

Freshmen Seminars

HON 1515-101 Metamorphoses in Life: TR 9:30-10:45 East B-4 Dale, M.
Love & Death (20)

The stories we sit up late to hear are love stories. It seems that we cannot know enough about this riddle of our lives. We go back to the same scenes, the same words, trying to scrape out the meaning. Nothing could be more familiar than love. Nothing eludes us so completely. **Jeanette Winterson**, The PowerBook ~ Q: What does love feel like? *A: It's not a feeling; it's a relationship, a way of life.* **Martha Nussbaum**, philosopher, in an interview, The Guardian, October 2007 *True, death itself is nothing; but the thought of it is like a mirror. A mirror, too, is empty, without content, yet it reflects us back to ourself in a reverse image. To try to contemplate the meaning of my death is in fact to reveal to myself the meaning of my life.* **Herbert Fingarette**, Death: Philosophical Soundings *The comfort that we can gain from the hard cruel truth of death is that life itself is wonderful, full of love and full of transcendental moments – that's what really matters.* **Jim Crace**, novelist, Love and death are oftentimes experienced as seismic upheavals in our lives; we are changed in puzzling, perhaps even mysterious ways by these two forces, sometimes delightfully and sometimes terrifyingly or painfully. In love, suddenly someone or something that perhaps we did not even know existed comes into our life and now is seen and felt as a presence we cannot imagine living without. In death, as the poet Gerald Manley Hopkins puts it, "I wake and feel the fell of dark, not day." How should we see and understand the experiences and transformations wrought by love and death? The question is especially important in a society that frequently trivializes love, and at times and in some circumstances, makes a death a spectacle of entertainment. **Possible Books:** Per Petterson, Out Stealing Horses; Jeannette Winterson, The PowerBook; Plato, Symposium; Julian Barnes, Nothing to Be Frightened Of; Nicole Krauss, The History of Love; J.M. Coetzee, Age of Iron; Annie Dillard, For The Time Being; Geraldine Brooks, Year of Wonders: A Novel of the Plague; Anne Michaels, The Winter Vault or Fugitive Pieces

HON 1515-102 Race & Resistance TR 2-3:15 LLR 326 Gonzalez, J.
Perspectives on African Americans in the Jim Crow South

Ever listened to Jazz or Blues? Danced the Lindy Hop or Shag? Read the poems of Langston Hughes or reflected on the words of Martin Luther King? This course will explore how these works of art came to be: In this course, you will learn how African Americans erected a culture of resistance -- including music, dance, poetry and prose -- in the face of white racism in the 19th and 20th centuries. In order to do this culture justice, you will read fiction and poetry, listen to music, cook food, and even learn how to dance. You will also read from a variety of disciplines and literary genres, as well as define and execute a research project concerning some part of the African American experience that interests you. In the second half of the semester, you will join with other students to make a short documentary film that dramatizes your research projects.

HON 1515-103 Marketing & Society MWF 11-11:50 TBA Michel, B.

Marketing today permeates every facet of our daily lives. Companies use marketing tools to convince us to buy their products and services. Nonprofit organizations use marketing tools to promote their causes and encourage donations. Political organizations use marketing tools to motivate people to vote for their candidates. What is common in all of these examples is the fact that marketing is important for organizations.

Developing a marketing mindset is one of the keys to success. The same understanding applies to many activities individuals engage in as well. For example, the probability of success is much higher when individual job seekers use marketing tools to differentiate themselves from others. Students, therefore, must understand the necessity of developing a marketing mindset from the very beginning of their college education to prepare themselves for the extremely competitive global job market.

This course will assist students in developing a marketing mindset while exploring issues and topics relevant to them. Companies today are expected to be responsible contributors to the wellbeing of the society. For example, many companies are being held responsible for how their products affect the consumer's health, such as food products, tobacco and alcoholic beverages. These developments, while presenting challenges to marketers, are also opening new windows of opportunity. This course will delve into these and other more contemporary issues such as green/environmental marketing, global marketing, marketing on the Internet, event marketing, etc. Topics such as how to ethically and responsibly market such product categories as Fast Food, Snack Foods, Kid's Cereals, fossil fuel dependent automobiles, etc. will be studied. In addition, other social issues such as green initiatives, water

quality/usage, energy efficiency, alternative fuel sources and living healthier lifestyles and the responsibility individuals and companies hold will also be explored.

