

Freshmen Seminars

HON 1515-101 Metamorphoses in Life: TR 9:30-10:45 AH 187 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 AH 162 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 King Arthur MW 2-3:15 AH 162 Hellenbrand, A.
Mystery, adventure, love and death, the Holy Grail...long before Monty Python there "really" was King Arthur. In this course, we are going to explore the legends of King Arthur that have fascinated audiences across time, across genres (epic, novel, film, art, music), and across national boundaries. There are elements of the legends that remain constant through all versions. Nevertheless, each new writer interprets the Arthurian story anew for his/her own audience in a unique time and place. Thus the legends of Arthur tell us not only about the Round Table and the Grail, but they also reflect our visions of ourselves: our ideas and ideals of nation, of rulership, of history, of community. In addition, these legends reveal our hopes for the future, as they continually reinvent the story of the once and future King (rex quondam et futurus).

HON 1515-107 The Demon-Haunted World: MW 2-3:15 AH 161 Waters, J.
Science and Critical Thinking

The Demon-Haunted World: Science and Critical Thinking. Fall Semester 2013. M,W. 2:00-3:15. In this class we will examine the question of what exactly is science and critical thinking. Science is not just a body of knowledge, it is a way of thinking about the world. Because we live in a world of 30 second sound bites and bumper sticker politics, critical thinking about issues is more important now than ever. We live in a civilization that is critically dependent on science, but we have a citizenry that has many basic misconceptions about how the world works. We

will examine these issues with a combination of lectures, assigned videos, readings, etc. Active student participation will be a major component of the course.

HON 1515-104 Creative Life and Practice (20) TR 5-6:15 AH 162 McLaughlin, T.
 Creative Life and Practice is an exploration of creativity in daily life. We look at the lives of creative people in the arts and sciences, in business and technology, and in the practices of daily life. We read theories of creativity, we read two novels dealing with creative lives, we attend performances and exhibits on campus and in the community, we invite creative artists and thinkers to class, and we write about creative practice in our own lives. The goal of the course is to promote the idea that creative expression can be a part of everyone's life, woven into everyday experience. This semester we will be paying special attention to the phenomenon of improvisation, which we will study academically and also explore through direct experience.

HON 1515-106 Teacher Leadership in a Global Society MW 4-5:15 RCOE 329 Jacobson, 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 1515-105 Contemporary Brazilian Literature And Culture MW 3:30-4:45 AH 161 B. James
 This course is an introduction and survey of the major literary, cultural, and social trends in Brazil in the 20th and 21st centuries. To this end we will read both fiction and non-fiction, and examine art, music, literature, and TV and film. While providing a foundation for further Brazilian studies, the course will also seek to address concerns common to all literatures. There will also be some introduction to Brazilian Portuguese.

Sophomore Seminars

HON 2515-101 Biology, Technology, And Culture MW 2-3:15 AH 161 Lappan, S.
 In this course, we will examine the relationship between technological innovations, human biology and environments, and culture from a holistic perspective through selected readings, discussion, and written critiques. Specific topics will include competing conceptions of *science* and *nature*, the biological, social, and cultural consequences of agricultural technologies, industrialization, the chemical revolution, energy technologies, medical technologies including stem cell research, prostheses, prenatal disease screening, assisted reproduction, third-party reproduction, genetic and genomic medicine, and communication technologies.

HON 2515-102 The Audacity of Nope: Why School Reform Doesn't Work Osmond, C.
 School is the most familiar institution in our culture. We may not all go to church, football games, or the opera - we may not all end up in prison, or in the hospital - but by law and custom we will ALL go to school, unless we work very hard not to. That means we all "know it when we see it." We might not know what a good brain surgeon looks like at work, but we sure know a good teacher when we have one. And we all feel like we've got a say in whether or not an idea about how school could be different is worth pursuing. After all: school isn't brain surgery. In this class we will study the wide range of new ideas that our culture has had about how we should "do school," whether or not they "worked," and how the uniquely public nature of school contributed to change happening...or not.

Some questions we'll consider: Why does school look and feel the way it does in our country? How is it different from how school looks and feels in other parts in the world, and why? What is "school reform," and why does our culture seem so worked up about it? Are our schools broken? If so, *how* are they broken— and why are they so hard to "fix"? (And if not, why do we keep saying that they are?). What are some of the most audacious ideas we've had about how school *could* be? Which of them have worked, and which have not? What does school tell us about our society's attitude toward change? What gets in the way of making changes to our institutions, even when we want to?

HON 2515-103 Myth and Meaning MW 3:30-4:45 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)

This sophomore seminar will examine some of the ways in which literature asks us to think about our relation to the societies in which we live. Through a series of readings that span from Plato's Symposium to Sherman Alexie's *The Lone Ranger and Tonto Fistfight in Heaven* and Cormac McCarthy's *Blood Meridian*, we'll explore how literature and literary forms attempt to shape, interrogate, and negotiate visions of a healthy polis.

The core of this seminar will be the way in which we, as a class, participate in that discussion. We will seek to develop community relationships that encourage an examination of how the liberal arts can positively impact political discourse. Students and the instructor will devote a portion of each week to exploring how to use literature to improve civic discourse. We will establish relationships with one or more community organizations who can partner with us in that effort, and implement a program that can be sustained by other classes. This is an opportunity to make your own education work in practical and long-lasting ways.

