

## **Honors Seminar Course Descriptions Fall 2017**

### **HON 1515: Freshman Honors Seminars**

#### **HON 1515-101: Connecting Mathematics with Sustainability**

TR 12:30-1:45 AH 162

Katrina Palmer

This project-based class will investigate different sustainability ideas and the mathematics around them. For example, what is climate change? What data can we use to show climate change is (or is not) happening? Students will look at data from different US cities draw their own conclusions. Then they will compare and contrast expert opinions (mathematical models) about global warming. Another project will be based around passive solar house design. After learning about the trigonometry involved in designing the south facing wall, students will create a one-story house design detailing the materials used and window size and locations. Some other topics may include crop rotation using discrete math, invasive species and probability, and measuring the health of the earth using the theory of island biogeography.

#### **HON 1515-102: Justice Theory and Practice**

TR 11:00-12:15 AH 162

Matt Robinson

The course examines different theories and approaches to justice. Students would compare and contrast competing conceptions of justice, study public opinion polls to determine level of support for each, and be able to apply these conceptions of justice to contemporary political issues in the United States.

#### **HON 1515-103: Myth, Reality and the Wonders of Nature**

MWF 9:00-9:50 Rankin Science West 157

Mark Venable

An exploration of the development of scientific thought out of mythology and superstition. An examination of: the fallibility of the human mind as an instrument, how scientific thinking leads to a better understanding of nature and reality, how science has methodically uncovered wonderful natural patterns and laws, the impact of basing society on science versus myths, the wonders of nature's patterns and laws and their expression in technology, art and literature.

#### **HON 1515-104: Education and the Eastern Band of Cherokee**

MW 3:30-4:45, AH 161

Allen Bryant

This course will examine the evolution of formal education among the Eastern Band of Cherokee Indians from the pre-missionary period, through the missionary period of education (1800-1839) and into the modern era. Particular attention will be paid to the uses of education as a tool of acculturation and the federal and state governments' uses of education as a means to accomplish their agenda towards Native communities. The class will also follow the struggle of the EBCI to attain and protect sovereignty as the concept applies to Cherokee Central Schools.

**HON 1515-105: Conservatism**

MW 2:00-3:15, AH 161

George Ehrhardt

The 2016 Republican primaries and the debate over whether Trump is a "real" conservative left many wondering what conservatism really means. This is a difficult question; too often we hear shallow, one-dimensional answers. Answers from the Right demand loyalty to their own particular brand. Answers from the Left titillate readers with tales of barbarism from Flyover Country. This class will set those agendas aside to explore the diverse ideas and practices sharing a common label, so that students of all political stripes can better understand their fellow Americans.

**HON 1515-106: Balanced Brains**

Mondays 5-7:30 p.m. AH 162

Andrea McDowell

In this course, we will explore visual, intuitive, right brain intelligence. Through exercises, students will come to understand and condition their own visual and intuitive intelligence, and learn to integrate that with their more commonly exercised verbal, rational, left brain intelligence in order to develop whole-mind cognition. Specifically, students will learn and practice visualization, drawing, photography, meditation, and the analysis of their own dreams and media images. Working from the model presented by Williams and Newton (2007) in *Visual Communication: Integrating Media, Art, and Science*, and with the goal of what Williams labels "omniphasism," students will come to better value, strengthen, and integrate their many forms of intelligence to be "all in balance." Students will read and discuss debates forming the foundation for the theory of omniphasism drawn from anthropology, art, biology, communication, media, neuroscience, and psychology. In addition, global, cross-cultural differences in teaching and learning will be explored and compared to better understand social, structural, and systematic influences over intelligence. The goal of the course is for students to develop more balanced brains. As more creative, better decision makers, it is hoped that students will become more competent problem solvers and, with whole mind synthesis, able to engage with and contribute to society.

**HON 1515-107: Voyages: Isle of Saints and Scholars (CS Only)**

TR 2:00-3:15 AH 162

Mary Valante

This seminar is built around a Fall Break trip to Ireland. Students will discover and research various aspects of Irish history and culture, from pre-history to today, before we leave. Based on their presentations, as a group they will decide where to visit in Dublin and the surrounding area as they dig deeper into their own research interests in preparation for a final project. Students will be encouraged to relate their experiences to their own academic and personal interests.