Upon completing this course, students will have an understanding of how marketing impacts their daily lives as well as how marketing can more positively impact the world going forward. Students should also be able to better market themselves in the competitive, global job market that awaits them after graduation.

HON 1515-104 Creative Life and Practice (20) TR 4-5:15 East B-15 McLaughlin, T.

This course is an investigation of the creative process in the everyday lives of artists, scientists, inventors, entrepreneurs, and other creative people. We will read novels and see films about the lives of creative people, read biographies of artists, explore psychological and sociological explanations of creativity, attend concerts and performances, and meet creative individuals and groups in the university and local community. We will also reflect on our own creative practices and engage in a creative project. Our society puts a high value on creativity, and we admire famous and innovative artists and thinkers. In this course we will examine the role that creativity plays in the lives of those remarkable and gifted people, but we will also explore the creativity of everyday living, on the premise that all human beings are engaged in creative practices.

HON 1515-105 de Tocqueville & US: (20) MWF 11-11:50 Belk 1116 Behrent, M.
Reading Democracy in America

What if there was a book that could completely explain the social world in which you live? What if this book could relate every aspect of modern society to a few basic principles? What if, finally, this book was written over 170 years ago? This course will explore the possibility that there is indeed such a book:

Alexis de Tocqueville's *Democracy in America* (1835-1840). Our goal will be to probe this extraordinary book's core argument: that the most powerful force in modern society is what Tocqueville called the "equality of conditions"—a dynamic that determines the groups we join, the way we work, the thoughts we think, the clothes we wear, how we pray, what we love, and much more. We will examine the book from two perspectives. First of all, we will read it as a work of political philosophy: in other words, we will closely scrutinize the text itself, teasing out the author's intentions by reflecting on his words, his style, and his argument. Secondly, we will reflect on how it might be used for making sense of contemporary society. We will attempt to identify Tocqueville's key theoretical arguments, and then apply them to the analysis of contemporary social and political issues in the United States and elsewhere. This class is aimed at students with a philosophical bent as well as a desire to reflect on the nature of modern society.

HON 1515-106 Teacher Leadership in a Global Society MW 5-6:15 TBA Jacobsen, M. & Stanley, J.

Teacher Leadership in a Global Society is designed to build a global perspective. Education for a global perspective is that learning which enhances the individual's ability to understand his or her condition in the community and the world and improves the ability to make effective judgments. It includes the study of nations, cultures, and civilizations, including our own pluralistic society and the societies of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world. The course is structured around five key dimensions (Hanvey, 1982). All the readings and activities in the course contribute to building a global perspective.

HON 1515-107 Brain on Trial: Neuroscience and the Law MW 3:30-4:45 East B-15 Jones, L.S. & Kirscht, L.

The recent, explosive technological advances in neuroscience are extending our understanding of brain function in exciting ways, with promises of improved disease detection, better treatments, and enhancements to normal performance. But how are these findings affecting the practice of law? It is already possible to image the brain and detect damage that explains behavior, but does this remove legal responsibility? Imaging also has led to companies purporting to provide lie detection using fMRI, but will it ever be admissible in court? Neurological determinations

of cognitive function help care-givers and legal scholars decide end-of-life issues, but how far can this be taken? The debate on free will vs. determinism rages on, but the context of that debate is evolving under pressure from neuroscientific realities; what influence is this having on law-making? While we can accept that genes determine who will have Huntington's, we are less comfortable with genes as the scaffolds of personality. For example, scientists can now predict how likely a child is to "get into trouble" later based on measures during infancy; does this demand early intervention or offer exculpation? There are myriad pharmacological options already available to enhance attention, cognition, and skills, but what are the fairness issues in their use? More interestingly, are we prepared to respond to the not-so-far-off genetic manipulations that will alter intelligence? Driven by more questions than answers, this course will explore largely terra incognita and allow students through extensive readings, discussion, presentations, and papers (weekly one-page and one 20 page) to write their own briefs on these compelling issues.

