

HONR 208K- Does the Museum Need a Killer App? An Institution and Its Search for 21st Century Relevance
Henry Gregory

Students may not earn credit for both HONR208K and HONR209E.

Students and faculty will visit a number of museums—Smithsonian Museums, National Gallery of Art, The Walters—throughout the semester.

This course explores both the future and the history of the museum and its many endeavors to interact with the public, especially the temporary exhibition, the most successful of the museum's many forms of outreach and education. Through readings, class discussions, visits to museums in Washington and Baltimore and talks by professionals in the fields, students in this class will come appreciate the profound, if somewhat invisible, role played by museums in our cultural and social lives and their power as focusing lenses for our sense of ourselves and of our world.

Students will:

- Understand the history of the museum as both institution and idea
- Appreciate the role of museums as contested cultural space, especially in reference to the culture wars
- Understand the anatomy of the exhibition and its power to reinforce or upset social norms and ideas
- Weigh in the balance a museum's mission and its need for support
- Have engaged in rich and informed speculation about the future of The Museum

Assignments include:

- short comparative analysis writing assignments;
- writing a review of an exhibition (student's choice of) in the Baltimore-Washington area;
- developing and presenting an exhibition proposal;
- engaging in a re-visioning of selected permanent exhibitions in area museums;
- and a final essay exam.

Readings include:

A steady diet drawn from dailies such as the NYT

Carol Duncan, "The Museum as Ritual"

Stephen Greenblatt, "Resonance and Wonder"

Selections from Timothy Luke, *Museum Politics: Power Plays at the Exhibition*

Selections from Nina Simon, *The Participatory Museum*

Introduction, David Dernie, *Exhibition Design*

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 208T- Math Through the Ages

Jonathan Rosenberg

Mathematics is one of the greatest accomplishments of human civilization. This course will examine mathematics in a somewhat unusual way, not as a finished product to be studied out of a textbook, but as a process of discovery that has progressed for centuries and is still under development.

We will examine selected writings by great mathematicians from the past, such as Euclid, Newton, Gauss, and Hilbert. The course is not in any way intended as a substitute for more traditional math courses such as the calculus sequence. Instead, it will deal with questions which are rarely, if ever, treated in such courses, such as:

- (1) What does it mean to do “research” in mathematics?
- (2) What makes great mathematics and mathematicians great?
- (3) How are mathematicians led to their ideas?
- (4) How can mathematical ideas best be conveyed to an audience?
- (5) How have ways of thinking about mathematics changed over the centuries, and to what extent have they remained the same?
- (6) In what way is the development of mathematics affected by its cultural and historical milieu?

The only prerequisite is four years of high-school level mathematics and an interest in finding out what mathematics is about. An interest in history or literature will also be useful.

Students will be assigned works by famous mathematicians (short papers, letters, excerpts from books, etc.) to read and present to the rest of the class for discussion. There will be no exams, but regular class participation is expected and at least one paper will be required. This is a discussion seminar, not a lecture course.

Readings:

The following texts are collections of papers (all in English or translated into English). They will be supplemented by additional papers and letters extracted from various mathematicians' collected works.

A Source Book in Mathematics, edited by D.E. Smith, Dover.

Mathematics Emerging: A Source Book, 1540-1900, edited by Jacqueline Stedall, Oxford.

In addition, it will be useful to look at a quick history of mathematics for orientation and overview. Here are two possibilities:

History of Mathematics: Brief Version, by Victor J. Katz, Pearson.

The History of Mathematics: A Very Short Introduction, by Jacqueline Stedall, Oxford.

HONR 209G- Elements of Drawing for Non-Majors
Patrick Craig

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

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

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

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

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

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

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

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

HONR 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.

HONR 218W- The Idea of Crime
John Laub

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

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

Assignments include:

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

Readings include:

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

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

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

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

HONR 219E- The Psychology of Love and Money

Ryan Curtis

Money can't buy me love. . .or can it? People value both love and money. In many respects, the way we approach love is very similar to the way we approach money. Economic methods to studying relationships, such as Interdependence Theory, are often effective at describing how relationships function. There are, however, some distinct ways that relationships diverge from economics.

This course will explore several ways that money and love intersect. We will discuss how psychology defines love and money and why we value both. We will discuss how money influences relationships. This includes topics such as courtship, interdependence, marriage, conflict, and divorce. Students explore everything from psychological theory to market analyses affected by love. Students will be encouraged to apply theory to pragmatic goals.