## **HON 2515: Sophomore Honors Seminars**

### **HON 2515-101: Museums and Heritage Studies**

**Note required Fall break trip to Washington, satisfies international education requirement**

MW 3:30-4:45, AH 162

Heather Waldroup

Public museums, national parks, and historic sites historically have played a role in local, regional, and national identity formation for cultures across the globe. This is especially significant in the present, when much of the post-industrial United States struggles to develop its economy; when many Indigenous people continue to struggle for sovereignty; and when the illegal trade in antiquities is funding terrorist organizations. This interdisciplinary seminar will consider cultural heritage in relationship to larger sociocultural forces, such as modernity, globalization, nationalism, tourism, and capitalism. Although we will use sites in Washington, DC, as case studies, students will consider the broader international implications of museums (and their collections) and heritage sites within political struggles, identity formation and articulation, and economic development. Overall, we will think, read, and write about the ways the past, its material culture, its built environments, and its marked landscape are being mobilized in the present, often by different actors and to very different ends. During a **required** Fall Break trip to Washington, DC, students will visit sites, conduct research, and meet with professionals in the heritage industry. This course will count as the International Experience for Honors students needing this credit.

### **HON 2515-102: TBD**

TR 2:00-3:15, AH 161

### **HON 2515-103: Gospel Music in Black and White: The History of Gospel Music among Caucasian and African American Artists in the Twentieth Century**

TR 9:30-10:45, AH 187

Louis B Gallien, Jr. and James Goff

The impact of Gospel Music in the United States has been profound and on-going well into this Century. The roots and heritage of gospel music is centered in the South among both black and white populations. Its presence is felt in churches, revival meetings, religious TV channels, secular music and nightclubs. The popularity of gospel music runs across race, class and gender lines and is ripe fodder for comedienues and charismatic preachers.

This seminar will focus on Gospel Music pioneers of both African American and Caucasian groups along with key individuals whose music inspired generations of church goers and musical artists across the musical and church spectrums.

**HON 2515-104: The Myth of the Southern Gentleman: Images of Masculinity and Manhood in the South (through the lenses of literature, history, war, fraternities, Sports and multiple media)**

TR 11:00-12:15, AH 187

Louis B Gallien, Jr.

This Seminar will examine the roots and continual myths of the Southern Gentleman via numerous and varied genres within history, literature, war, fraternities and multiple forms of media. The course will center on the attributes, characteristics, dominant stereotypes and images of Southern gentlemen/manhood passed down through early generations of traditional southern myths and family traditions. We will ask questions such as: a) What are “accepted” or common images of Southern men that are sturdy and enduring though not necessarily “accurate”? What characteristics, attributes and physical images are considered essential representations of Southern manhood? What are the harsh and pernicious ways that Southern men are portrayed as a direct result of some of these dominant stereotypes that are represented in the afore-mentioned images?

**HON 2515-105: Physiology, Culture and Health**

MWF 3:00-3:50, AH 187

Jonathon Stickford

This course is a discussion-based class which is open to honors students only. Topics to be discussed are in the broad fields of physiology, culture, and health-related issues, and other related topics which are of interest to participating students. Evaluation will be based on class participation and discussion, attendance, and coursework assignments including presentations, written reports, research assignments, and preparing for and leading a class discussion.

**WRC 2201-101: Hearing Voices: Inquiries in Literature (Will count as HON 2515 for WRC students only)**

TR 9:30-10:45, LLR 321

Michael Dale

## **HON 3515: Junior Honors Seminars**

### **HON 3515-101: The Musical Human**

TR 12:30-1:45, AH 161

Dave Wood

Why can humans "do" music? To what extent is musical ability encoded in our genes and to what extent is it a cultural invention? Is music really a "universal language"? Which aspects of music perception and affect are universal, and which are culturally-specific? What accounts for the staggering variety of music across the planet? Are humans uniquely musical, or do other animals also have music? What is the relationship between music and language, and which came first? Have you ever wondered why you sometimes can't get a song out of your head, or how a combination of tones and rhythms can bring people to tears? In what ways is the psychological power of music used for good in our society, and in what ways is it used for more nefarious purposes? What can our understanding of human musicality tell us about who we are as a species?