Sophomore Seminars

HON 2515-101 Sixth Amendment: TR 5-6:15 Walker 102 Dodd, J.
Challenge to Your Right to Fair Trial

This course focuses on the Sixth Amendment to the U.S. Constitution, which promises a fair trial to persons accused of crimes. Issues to be probed are the questions of what constitutes a fair trial, how the court system defines "peer" and why trials of public figures are different from trials of private citizens. The course also will investigate the ethics of televising trials of famous defendants and laws that allowed cameras in the courtroom.

HON 2515-102 Graphic Novel TR 9:30-10:45 Fischer, C.

Over the last ten years, interest in comics and graphic novels has *exploded*—yet few know about the aesthetic form and rich history of the comics medium. This class is for those who want to understand comics in deeper, richer ways: it's for students tired of the fannish "I like this / I don't like this" commentary about comics that dominates print and on-line discussions. ~ We'll begin by discussing in detail the form of comics, focusing on such issues as realistic vs. iconic representation, "the clear line," and the comic book page as graphic map. Our central text here will be Scott McCloud's *Understanding Comics*, though we'll concurrently read articles that challenge and problematize McCloud's theories. ~ We'll then survey the histories of comic books and comic strips in both the United States and other countries: creators we'll study include: Charles Addams, David B., Lynda Barry, Alison Bechdel, Eddie Campbell, Milton Caniff, Daniel Clowes, Robert Crumb, Kim Deitch, Steve Ditko, Debbie Drechsler, Will Eisner, Justin Green, Matt Groening, Gilbert Hernandez, Jaime Hernandez, George Herriman, Kevin Huizenga, Jack Kirby, Bernard Krigstein, Harvey Kurtzman, Stan Lee, Bill Maudlin, David Mazzucchelli, Winsor McCay, Moebius, Alan Moore, Gary Panter, Harvey Pekar, Charles Schulz, Art Spiegelman, Jiro Taniguchi, Jacques Tardi, Osamu Tezuka, Yoshiharu Tsuge, Carol Tyler, Naoki Urasawa, Bill Watterson, Jim Woodrign and many others. The class will conclude with each student creating his/her own mini-comic.

HON 2515-103 Myth and Meaning TR 2-3:30 421 LLR 421 Wentworth, J
X=list with WGC 3202 (10 seats each)

This course will explore the meaning and experience of myth from ancient to more modern times, examining the definitions of myth; its formation, structure and applications; its relations with ritual; how myth "means," and how it reflects its culture. The course will focus on the specific myths of Mesopotamia, Egypt, and western biblical and Gnostic traditions, as well as myths from many other cultures. Themes will include creation and gender formulations. Students will examine myth as literature and history, and ask what myths tell us not only about religion but also about politics, economics, psychology, and social arrangements. ~ Students will integrate aspects of myth and culture through responses to reading and a project for which they and a partner will write and analyze a myth.

Texts: The Bible (Revised Standard Version), *Myths from Mesopotamia*, Trans. Stephanie Dalley, *Innana: Queen of Heaven and Earth*, by Diane Wolkstein and Samuel Noah Kramer, *The Gnostic Gospels* by Elaine Pagels, *The Nag Hammadi Library*, ed. James M. Robinson, *Bhagavad Gita*, Stephen Mitchell trans., *Parallel Myths*, J. F. Bierlein, Tao Te Ching, Lao Tzu (Trans. Stephen Mitchell)

HON 2515-104 (20) Chaotic Elections MWF 10-10:50 WA 303A Klima, R.
Math and Fairness in Democratic Elections

Have you ever wondered ... how George W. Bush won a U.S. presidential election in which he received more than half a million fewer votes than his main opponent?... how professional wrestler Jesse "The Body" Ventura was elected governor of Minnesota when two-thirds of the state's population preferred either of his opponents? ... how Tim Tebow finished third in the balloting for the Heisman Trophy despite being preferred as the winner by more voters than any of the other candidates? ... why elections often produce results that seem to be displeasing to many of the voters involved? Would you be surprised to learn that a perfectly fair democratic election can produce an outcome that literally *nobody* likes? When voting, we often think about the candidates in the election, but could it be more important to consider the procedures that we use to express our preferences and arrive at a collective decision?

