

## **University Honors Fall 2014**

*(for University Honors students; dept/college honors track students may take HON classes taught by faculty in their major/minor disciplines, space permitting)*

### **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:** Arundhati Roy, The God of Small Things; J.M. Ledgard, Submergence; J.M. Coetzee, Age of Iron; Muriel Barbery, The Elegance of the Hedgehog; Annie Dillard, For The Time Being; Anne Michaels, Fugitive Pieces; additional essays, short stories and poems.

HON 1515-102 Computer Forensics MWF 2-2:50 CAP 110 Norris, C. and  
Fenwick, J.

Computer Forensics exposes students to the complex and intriguing mixture of technology, law, and cybercrime investigation. Taught primarily from a computer forensic investigator perspective, the course roadmaps the investigative process beginning with the legal and technological backgrounds. Students will learn about the investigative tools used, understand crime scene procedures, and end with the courtroom experience. There will be hands-on computing based activities.

HON 1515-103 Business for Good TR 3:30-4:45 AH 161 Pipes, J.  
Students will explore socially-conscious, design-oriented approaches to business, as well as innovative business solutions to social issues in the twenty-first century. Insights from both the non-profit and for profit business world are combined to provide contrasting view points and problem-solving approaches. Over the course of the semester, students will learn through a variety of activities, including literature review, case studies, guest lectures and classroom discussion, culminating with the opportunity to identify a social need and design their own solution. Students will explore socially-conscious, design-oriented approaches to business, as well as innovative business solutions to social issues in the twenty-first century. Insights from both the non-profit and for profit business world are combined to provide contrasting view points and problem-solving approaches. Over the course of the semester, students will learn through a variety of activities, including literature review, case studies, guest lectures and classroom discussion, culminating with the opportunity to identify a social need and design their own solution.

HON 1515-104 Sound Advice:

MWF 11-11:15

Licata, T.

Making Sense of the Sounds Around Us

This class will examine how we come to understand and experience the sounds that fill our daily lives. Whether they are the sounds we know as music (a rock band, jazz singer, symphony orchestra) or those of the environment (a child laughing, leaves rustling, floorboards creaking), the sounds around us, like music, are beautifully varied and rich and—if we listen carefully—hold the potential to enhance our daily sound-world in transformative ways. In addition to studying the interpretive components of a broad range of music (from pop to classical) as well as environmental sounds, the class will examine such topics as the anatomy of the human ear, basic acoustics, and various concepts related to music and sound cognition, aesthetics and philosophy. (Although helpful, the ability to read music is not required).

HON 1515-105 Contemporary Brazilian  
Literature & Culture

MW 3:30-4:45

AH 161

James, B.

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.

HON 1515-106 Coping with a Complex  
Universe

12:30-1:15

AH 162

Solinsky, J.

While the continuous exposure from the physical world seems to be overwhelming, this is because the reality of our lives is quite complex. But, we allow things to seem so complicated, because we see them as they appear, not as they are “inside.” The observable world is quite understandable using general concepts, with astute observational skills. Essentially, ‘one eats the elephant, one bite at a time,’ by focusing on the elements in structures or processes. Mathematics was developed by many physicists to **model** their observable world, and because of math’s complex nature, they were able to use many parameters and degrees of freedom to represent with equations, what they saw as complex. This is a process that begins with asking ‘dumb questions,’ as in a “Gedanken experiment,” meaning in German to think, along the lines of playing ‘what if,’ in order to define what we don’t know. Using simple concepts of physics in a qualitative manner (“describe how a water faucet works without a hydrodynamic equation”) and mathematics with clever analogies, along with drawing pictures, role playing, and describing things in words, one can learn more with dealing in the functional description of appearances, rather than defining the nuts and bolts of a realization. And, by thinking and describing what one imagines, and by playing roles of what some element of the complexity is or does, can simplify the appearance of the complexity. Study topics might include understanding concepts of critical phenomena in superconductivity, gravity, neutron stars, nuclear combustion, pulsars, black holes, the human brain, the World Wide Web, and magnetically-flying high speed trains. Or, one might use a philosophical approach by asking why there are only five elements in ancient times, what is a spirit, and where is the Aether, or how would plants ‘talk’ to people or people talk to plants. Drawing from many years as an Applied Physicist, performing many physics experiments and engineering many real systems, Dr. Solinsky will guide the class through a challenging exposure to new ideas, using a fun set of methods, to learn what inspires them. He will share with the class his passion for curiosity.

HON 1515-107 The Common Good and Social Justice in the Modern World MW 2-3:15 AH 162 Behrent, M.

The goal of this first year seminar is to introduce students to some of the main paradigms for thinking about notions of the common good in philosophy and social theory. This will be the focus of the first part of the class. Special attention will be given to the proceduralist approach proposed by John Rawls in *A Theory of Justice* and the capacities approach developed by Martha Nussbaum (*Frontiers of Justice*) Armatya Sen (*The Idea of Justice*). The second part of the class will examine some of the problematic ways in which projects aimed at the common good have played out in practice. William Easterly's *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* will be considered (along with other texts). Students will be asked to write a research paper in which they examine the practical relevance of the theories of the common good and social justice that we have considered.

### ***Sophomore Seminars***

HON 2515-101 Faces in a Crowd: Teaching and Learning in the Work of David Foster Wallace TR 11-12:15 AH 187 Osmond, C.

The fiction, essays, and criticism of David Foster Wallace often explore questions urgent to education. These include the difficulty of knowing one's own mind, let alone another's; the nature of expertise and how it is cultivated; the ultimate value and purpose of living in community; our cultural obsession with entertainment and how it complicates our capacity to access the deepest aspects of human experience (which, it turns out, may be "boring"). In addition, Wallace himself was a teacher for most of his career, and an extraordinary one by most accounts. How did the obsessions of his work - and his personal demons - relate to, trouble, or even energize his teaching? These are the topics we'll consider as we view an essential contemporary author through a new lens: what he has to tell us about education.