Assignments include:

- Research project: Choose an object/experience that may change in value based on a relationship. Create an experiment that tests whether the value changes. Create the procedure and collect the data. (For example, take a photo of a ring. Half of the participants are told that the ring belongs to an engaged woman. Half are told that the ring belongs to a woman who is recently divorced. Ask all participants to estimate the value of the ring. Compare the results.)
- Interviewing relationship partners about how they feel thinking about relationships economically
- Debating whether economic theory works to describe loving relationships
- Business Plan: Create a business plan that applies psychological theories of love to a business idea. (For example, the theory of Need to Belong tells us that people need relationships even after they dissolve. Students could create a business marketing consolation gifts for relatives of those who are recently divorced. They would include a marketing analysis and why the business would fill a niche.)

Readings include:

Furnham, A. (2014). *The new psychology of money*. Rutledge.

Miller, R. (2015). *Intimate Relationships*. (7th Ed.) McGraw-Hill.

Kelley, H., & Thibaut, J. (1978). *Interpersonal relations: A theory of interdependence*. New York: Wiley.

Baumeister, R. & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Clark, M. & Mills, J. (2012). A theory of communal (and exchange) relationships. In P. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 232-250). Thousand Oaks, CA: Sage.

Sternberg, R. J. (2006). A duplex theory of love. In R. J. Sternberg & K. Weis (Eds.), *The new psychology of love* (pp. 184-199). New Haven, CT: Yale University Press.

HONR 219F- Heroes and Villains in American Film

Susan Pramschufer

Stories detailing a hero's epic journey and a villain's ultimate undoing, most often at the hands of the hero, make a persistent appearance in popular American films. From the heroic cowboy, whose brave but isolated character is frequently found in classic John Ford westerns, to today's ever-popular comic book movie superheroes, these traditionally white, heterosexual, and able-bodied men work to bring "order" to society, often by defeating a perceived enemy who will not or cannot fit into that "order."

In this course, we will examine the complex, changing, and ever-present representations of heroes and villains in American film. Beginning with a foundational understanding of how heroes and, conversely, villains have been defined through classic Hollywood film, we will explore how these definitions have shifted throughout the 20th and 21st century in various narrative genres, including westerns, war films, film noir, fantasy, science fiction, and, of course, superhero movies. In particular, we will be focusing on how the hero and villain maintain or disrupt specific cultural ideologies concerning race/ethnicity, gender, sexuality, and ability. This course will examine how these various ideologies have evolved throughout the 20th and 21st century, impacting the ways in which heroes and villains are both represented in American film and perceived by diverse audiences. Finally, we will examine our own complicated and sometimes troubling identification with these heroes, even when they might stand in stark contrast to our cultural values and identities.

Through the close study of this popular medium and a range of scholarly texts concerned with film and cultural studies, students will develop critical viewing/reading and analytical skills, interrogate dominant ideologies and formulate their own arguments about what the various manifestations of heroes and villains in film reveal about American culture. Students will learn how genre studies, feminist and psychoanalytic film theories (among others), film history, and even an understanding of a film's production and audience may be used to explore the relationship between film and culture. Upon completion of this course, students will be able to critically analyze films using terminology appropriate to the field of study and understand many of the ways in which American film speaks to and about our diverse society.

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

Lewis Link

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

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

Assignments include:

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

Readings include:

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

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

John Carlson

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

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

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

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

Upon completion of this course, students will be able to

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

Assignments include:

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

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

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

Readings include:

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

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

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

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

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

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

Viewings include:

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

Ingmar Bergman’s “Seventh Seal” (1957)

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

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

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

“Armageddon” (1998)

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

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

“2012: Science or Superstition”

HONR 228D- Fireworks and Trap Doors: A Hands-On Workshop in Early Theatre Production and Special Effects
Michelle Butler

We think of special effects as a modern, Hollywood phenomenon. But Michael Bay would have been happy — and welcome — in early English theater. These plays revel in the spectacular, exploiting the technological advancements of the late Middle Ages to feed the public's appetite for miraculous, monstrous, and marvelous visual effects. Burning gunpowder, fake (or was it?) blood, winches, trap-doors, boats on wheels, triple-decker portable stages, masks, and costumes are just some of the tools in their toolbox. Indeed, the secrets of a few of their stage effects have not yet been worked out. In this class, we'll learn about early English theater and the unique requirements for staging it, with particular attention to special effects. By the end of the semester, students will know how to mount a full scale production, which will come in handy for the course final project: a student-led production, which will be performed on campus as well as at a major scholarly conference.