Take *Math and Fairness in Democratic Elections* to help you discover answers to these and many other questions!

HON 2515-105 (20) Un-Caped Crusaders: TR 11-12:15 East B-1 Mead, A.
Education & Social Justice

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." These words are part of the foundation of the United States of America, yet over two hundred years later, we still aren't there. Our society still does not treat all people equally and certainly all people do not have equal access to education and other basic needs based on socio-economic status. In this course, through reading and extensive class discussion, we'll examine the basis on which we judge others to be different or similar to ourselves, including but not limited to race, ethnicity, gender, physical attributes and socio-economic class. We'll examine the issues of overt and hidden prejudice and discrimination in our everyday lives as well as how institutions such as the American educational system can perpetuate or seek to eliminate these beliefs and actions.

HON 2515-106 Pros(e)titution MW 2:00-3:15 East B-15 Lane, M.

"Qu'est-ce que l'art? Prostitution!" (*What is art? Prostitution!*)

Charles Baudelaire; 19th-century French poet

Are books whores? Bought and borrowed for brief trysts, then quickly abandoned, do books serve only to please the insatiable desires of a consumerist clientele? Are authors and publishers pimps who pander prose for profit? Are promiscuous readers at risk of contamination and prosecution? This course is a comprehensive and interdisciplinary investigation of intimate encounters and economic exchanges that occur between bodies of text and textual bodies, centered on the theme of prostitution. We'll consider writings about and by prostitutes in literary and non-literary texts, from the pioneering pens of early 19th -century prose poets, through the rise of capitalism and the press, to today's "sexting" and internet trafficking. The instructor will present, as an interdisciplinary case study, such "sexed texts" in the literary, journalistic, medical, and judicial history of France while the student researchers of the course will serve as experts on other, individually-selected world regions.

Junior Seminars

HON 3515-101 Neuroscience of Consciousness MW 9:30-10:45 East B-15 Lewis, D.

In the last few decades, neuroscience has made tremendous advances in understanding the brain and its afflictions. However, the mystery of consciousness remains unsolved and will probably remain so for quite some time. This course will sample the current state of knowledge and some of the methods used as neuroscientists and philosophers attempt to explore the mysteries of consciousness. *Coming equipped with a basic understanding of how neurons and brains operate would be very helpful to you in this class and these elements of neuroscience will be covered briefly early in the course.* Other topics will include philosophers' ideas of consciousness, searching for the neuronal correlates of consciousness in the brain, sleep, brain electrical activity, the relationship of attention and memory to consciousness, the unconscious mind and what brain injury and brain disease can teach us about consciousness. Individual students will be asked to discuss assigned reading material during each class and grades will be based on these discussions and occasional quizzes. Students will be asked to write a short research paper on a topic related directly to consciousness research and use it as the basis for a class presentation. Assigned readings will be from

“**Consciousness: A User's Guide**” by Adam Zeman (Yale University Press (September 10, 2004) and from articles in current neuroscience research and philosophy pertaining to consciousness.

HON 3515-102 We Are Water (10) MW 3:30-4:45 LLR 263 Cockerill, C.
(X-list with IDS 3010-101; 10 seats each section)

Water is a focal point for study and contemplation in disciplines ranging from art to zoology. This interdisciplinary course will look at water and the many places it touches our lives. It will discuss the ways we use water, abuse it, revere it, ignore it, and fight over it. In the US, our quality of life is entirely dependent on cheap, plentiful, clean water. We use it in vast amounts to produce power, grow food, and protect our health. The class will cover the intersections among our scientific understanding of water, our technological developments, and our cultural attitudes and subsequent behavior toward this elemental resource.

