**HON Course Descriptions for Fall 2018**

**HON 1515: Honors First Year Seminar (General Education: First Year Seminar)**

**HON 1515-101: Justice Theory and Practice**

Matt Robinson

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

**HON 1515-102: Cherokee Leadership and Culture**

J. Allen Bryant

This course will examine the evolution of formal education among the Eastern Band of Cherokee Indians (EBCI) 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 1515-103: The Ethics of Travel and Adventure**

Elizabeth Cramer

In the age of Instagram and other social media, travel has become a new measure of social status. The opportunities for travel are expanding and take many forms including voluntourism, ecotourism, and adventure travel. This course explores a selection of travel/adventure literature and additional media resources (videos, social media, blogs, etc.) to examine the ethics of travel and explore key questions, including: How do travel writers/bloggers portray the people and lands they visit, particularly in comparison with how they portray themselves? How do travelers impact the cultures and environments they explore? What is the role of sustainability in travel? And, how does adventure travel impact the safety of others and the lives of loved ones left behind?

**HON 1515-104: Myth, Reality, and the Wonders of Nature**

Mark Venable

An exploration of mythology and superstition and their foundations. A look at the quirky human mind as an instrument. An analysis of scientific and pseudoscientific thinking and how scientific thinking leads to a better understanding of nature. A discussion of the impact of basing society on science versus myths. An examination of how science has methodically uncovered wonderful natural patterns and laws. A survey of the wonders of nature’s patterns and laws and their expression in technology, art and literature.

**HON 1515-105: Race, Class, and Gender in Brazilian Culture and Society**

Brent James

This course will examine how race, class, and gender shape the lives of Brazilians and Brazilian society from the colonial period to the present. The approach will be historical and sociological, but will also employ the methods of literary and cultural studies, analyzing short fiction, film, television, and music.

**HON 1515-106: Balanced Brains: Integration and Visual, Intuitive Intelligence**

Garrett 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 analyze 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 on intelligence. The goal of the course is for students to develop more balanced brains. Further, as more creative, better decision makers, students will become more competent problem solvers, and with whole mind synthesis, able to engage with and contribute to society.

**HON 1515-107: Plato’s Republic and the Just Society**

Anna Cremaldi

This course will examine the one of the most important works of literature and philosophy: Plato’s *Republic*. The *Republic* raises a host of questions as pressing today as they were in Ancient Greece: what does a just society look like?  What sort of person should rule the state?  Is it ever permissible for a ruler to lie to citizens?  How should children be educated?  What are the civic virtues?  Is censorship ever justifiable?  What role should freedom play in a just society?  How should property be distributed?  Does a just society permit inequality?  What is tyranny?  What is the place of art in a just society?  This course takes up these central philosophical questions from the perspective of both Plato’s Athens as well as the modern day, aiming at a broad exploration of this seminal work.

**HON 1515-108: Voyages: Isle of Saints and Scholars (Limited to Chancellor’s Scholars)**

Mary Valante

This seminar is built around a Fall Break trip to Ireland. Students will research and discover various aspects of Irish history and culture, from pre-history to today, before the trip. Based on their research, students will decide as a group 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: Honors Sophomore Inquiry Seminar (General Education: Liberal Studies Experience)**

**HON 2515-101: The Blue Danube: A River in Cultural Context**

Alexandra Hellenbrand

This course explores the rich and complex history of the Danube river and its region. We all know the name from Johann Strauss’ waltz “On the beautiful blue Danube”, which is arguably one of the most famous pieces of music in the world.  In fact, this jaunty waltz is actually called the “secret national anthem” of Austria, played at midnight every New Year’s Day.

But the river is much more than a piece of music. It is the second-longest river in Europe, the Danube begins in southwestern Germany amid the tall trees of the Black Forest. It wends its way across much of central and eastern Europe (through 10 countries and 4 European capitals) before emptying into the Black Sea. The river has been at the intersection of cultures for centuries, traversing changing boundaries between eastern and western Europe.

In this course, we will explore the literature and music, the history and the politics, the food and the cultures of various communities along the banks of the Danube from the middle ages through the present. From the legends of the Black Forest and the coffee houses of Vienna to the role of countries like Hungary and Romania in the new Europe, we will

examine a number of works that depict the cultural context of this famous river. Our topics and our approaches will be interdisciplinary (music, art, culture, literature, geography, contemporary politics), drawing from the wealth of knowledge and experience we as students bring to our discussions.

As we read and discuss various texts and films and musical works, we will follow along the Danube from its origins all the way to the Black Sea.