HON 2515-104 Citizens, Strangers, MW 5-6:15 AH 161 Maddux, C.
 and Savages: Literature and Politics in Theory and Practice

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HON 2515-105 Philosophy, Society, and Ethics TR 2-3:15 GH 214 Lanoix, M.
 X-list with PHL 2000-410 Philosophy, Society, and Ethics (10 seats each)

Issues that have local impact, such a mountain top removal and those that have a greater scope such globalization and the rights of workers will be examined from a philosophical perspective. During the semester, we will dissect the values underlying institutional practices, such as immigration and environmental protection in order to understand whether such policies are morally justifiable. **Objectives:** Philosophy is about thinking critically, which does not simply imply criticizing but, importantly, being able to appreciate the insights of others. It is about examining

arguments and learning how to defend a particular point of view. You may find that some of the answers given to current concerns are not satisfactory; this is not surprising as some of the issues we will examine are not easily resolved. You may also find that some of your views will change as you learn how assess arguments more clearly and you may decide that a point of view that you used to find appealing is no longer tenable. This is all part of the process of learning how to think critically.

HON 2515-106 Astrobiology TR 3:30-4:45 BH 23 Smith, R.

This honors seminar will explore the scientific search for life in the Universe, commonly referred to as *astrobiology*. It will have an interdisciplinary focus, including primarily astronomy, followed by biology, physics, geology, and chemistry. Topics will cover the origin of the Universe; the evolution of life on Earth; current scientific missions related to astrobiology; astronomical on investigating the solar system and beyond; the search for extraterrestrial intelligence; current thinking on future human exploration and colonization beyond Earth; interstellar travel; and artificial life/intelligence. All topics will stem from a scientific base, integrating relevant historical and contemporary social and cultural issues. Classes will be a mix of slides, videos, and discussion. This class is being taught through the Distance Education format with a professor who happens to be the Director of the Astronomy & Space Observation Research Laboratory at the Nature Research Center, North Carolina Museum of Natural Sciences in Raleigh. This is NOT an online course, but a course taught by a professor who happens to be in Raleigh. It is a very special opportunity to take a class with a field expert (<http://naturalsciences.org/nature-research-center/directors/rachel-smith>) interested in teaching ASU students!

Junior Seminars

HON 3515-101 China and Chinese Americans TR 11-12:15 AH 161 Martin, H.
(X-list with ENG 4508 10 seats each)

For over 150 years Chinese people have immigrated to the United States, their reasons ranging from the desire to escape war and political turmoil in their home country to the desire for better economic and intellectual opportunities. For whatever reasons they have come, the Chinese have been an integral part of U.S. culture since the mid-nineteenth century. At first Chinese Americans primarily supplied their manual labor, building the railroads and mining for gold; but as their opportunities increased, Chinese Americans began to make contributions to American culture in every imaginable field. In this class we will explore the contributions Chinese Americans have made to American culture and to the body of American literature. As we will see, their writings do not only appeal to Chinese Americans, nor do they merely cater to an appetite for the “exotic” on the part of American audiences, but have universal appeal. We will read about the history of the Chinese in America and also survey a range of literary works. Textbooks will include *The Chinese in America* by Iris Chang, *Songs of Gold Mountain* edited by Marlon K. Hom, *Mrs. Spring Fragrance and Other Writings* by Sui Sin Far, *The Woman Warrior* by Maxine Hong Kingston, *Typical American* by Gish Jen, *A Good Fall* by Ha Jin, and *M. Butterfly* by David Henry Hwang.

HON 3515-102 We Are Water (10) TR 9:30-10:45 LLR 365 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 3515-105 International Experience: (16) TR 9:30-11 AH 162 Dubino, J.
Bringing the World Home

International Experience 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 reading travel writing. In the first part of this course you will

read a variety of contemporary essays by Americans traveling abroad. We will consider their motives for travel—typically tourism and pleasure, and research and work. In connection with these essays, you will also consider the kinds of travel you have already undertaken (and that includes nation-wide or state-wide travel). In the second part of the semester we will address other motives for travel—namely, migration driven by economic need or other forces, and various forms of travel-related activism. In the third and final part of the semester, you will, for your major writing project, anticipate the kinds of travel that may await you, especially given the kind of study and work you plan to pursue. Through your own travel project, you will also have the opportunity to develop your research skills, especially those related to your discipline, in a global context, by designing a portfolio that will give you the opportunity to think more globally about your major. Through both your reading and writing you will have the chance to understand the multidisciplinary 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.

HON 3515-108 Community-Based Art (16) TR 3:30-4:45 AH 163 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. Note: this class will require a significant amount of off-campus work.

HON 3515-109 Wine Production Practices (16) W 3:30-6 PM BROY Cohen, S.
(X-list with FER 4000; 8 seats each)
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 Massive Open Online Courses TR 2-3:15 CAP 243 Parks, D. & Wilkes, J.
X-list with CS 3515-410 (10 seats each)
Have you wished you had time to take a course from one of the organizations offering massive open online courses (such as Coursera, Udacity, or EdX)? Now you do. This seminar will provide you the opportunity to take any MOOC and get indirect credit for it. Each student in the seminar (as well as the faculty teaching the course!) will sign up for a MOOC of their choosing. We will compare courses, discuss similarities and differences in the way the courses are taught, and analyze the experience from the student perspective. You will often have time in class to work on the online course material while we look over your shoulder. You will be able to share your experience with others and help us discover the value of MOOCs for students at ASU. This course is offered to honors students across the University and we will not restrict your choice of online course as long as it is a college-level course taught by respected faculty. The course will involve both writing and speaking about your MOOC experience.