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 at 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 228V- Warfare and Society in Greece, Rome, and Byzantium

Denis Sullivan

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

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

Assignments include:

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

Readings include:

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

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

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

HONR 238C- The Future of Energy and Climate Policy
Tyson Slocum

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

HONR 238D- The Contemporary American Musical Theatre: From Hair to Hamilton- and Beyond
Korey Rothman

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

Assignments include:

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

Readings include:

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

Viewings include:

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

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

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

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

Kerry Green

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

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

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

Upon completion of this course, students will be able to

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

Assignments include:

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

Readings include:

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

HONR 2380- Imagining Our Future: The Art and Craft of Science Fiction
Lee Konstantinou

How will new developments in biotechnology transform the human species? Will artificial intelligence supplant humans in the workplace (or on the planet)? What effect will climate change have on human societies? How will accelerating rates of technological change affect political, social, legal, and economic life?

This class will introduce you to adventurous, rigorous, artfully written science fiction that attempt to imagine answers to these questions. We will study important examples of technically and politically informed science fiction. We will investigate the major questions these fictions ask, and we will study recent scholarly and craft-oriented accounts of how the genre works.

Based on the examples we study, you will develop a science fiction short story of your own. Your story will be a research-grounded and technically informed, but it will also aspire to tell a compelling human story of the future that gives us a new perspective on the present. Authors we will read might include Samuel R. Delany, Ursula K. LeGuin, William Gibson, Octavia Butler, Neal Stephenson, Margaret Atwood, Ted Chiang, Paolo Bacigalupi, and Vandana Singh.

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 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 238V- Professionally Essential: Analysis & Visualization Skills in the Era of Big Data
Patrick Killion

The big data paradigm describes a world in which nearly every facet of our lives: commerce, entertainment, education, transportation, social interaction, health care and primary research generates large datasets that are fruitful but challenging to mine for insight. Challenges include the volume of data both historically produced and generated on a daily basis, the speed at which new data is being created as well as the intrinsic complexity, inconsistency and veracity of data captured. Powerful insights, however, are possible if individuals have the skills and training to work with large and complex datasets.

Leveraging big data requires individuals in every sector of tomorrow's professional organizations including information technology, engineering, finance, marketing, procurement and operations to have understanding and technical capacity in the manipulation, analysis and visualization of increasingly large datasets. Businesses in all industries are challenged to recruit professionals capable of both working with emerging technologies and interpreting data to infer meaningful insights.

In this *Scholarship in Practice* seminar, students will investigate a research, business or policy interest of their choosing. The semester-long investigation will include the search for, location, acquisition, analysis and visualization of both primary literature and large datasets. The course assumes that students have no prior experience working with large-scale data, programming or producing advanced visualizations of data. In this manner, students of all backgrounds and majors should consider this course an opportunity to become a future professional ready, capable and hireable to tackle big-data challenges. By the end of the semester all students will have an appreciation for the cultural pervasiveness of big-data challenges and will have developed extensive capacities with primary literature, large-scale datasets and 4th generation computational toolsets.

Readings include:

The course will also use: *The Signal and the Noise* by Nate Silver (previous UMD first-year book). This book provides significant perspectives on the challenges and pitfalls of human-mediated data inference. The professor has 40+ copies of this book that can be distributed to students.

Reading also include both primary and journalistic literature meant to provide perspectives and insight on the breadth and depth of big data challenges.

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

Dennis Pogue

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

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

Assignments include:

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

Readings include:

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

Viewings include:

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

HONR 239C- The Creative Process in Dance
Maura Keefe

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

HONR 239F Plants and Empires: Historical Consequences and Contemporary Issues
Todd Cooke

Seldom are plants mentioned in the grand narratives of war, peace, and even everyday life, and yet plants have profoundly influenced the course of human history ever since the origins of agriculture at the dawn of human civilization. Humans have modified plants via unconscious selection, traditional plant breeding, and genetic engineering, and in turn, plants have provided the food, fiber, fuel, structural materials, and medicines and other compounds for spiritual and recreational uses that have sustained human civilization. The big idea of this course is that it is productive and informative to view the processes of plant domestication and human civilization as occurring as co-evolutionary processes.

This perspective leads to a number of provocative questions: What features of certain cereal grasses facilitated their successful co-domestication with a heretofore inauspicious hunting-and-gathering primate, namely us? How did the cultivation of sugar, tobacco, and cotton affect the colonization, settlement, and exploitation of the New World? What roles did tea, coffee, potato, opium, rubber, and quinine play in the spread and organization of the British Empire? How can we use our emerging appreciation of historical human-plant dynamics to arrive at a deeper understanding of contemporary issues such as genetic engineering, indigenous ceremonial plants vs. alien narcotics, illicit trade in rare orchids and other endangered species, global climate changes, and diminishing tropical rainforests?

