Essays on short fiction and/or personal account; presentation on policy issues; option for original short fiction; periodic contributions to course blog and class participation.

Students who have a direct connection with immigration are encouraged to enrich our course with their own individual and family experience.

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.

HONR228J - The Caribbean Amidst the Global: Interrogating Issues of Pirates and Piracy
Dorith Grant-Wisdom

This course attempts a general but intensive examination of the Caribbean by focusing on issues of pirates/piracy to engender an historical, economic, political, social and cultural understanding of the region in the context of global forces and change. It seeks to separate myth from reality by investigating why piracy emerged and flourished in the Caribbean from the sixteenth to the eighteenth century; and to critically explore alternative ways in which one can (re)configure who is a pirate and what constitutes piracy, especially within the unfolding dynamics of neo-liberalism and globalization in today's world. The motives and the nature of the reality of piracy will be explored by taking an inter-disciplinary approach and employing integrating themes of class, race, gender, culture, etc. These interconnected frameworks will allow insight into the complex context from which the vital and varied nature of the region has emerged, illuminating the multiple economic, social, political and cultural patterns and challenges in the region.

HONR 228N - Alleviating Poverty in Developing Countries: The Economics and Challenges of Development Programs

Taryn Devereux

Globally, over a quarter of children under the age of five are undernourished. A child born in a developing country is over 13 times more likely to die within the first five years of life than a child born in an industrialized country. Food production per capita in Africa has declined over the past thirty years, making the region ever more reliant on imports and food aid.

The solutions to some of these problems seem simple enough: sleeping under a mosquito net reduces the risk of a child dying by 20%. Treating drinking water with chlorine can cut that by an additional 10%. With subsidies for fertilizer and high-yielding seed, farmers in Malawi for example, are generally able to produce enough food to meet national needs. The World Bank estimates that for a cost of less than 50 dollars for every person living in a rich country, we could reduce by half the proportion of people suffering from hunger, achieve universal primary education, and reduce child mortality by two-thirds. One might ask, “What is preventing the global community from taking the action needed to achieve these goals?”

Unfortunately, nothing about foreign aid is simple. While malaria control programs have been successfully implemented in Tanzania, in neighboring Uganda millions of dollars intended for this purpose have gone missing from government accounts. Even when aid is used for its intended purpose, critics argue that an influx of free food, fertilizer, or mosquito nets destroys incentives for farmers and entrepreneurs to deliver these goods. Ineffective and even repressive governments are able to cling to power thanks to aid from abroad.

What, if anything, can rich countries do to assist poor people in the developing world? How can aid be targeted and managed to do the most good? Well-known and respected economists come to wildly different conclusions on these questions. The course will use readings, discussion, and writing assignments, to examine current debates about foreign aid specifically, and about programs to help reduce poverty, more generally. Through concrete examples, students will be introduced to fundamental ideas in economics such as growth theory, public goods, and principal-agent problems. We will consider both theoretical arguments and empirical evidence, and critically evaluate some of the recent literature on aid effectiveness. We will also consider alternatives to aid such as reform of rich countries’ trade and agricultural support policies.

Assignments include:

- Each student will be required to present and lead a class discussion based on one of the assigned readings. Written reflections (1-2 pages long) on the readings will be due each week prior to the class discussion. Grading will be based on a class presentation, participation in class discussions, weekly writing assignments, and a 10-15 page paper.

HONR 228T - Journalism and Peace
Colman McCarthy

We have no shortage of war correspondents. But where are the peace correspondents? Where are the journalists whether in print or broadcast, whether toiling for the wealthy corporate media or going it alone as independents, whether columnists or editorial writers, whether reporters and editors on high school or college newspapers or reporters and editors of large circulation dailies, who bring to the public the news about peace? This course is a modest effort to examine some of the issues involving journalism and peace.

You can reach Dr. McCarthy by phone at 202 537-1372; by mail: the Center for Teaching Peace, 4501 Van Ness St., Washington DC 20016; or by email cmccarthy@starpower.net

Assignments include:

- The course is discussion based. All opinions, all experiences, all observations, all witticisms, all disagreements, all digressions (well, almost all) are welcomed. Students are encouraged to bring to class news stories they think would liven the class discussions and debates.

Readings include:

Strength Through Peace: the Ideas and People of Nonviolence; Solutions to Violence; All of One Peace. Films will include: War Made Easy, Gandhi, The Danish Resistance, and The Language of War.

HONR 229L - Climate Change: Science, Economics, and Governance

Ross Salawitch

Hardly a day goes by without some news worthy item being reported on Earth's changing climate (aka global warming). Often the stories are contradictory, tainted by parochialism, skepticism, and extremism by not only the conservative and liberal media, but also the camps of believers and deniers. This seminar will begin with a critical examination of the science that underlies climate change. We will then discuss the economics of possible large-scale adaptation of energy provision by means other than the combustion of fossil fuels. Next, we will examine governance issues, with a focus on how the Intended Nationally Determined Contributions (INDCs) submitted by 188 governments to the December 2015 meeting of the United Framework Convention on Climate Change (UNFCCC) will be implemented. During the final few weeks of this seminar, students will break into three groups representing the U.S., China, and the Developing World, with the assignment to formulate how each group will implement their INDC commitment.

Course Enrichments: We will offer a field trip either to a meeting of the Air Quality Control Advisory Council (AQCAC) at the Maryland Department of the Environment (MDE) in Baltimore Md, on which Prof. Salawitch is a long-serving member, or else hearings in the DC-area about legislation such as the Clean Power Plan, which will likely be adjudicated during the teaching of this class.

Upon completion of this course, students will be able to:

- Appreciate the scientific, economic, and political complexities that are needed by the world's governments to address climate change;
- Critically appraise the contradictory views regarding climate change espoused by entities such as MSNBC and FOX;
- Become more comfortable speaking in front of a group;
- Improve writing skills, especially in terms of succinct summary of a moderate to lengthy reading;
- Experience a role playing exercise that formulation of an agreement that will likely involve significant levels of negotiations.

Assignments include:

- Short writing assignments (no more than 1 page) asking students to reflect on specific questions about each reading (i.e., every reading will be accompanied by a brief writing assignment);
- A mid-term paper (6 to 8 pages, single spaced, including moderate use of illustrations but not including references) on a topic of each student's choosing;
- Each student will lead at least one discussion of a reading during the semester, for which they will receive evaluation from the class instructor as well as their peers;
- The "INDC implementation plan" (group effort, with a grade assigned to each of the role) as well as a final paper, 2 to 4 pages, that reflects each student's views of their role in the negotiation of the implementation plan. Students will determine

who plays which role (i.e., President, Agriculture, Energy, Transportation, three-person Senate), once the three groups have been formed.

Readings include:

Frequently Asked Questions about Climate by IPCC

(2007): <https://www.ipcc.ch/pdf/assessment-report/ar4/wg1/ar4-wg1-faqs.pdf>

Earth: The Sequel: The Race to Reinvent Energy and Stop Global Warming by Fred Krupp

Collapse: How Societies Choose to Fail or Succeed by Jared Diamond

Readings will also include numerous, selected news articles.