**HON 2515-102: Justice in America**

Evan Mandery (Professor at the John Jay Law School, City University of New York)

This course explores the basic ethical question—What is a just society?—in the context of modern American political life. We will explore classical and contemporary theories of the common good including utilitarianism, retributivism, and Rawls’s notion of justice as fairness, and apply these frameworks to the most controversial modern-day ethical dilemmas, including abortion, affirmative action, animal rights, same-sex marriage, gun control, the right to bear arms, and reparations for slavery. The principal readings for the course are texts by Aristotle, Locke, Kant, Mill, Sen and Rawls. Other assigned readings include court cases and articles about political controversies that raise philosophical questions. The emphasis is on developing critical reasoning skills and quality of expression, both spoken and in writing. The course is enriched by diversity and diverse viewpoints with diversity defined in the broadest possible way. The more passionately you feel about politics in America, the better.

*Evan Mandery is visiting from CUNY’s John Jay College of Criminal Justice, where he is a professor specializing in the death penalty. He is the author of six books, including three novels. His most recent book, A Wild Justice: The Death and Resurrection of Capital Punishment in America was a New York Times editors’ pick and won honorable mention for the ABA Silver Gavel. He is currently working on a book about teaching ethics in a polarized political climate.*

**HON 2515-103: Southerners in Film**

Louis Gallien and Derek Davidson

Since the early twentieth century, as represented by Gone with The Wind, the Southerner has been portrayed by leading actors and actresses. Since many American cultural clues are derived from media culture, the ways the Southerner is defined are largely mediated by music, movies and television portrayals. Some of the movies are based on the works of leading Southern authors such as Margaret Mitchell, Tennessee Williams, Horton Foote, Pat Conroy, and Harper Lee. There are other lesser-known regional writers and screen players who have captured the Southerner in more nuanced and less sensational and stereotypical ways.

This course will be team-taught by a theatre critic and a ‘southern studies’ professor who will lead discussions on selected films that demonstrate a wide variety of Southern archetypes. The class will be involved in delineating what makes a movie Southern? What characteristics and attributes do the actors adopt that are decidedly Southern in nature? What constitutes a “good” Southern movie? And, are regional differences in the United States less salient and popular with modern media?

**HON 2515-104: Education as the Practice of Freedom**

Greg McClure

What do rocking chairs, campfires, and school gardens have to do with a meaningful education? What are the relationships between education, democracy, and freedom? These are some of the guiding questions for this course. Brazilian educator Paulo Freire wrote that “education either functions as an instrument to bring about conformity, or it becomes the practice of freedom, the means by which men and women participate in the transformation of their world.” This course will provide us an opportunity to reflect on our own educative experiences and to explore approaches to education that recognize individual experiences as being central to meaningful learning. In particular, it will consider how aspects of identity like race, class, gender, ability, and sexual orientation intersect with education and the realization of freedom.

Importantly, in this course we will attempt to live out education as the practice of freedom. We will critically assess our current social reality and seek to actively improve it in material and tangible ways. We will collaboratively design course experiences (readings, field trips, & assignments) to explore how education, democracy, and freedom intersect and inform each other. Finally, we will study (and possibly visit) innovative educational models that emphasize emancipation, social justice, and equity like the [Highlander Research and Education Center](https://highlandercenter.org/) in eastern Tennessee and the [Foxfire](https://www.foxfire.org/) program in north Georgia. This is the perfect course for those who dare to build their own liberating educative experience.

**HON 2515-105: AppLab: Creativity, Design, and Innovation**

Interdisciplinary Faculty Team

In AppLab, the real world and classroom intersect as student teams are paired with external clients to address complex challenges. Students learn the design thinking process, which will guide their creative work in the course.  This process builds an innovative mindset, helping grow visionary leaders. Additionally, students strengthen core principles that help them to effectively participate in teams, solving wicked problems through collaboration.

**HON 3515: Honors Junior Inquiry Seminar (General Education: Liberal Studies Experience)**

**HON 3515-101: Creativity: in Art, in Life, in the World**

Ray Miller

This course is an interdisciplinary and cross-cultural investigation into the nature of creativity as an individual, social, and cultural phenomenon.  In addition to looking at the creative process as it is understood in the artistic and scientific disciplines, it also reviews how it is practiced in other fields of study from education and technology to the humanities and business.  Finally, this course engages the student in experiential learning that can be applied to their own creative processes and to the specific domains or fields of interest to each student in the course.