In this course, we shall take an interdisciplinary approach involving botany, evolutionary biology, history, anthropology, and economics in order to help the students obtain an integrated perspective on plants and humans interacting as co-evolving organisms through time. The course uses a guided lecture-discussion format. In the first section, introductory lecture-discussions, lab exercises, and field trips cover fundamental scientific and historical principles. The second section focuses on individual plants and related historical events and contemporary issues.

Students are expected to do independent readings, participate in class discussions, write two short essays, contribute a powerpoint presentation, participate in a debate evaluating a controversial issue, and submit well-reasoned essay answers to a take home final exam.

HONR 239V- Introduction to Visual Storytelling
Timothy Jacobsen

This course is for non-Journalism majors only.

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

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

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

HONR 239W- The Syrian Civil War in Comparative Perspective

David Cunningham

The civil war in Syria began over five years ago. It has resulted in hundreds of thousands of deaths, pulled in neighboring states, strained relations among countries such as Russia, China, and the United States, and exacerbated regional tensions. Efforts at conflict resolution have generally failed, and the prospects for any stable, comprehensive, political settlement are low.

The civil war in Syria shares many similarities with other recent conflicts such as those in the Democratic Republic of Congo and Iraq. Yet, while conflict resolution efforts in Syria have failed, a significant academic literature has demonstrated that conflict management efforts such as peacekeeping and mediation can resolve long-running civil wars.

In this seminar, we will examine the Syrian civil war in depth—focusing on the background to the conflict, the outbreak of the conflict, factors that have influenced the dynamics of war to date, and the different efforts at resolution.

We will then examine civil war as a phenomenon more broadly, with a focus on understanding when, where, and why civil wars start, what factors influence how long they last, and under what circumstances international conflict management efforts are more successful. By the end of the seminar, students will have a deep understanding of the specifics of the Syrian conflict, general trends in civil war, and a survey of academic research on conflict and conflict resolution.

Types of Assignments:

- Response papers in which students will reflect on the readings and relate them to class discussion and real world events
- A policy memo taking a position on a potential response to the civil war in Syria (written to an audience such as the U.S. President or the United Nations Security Council)
- A final research paper (12-15 pages) focused on making comparisons between some aspect of the war in Syria with other recent or ongoing civil wars
- Presentation to the class on their final research paper

Tentative reading list:

Historical background to Syria, including The Struggle for Power in Syria: Politics and Society under Asad and the Ba'ath Party by Nikolaos van Dam

Writings on the beginnings of the Syrian conflict, including articles based on interviews with many refugees from Huffington Post, Guernica, and others

General books on conflict, civil war and conflict resolution, including *Winning the War on War: The Decline of Armed Conflict Worldwide* by Joshua Goldstein, *Sixteen Million*

One: Understanding Civil War by Patrick Regan, and *Why Civil Resistance Works* by Erica Chenoweth & Maria Stephan

Posts from blogs such as Political Violence at a Glance, the Monkey Cage, and Foreign Policy relating academic research on civil war and conflict resolution to the conflict in Syria

HONR 239Y- Thinking, Listening, and Speaking: Effective Oral Communication

Christopher Swift

Why are so many of us afraid to speak in public? Why don't we trust people who are too good at it? Why don't we listen to people who are too bad at it? Why do we rely on stereotypes and clichés to describe ourselves and others when we are all different? How can we overcome our fears about speaking? How can we speak well and inspire trust? How can we express our individuality in a way that strangers can understand and appreciate?

Rhetoric is one of the oldest subjects in the history of formal education, and it always has involved a strong practical element. In this course, we will study verbal artists, philosophers, and other public intellectuals to learn about their answers to these questions. We will also devote a large portion of our time to the practice public speaking in order to develop answers of our own. This will be a laboratory course as much as a seminar, and we will be experimenting with our own abilities to speak to others and to listen to them.

This course is designed to meet the general education requirement in oral communication. Seminar assignments will include: at least three formal presentations (two individual, one group), regular informal presentations, short papers, and in-class activities.

On completion of an Oral Communication course, students will be able to:

- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate competency in planning, preparing, and presenting effective oral presentations.
- Use effective presentation techniques including presentation graphics.
- Demonstrate awareness of communication ethics in a global society.

HONR 248C- The Problem of Justice, From Plato to the Present
Dan Moller

This course will confront fundamental questions about what justice is and how to bring it about. Among other things, we will ask ourselves whether justice is defined by those in power, whether foreign policy should be dictated by the national interest, what if anything can justify some being richer than others, whether capitalism is moral, whether we owe reparations for slavery, and what the Constitution says about gay rights.

We will mainly read classic philosophers like Plato, Locke, Rousseau, and Marx, in order to see how their ideas bear on contemporary problems of social justice. However, we will also read non-philosophers like Homer, Virginia Woolf, Ta-Nehesi Coates, and Supreme Court decisions for some additional perspectives. Along the way, we will hone our skills in logical reasoning and friendly debate.