HON 3515-103 Occupy School: (16) M 3:30-6 RCoE Nelsen, P.J.
The Philosophy of Participatory Democratic Education

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. -- Paulo Freire, *Pedagogy of the Oppressed*

Educational thinkers have long argued that schooling must help our young grow into people poised to participate in our society through the development of differing sets of skills, knowledge and dispositions. In the quote above, Paulo Freire captures a key issue that emerges in such educational debates: Do we want to help students become people who conform to or transform our society? This question becomes even more complicated if we accept philosopher John Dewey's claim that schooling is unintelligible without a corresponding vision of the sort of society we most want. Such a vision is difficult to define, as the recent emergence of populist grassroots movements seeking to respond to a wide variety of social and economic injustices demonstrates. These movements are inspired in part by large-scale dissatisfaction with our contemporary social condition. Many people want something to change in our society, but there is great disagreement about the kind of society we should create. This disagreement raises broad questions anyone engaged in education must consider: *What sort of society do we want? Must that society be democratic? Should we accept and promote all conceptions of the good life, even ones that might be incompatible? Should education foster social justice? What kind of educational experiences do our young need in order to participate in our ideal society?*

Through the reading of philosophical texts, this seminar will explore these broad questions simultaneously, especially within the context of the educational tradition associated with radical democratic education. We will also explore additional questions such work raises, such as: *Should education seek to change society? Should education contribute to the practice of freedom? Can moral improvement fostered by education lead one to a good life?* If you are curious to explore what the radically democratic potential of education might be, then you may find this to be an intriguing seminar. **Possible books and readings:** Paulo Freire, *Pedagogy of the Oppressed*; Plato, *The Republic*; John Dewey, *Democracy & Education*; David Blacker, *Democratic Education Stretched Thin*; Kenneth Howe, *Understanding Equality of Educational Opportunity*; Maxine Greene, *The Dialectic of Freedom*; bell hooks, *Teaching to Transgress*; A.S. Neill, *Summerhill*; Jane Martin, *Schoolhome*; Jacques Ranciere, *The Ignorant Schoolmaster*; Henry Giroux, *On Critical Pedagogy*; Ira Shor, *When Students Have Power*

HON 3515-104 Meaning & Nature of Science TR 2-3:30 (sic!) RSW 173 Dass, P.
X-list with GS 4404 (10 seats each)

Ever wondered about the following questions: What is science all about? Is there a single “scientific method” by which all science is done? What processes are involved in generating scientific knowledge? What are the relationships between various forms of scientific knowledge (such as laws, hypotheses, theories, and facts)? What factors contribute to advancement of knowledge in specific fields of science? If yes, then this course will satisfy your curiosities by critically examining the history of science. And, in the process, you will develop a sound understanding of the nature of science, the process of scientific inquiry, and the reciprocal relationship between science and society. With a reading and discussion based approach, the course will foster a culture of collaborative

community in the learning process, modeling the “community of scientists” that characterize the practice of modern science. Come learn about Science!

HON 3515-105 International Experience: (16) TR 9:30-11 ESR B-1 Dubino, J.
Bringing the World Home

This course is for Honors students who, for one reason or another, cannot complete their international education requirement abroad. It is designed to create an international experience at home, here in the US. One of the time-honored ways of “bringing the world home” is by reading travelogues. In the first part of this course we will read a variety of contemporary travel books, including Joni Seager, *The Penguin Atlas of Women in the World*, Stephanie Elizondo Griest, ed., *The Best Women's Travel Writing*, Bill Bufford, ed., *The Best American Travel Writing*, and Amitav Ghosh, *The Hungry Tide*. You will have a choice of one of the following three books: Barbara Ehrenreich and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Jacqueline Novogratz, *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World*, Nicholas Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. You will write about your own travel experiences, and through your writing you will have the chance to understand the multi-disciplinary quality of travelogues. One of the great advantages of travel books is that they allow you to look at a country through an array of lenses: literary, historical, ethnographic, scientific, and more. For the second part of this class, we will focus on your own areas of interest. You will each have the opportunity to develop your research skills, especially those related to your discipline, in a global context. You will design a portfolio that will give you the opportunity to think more globally about your major.