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 238F - From Animal Thoughts to Animal Feelings: Cognitive and Applied Ethology's Understanding of Animals
William Stricklin

Ethology is the study of behavior as an adaptive trait. Specifically, ethology views natural selection as influencing behavioral traits in the same manner it impacts animal morphology and physiology. Cognitive Ethology deals with comparative approaches to the study of behavior across species and has raised many challenging questions, even implications, regarding animal thinking, awareness and reasoning. Applied Ethology has to do with the study of behavior especially as it relates to animal welfare issues. Animal welfare can be said to deal with how animals ought to be treated. Thus, this course will span across topics dealing with animal behavior as a science into the ethical issues of how we ought to treat animals. Animals have played important roles in basically all aspects of human life including food, clothing and shelter, transportation, religion, warfare, medicine, scientific research, sport and entertainment, and companionship. And the use of animals continues to make many important contributions to enhancing human quality of life today. However, applied ethicists and others are increasingly questioning the appropriateness of some uses of animals. Much of the ethical concern has to do with recognition that other animals are also sentient beings – that is they have a type of self-awareness and can feel pain. This course will include: (1) an overview of the history of animal use from early domestication to modernity; (2) the role science has played in increasing our knowledge of animal behavior, including sentience; and (3) the importance of ethics in determining how we humans ought to treat animals.

This course is not designed to tell students what attitudes they should hold about animal treatment. The course will present required readings in combination with essay-writing assignments. These assignments will form the basis from which students will be expected to critically examine their own personal beliefs toward animals. Additionally, by listening and through active contribution to group discussions, each student will be expected to facilitate an exchange during class periods that will allow all enrolled student to gain a fuller understanding of other persons' attitudes towards animal treatment.

HONR 238L - Engineering in Ancient Empires

Denis Sullivan

The so-called Seven Wonders of the Ancient World, from the Temple of Artemis at Ephesus to the Colossus of Rhodes, are well known examples of the technical skills of ancient engineers. This course will examine these and a number of other ancient technical achievements from bridges and buildings to aqueducts and artillery, with a focus on the specific nature of the technical achievement and the methods used to create it, and consider the question of why, despite these technical skills and achievements, no major jump to industrialization occurred in the ancient world.

Assignments include:

- Grading in the course will be based on oral presentations (including leading a class discussions), two analysis essay assignments (5-6 pages), and a comprehensive research project.

Readings include:

Readings will be from various ancient sources in English translation, primarily Greek and Roman authors; we will also examine related monuments and manuscript illustrations.
Course Text: *Greek and Roman Technology : A Sourcebook : Annotated Translations of Greek and Roman Texts and Documents*, by John W. Humphrey, John P. Oleson, and Andrew N. Sherwood.

HONR 238P - Memory, Imagination, Invention: A Creative Writing Workshop
Sarah Pleydell

All students, including those with no previous creative writing experience, are welcome.

This workshop has three parts: The first will be devoted to creative nonfiction. Students will draw on their own lived experience for important memories to develop into personal narratives. We will subsequently mine these anecdotes for larger areas of social enquiry that students will research, parse, and integrate into their writing to transform memoir into the researched personal essay. Excerpts of finished work will be adapted into oral storytelling and excerpts will be recorded as spoken word podcasts. “This American Life” and other iterations of personal narrative from contemporary culture will serve as models and inspiration.

Next we will introduce the conventions and techniques of fiction: point of view, tone, voice, diction, foreshadowing, imagery, and narrative arc, and apply them to the writing we already have in hand. What happens to memoir when it is refracted through the prism of literary technique? Reinvented as fiction, the personal essay is now the short story. Our third project will introduce genre fiction including fantasy, satire and science fiction. Our first pieces of writing will again be remade and rearranged according to a new set of conventions.

The goals of this workshop are to:

- Offer the time and space to spark the imagination and nurture creativity;
- Introduce and practice specific literary techniques and skill sets;
- Focus on and develop writing style; and
- Teach students to critique the work of others and revise and polish their own work.

Class readings will be eclectic but carefully targeted to the task at hand. Benchmarks for student evaluation include demonstrated commitment to the creative progress and the acquisition and development of specific skill sets. Participants will assemble portfolios of their best work to exemplify both their creativity and their progress.

HONR 238Q - Nuclear Waste: The Other Consequences of Nuclear Weapons

Richard Calabrese

As a result of nuclear weapons production and subsequent nuclear power generation, large amounts of nuclear waste of various classifications has been created but not mitigated. The majority is “orphaned” in that it has no permanent repository in which to safely decay away. In addition to spent fuel from commercial electric power reactors, there is a considerable amount of more challenging wastes contained in temporary tanks and pits, and in contaminated buildings, soils and sediments. This “legacy waste” as it is called, is mostly the result of plutonium enrichment and purification processes for weapons production (USA, UK, former USSR). There are extremely complex technical, socio-economic, environmental, political and psychological challenges associated with securing nuclear waste in safe repositories.

In Part 1 of this seminar, students will examine the scope of the problem, what is known about safely retrieving, processing, transporting and permanently storing waste forms, and the consequences of radiation exposure. We will consider the following topics with an eye toward distinguishing among hard facts, soft facts, fiction and perception:

1. Origins of nuclear waste
2. Nuclear physics & chemistry; and plutonium processing
3. Radionuclide effects on humans, environment and ecosystems
4. Environmental contamination and temporary waste storage
5. Decontamination, clean-up, transportation and repositories
6. Nuclear waste regulations and government policy
7. Risk analysis and public perception
8. Stakeholders, whistle blowers and special interests

In Part 2 of this seminar, a collaborative, cross-disciplinary approach to safe waste management and storage that considers the needs of all stakeholders (see figure) will be considered. The instructor and students will discuss and identify several case studies for which solutions and best practices will be developed. Each case study, for a specific waste site, waste form, operation or information need, will be divided into tasks or steps based on the requisite disciplines and information needs. Students will form teams of experts, who will develop and report cross-cutting strategies to facilitate progress. A final consideration will be how this experience has informed your perspective on other contemporary challenges such as shale gas production.

The course will focus more on nuclear wastes from weapons production than on those from electric power production. The former waste forms present the greatest environmental challenges and teach us the most about the need to consider sustainability and life cycle analysis.

During the semester, there will be several guest speakers from academia and government agencies.

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 239B - New York City and the American Dream

Ingrid Satelmajer

This course examines New York City as a central setting and trope in literary texts concerned with the American Dream. As the setting for dramatic stories of immigrant success and failure, as a site replete with consumer and cultural fantasies, the city of these texts both disseminates and critiques the belief in that dream. Our examination will take into account New York City's central role in U.S. media culture. How does New York's dominant place in the publishing industry (and in television) tie in with images of the city as a site to be celebrated or reviled?

Assignments include:

- Course assignments include: daily work; one short, analysis paper; one presentation; and a research and analysis final paper.

Readings include:

- Writings by Horatio Alger (*Ragged Dick*), Walt Whitman, Stephen Crane (*Maggie; a Girl of the Streets*), Abraham Cahan, Willa Cather, Edith Wharton (*The Age of Innocence*), James Baldwin (*Go Tell It on the Mountain*), Truman Capote (*Breakfast at Tiffany's*), and Michael Chabon (*The Amazing Adventures of Kavalier and Clay*).
- Possible course texts: Part of the course syllabus will feature an investigation of nineteenth and twentieth-century New York City periodical culture; titles considered will likely include *St. Nicholas*, *Harper's*, the "Harlem: Mecca of the New Negro" issue of the *Survey Graphic*, and *The New Yorker*.