Assignments will include projects asking students to apply classical debates about justice to contemporary issues. We may also try to organize a philosophical symposium (with presentations) in the spirit of the intellectual dinner party Plato describes.

HONR 248G- The Origins and Ramifications of Sex and Sexes
Eric Haag

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 deep evolutionary history of sexual reproduction and the emergence of male and female as a consequence of multicellular life. With this foundation, we will then explore how male and female reproductive roles can be allocated within a multicellular organism, and some of the myriad ways in which sex influences other aspects of biology. 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 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- Practical Application of Biomedical 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, two 2-3 page papers, and a 4-5 page final exam paper.

HONR 248T- The Harlem Renaissance: Art, Literature, Classic Blues
Renee Ater

This course broadly looks at the Harlem Renaissance, the black cultural movement on the 1920s, as an essential component in the study of the culture and experience of African Americans in the United States. Students are introduced to the historical background of the Harlem Renaissance; the defining anthology of the movement, *The New Negro*; and the art, literature, and classic blues of the period. HONR248T focuses on such women and men as Jessie Fauset, Alain Locke, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Angelina Weld Grimké, Meta Warrick Fuller, Aaron Douglas, Gertrude “Ma” Rainey, and Bessie Smith. We will explore the tensions between the elite and “high” art aspirations of its organizers and the reality of black existence during the period through the form of the “low” art of classic blues. Some questions we will consider: What is the meaning of “renaissance”? How do race, gender and sexual dynamics shape our understanding of the movement? By what standards can we measure the “success” of the Harlem Renaissance?

Teaching is in the form of lectures accompanied by PowerPoint presentations and class discussions. Class discussions take the form of large group discussions, small group break-out sections, and one-to-one peer interactions. The class also involves in-class writing assignments to engage students’ critical thinking and analysis skills. We will also view videos as deemed appropriate.

HONR 249D- How Can We Study Environmental Problems?
Dana Fisher

Since most environmental issues are actually caused by humans and their societies, this course helps students answer the question: how do we study environmental problems? It introduces students to the social scientific toolbox that is available for doing research on environmental issues. During the course of the semester, students will learn how to ask their own research questions and will then conduct individual studies to answer their questions. Readings will present case studies of environmental protest, climate politics (at the local and transnational levels), and urban stewardship.

HONR 258A Renewing the Body: The Science Behind Regeneration and Immortality

Alexandra Bely

Many animals have the ability to regrow extensive portions of their bodies, either when these body parts are damaged or lost or simply as a natural process of body maintenance. Other animals, including our own species, have very limited natural abilities to do so and can suffer severe consequences when the body is damaged. Dramatic advances are being made in understanding how animal regeneration occurs and the related phenomena of body rejuvenation and immortality. Many of these advances are medically relevant, forming the basis of new approaches for treating and overcoming human disease and injury, and are thus increasingly likely to affect our own personal health and well-being.

In this seminar, students will learn about the science behind regeneration and immortality in animals through readings, discussion, and small group projects. We will cover a number of important scientific advances in our understanding of regeneration and immortality, how these are reported in the popular media, and the medical implications of these advances. Students will read and discuss popular news articles, scientific reviews, funding summaries, and primary literature to better understand the science behind these advances and work in small groups to investigate advances of particular interest to them. Through this seminar, students will gain an understanding of the kinds of biological processes that can confer natural abilities to renew the body, become knowledgeable about recent breakthroughs in regeneration biology, better understand how scientific advances can translate into medically relevant advances, and become more discriminating readers of science reports in the popular media.

Assignments include:

- Short write-ups based on readings in which students comment on key findings from articles, identify questions or points needing clarification, reflect on implications of scientific advances, and suggest future work (to practice reading and thinking critically about science and science reports in the news)
- Written comparison of several popular news stories covering the same scientific article (to better understand the role and influence of news media in conveying science to the general public)
- Writing about a recent advance in regeneration biology in the style of a popular science article (to practice writing for the general public)
- Presentation to the class on a recent breakthrough in regeneration biology (to practice public speaking)
- In-class mock grant panel and selection of articles to be picked up by the news (to practice group decision making)
- Small-group work relating to a major finding in regeneration biology, including the funding behind the research, the relevant science, the portrayal of the work in the popular media, and the medical implications of the results (to practice collaborative work and division of labor; to better understand the sequence of events that leads to medically relevant advances)

Readings include:

Articles in the popular science media about scientific advances regarding regeneration and immortality (e.g., Washington Post, New York Times, Science News, Medical News Today)

Original primary articles and scientific literature reviews behind popular media stories

Abstracts of funded research (e.g., NIH, NSF)

HONR 258D- Stage, Screen, and Life: A Culture History of Drag

Catherine Schuler

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

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

Objectives:

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

HONR 259G- Fairness, Inequality, and 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 268Z- Catastrophic Animal and Human Disease Outbreaks: What Else Can We Do To Prevent Them?

