

University Honors Spring 2013 Course Descriptions

Freshmen Seminars

HON 1515-101 Metamorphoses in Life: Love & Death (20) TR 9:30-10:45 AH 187 Dale, M.

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

Sophomore Seminars

HON 2515-101 Darwin (20) TR 11-12:15 AH 161 Waters, J.
Two of the greatest influences on modern society were born on February 12, 1809 - Abraham Lincoln and Charles Darwin. As President, Lincoln led the country through a very bloody, but short, civil war and set the tone for how we view equality in this country to this day. Lincoln is generally revered for his actions. Charles Darwin was a geologist and biologist who gave us a scientific theory that unites humans with all other species on the planet and provided a roadmap for the workings and history of nature. Darwin is viewed as an intellectual giant by scientists, but remains a flashpoint in ongoing struggles between science and religion.

Through lectures, readings, films, discussion and reflective writings, this course will explore the life and impact of Charles Darwin both on the Victorian world and on our modern world. The course will discuss the scientific basis of Darwinian evolution but will also examine Darwin's broader impact on society. That Darwin remains vital to our modern world reflects the significance of his ideas and the difficulty that humans have interpreting their position in the Universe.

HON 2515-102 Life Coaching (20) TR 12:30-1:45 AH 161 J. DeHart

This course examines the concept of Life Coaching as it is used in our society. Life Coaching, which focuses on positive collaboration as a means to achieving goals and fulfilling dreams, is fast replacing discipline as the model of choice in the corporate world. Articles written by life coaches appear in magazines as diverse as Realtor Magazine and Oprah. In this course we examine the reasons behind the popularity of coaching, analyze what life coaches actually do, and discuss how the elements of coaching

can be applied in many areas of life. The focus is on the applicability of coaching techniques to each student's chosen life and career path. Students collaborate with each other in the process of inquiry and problem solving, study principles of effective communication through the practice of making appropriate rhetorical choices and presenting ideas to others, and are involved in a number of activities that will foster thinking critically and creatively. The course is taught by Dr. Jean DeHart, Professor in the Department of Communication and a Certified Empowerment Coach.

HON 2515-103 Art and the Brain (20) TR 11-12:15 AH 162 M. Zrull

We can sculpt and paint, compose and make music, choreograph and dance. Brain processes bring about these things. We see and appreciate collages and watercolors, hear and "are moved by" concertos and rock-and-roll, watch and appreciate ballet or modern. Brain processes produce these experiences. So, we will ask about the process of making "art" as well as learn about and discuss brain processes that let people do art. We'll also consider the process of perceiving and appreciating art as well as investigate and talk about neural processes that let people have those experiences. In the style of a seminar, I hope we can gain and assess first hand information about doing and experiencing some of the arts as well as make a serious effort to investigate and discuss some of the related brain structures and neural processes.

HON 2515-104 Popes, Artists and Revolutionaries: Struggles for Power in Christian History (20) TR 3:30-5 AH 162 Reed, R.

Revolutionaries crave power, popes administer power, artists depict power, cathedrals exhibit power. Power makes both the world of politics and religion go around. In this class we will look at the way power was used and abused, battled over and displayed in both politics and religion, art and architecture. In the process we will seek to understand the various ways power is used in both religion and society as a mechanism of control and a way of inspiring hope.

HON 2515-105 Narratives in the Caring Professions (20) TR 9:30-11 AH 162 Osmond, C.

Being a professional in the 21st century means being "scientific": seriously data-driven, and all about outcomes. But our most serious profession – medicine – has begun to realize that science leaves a lot of what matters most out, and that paying attention to stories has as much to do with being a great doctor as all the double-blind studies in the world. This course will explore the important insights that "narrative medicine" offers to both those preparing to work in a caring profession (e.g., physicians, teachers, nurses, social workers) and to anyone who is interested in bringing who they are to what they do. We'll read theory and research, as well as fiction, poems, and patient narratives about the experience of giving and receiving care; you'll leave with knowledge, skills and attitudes that will help you sustain yourself and those you work with, whatever field you end up working in.

HON 2515-106 Fermentation MW 2-3:45 Broyhill Cohen, S.