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.

Students must pay a \$40.00 studio lab fee.

HONR 248G - The Origins and Ramifications of Sex and Sexes
Heidi Fisher

Throughout history, humanity has grappled with the interplay between biological gender, social roles, and equality. Why should genders exist in the first place?

In this seminar, students will first learn about the evolutionary history of sexual reproduction and the emergence of male and female sex roles. With this foundation, we will then explore how male and female reproductive strategies have evolved under the selective forces of conflict, competition and compromise. Finally, we will consider aspects of human sexuality that evolved recently, and critically examine various hypotheses for why atypical gender expression (e.g. homosexuality, transgenderism) exists at relatively high frequency across all human cultures.

HONR 248H - From Willowbrook to Attica: Delinquency in the Context of Disability
Peter Leone

Students enrolled in this seminar will develop a set of competencies that enable them to understand the contexts and forces that have shaped current beliefs about disability and deviance. Specifically, after completing the course, students will be able to:

Upon completion of this course, students will be able to

- Describe mechanisms developed by societies to identify and classify individuals who differ significantly from the norm;
- Discuss the evolution of taxonomies and schemas that have been used to respond to deviance and disability in society;
- Describe the roles that institutions play in controlling individuals who violate social norms as well as treat for deviant and disabled individuals;
- Identify social, political, and professional forces that shape responses to individuals labeled as deviant or disabled;
- Discuss theories associated with the overrepresentation of individuals with significant mental health problems and other disabling conditions in juvenile corrections, jails, and prisons;
- Analyze how media shape and reinforce beliefs about deviance and disability that may or may not be consistent with the views of the professions, individuals, and their families;
- Apply concepts learned in class to a discussion of the treatment and classification of individuals visited, following a visit to a juvenile or adult correctional facility.

Readings include:

- Baca, J. S. (2001). *A Place to Stand: The Making of a Poet*. New York: Grove Press.
- Beers, C. W. (1907, 1981). *A Mind that Found Itself*. Pittsburgh: University of Pittsburgh Press.
- Butterfield, F. (1995). *All God's Children: The Bosket Family and the American Tradition of Violence*. New York: Avon.
- Dully, H. & Flemming, C. (2007). *My Lobotomy: A Memoir*. New York: Three Rivers Press.
- Earley, P. (2006). *Crazy: A Father's Search through America's Mental Health Madness*. New York: Berkley.
- Robinson, J.E. (2007). *Look Me in the Eye: My Life with Asperger's*. New York: Three Rivers Press.
- Whitaker, R. (2002). *Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill*. Cambridge, MA: Perseus Publishing.

HONR 248J - A Most Human Nation
Ingrid Satelmajer

What does it mean to be represented in the national capital? This course examines the history of portraiture in Washington, D.C. We will look at depictions of national leaders and ordinary Americans and consider what public displays reveal about private lives and the condition of political structures in America. What is lost and gained when your likeness is “taken”? How important is it for portraits to be “real”? Human and civil rights struggles; virtual reality in an era of globalization, balkanization, and digital technology; surveillance and privacy rights; and concerns about the human habitation of the city all will be covered.

Visual and verbal “portraits” likely will include paintings of George Washington; monuments commemorating war heroes; Depression-Era photographs; writings by Langston Hughes, Edward P. Jones, Marjorie Williams, Katherine Graham, and Anthony Calypso; scenes from movies (Mr. Smith Goes to Washington, Talk to Me, Shattered Glass, Selma); newspaper profiles; recent art exhibitions (“Asian American Portraits of Encounter”); and musical selections (e.g., Hamilton).

Note: Credit will not be granted for both HONR248J and HHUM205.

HONR 248K - Application of Biomed Ethics
Glenn Rahmoeller

This is a one credit course on applied ethics for anyone going into the biomedical field. I use case studies from my experience, as a biomedical engineer and former Director of the Division of Cardiovascular Devices at the Food and Drug Administration, to teach students how to approach difficult ethical problems.

This is a one-credit (50 minutes per week) discussion course on ethical theories and their application. The course includes the following: Ethical Theories (Utilitarianism and Deontology), Application Of The Ethical Theories, Solving Current Issues In Biomedicine, Professionalism, Codes Of Ethics, Whistle-Blowing, and Conflicts Of Interest.

BIOE 150 and HONR 288L are three credit courses that include all of the material in this course, so this course is not appropriate for students who have taken BIOE 150 or HONR 288L.

Grading will consist of class participation (30%), two 2-3 page papers (40% – i.e., 20% each), and a 4-5 page final exam paper (30%).

The course includes the following:
Ethical Theories (Utilitarianism and Deontology)
Application Of The Ethical Theories
Solving Issues In Biomedicine
Professionalism
Codes Of Ethics
Whistle-Blowing
Conflicts Of Interest

Grading consists of :
Class Participation – 30%
Two 2-3 page papers – 40% (20% each)
Final Exam Paper – 30%

HONR 249E - Modern and Postmodern Music: Trends, Styles, Issues, & Ideas
James Fry

Now is an exciting time to be alive! Artists have more freedom to explore and create than ever before; the stylistic restraints of the past no longer exist. And yet, this freedom presents tremendous challenges to composers and audiences. At the beginning of the 20th Century, the common musical syntax of the previous 300 years gave way to the divergent musical languages of the modern and post modern eras. In this course we will examine these diverse trends and styles beginning with American “mavericks” Charles Ives, Henry Cowell and Harry Partch. Our survey will then continue with such topics as: classic electronic music, integral serialism, the quest for total control, aleatory and indeterminacy, sound mass, third stream, non-Western musical influences, new instrumental and vocal techniques, experiments with notation, process music (minimalism), multimedia and theater, quotation and collage, and the return to tonality.

The focus is on listening and class discussion. Assignments consist primarily of regular listening, either on-line or at the Michelle Smith Performing Arts Library. Each student will choose one composer to thoroughly research and present to the class. Also included are short writing assignments, listening identification quizzes and a final listening exam. No musical training is necessary, just a desire to listen, explore, reflect, and discuss.

Listening examples will be taken from the works of a wide variety of composers such as Charles Ives, Harry Partch, Henry Cowell, Egard Varèse, Oliver Messian, Lucas Foss, John Cage, Milton Babbitt, Joan Tower, Pierre Boulez, Morton Feldman, Vitold Lutoslawski, Karlheinz Stockhausen, György Ligeti, Otto Leuning, Mario Davidovsky, Ellen Taaffe Zwilich, Iannis Xenakis, Steve Reich, Philip Glass, John Adams, Michael Torke, Arvo Pärt, George Rochberg, Henryk Górecki, Krzysztof Penderecki, Toru Takemitsu, Pauline Oliveros, Conlon Nancarrow, Joseph Schwanter, John Corigliano, Gunther Schuller and Alfred Schnittke. Short readings will be selected from on-line sources and the following tentative titles: David Cope, *New Directions in Music*; Elliott Schwartz and Daniel Godfrey, *Music Since 1945: Issues, Materials, and Literature*; John Schaefer, *New Sounds: A Listener's Guide to New Music*; Michael Nyman, *Experimental Music*; Gregory Battcock, ed., *Breaking the Sound Barrier: A Critical Anthology of New Music*; Daniel Albright, ed., *Modernism and Music: An Anthology of Sources*.