Nathaniel Tablante

Disease outbreaks, whether in animals or humans, do not occur every day. However, when they do, their impact can be devastating. AIDS, Ebola, bird flu (caused by highly pathogenic H5N1 avian influenza virus), and pandemic swine flu outbreaks (caused by variant H3N2 swine influenza virus) are just a few examples of highly infectious diseases that can spread quickly and wreak havoc on human and animal populations if not detected promptly and if effective prevention and control measures are not implemented immediately. This course will enable students to apply what they have learned about disease outbreaks towards the design and implementation of more effective biosafety and bio-containment protocols as well as practical but science-based disease prevention and control programs. The central question of this course addresses why and how deadly and catastrophic disease outbreaks continue to occur in animal and human populations despite scientific and technological advances. This “big question” will allow students, who are themselves members of society and are individuals with various backgrounds, to explore, analyze, investigate, discuss, and critique various types of information and how to use this information to gain a better understanding of how disease outbreaks occur and develop new or improved methods to prevent and control these outbreaks.

HONR 269E- Exploring Key Issues of Globalization

Dorith Grant-Wisdom

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

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

Assignments include:

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

Readings include:

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

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

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

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

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

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

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

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

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

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

Viewings include:

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

HONR 269G- Hungry, Hot and Crowded: Global Challenges in the 21st Century
Kathleen Mogelgaard

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

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

**HONR 269L- Cracking the Secrets of the Universe Using Computers: Re-
Discovering the Higgs and Searching for Invisible Matter**
Sarah Eno and Shabnam Jabeen

This course is part of a two-semester Honors research seminar. Part one of this series was offered in the Fall 2015 semester.

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 278R- Creative People, Creative Practice
James Fry

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

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

HONR 279I- The Power of The Word: Freedom of Speech in the U.S. and Russia
Cynthia Martin

The central theme of the course is *the abiding human propensity to ask questions, to use language to pursue inquiry*. To be a “critical thinker,” one must develop the habit and discipline of asking questions — questions about the ideas of others, as well as about one’s own assumptions.

Through a comparative approach to the US and Russian experiences, we will explore the role of the word and its power in different political and social systems. We will explore such questions as: What is the relationship between free speech, political power and dissent? Is the pen still mightier than the sword, even in the nuclear age? Why is free speech so fiercely defended in a democracy and such a threat to totalitarianism? What has shaped our current attitudes toward freedom of expression? How has the concept of political free speech been extended to include freedom of expression in general, such as in the creative arts? What role do new technologies play in the arena of free speech debates?

Using the tools of analysis and interpretation used by scholars primarily in the humanities and social sciences, we will explore how free expression has been defended or its suppression justified in both the US and Russia. We will practice the art of questioning and constructing counter-arguments throughout the course.

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 288P- Why Do Things Burn?

Marino diMarzo

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

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

Upon completion of this course, students will be able to

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

Assignments include:

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

Readings include:

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

Additional readings will be assigned as needed.

HONR 289A- The Ecology and Evolutionary Biology of Infectious Disease

Benjamin Rosenthal

Certain ecological and evolutionary processes are especially well exemplified by organisms that induce infectious disease and by their corresponding host responses. The advent of molecular evolutionary genetics has rendered such viral, bacterial, and parasitic organisms ideal as study subjects because microbial abundance, and their relatively rapid evolutionary potential, allows us to study (and sometimes even predict) evolutionary trajectories. That should come as welcome news, given the devastation wrought by the likes of AIDS, malaria, and avian flu.

Population genetics has been termed “the auto mechanics of evolutionary biology” because it studies how standing intra-specific variation becomes converted into distinct biological lineages. We will explore its special contribution to elucidating the biology of infection. We will also adopt the complementary perspectives of molecular evolution, phylogenetics, comparative genomics, and epidemiology. Although mastery of any of these disciplines could not be achieved through such an introductory seminar, students will gain insight into the range of questions that can be posed and tested using available tools and attainable data.

The objectives of this course are threefold:

- 1) to gain an appreciation for the diverse methods available to study evolutionary and ecological processes using increasingly abundant biological data.
- 2) To understand how these methods may be applied to real problems in infectious disease.
- 3) To become more critical readers of scientific literature and more precise scientific writers.