**HON 3515-102: On Being Human**

William Atinson

If you’re reading this, you are a human being and know what a human being is. By the end of the course, you might not be so sure. What does it take to be human? Some say reason, or speech, or even the ability to deceive. DNA? Or is it perhaps the ability to ask the question in the first place? Over the course of the semester, we will enquire into human being, into the who and what we are as a species. We will pay particular attention to the question of the animal and to issues regarding AI. Expect readings in philosophy, evolutionary psychology, ethology, anthropology, feminist and gender studies, art history, literature, and film.

**HON 3515-103: Wild about Wilde**

Jill Ehnenn

Oscar Wilde. Flamboyant and fashionable, Wilde's persona and texts continue to tantalize and challenge, persisting as an icon of queerness, and inspiring adaptations from opera to *Penny Dreadful*. What is it that makes so many people so "wild about Wilde"?

This interdisciplinary seminar will focus upon Oscar Wilde: his persona, select works, and extensive cultural influence, then and now.  Drawing from the disciplines of art history/aestheticism, biography/history, literary studies, and LGBT/Queer Studies, and using a mix of traditional and creative assignments (both individual and collaborative), the class will provide an opportunity for in-depth engagement with Wilde and his varied legacies.  Topics will include: class/socialism; gender and sexuality (especially cultural formations of gay male identity/styles through the twenty-first century); British Aestheticism and its legacies today; issues in literary adaptation in fiction, theater, television and film; and political satire (ranging from Victorian political cartoons in *Punch* to the YouTube phenomenon, Randy Rainbow).

**HON 3515-104: Titans, Tycoons and Blaggards**

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, students 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 3515-105: HON 3515 African American Women Leaders of the Civil Rights Movement in the 20th Century**

Louis Gallien

The Civil Rights Movement has traditionally been portrayed as a conjoined movement of various men in diverse fields who sacrificed family, friends and their lives for the movement. Recent histories by feminists (and scholars in Women’s Studies and African American history) have pointed to the significance of female leaders of the Movement like Ella Baker. Shirley Chisholm, Angela Davis, Marian Wright Edelman, and Fannie Lou Hamer

This course will examine and analyze the lives of these women, and scores of others, via their autobiographies and biographies that center on the Civil Rights Movement.

**HON 3515-106: Environmental Justice: The Social Justice Issue of the 21st Century**

Maureen MacNamara

Environmental challenges have social justice implications that demand consideration, because environmental changes disproportionately affect populations of lower economic privilege or social status, disrupting employment and income, escalating food insecurity, and degrading the ecologically vulnerable, inadequately resourced locations where poor and marginalized groups often live.  This course is intended to help students develop both a critical and constructive position from which to examine the human impacts of turbulent and escalating environmental changes.

**HON 3515-107: The Fourth Amendment**

Marian Williams

This course examines the Fourth Amendment, one of the most, if not THE most, documented amendments in case law.  In light of ever-changing advances in technology, the Fourth Amendment becomes even more important for protecting the rights of individuals against government intrusion.  This course examines the history of the Fourth Amendment, how it has been interpreted over time, how it applies to current society, and how it may be applied in the future.  Students will read and discuss numerous U.S. Supreme Court cases, understand the fundamental concepts of Fourth Amendment law, debate the extent of the Fourth Amendment’s relevance in various issues, and develop a comprehensive knowledge of Fourth Amendment jurisprudence.  Cross-listed with PS/CJ 3549.

**HON 3515-108: Global Travels, Global Encounters**

Jeanne Dubino

Global Travels, Global Encounters explores what it means to travel in the 21st century. We will read essays by people narrating their travels, such as those in *The Best American Travel Writing 2017*. Some travelers have missions, and we see that in books like Holly Morris’s *Adventure Divas: Searching the Globe for Women Who Are Changing the World*. Some people are forced to travel—namely, as migrants or refugees—and that is evident in books like Viet Thanh Nguyen’s *The Refugees* and Margaret Regan’s *The Death of Josseline: Immigration Stories from the Arizona Borderlands*. Students will select **one** book about global migration, and *The Refugees* and *The Death of Josseline* may be two of the options. We will read selections from William Theobald’s *Global Tourism* **or** Elizabeth Becker’s *Overbooked: The Exploding Business of Travel and Tourism* to learn more about the impact of tourism on societies, the environment, and more. Finally, we will talk about what makes a “good” traveler. To that end we will read Rick Steves’s *Travel as a Political Act: How to Leave Your Baggage Behind* **or** Suzy Hansen’s *Notes on a Foreign Country: An American Abroad in a Post-American World.* All in all, we will read **4 books** this semester and a selection of articles and essays. Students will also have the opportunity to discuss their own travels, in and outside the US. Cross-listed with GLS 3590.