HONR 258E - Creating the Future through Systemic Thinking and Design

Jose Gerald Suarez

This course introduces students to design thinking methods, frameworks, and skills, which are part of a larger body of knowledge known as "systems thinking". This course is aimed at enhancing the overall understanding and application of Design Thinking Strategy and Methods to positively influence the development of innovative yet pragmatic product and service ideas. Through the application of interactive idealized design; problem dissolution methods; the use of non-linear thinking tools, design prototyping and strategic exploration tools; and the insightful application of systemic thinking, students will experience how breakthrough ideas require that we "break-with" current patterns of thinking and embrace design as means to new value creation.

This course will highlight the importance of utilizing design thinking strategies and methods within a holistic, multidisciplinary and collaborative perspective, one that recognizes a balance between efficiency and effectiveness; between planning and action; necessity and utility; risks and rewards, and between short-term and long-term implications. This approach is not only relevant; it is essential to teams and individuals seeking to positively influence the future, create competitive ideas, and introduce them in the marketplace.

Upon completion of this course, students will be able to

- Apply design thinking frameworks to articulate a project question aimed at solving or "dissolving" a real life problem or creating and pursuing an innovative idea from imagination to prototyping/creation.
- Evaluate the potential of a design or solution through analytical and synthetic thinking approaches.
- Synthesize the physical, logical, and emotional design domains required for conducting a holistic evaluation of the potential success of their project.
- Communicate effectively in oral and written format their innovative ideas and generate interest and support for the adoption or implementation of the idea.
- Collaborate within a multidisciplinary context and leverage the diversity of perspectives and differences to build robust solutions.
- Synthesize unconventional ideas and points of view to uncover new solutions or pathways to the future.

HONR 2580 - The Kinesiological Bases of Skilled Performance

Seppo Iso-Ahola

Learning a motor skill may seem like child's play, but as this course will explore, the learning and performance of motor skills is a complex human endeavor. How is it that the human nervous system with billions of neurons, a musculoskeletal system of more than 200 bones, 100 moveable joints and over a thousand muscles is able to marshal itself to swing a long stick with a very small striking surface (i.e. a golf club) to contact a small ball and send it 200 yards? Why is it that humans even attempt such a feat? After all, as Bill Cosby once said, "You had the golf ball; why did you hit it away and then go chasing it down the fairway?" Questions such as these are examples of those that are asked by kinesiologists who study motor skill learning and performance.

The course is in a lecture/discussion/lab format. In the laboratory, students will experience their own learning of a motor skill (i.e., golf). Principles and issues introduced in lecture will be explored and studied in lab. The lecture/discussion portion of the class will explore sociological, physiological, and biomechanical perspectives. Emphasis in the course is on the general principles underlying the learning and performance of all motor skills. In addition, golf as a sport in American society will be examined. At the moment, golf's popularity is at an all time high. Why? What is the role of sport, and golf in particular, in American society?

Assignments include:

- Students will be required to read scientific articles, participate in class discussion, write critiques of selected articles, and maintain a journal of their own experiences in learning golf. Due to the multidisciplinary content of the course, readings will come from a variety of sources. These will range from a book on the Zen of golf to a biomechanical analysis of the "perfect swing."

HONR 258T - Tools of Fiction: Literature and/as Creative Writing
Dean Hebert

When you read a work of fiction, you are communicating with a person (the author) you've probably never met. If you wonder about the person who created the story you read, the only clues you have are in the story itself. How reliable are these clues? And what assumptions does the author make about you, the reader?

In "Tools of Fiction," we will try to answer these questions by reading short stories and examining the rhetorical techniques authors use. We will analyze works of short fiction and examine storytelling conventions that many have in common. We'll also look at works that deliberately set out to break various "rules" of literary fiction, whether conventional expectations readers generally have or rules that a story establishes internally (such as by creating a pattern, and then breaking it).

Assignments include:

- Each student will be required to create and revise a short story, which will be shared with and discussed by the class. Other writing assignments in the course will be several short essays based on published short stories mainly from contemporary American authors, and an essay final exam.

HONR 258W - Exploring Homophobia: Demystifying Lesbian, Gay, Bisexual, and Transgender Issues
Robyn Zeiger

Throughout the centuries, reactions to human diversity have spawned prejudice and discrimination toward any group viewed as different. These negative reactions to human diversity have usually been fueled by fear and ignorance. Racism, sexism, anti-Semitism, and homophobia are just some of the many types of prejudice that can lead to discrimination, hate crimes, and violence.

This seminar will focus on homophobia (the irrational fear of homosexuality) through an extensive examination of lesbian and gay culture. By examining the myths and stereotypes related to lesbians and gays, we will explore the reality of this often misunderstood segment of society. Through this analysis, we will strive to develop a humane vocabulary that reflects appreciation of human diversity.

Through lectures, videotapes, guest speakers, and class discussion, we will explore such topics as sexual orientation, lesbian and gay couple relationships (including parenting and legal issues), family issues (including coming out to family members), physical and psychological health concerns, as well as lesbians and gays in history, film, music, art, and sports.

Assignments include:

- Assignments will include: a book or film review and critique, an interview paper, current event reaction papers, a group project, a take-home final examination, and completion of all reading assignments.

Readings include:

Alyson Publications Staff, *The Alyson Almanac*

Betty Berzon, *Permanent Partners*

W.J. Blumenfeld & D. Raymond, *Looking at Gay and Lesbian Life*.

F.W. Bozett & B.B. Sussman (eds.), *Homosexuality and Family Relations*

Berry Fairchild, *Now that You Know*; Marny Hall, *The Lavender Couch*

E.D. Rothblum & E. Cold (eds.), *Loving Boldly: Issues Facing Lesbians*

Randy Shilts, *And the Band Played On*

Supplemental photocopied reading packet

HONR 259C - Fearfully Great Lizards: Topics in Dinosaur Research
Thomas Holtz

Since their discovery in the early 19th Century, dinosaurs have fascinated both the scientific community and the general public. Alternatively the exemplars of power and adaptation or obsolescence and failure, the members of Dinosauria have been the best known of Life's ancient past to the world at large. But how do we know about them? How can we reconstruct their anatomy, their behavior, their evolution, and their extinction? And how can knowledge of these ancient animals help us understand the contemporary world?

This Honors Seminar will focus on the nature of that understanding. Students in the program will examine the science behind dinosaur paleontology: how data derived from fossils are used to reveal the life and habits of these animals. They will critically examine recent primary scientific literature to see how paleontologists in this endeavor employ alternative methods, and evaluate the different types of information produced by such studies. These critical reviews will serve as the basis for small-group discussions on the different facets of paleontological research. Furthermore, each student will screen one of several different documentaries about dinosaur paleontology, to interpret its effectiveness at conveying the nature of (and uncertainties about) scientific research.

Additionally, the students and their instructor will additionally travel to an East Coast natural history museum to evaluate its dinosaur exhibits, which will serve as the basis of a report by the students.

Grading and evaluation: Critical reviews of several technical papers and one documentary; small-group discussion reports; participation in course discussions; field trip report; midterm and final exams reviewing key concepts.