Assignments include:

- Each week, we will explore the application of an experimental approach to one or more problems in infectious disease biology. Readings that provide a general background on the research methodology, and on the disease in question, will be coupled with original scientific papers that apply the method to the problem(s).
- Continuous, critical engagement in our weekly conversations will constitute the principal criterion for student evaluation.
- This will be apportioned into:
 - 1) A series of “reaction papers” in which each student will identify and explore questions arising from the week’s readings (together accounting for 65% of the final grade). These short writings, submitted two days prior to class, will serve as an important basis for classroom discussion.
 - 2) Active participation in the ensuing class discussions (20%)
 - 3) A final project and presentation (15%)

Readings include:

Readings will be drawn from original scientific papers, as well as selections from relevant texts:

Anderson and May, *Infectious Diseases of Humans*

HONR 289L- Biofuels: Fact or Fiction?

Steven Hutcheson

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

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

Upon completion of this course, students will be able to

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

Assignments include:

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

Readings include:

Readings will be chosen from recently published sources

HONR 289P- How Do Innovators Think?

Mark Wellman

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

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

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

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

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

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

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

HONR 289V- Mars Exploration: Past, Present, Future
Douglas Hamilton

Spacecraft have been visiting the planet Mars for over 50 years, returning spectacular and ever more detailed images of our nearest neighbor. This course will cover the history of these robotic missions and the wealth of knowledge that they have returned as context for ongoing Mars exploration. The latter part of the course will focus on future possibilities including sample return missions, human exploration, and eventual colonization.

Coursework will include directed reading, mini research projects, and in-class presentations with an emphasis on student interaction and participation.

HONR 289Z- Social Expectations of Gender Roles in Africa, the Middle East, and South West Asia
May Rihani

Based on 30 years' experience in these three regions of the world, the course will explore how gender roles are embedded in traditional norms. During the course, we will examine the process of socialization of girls and boys; we will review a multicultural understanding of gender roles, and how these roles define the expectations and aspirations of girls and boys, women and men. We will discuss obstacles and constraints facing girls and boys who aspire to larger roles and how traditional societies consider aspirations that go beyond the set norms as a challenge to honor systems, power constructs, economic inheritance, and stability.

This course will explore the different cultural interpretations of gender identity and gender expressions in the three geographic regions and examine perspectives on relations in the private and public domains between women and men. We will attempt to examine some cross-cultural comparisons. Topics that will be discussed include the impact of these cultural interpretations of gender roles on family, education, careers, basic health systems, violence, communications, media, and political participation. These discussions will help us understand the complexities of gender relations within traditional societies that result in inequality, as well as efforts to overcome the constraints in the hope of minimizing inequalities. The course will attempt to unpack the rationale behind the concept that equality in gender roles can lead to win/win results.

Basically, students of this course will have the opportunity to understand better the many cultural interpretations of gender within the diverse African, Middle Eastern, and South West Asian countries. The benefits of this course are wide-ranging, including becoming more aware of the different social forces that shape the future of girls and boys.

HONR 299D- Capitalism and its Discontents
David Sicilia

More than ever, we live in a predominantly capitalist world. With this reality has come both enormous benefits (such as prosperity and innovation for early movers and rising standards of living for late movers) and great frustrations (such as economic inequality and environmental degradation). Populist critiques of capitalism are transforming U.S. and European politics through an anti-globalist tsunami. This course explores how we got here and what we should do about it by examining the historical origins and spread of capitalism; modern alternatives to capitalist political economy (such as socialism); ways in which leading theorists have tried to make sense of capitalism; major varieties of capitalism in different nations and regions of the world; and leading plans to reform capitalism. Additional topics will include capitalism and slavery, capitalist-inspired art and popular culture; capitalism, mechanization, and work; and capitalism and climate change. At its core, this course asks: What does capitalism do well, what does it do poorly, and how can we make it better?

HONR 299Q- Quantum Mechanics for Non-Majors

Bill Dorland

Note: This course will not count for or substitute for any course prefixed by PHYS.

Prerequisites: Students should be comfortable with calculus and linear algebra. Homeworks for this course will involve solving algebraic equations involving matrices. All math concepts required will be fully reviewed, but not in enough detail for a student to learn it all from scratch. Students should also be comfortable with basic ideas from probability and statistics, which are fundamental to the quantum mechanical description of nature.

Quantum mechanics is the most successful physics theory ever devised. It is also probably the most counter-intuitive. As a result, there is a certain air of mystery about it. In this course, we will dispel that mystery. We will certainly cover Heisenberg's Uncertainty principle, and much more! We will work through the basic ideas of measurement and observation, energy and energy scales, Schroedinger's cat, and wave-particle duality, as well as current ideas such as quantum computing, entanglement and non-locality. At the end of the course, we will discuss (but not master) topics related to string theory, black holes, quantum gravity, and dark matter. We will also discuss quantum mechanics in the context of DNA, proteins, and molecular machines.