The Introduction to Fermentation Sciences will explore the history, culture and processing of a variety of fermented foods. The course will focus on the fundamental science behind microbial transformations of food products, food safety and nutrition, and food sensory characteristics. We will discuss products such as cheese and other fermented dairy products, fermented meats, fruits, and vegetables. The course will also cover production of wine and beer as well as distillation for the purposes of human consumption and bio-fuels. Students should expect discussions related to biology, microbiology, and chemistry as well as sensory analysis, product development and marketing. We will taste products from within many categories of fermented foods and gain hands-on experience producing basic fermented products in class and at home. Introduction to Fermented Foods is open to students of all ages; no alcohol will be tasted or consumed in this course. Participants will be graded on acquired knowledge, written and oral presentations, and class projects

HON 2515-101 Love, Sex & Power May-June 2013 Paris/Rome R. Reed
(this is a **summer course** that requires application through the professors; 15 seats)

Love, Sex and Power are three of the most important factors in the history of Christianity. They each represent an area of significant involvement for the Christian Church. The notion of love is at the core of the Christian message. The Bible speaks of God "as love" and that it was God's love that precipitated Jesus sacrifice, it requires love from its participants both for God and for each other. At the same time, despite all this talk of love, the notion of sex is strictly controlled. The most revered woman in Christian history is defined by the fact that she did NOT have sex (the Virgin Mary), sex is acceptable only within the bounds of marriage, nonetheless there is also a mystical tradition that equates access to God with ecstasy. Finally, embedded in each of these notions, both in the church's ability to constrict behavior (be it sexual and other) as well as its attempt to generate devotion and reciprocal love between church and parishioner, there is always the exercise of power. The church is an institution and much of what it seeks to do is to reproduce itself and exercise its power in doing so. This class will allow students to examine the way these three components have been configured in Christian Art, Buildings and Monuments and contrast them with more secular expressions of the same. As we move through cathedrals to palaces and ruins we will look at how these three categories are deployed, constrained and reformed. The ability to see these historical artifacts first hand will open up new vistas to the students and provide a fabulous opportunity for creative and critical thinking. Paris and Rome make an exciting pair for this kind of exploration. Paris has fabulous cathedrals, museums and palaces that contain architectural and artistic expressions of all the elements we will discuss. Paris is interesting as well as it is the seat of the French Revolution which was founded in part on an anti-clericalism. Rome on the other hand as the seat of the Christian Church both in a political and religious sense allows the students a birds eye view of the development of Christianity from its early centuries through contemporary time.

Junior Seminars

HON 3515-101 Music & Politics (10) MW 3:30-4:45 AH 162 N. Love
(cross-list with PS 3530-410 10 seats)

Campaign themes and protest songs, military marches and national anthems, folk songs and hip-hop – many types of music play a role in politics. How does music “move” people to engage in politics? This course explores the various ways music – its lyrics, melodies, and rhythms – creates a sense of political agency. Drawing on the writings of scholars from multiple disciplines we study the musical practices of selected activist musicians and social movements. Through music, and the arts, more generally, people have resisted symbolic domination, recognized cultural differences, mobilized political supporters, and pluralized public discourse. In doing so, they have created pathways between their individual lives and collective struggles for social justice. The musicians and movements we study span the political spectrum and all actively participate in local-to-global politics. Students in the course will write and present research papers on an activist musician from a social movement of their choice.

HON 3515-102 Britain's Arthur (15) TR 9:30-10:45 *AH 163 & U.K. A. Hellenbrand

Come on a journey to explore the stories of King Arthur and the places that have shaped those stories! The story was originally part of the heroic “history” of Britain (Geoffrey of Monmouth). Since the Middle Ages, the figure of King Arthur has fascinated audiences across time, across genres (film, art, music, literature) and across national boundaries. We will explore the figure and legend of King Arthur in both familiar and unfamiliar texts, comparing medieval and modern versions, and considering the relevance of the legend for modern audiences. As King Arthur has become rather a global phenomenon, his story has also remained locally shaped by the geography of Great Britain. For the first time, this HON 3515 will offer a course-embedded international experience in which students will visit Arthurian sites in England over spring break: Stonehenge, Tintagel, Caerleon, Glastonbury, Winchester Castle and the Round Table. Students will be expected, if they participate in this trip, to have a course-related project

for which they will do on-site research while participating in the trip. Students in the course will not be required to participate in the trip, though it is hoped that many or most students will take advantage of this opportunity to relate their course work to actual sites abroad that have an integral relationship to the texts that reference them!

HON 3515-103 We Are Water (10 seats) MW 3:30-4:45 LLR 321 K. Cockerill
cross-listed with IDS 3010 (10 seats)

Water is a focal point for study in disciplines ranging from art to zoology. This interdisciplinary course will look at water policy relevant to how we manage water resources; who gets water, for what purpose; and the impacts of these decisions on the resource. 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 flows, our technological developments, and our cultural attitudes and subsequent behavior toward this elemental resource.