HONR 259G - Fairness, Inequality, & Democracy
Allan Drazen

Everyone would like (or says they would like) to be treated “fairly” and “equally”. Everyone gets upset by what they view as unfairness to themselves; most of us get disturbed by unfairness to others. Most everyone would like to make outcomes fairer, but probably mean different things by this. Most everyone has ideas about what actions and policies promote fairness, but these ideas are usually either biased or not grounded in careful analysis of what will actually work. The purpose of the course is to enable students to formulate and explain concrete, well-reasoned ideas on how to make economic and political systems more fair and equitable.

To achieve this purpose, the course will begin by investigating in detail basic concepts of selfishness, fairness, and justice and consider the implications of individual behavior for aggregate outcomes from a rigorous economic and political perspective. We then consider what the “right amount” of fairness is and its implications for how a society runs. Next we move from abstract concepts to more practical economic and political applications. We first look at distribution under the market system – how it works and how it “fails”. We then consider the facts of inequality in the U.S and in other countries. Is rising economic inequality inevitable? Where do current trends come from and what do they imply? We then look at political inequality and how it is related to economic inequality. We study the basics of the democratic system in theory and in practice. On the basis of the investigation of economic and political fairness and equality in practice, we ask how a good level of fairness may be achieved. Students will be asked to design alternative political and economic systems to achieve what they think is the right level of fairness. Having considered the right amount of fairness and how it might be achieved, we investigate why societies do not (or perhaps do) achieve it.

HONR 259K - Global Inequality: Research and Practice
Roberto Korzeniewicz

There are persistent debates about whether income inequality on a global scale has been rising or declining. Some of these debates focus on inequality within countries (such as the United States), others on inequality between countries (such as between wealthy and poor nations), and yet other on the interaction of “within-countries” and “between-countries” trends. This course provides a thorough background on the past and current development of these debates on global inequality, while engaging students in research projects related to the study of global social stratification and mobility. Thus, moving beyond the study of inequality using existing interpretations of data, the course actively involves participants in ongoing, original research projects on inequality, enhancing the skills of students in data recording using primary sources, the design and implementation of data coding procedures, data processing, the use of quantitative and qualitative methods of interpretation, and the oral and written presentation of research results.

Likely assignments include: active participation in discussions based on completion of readings and research tasks; weekly written exercises encompassing multiple dimensions of research practice; short oral presentations of research results; a research paper at the end of the course (preceded by required submission of various components of the paper throughout the semester).

Likely readings include: Charles Tilly, *Durable Inequality*; Roberto Patricio Korzeniewicz & Timothy Moran, *Unveiling Inequality*; Branco Milanovic, *Worlds Apart*; and Thomas Piketty, *Capital in the Twenty-First Century*.

HONR 268L - United States Immigration Issues

Dorith Grant-Wisdom

Issues of international migration and the integration of immigrants and refugees are among the most compelling and controversial issues of the twenty-first century. The purpose of this course is to give students an introduction to some important issues and complexities that characterize the U.S. immigration process and policies. It will also focus on proposals for immigration reform as well as expose students to various policy experts in and outside of government as well as community organizations that are integrally involved with immigrant communities and the immigration process.

Upon completion of this course, students will be able to

- Develop an understanding of the historical configuration of immigrant flows into the United States and the nature of related policies
- Explore critical issues that are integral to an understanding of the contemporary policy debates
- Further an understanding of the challenges of diverse policy arenas and the changing global environment
- Encourage students to engage with and develop an awareness of immigrant communities (such as Langley Park) in the surrounding university environment
- Encourage student to compare and contrast their views and arguments with those provided by others, as well as make their own recommendations

Assignments include:

- Interact with government officials and policy experts; organizers and representatives of NGOs such as CASA de Maryland in the surrounding immigrant community
- Develop op-ed pieces and policy memos
- Participate in meaningful class discussions. Each student is required to lead at least one class discussion on the assigned reading(s) of the day
- Read newspapers, visit Internet sites, etc. to keep current with immigration issues in the U.S.
- Participate in group debates. Students will be divided into debate teams with specific guidelines for the oral presentations

Readings include:

Andreas, Peter. *Border Games: Policing the U.S.-Mexico Divide*, Ithaca: Cornell University Press, 2000, Pp 3-14 & 85-114

Borjas. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, N.J.: Princeton University Press, 1999, Excerpts

Chavez, Leo R. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2008, Introduction & selected chapters

Chomsky, Aviva. *"They Take Our Jobs!": and 20 Other Myths about Immigration*. Boston: Beacon Press Books, 2007, Excerpts

Cornelius, Wayne, A. Martin & Hollifield (eds.), *Controlling Immigration: A Global Perspective*, 2nd ed. Stanford: Stanford University Press, 2004, Chapters 1 & 2

D'Appollonia, Ariane Chebel & Simon Reich, Eds. *Managing Ethnic Diversity after 9/11: Integration, Security, and Civil Liberties in Transatlantic Perspective*, Newark: Rutgers University Press, 2010, Excerpts

Davy, Megan, Deborah Meyers, & Jeanne Batalova, 'Who Does What in U.S. Immigration'; www.migrationinformation.org/USFocus/display.cfm?ID=362

Ewing, Walter A. *Opportunity and Exclusion: A Brief History of U.S. Immigration Policy*, Immigration Policy Center, 2008
<http://www.immigrationpolicy.org/images/File/factcheck/OpportunityExclusion11-25-08.pdf>

Foner, Nancy & George Frederickson (eds.) *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. New York: Russell Sage Foundation, 2004, Introduction, Chapters 5, 6, 7 & 17

Gabaccia, Donna R. and Vicki L. Ruiz (eds.) *American Dreaming, Global Realities: Rethinking U.S. Immigration History*, Urbana and Chicago: University of Illinois Press, 2006, Excerpts

Hing, Bill Ong. *Defining America Through Immigration Policy*. Philadelphia: Temple University Press, 2004, Excerpts

Hing, Bill Ong. "Between two Americas: In the post-Sept. 11 era, state and local governments are being forced to choose sides on the immigrant rights debate", *Colorlines Magazine: Race, Action, Culture*, Fall, 2004

Massey, Douglas, Durand & Malone. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*, New York: Sage Publications, 2002

Matthews, Mark. Immigration Bedevils State Lawmakers,
<http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=51980>

Min, Pyong Gap. *Asian Americans: Contemporary Trends and Issues*. Thousand Oaks, Calif.: Pine Forge Press. 2006. Pp 1-31

National Conference of State Legislatures, 2006 State Legislation Related to Immigration: Enacted, Vetoed, and Pending Gubernatorial Action
<http://www.ncsl.org/programs/immig/06ImmigEnactedLegis2.htm>

Portes, Alejandro & Josh DeWind, eds., *Rethinking Migration: New Theoretical Perspectives*, New York: Berghahn Books, 2007, Chapters 1-3 & 13

Zolberg, Aristide R. *A Nation by Design: Immigration Policy in the Fashioning of America*, Cambridge, Mass.: Harvard University Press, 2006, Selected chapters

Selected Websites:

U.S. Federal Government Agencies Directory, with links to all agencies that have Web sites: <http://www.census.gov/population/www/socdemo/immigration.html>

Migration Policy Institute — <http://www.migrationinformation.org>

America's Program: Border Information Clearinghouse, provides links, statistics, government documents, statements by nongovernmental organizations, and a database of immigration-oriented activists. <http://www.americaspolicy.org/clearinghouse.html>

HONR 268N - Cracking the Secrets of the Universe Using Computers: Re-discovering the Higgs and Searching for Invisible Matter
Shabnam Jabeen and Sarah Eno

This course is part of a two-semester Honors research seminar.