HON 3515-106 Literature, Philosophy, TR 12:30-1:45 LLR Dale, M.
and Moral Imagination; X-list with IDS 3300-102 (10 seats each section)

Twinkle, twinkle little star, how I wonder what you are. From this “naively profound” line in a children’s nursery rhyme we will begin an exploration of a complex set of emotions and virtues: wonder, awe, reverence, empathy and compassion. It is commonplace to believe that morality is grounded in laws and principles (secular and/or religious). Are such laws and principles sufficient for living a good and moral life? A number of philosophers and writers argue that we need to be attentive to “the moral imagination” as a critical component of a life lived well. In this seminar we will be lead to ask: “What is the moral imagination” and how are the emotions and virtues noted above connected to nurturing and developing a moral imagination? In turn, we will consider the notion that living a good life arguably requires a lucid clarity of reality; if that is so, how are the moral imagination – and the related emotions and virtues - necessary aspects for acquiring this clarity? We will draw upon a diverse set of readings, including philosophy, literature (novels, poems, and short stories), and reflective nature studies (e.g. Annie Dillard’s *Pilgrim at Tinker Creek*). If you are curious about exploring the enigma of this Emily Dickinson poem:

*Wonder is not precisely knowing,
And not precisely knowing not,
A beautiful but bleak condition,
He has not lived who has not felt.*

Then this might be a delightfully engaging and intriguing seminar for you.

Possible books and readings: Ian McEwan, *Atonement*; Annie Dillard, *Pilgrim at Tinker Creek*; Charles Dickens, *Hard Times*; Iris Murdoch, *The Sovereignty of Good* and *The Black Prince*; Simon Baron-Cohen, *The Science of Evil: On Empathy and the Origins of Cruelty*; Martha Nussbaum, selections from *Love’s Knowledge: Essays on Philosophy and Literature*; and selections from *Upheavals of Thought: The Intelligence of Emotions*; Arundhati Roy, *The God of Small Things*; Arnold Weinstein, *A Scream Goes Through the House: What Literature Teaches Us About Life*; Lucia Perillo, *I’ve Heard The Vultures Singing: Field Notes on Poetry, Illness, and Nature*

HON 3515-108 Community-Based Art (16) TR 3:30-4:45 ESR B-1 Hansell, T.

Community-based art is a specific type of art that consciously seeks to increase the social, economic, and political power of a local community. During this course, students will gain a global overview of community-based art while working on an arts project with a local community organization. Selected students will have the opportunity to travel to Washington D.C. to present their work at a national conference.

HON 3515-109 Wine Production Practices (16) W 3:30-6 PM ESR B-15 Cohen, S.
This course will provide students with intimate knowledge of wine production from the vine to the glass. We will explore the fundamental principles of grape vine growth and development (viticulture) and the science of wine production (enology). Field trips to local vineyards will serve as a classroom to demonstrate plant morphology, growth habits, cultivation practices, and vineyard design and layout. Students will gain experience in basic wine analysis in the lab as well as through sensory analysis. We will also visit local wineries to become acquainted with the winemaking process, equipment, and winery design. Students will explore the historical, cultural, social, and geographic diversity expressed in winemaking visible from traditional to new-world methodologies and wine styles. Students can expect scientific (biology, microbiology, chemistry), business and marketing, and ethical and moral discussions throughout the course. Wine principles and production will benefit most from active discussion and hands-on participation whenever possible. Class projects will provide first-hand experience in the analysis of fruit, fermenting, and finished wine and business and marketing concepts through written and oral presentation.

HON 3515-110 Campaigns and Elections (10) MW 3:30-4:45 BH 019 Newmark, A.
This class is designed to examine the procedures, political actors, and institutions that are involved in American campaigns and elections. This is certainly an opportune time to study this subject. The class will focus on the organizations that influence political campaigns, the role that public opinion plays in campaign strategies (and in determining the vote), and the laws under which elections are conducted. We will focus on presidential and congressional campaigns and elections, but we will also discuss state and local elections, which are less visible but equally important in the political process.