HON 3515-104 Tycoons, Titans, TR 2-3:15pm RA 3019 L. Dunston
Blaggards (16)

This 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 and failures 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 Emerging Technologies TR 9:30-10:45am RA 2017 A. Mitchell
(X-list with CIS 3710 10 seats each)

This class is designed for students with an interest in technology and its various applications not only in the business realm, but also in society at large. Topics of study will range from technologies that are highly specialized to certain industries or segments of the population to those that are highly mainstream. Students will evaluate the validity of new technologies, the “shelf-life” of these technologies and impacts on industry and society. The student will use mobile technologies and learn to program mobile devices.

HON 3515-106 Animal Planet (16) TR 9:30-10:45 AH 161 J. Dubino

This course explores the ways globalization is altering the nature of human-animal encounters. We will examine many kinds of encounters, including those resulting from travel (e.g., safaris), companionship (pets), science (animals in the lab), food and consumption (livestock), fashion (fur), hunting, artistic and visual representations (shows like Animal Planet and its spin-offs), and more. We will look at a range of media from around the world that address how globalization affects and informs human-animal encounters: travel literature, fiction and non-fiction, TV series, movies, cartoons, stuffed animals, and more. We will consider the interchanges between the local and the global; that is, some of the ways that local cultural attitudes toward animals are being affected by globalization, and how globalization is affecting localized beliefs and practices.

HON 3515-107 Hope or Fear: M 4-6:30 AH 187 P. Ardoin
Challenges to American Democracy

Students participating in this course will examine the critical governing and policy issues facing America today and the causes, consequences and cures related to these issues. While students will have a substantial voice in selecting the issues examined and discussed throughout the semester, a few of the initial issues will include the increasing levels of economic inequality, declining civic engagement, and radical individualism in America in addition to use of social media as a critical tool in contemporary American politics.

HON 3530-101 (1 s.h.) Selected Topics: F 2-3 AH 186 L.S. Jones
Scientific Publishing (Neuroscience) permission of instructor only (10)

This is a required course for any students who wish to join the IMPULSE review team. IMPULSE is an international, online journal for undergraduates to publish their neuroscience research. The review team comprises undergraduates from around the world with the Editor-in-Chief at the University of South Carolina and other faculty-led review teams at ASU, Middlebury, and Vanderbilt. The website is hosted at APP, and an Associate Editor and Publicity Editor are part of the APP@IMPULSE team. For more information email jonesls@appstate.edu.

HON 3531 (2 s.h.) International Internship TBA TBA L.S. Jones
This course is limited to students who have already applied and been admitted to the internship.

HON 3515-101 Philosophy of Love and the Meaning of Life (this is a **summer course** that requires application through the professors; 15 seats) May-June 2013 Paris/Rome J. Kwong

This course will introduce students to some of the central philosophical problems related to the study of love and to the meaning of life, and will approach these issues from the perspectives of contemporary philosophy of mind and language, philosophy of science and moral psychology. Some of the questions it will address include: What is the nature of love? What desiderata should a philosophical theory of love meet? What are some of the moral and social dimensions of love? What are some of the methods by which we can study the phenomenon of love? Ought love be construed as an emotion or as a feeling? What is an emotion? What is the semantics of "I love you"? Is love rational? Can love be given a successful and complete neurobiological reduction? What makes a life meaningful? What are the necessary and sufficient conditions for a good life? What are some central 'spaces of meaning' that are critical for leading a flourishing life? What roles do 'the Truth, the Good, and the Beautiful' play in Eudaimonia? What is the nature of meaning? Can the question concerning the meaning of life be approached from a naturalist perspective? How can the sciences inform us about the nature of value? We will draw readings from writers in philosophy and psychology.

The travel component of the course will provide students with an opportunity to use their study abroad experience to reflect upon the above philosophical questions. Put another way, travelling abroad will furnish data for students to critically engage with questions concerning the meaning of life and the philosophy of love. For instance, the myriad of museums and churches that we will be visiting in Paris and Rome will afford students the chance to reflect on the nature of art and value, the nature of aesthetic experience, the contribution of such experiences to a meaningful life, the role of power, how artwork can have meaning, and if applicable, the content of the artwork (e.g., how one or more of the themes of love, sex and power are depicted). Moreover, students can also appeal to their first hand experiences and encounters with foreign cultures – e.g., food, language, customs – as a way to learn about themselves. The goal is to offer them a chance to learn how to acquire the important skill of critically examining themselves with the hope that such a skill will be exercised in the future to achieve eudaimonia.