This course provides training in fundamental physics and in the basic tools needed to contribute to experimental or theoretical frontier research in computationally intensive physics, such as experimental particle physics, theoretical plasma physics, and theoretical cosmology. You will learn kinematics, relativity, the standard model of forces and particles, theories of new particles and forces, particle interactions with matter, Linux, C++ and computational tools useful for frontier physics research.

For more information about this course, please visit the following webpage: <http://www.physics.umd.edu/courses/Honr268N/>

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 278D - National Security Dilemmas

Daniel Rosenthal

This seminar includes field trips to government institutions and opportunities to hear from local experts in the field of national security.

This course will introduce students to the moral, legal, and policy dilemmas faced by national security professionals in defending the nation, including the use of enhanced interrogation techniques against suspected terrorists, the use of racial profiling as a technique in law enforcement, whether we have a moral duty to intervene in foreign nations for humanitarian purposes, and whether we should accept a reduction in personal privacy for enhanced security. We will explore the differing views on these, and other, national security dilemmas, and attempt to understand the motivating ethics for each. We will also develop, hone, and critically evaluate our own views.

The reading assignments for each class will give students a basic understanding of the primary arguments for and against a certain legal or policy position; we will spend each class debating these positions. The writing assignments will help develop the students' critical and persuasive writing ability.

Upon completion of this course, students will be able to

- The ability to understand key political and security concepts such as state and non-state actors, constitutional authority, terrorism, separation of powers, and civil liberties
- The ability to understand competing theoretical and analytical approaches to national security
- Knowledge of the foremost controversies in current national security practices
- The ability to understand cross-cultural points of view and the questions to consider when preparing for cross-cultural communications
- The ability to locate, select, and use appropriate sources to present an argument persuasively in a research paper
- Oral and written communication skills by presenting information to the class, debating controversial issues, and evaluating and analyzing the arguments of different stakeholders in class discussions and papers.

Assignments include:

- Students will be required to read the assigned materials prior to each class, and to bring to class a short paper reflecting at least three points from the reading that the student either agreed or disagreed with, as well as three questions about the reading, for in class discussion. Additional requirements include:
 - Class attendance
 - Four short papers (editorial style; 2 pages) in which students argue their own view on national security matters.

Readings include:

David Perry, *Partly Cloudy: Ethics in War, Espionage, Covert Action, and Interrogation* (Jan Goldman ed., Scarecrow Press, Inc. 2009)

Joseph Margulies, *Guantanamo and the Abuse of Presidential Power* (Simon & Schuster 2006)

James Olson, *Fair Play: The Moral Dilemmas of Spying* (Potomac Books, Inc. 2006)

Michael Walzer, *Arguing About War* (Yale University Press 2004)

HONR 278E - The Internet, Democracy, and Dictatorship

Sarah Oates

The internet has revolutionized the delivery of information and the networking of citizens worldwide, but has it delivered democracy to new places? This course dissects and analyzes the role of the internet in regime resilience and change in a global perspective. This course demonstrates how the huge range of data and analytical tools available via the online sphere can lead to new understanding of both human and regime behavior. In particular, the course will focus on the tension between the internet as a tool for state power or as a liberating technology for citizens. Case studies will include the Obama election of 2008, the Arab Spring, global movements such as Occupy Wall Street, the rising online revolution in Russia, as well as the potential of the online sphere to craft democratic change in countries such as Iran and Iraq. At issue is whether information and communication technology will ultimately become a boon for democracy or a tool for repression. Guest speakers could include internet activists, analysts, and technology providers.

Assignments include:

- Students are expected to complete all readings, attend class, and contribute to the class discussion. The readings capitalize on the explosion in interest and writing on the issue in both the academic and policy sphere and students will be analyzing the most recent work in the field. Students will be assessed via four central components: 1) a description and test of an open-source online analytical tool such as IssueCrawler or Google Insights for Search; 2) a 10-page research paper that explores the academic literature on internet mobilization and repression; 3) a group project to analyze an online social movement or significant event; and 4) a 10-page policy paper on internet governance and/or online citizen engagement.

- This course will teach students to:
 - Critically evaluate the control systems that regulate political activism on the Internet;
 - Assess the implications for global civil society of the ‘digital divide’;
 - Assess the implications for political elites of increasing internet consumption in both democratic and authoritarian nation-states;
 - Evaluate the significance of the internet for a series of established and alternative political actors including media outlets, social movements, political parties, and non-governmental organizations;
 - Assess whether information and communication technologies can generate social capital and foster political participation;
 - Understand and be able to deploy online data analysis tools in new and creative ways that will allow students to make significant contributions to government, media outlets, NGOs, political campaigns, research projects, and a range of other ways in their future careers.

Readings include:

Deibert, Ronald, John Palfrey, Rafal Rohozinski, and Jonathan L. Zittrain. 2010. *Access Controlled: The Shaping of Power, Rights, and Rule in Cyberspace*. Cambridge: The MIT Press.

Howard, Philip K. 2010. *The Digital Origins of Dictatorship and Democracy: Information Technology and Political Islam*. New York: Oxford University Press

MacKinnon, Rebecca. 2012. *Consent of the Networked: The Worldwide Struggle for Internet Freedom*. New York: Basic Books.

Morozov, Evgeni. 2011. *Net Delusion: The Dark Side of Internet Freedom*. New York: PublicAffairs.

Shirky, Clay. 2009. *Here Comes Everybody: The Power of Organizing Without Organizations*. New York: Penguin Books.

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 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 278V - The Materiality of Diaspora: Invented Identities and Transformed World Views
Stephen Brighton

The purpose of this course is to critically evaluate and determine the political, social, and economic implications of the term *Diaspora*. To do so we will study and discuss how it is defined, theorized, deconstructed, and employed throughout the social sciences. As will become evident a diaspora is not monolithic culture, but is made up of diverse groups. There are context specific relations that define who leaves, when, and how they are received in the new place of settlement. The class will focus on the particular set of social, economic, and political contexts that create and structure the daily lives of diasporic groups.

We will draw from a set of theoretical positions to understand the material and historical conditions of the African, Irish, Chinese, and present-day Latino (or Border) Diasporas. The problems structuring the course are: 1) Does the term *diaspora* have a specific meaning? 2) How does it impact political, social, and economic discourse in the new place and the homeland? 3) Does a diaspora leave a material signature and can historical archaeology be relevant in understanding the human condition and experiences of a diaspora – both in the past as well as confronting it in the present? To date historical archaeologists have not conceived of a theoretical stance to illustrate the experiences, daily lives, and social relations of a diasporic group, much less theorize about the impact of how such groups are accepted or marginalized in the larger social world, through material culture. Over the course of the semester the class will actively and critically examine the relevance of historical archaeology and material culture studies in the understanding of the formation, experiences, and transformation of diasporic groups over time and space.