In this course, we will develop the ideas of quantum mechanics pedagogically rather than historically. That is, instead of starting with 19th century physics and obscure experimental results that eventually led to the discovery of quantum mechanics, we will approach the subject from the point of view of lotteries, coin flips, and gambling. Specifically, students will learn that quantum mechanics can be understood simply as an alternative mathematical approach to probability. The resulting alternative rules of probability describe quantum mechanical processes and systems, in just the way that conventional rules of probability describe processes in the everyday world. There will be mathematical problems assigned for homework. Students will be encouraged to work in teams, but each student will be responsible for mastering the homework problems, which may be the subject of short quizzes in class. The reason for this was laid out by no less than Richard Feynman — to understand physics, you have to do some calculations. There is just no substitute.

Apart from simple in-class quizzes designed to be sure students mastered the homework problems, there will be no in-class examinations. Instead, each student will be required to write two papers and to make at least one presentation to the class. Class meetings will typically be interactive rather than lecture-based. Textbooks will be suggested but not required — there is plenty of online material about quantum mechanics.

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

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

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

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

HONR 348D- Innovation and Social Change: Do Good Now
Jennifer Rigg, Toby Egan, Sara Gallagher

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

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

HONR 348J- Contemporary Social Issues

Howard Smead

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

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

Other topics to be considered:

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

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

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

Assignments include:

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

Readings include:

Ellis Cose, *Rage of the Privileged Class*

Jonathan Kozol, *Savage Inequalities*

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

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

Shelby Steele, *The Content of our Character*

Robert Hughes, *The Culture of Complaint*

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

Andrew Hacker, *Two Nations*

HONR 348M- Stock Market

Eric Wish & David McCandless

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

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

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

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

Assignments include:

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

HONR 349I Leading and Investing in Social Change: Redefining and Experimenting with Philanthropy
Robert Grimm

(Formerly HONR349I: The Art and Science of Philanthropy; students may not receive credit for both.)

How would you create a better world with thousands of dollars? In this innovative course recently profiled by the Washington Post, you will learn the strategies of effective public leaders and then set up and run a philanthropic fund, including developing your mission, authoring a request for proposals, reviewing applications, and interviewing the leadership of and visiting potential grantees. You will ultimately invest thousands of dollars with an organization(s) working to achieve a beneficial change.

Note: Students enrolling in this seminar should plan on approximately two to four outside of class events with prominent public leaders and philanthropists.

For more information, check out “How to Give Away \$10,000,” a recent article in the Washington Post. <http://www.washingtonpost.com/wp-dyn/content/article/2010/05/09/AR2010050903309.html>

Upon completion of this course, students will be able to

- Explain and analyze the role of philanthropy and the voluntary sector in America
- Navigate the process of “giving well,”
- Articulate how your values as well as the knowledge and skills you have developed shape your view of philanthropy
- Practice and exhibit the leadership required to make an impact in the community
- State your personal philanthropic autobiography and philosophy of the role(s) and capacity of philanthropy

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.

HONR 378P- Elements of Music Composition For Non-Majors II
Bill Evans

This course is an advanced study of recording techniques and concepts used in music composition. The basic concepts of music theory, music composition, and music technology studied in HONR218M will be explored in detail. Advanced music notation software and digital audio workstations will be used to compose. Students will focus on the musical genre that fits their individual musical style and compose extended works.

Prerequisite: HONR 218M and permission of instructor.

HONR 378Q Radicalization Within Islam: 21st Century Drivers, Challenges, and Policy Choices
Omar Samad

History has recorded different models of radicalism, in different contexts and in different time periods, but recently, attention has been focused on what is termed by some as “*radicalism within Islam*”. This course will examine the scope and breadth of this phenomenon, the root causes and drivers, as well as the challenges it poses to policy-makers in today’s interconnected world. By looking at specific case-studies, students will not only engage in research and basic analysis, but will also look at practical policy recommendations suited to different settings to deal and cope with consequences and results.

This Honors Seminar will make substantive use of class interactions, guest speakers, following world events and news cycles in relation to the subject matter, specific readings, and challenge the student to offer real-world analytical and policy advice. Each student will be asked to write two papers, one analytical or descriptive, and the other, at the end of the semester, in the form of a policy proposal paper.

Grading and evaluation: Class participation/attendance and preparedness, knowledge of news and real-time world events and trends related to course topics, and submission of quality papers in terms of substance, form, practicality and applicability, will determine the final grade.