HON 2515-102 Blue Danube: A river in cultural context (15 seats) TR 9:30-10:45 SH Hellenbrand, A.

This course is designed to offer a glimpse into 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, the 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 southwestern Germany amid the tall trees of the Black Forest. It winds 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.

HON 2515-103 mymedia.myworld MW 2-3:15 AH 161 Pope, J.

This course examines multiple perspectives on how collaborative media such as facebook, instagram, twitter, etc., are changing the ways in which people produce and receive information. Drawing on multi-disciplinary theories and readings, students will be challenged to think critically about their personal use of collaborative media, how it informs their world view and frames their experiences. Students will also select a context of individual interest in which to analyze how collaborative media usage is used to create meaning and frame experience in that particular context. Reading list will include Sherry Turkle's Alone

Together and Lowgren and Reimer's Collaborative Media: Production, Consumption and Design Interventions. Articles such as "All my Exes Live in Texts" from the popular press, etc., etc. (there's no shortage!). The interdisciplinarity will come from COM theory, science & technology readings, and the social sciences such as sociology.

HON 2515-104 Modernism and Postmodernism: MWF 11-11:50 AH 161 Maiden, E.  
 new knowledge in the humanities and sciences change traditional ideas about individuality and identity  
 The topic for Fall, 2014 will explore the impact of new knowledge from both the life and social sciences  
 on basic notions about Identity and choice. The course design emphasizes reading and discussing primary  
 sources. We will consider the Modern and Postmodern consensus about large cultural forces that  
 influence, if not determine, personal identity and autonomy. The reading list will include high Modernist  
 writers such as Twain, Faulkner, Wharton, and Hurston as well as works by postmodern pop culture  
 artists such as Rowling, Chabon, Larssen and Willis.  
 A hybrid course design will feature a rich balance of face to face interactions as well as asynchronous  
 contributions to web discussions of readings.

HON 2515-105 Secret Codes: MWF 10-10:50 AH 161 Klima, R.  
 Encryption and Codebreaking from Ancient to Present  
 Students in this course will learn and discuss details about numerous types of cryptographic systems,  
 including classical ones like the Enigma machine and Navajo code, and modern ones like RSA and the  
 Advanced Encryption Standard. For most systems studied in the course, students will consider the  
 perspective of both a secret code writer and breaker.

HON 2515-106

### ***Junior Seminars***

HON 3515-101 Cybercrime TR 9:30-10:45 ABH 020 Marcum, C.  
 (X-list with CJ 3533 and 10 seats each)

HON 3515-102 We Are Water MWF 9-9:50 LLR 365 Cockerill, C.  
 (X-list with IDS 3010-101; 5 seats)

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 Fermented Beverages of the World TR 11-12:15 AH 186 Sommer, S.

This course will explore different styles of fermented beverages from around the world focusing on wine,  
 beer, and distilled spirits. Emphasis will be placed on historical background, unique environmental  
 conditions, and opportunities for future development of traditional beverages. Geographical peculiarities  
 of several regions as well as implications for society and economy will also be part of the course. The  
 course will involve a mix of lectures, discussions, and exercises.

HON 3515-104 Inventing Language(s) MW 2-3:15 AH 186 Lillian, D.

**“Conlanging** is the creation of constructed languages or **conlangs**, such as Esperanto, Lojban, or Klingon. A **conlanger** is someone who creates or constructs languages or **conlangs**” ([www.conlang.org](http://www.conlang.org)). In this class, we will explore what language is and what it takes to create a new language. For their first project, students will each investigate an invented language of their choosing and report on it to the class. For the final project, the class will collaboratively create a new language and define the parameters of a culture or community in which that language might be spoken.

Sample Texts: Adams, Michael. 2011. *From Elvish to Klingon: Exploring Invented Languages*. New York: Oxford University Press. Rosenfelder, Mark. 2010. *The Language Construction Kit*. Boston: Yonagu Books.

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| HON 3515-105 The Bible and Science<br>(X-list with REL 3530-410 10 seats) | TR 2-3:15, | GH 214 | Duke, R. |
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In this course, students will be asked to examine and evaluate various positions on the relationship between the Bible and science and to draw their own conclusions. Driving the class will be the issue of whether science and biblical interpretation are in complete conflict, are independent but supplementary ways of knowing, or are in some ways integrative. Students will: explore the historical development of modern science in the Western world and the interactions that development has had with biblical interpretations, identify the primary issues that one confronts in the interpretation of the Bible, and examine some of the key issues of the current discussion concerning biblical teaching and contemporary science. The course will be taught in a seminar format -- not primarily lecture -- with an emphasis on outside preparation for in-class interaction through presentations, discussion, and debates.

HON 3515-106 Unlearning Racism: R 3-5:30 RCoE331 Wilson, B.  
Racial Literacy for Responsible Citizenship (X-list COE 3515-410 12 seats for HON)

Racial literacy offers a dynamic framework for understanding the ways in which race and racism implicitly and explicitly manifest and function in American society. It entails critically examining and continually questioning how race and racism, power, and supremacy inform our individual and cultural beliefs, practices, and our institutions. This course stands on the belief that in order to change the way racism and supremacy manifest, race has to be directly addressed rather than ignored. Consequently, this course requires a commitment to break the taboos of talking about race by grappling with and appreciating diverse and unfamiliar experiences and recognizing that there is much to learn.

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| 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. |              |        |             |