HONR 279B - Social Security in a Changing America
Scott Szymendera

Social Security touches the lives of all Americans, even college students (through payroll taxes that pay for current benefits and eligibility for disability benefits). Social Security is so intertwined in all of our lives, and its policy challenges so fraught with political danger, that few policymakers have dared to enter into its arena. It is no wonder then that many of the core elements of our nation's Social Security system have remained unchanged from the 1930's, despite profound changes to the American family, workforce, and society that Franklin Roosevelt and its architects could have never dreamed of. In this course we will address the very real challenges facing Social Security in our ever-changing nation.

Students will learn the fundamentals of the Social Security system and learn to identify and break down the common myths about Social Security that often paralyze policymakers. In addition, students will get an uncensored look how public policy is, and isn't, made from Capitol Hill to the White House and to the administrative agencies. There are no textbooks for this course; students will read the same primary source materials that the policy staff read including reports from the Congressional Research Service, Congressional Budget Office, Social Security Administration, and leading think tanks. The course will also include a policy seminar on Capitol Hill where students can share their ideas with key Congressional staff and get feedback on their ideas. The course will culminate with students working together to formulate real policy solutions to some of Social Security's problems. Armed with the knowledge and experience gained in this course, students will finish the semester with the courage to take on the challenges facing Social Security or other seemingly intractable policy issues.

HONR 279L - The Problem Of Prejudice: Overcoming Impediments to Global Peace and Justice
Hoda Mahmoudi

“Before we can study the central issues of life today, we must destroy the prejudices and fallacies born of previous centuries.” -Leo Nikolaevich Tolstoy

prejudice (n.) Medieval Latin *prejudicium* “injustice,” from Latin *praeiudicium* “prior judgment,” from *prae-* “before” + *iudicium* “judgment,” from *iudex* (genitive *iudicis*) “a judge”. Meaning “injury, physical harm” is mid-14c., as is legal sense “detriment or damage caused by the violation of a legal right.” Meaning “preconceived opinion” (especially but not necessarily unfavorable) is from late 14c. in English.

What is prejudice? How are our prejudices formed? What similarities and differences are there between various forms of prejudice across race, gender, nationality, sexuality, religion, among others? What is the relationship between prejudice and conflict? What is the role of prejudice in thinking about issues of peace and justice? How can we better understand the role that prejudice and discrimination have in a globalizing world? What can we learn from a scientific basis of knowledge about the causes of prejudice?

This course will survey interdisciplinary scholarly research and popular cultural conversations about the root causes of prejudice and discrimination. You are expected to examine empirical evidence toward formulating your own views about the impact that all forms of prejudice impose on the human condition and the role it has played in your own life. Based on research evidence, the course encourages the search for solutions to the blight of prejudice.

In class discussions and small group activities you will explore, write about, and present an original effort to educate others about how different forms of prejudice and discrimination operate as impediments toward the possibility of a better, more peaceful world.

HONR 279Q - The Boy Who Lived, All Grown Up: Assessing the Harry Potter Books & their Adaptations
Michelle Butler

The generation who grew up with the Harry Potter series is now in college. This course will invite students to revisit these popular books of their childhood with an eye towards critical assessment. How do we approach books differently when we intend to evaluate them, rather than read them for entertainment? In what ways can critical reading enhance our enjoyment and appreciation of a work? Can we lose something in the transition?

The world of Harry Potter has been adapted into many other forms of media. Best known of these adaptations is of course the films, but there are also audiobooks (award-winning in their own right), videogames, board and card games, Lego sets, memes and Tumblrs, fan-made art, fan fiction, and a theme park (!). We will consider the changes that are made in adapting a story into a new medium and the impact of such changes upon the world, characters, themes, and narrative structures of the story. Indeed, the range and amount of Harry Potter adaptations has become so extensive that we will not be able to cover them all in our assigned course materials; rather, students will be encouraged to find some adaptations and report upon them to the class. Students will also be asked to propose a new adaptation.

HONR 279R - Faith and Values in Public Life
Darron 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 288A - Power, Representation and Public Policy
David Karol

The purpose of this course is to expose students to classic and contemporary studies of American politics in order to make them better able to understand the policy process, who is represented in it, how and why. The exposure gained and resulting insights should prove useful to both those students continuing on political science and those who choose other majors, yet have a role to play as U.S. citizens.

Often the academic study of American politics is broken up into narrow sub-fields with researchers (and classes) focused almost exclusively on voters and elections or government, with the latter often concentrating on one political institution, e.g. Congress or the Presidency.

By contrast, in this class we will bring materials from these diverse literatures bearing on representation and policymaking together to give students a holistic view of representation and the policy process in the contemporary U.S. Concerns about class, racial and gender disparities are incorporated in the readings. We will read scholarly articles and books; there is no textbook for this course. While the course is primarily focused on national policy-making, some topics covered, e.g. the discussion of “direct democracy” and the town meeting, elected judges and redistricting will connect to state and local politics as well.

No prerequisite or background in political science is formally required, but an introductory course in American politics will be helpful.

HONR 288O - Why Do Things Fail?

William Fourney

This course is open only to non-engineering majors. High school math and science are adequate for understanding of the material.

This course will introduce students to topics of stresses and strains, their importance in determining safety, and the severity of cracks in structural members, as well as the concept of fatigue in assuring structural safety. Some of the major structural Failures worldwide will be identified and researched as to the circumstances leading up to the failures. Reasons for failures will be investigated. It is expected that ten such failures will be identified early in the course. Some example possible failures to be researched and analyzed would be the collapse of the Silver Bridge between Ohio and West Virginia on Christmas Eve, the failure of the structure of the Aloha Airlines flight that essentially landed as a convertible airplane, the collapse of the walkway in Kansas City, the failure of the Tacoma Narrows Bridge in Washington, the collapse of the bridge on Interstate 95 in Conn., and the collapse of the Twin Towers in New York after 911. The actual cases to be examined will be determined by the students taking the class.

The course will have some lectures devoted to the failure mechanisms and whenever possible the class will go into the lab to experience the type of failure that occurred and learn about what can be done to prevent that type of failure. Testing Machines in the Keystone Labs in the J M Patterson Building will be used for the laboratory component of the work.

Upon completion of this course, students will be able to

- Understanding from a layman's viewpoint why things fail to perform as designed
- Understand ethics with regard to engineering design
- Understand how materials behave under load
- Understand the importance of using failures to improve product performance
- Learn how to think critically about media portrayals of engineering failures
- Learn to accurately express scientific principles both orally and in writing

Assignments include:

- Listing of 10 most important engineering failures
- Selection of Disaster to be studied and why chosen
- Internet survey of materials on the failure
- Summary of literature searched (both internet and library based)
- Analysis of data from laboratory sessions and how it applies to failure studied
- Report on types of failures felt to be most important
- Oral Presentation to class on failure studied in detail
- Final report on disaster studied
- How engineering ethics should be factored into every design

Readings include:

Success Through Failure: The Paradox of Design. (2006), ISBN 978-0691136424

HONR 289N - Physical Activity in Health & Human Performance: From Fat to Fit to Olympic Gold
Colleen Farmer

Exploring the continuum of physical activity from children to grandmothers, we first examine the issues of physical activity and obesity from a physiological, psychological, social, political and economic perspective. How have we become a nation in which XL is the new normal? We then address lifetime fitness up close and personal, developing individual aerobic and strength training plans designed to enhance quality of life as well as prevent chronic diseases such as coronary artery disease, diabetes, hypertension, hypercholesterolemia and osteoporosis. Finally, we focus on the elite athlete in pursuit of Olympic gold. Are we genetically predetermined to excel or is there an ideal combination of genes and environment? How can we utilize our understanding of elite performance to improve our own movement mechanics?

Upon completion of this course, students will be able to

- Appreciate the multifaceted nature of the problems and potential solutions inherent in increasing physical activity and decreasing obesity.
- Understand basic physiological adaptations in the cardiovascular, respiratory, musculoskeletal and metabolic systems resulting from training.
- Apply physiological concepts to the development of a personal fitness plan.
- Understand critical factors determining elite athletic performance.
- Improve a sport skill through the application of biomechanical principles utilized in elite performances.

Assignments include:

- Assessment will include an exam focusing on physiological adaptations associated with chronic exercise training
- A paper addressing either physical activity and obesity or elite performance
- The development of a personal fitness plan
- A quiz on fundamental principles of movement
- The filming and biomechanical analysis of a personal sport skill
- The course will include a laboratory component in which students apply theoretical concepts to the development of personal fitness and the improvement of a specific sport skill.

Readings include:

Claude Bouchard, *Physical Activity and Obesity 2*

MacArdle, Katch and Katch, *Exercise Physiology: Nutrition, Energy and Human Performance*

American College of Sports Medicine, Quantity and Quality of Exercise for Developing and Maintaining Cardiorespiratory, Musculoskeletal, and Neuromotor Fitness in Apparently Healthy Adults: Guidance for Prescribing Exercise

American College of Sports Medicine, Appropriate Physical Activity Intervention Strategies for Weight Loss and Prevention of Weight Regain for Adults

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 299C - Fashion and Costumes Through the Ages
Mikhail Kachman

The course is designed as a broad survey of the evolution of clothing styles and materials in the West through history, from early Mid-Eastern civilizations to the present day. It will demonstrate how sociological, political, economic, artistic, geographic, technological and other factors affect clothing through the ages, and how, at the same time, costume and personal adornment emerge not only as practical necessities and/or signs of social rank, but also as manifestations of human individuality, character, and personal taste. We will examine how knowledge of historic costume expands and deepens a person's understanding and enjoyment of the visual arts of the past and how, on the other hand, it is applied in professional involvement with clothing and adornment, particularly in theater and cinematography.

A student who successfully completes this course is expected to achieve the following objectives:

1. Identify the characteristic silhouette of garments from each historical period of Western costume.
2. Apply a specific set of criteria and vocabulary for identification of costumes by historical time period.
3. Demonstrate ability to search, discriminate, and choose appropriate historical costume resources for reference and study while conducting a costume design research for a historical play.
4. Compare and contrast the technological, psychological, economic, artistic and other historic developments and influences that led to changes in dress from one period to another.

HONR 299F - Financial Crises: The Foundation of Global Tension

Behzad Gohari

The past 150 years have witnessed over a dozen financial crises with direct links to wars, poverty, rise of nationalism and the expanding and contracting rate of global trade. The latest financial crisis in 2008 was a watershed moment in American history as the country experienced its deepest recession since the Great Depression of the 1930s. This course will show students how to spot and understand the trends that lead to these crises and how to look for the signals that precede each crisis, ultimately helping students better navigate their own future professional and personal lives.

This course will show how 2008 was not an isolated event, but one with deep socio-economic roots in the recent history of the United States. This course will help correlate the financial crisis of 2008 with its predecessors, placing it in a proper historical context. We will study how financial crises fit into a pattern of serving as mechanisms of shock to social structure that lead to movements, wars and massive change. We will also study how technological revolutions can serve as pre-cursors to and triggers for financial shocks.

The course will begin by examining the history of financial crises since the mid-1800s, and highlighting the corresponding events that came before and after each crisis. We will then move to a deep examination of the financial crisis of 2008, by looking at the international, social and economic environment in the United States and around the world that led to the crisis. We will examine the response by various governments and societies to the financial crisis, and how each country's response impacted its socio-economic development over the past decade.

HONR 299G - The American Political Tradition
Robert Chiles

“You may not be interested in the state, but the state is interested in you,” noted the eminent American historian William Leuchtenburg in encouraging a revival of political history.

Indeed, political history provides a comprehensive window into society: it is fundamentally interested in the interaction of social, economic, cultural, demographic, technological, and ideological developments with institutional and structural forces. Politics is simply the intersection of “official” actors (such as policymakers, courts, or bureaucrats), “rank-and- file” actors (including consumers, laborers, grass-roots activists, and voters), and broad social forces (economics, culture, demographics, innovation, and so forth); Therefore, political history offers a uniquely holistic approach to historical inquiry.

This course explores American political history from Independence through the present day. It interrogates the roots of American political ideas, the dynamics of partisan competition, the interaction of class, ethnicity, race, and politics, the evolution of policy preferences, the growth of the state, and the transformation of rank-and- file expectations and ambitions, among other important themes. By exploring the writings of major figures (from Jefferson to Lincoln, Roosevelt to Reagan) as well as the preferences of anonymous voters—and everyone in between, this course will help students identify the overarching themes and the important forgotten moments in our nation’s political development. Students will end the semester armed with a mastery of this history, an understanding of the methods of political historians and scholars in related fields, and a contextualization of our contemporary political world.

HONR 299H - Cutting Edge Science: Understanding Current Scientific Issues
Boualem Hammouda

“What is an exoplanet?” “What causes global warming?” “How does gene therapy work?” Scientific terms and topics appear all the time in contemporary news coverage, but what do they really mean, and why are they important? This course aims to clarify some of these ideas, and its main objective is to familiarize non-science majors with the most important and cutting-edge scientific issues today.

Taught by a senior scientist from the National Institute of Standards and Technology (NIST), this class will explain important scientific topics – like global warming, fossil fuels and renewable energy, Earth’s atmosphere and oceans, and evolution – clarifying key concepts and explaining how these issues affect society. The class will emphasize team-work and class participation, and students will get the chance to present on the topics most important to them. The course will also include trips to D.C.-area museums like the Smithsonian Museum of Natural History or the National Air and Space Museum.

HONR 299I - The Practice of Science in an Age of Truthiness

Christopher Capp

Science is a beautiful, if oft misunderstood, process; one that has allowed us to gain immense knowledge about the world around us, and to make unimagined technological leaps. The highly detailed nature of scientific knowledge is such that it is often opaque to non-scientists, resulting in science being both unfairly maligned (as seen in movements such as the “antivaxxers” or people who think eating GMO food is dangerous), and unrealistically praised (as seen in many responses to the afore-mentioned science-maligners). The aim of this course is to teach students what science actually is – the exquisite, careful, awe-inspiring process by which we understand the world around us.

Instead of focusing on the results of science, we will focus on how scientists think, how they develop models and theories, break down research questions into testable hypotheses, evaluate controls, and assess data: in short, how they do science. As part of this course, students will engage with both the philosophy of science and classical scientific literature. The articles assigned will be chosen for their accessibility and how well they illustrate what scientists actually do; non-science majors should be able to understand them after a simple in-class explanation. The course will also feature practicing scientists from the UMD community giving guest lectures on the daily functions of their labs. Finally we will relate all of this to science as popularly conceived, using the current discourse on climate change as a case study.

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 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.