This course will attempt to guide you toward answering some of these complex (and possibly unanswerable) questions. We will draw on a variety of research from across the sciences and the humanities (e.g., cognitive neuroscience, music psychology, evolutionary biology, zoology, ethnomusicology, anthropology, music theory, and physics) in an attempt to piece together this puzzle. Those who enjoy trying to solve mysteries might like to know that we have yet to produce concrete explanations for some of the most common questions concerning human musicality despite recent breakthroughs in technology and method. But researchers from many seemingly disparate fields are hard at work on these questions; therefore, an overarching goal of the course is for students to learn to operate as interdisciplinary scholars and to synthesize various types of knowledge.

### **HON 3515-102: Tycoons, Titans & Blaggards (Cross-list with FIN 3545 CRN 14583)**

TR 9:30-10:45, Peacock Hall

Leigh Dunston

The course provides a brief history of American business, learned through the lives of America's most important and dynamic business persons. The course is anchored in the idea that the well-informed person should be familiar with the broad business history of America. The format for the course is to utilize select portions of the biographies of the most impactful persons in American business history. Through those lives and stories the student will learn the principles and history of business as it evolved in America and tangentially in the world from 1770 through 2008. This will be a broad overview focusing on the exploits, successes, failures and the ethical and leadership challenges of persons such as Alexander Hamilton, Thomas Jefferson, Abraham Lincoln, John D. Rockefeller, Andrew Carnegie, Jay Gould, Diamond Jim Brady, J.P. Morgan, Henry Ford, Franklin Roosevelt, Ronald Reagan, Paul Volcker, Alan Greenspan, Warren Buffett, Sandy Weill, Bill Gates, Jack Welch, and Steve Jobs in an effort to provide a broad contextual framework within which to begin to know, understand and appreciate the history of the most dynamic business environment in the history of the world.

**HON 3515-103: Myths: What They Mean and How They Mean It**

TR 3:30-4:45, AH 161

William Atkinson

This seminar will be devoted to myth criticism—the analysis and interpretation of myths. It is a practice that appears in a wide spectrum of disciplines: anthropology, literary studies, sociology, religious studies, philosophy, classics, art history, cultural studies, and folkloristics. Therefore, we will look at myths from a number of different disciplinary viewpoints and thereby throw some light on some of the basic assumptions behind the various disciplines. With so many in play, the exact meaning of the word myth is contentious, so our working definition will be very broad: a symbolic expression, usually in narrative form, often involving the supernatural, that enables a culture to consider its relationship with the world in which it operates. We will examine ancient myths and modern ones, and we will look at how they develop across time and space: for example, the reappearance of Norse or Greek gods and heroes in contemporary media, or the representation of werewolves and other monsters both then and now. Individual class meetings will be structured around a particular myth and the reading of an interpretation from a given discipline. Probable assignments will be a short essay and a research paper; you will also co-lead two or three classes. The selections will pay particular attention to animals in myth, so this HON 3515 will count toward the new Animal Studies minor.

**HON 3515-104: Film, Philosophy and Stanley Cavell**

T 5:00-7:30, AH 162

Kyle Stevens

This course will explore relations between philosophy and the art of film concentrating on the work of Stanley Cavell. Cavell worked for over five decades in Harvard's philosophy department, but he wrote extensively about a range of topics, such as Shakespeare, television, Hollywood cinema, art cinema, Emerson, Thoreau, and more. In this class, we will concentrate on the relation of film and philosophy in Cavell's body of work. We will explore how his philosophical expertise shaped cinema aesthetics, and investigate his arguments about a host of topics, including: How did film change our idea of American art? What is the nature of film's relation to the world it captures? What happens to space and time, sights and sounds, when placed in the service of cinematic art? Can particular films *do* philosophy?

**HON 3515-105: Medical Anthropology (Cross listed with ANT 3660 8 HON seats)**

MW 2:00-3:15, BH 336

Eric Karchmer

An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy.