

Fall 2009 Honors Courses

Below you will find a listing of the Honors courses for students for the Fall 2009 term. Students are not permitted to register for more than 7 hours of Honors courses per semester without advisor permission. You will need to contact the Honors advisor for permission PRIOR to registration.

6 Credit Hour Courses:

Constructing Reality - CRN 81338 (IDH 1002) – M/W 12:00-2:55

This course satisfies: 6 Credit Hours of General Education English/Literature

A totalitarian state is one in which the individual is subordinate to an autocratic authority. All aspects of life are strictly controlled by the power structure. Some states are ruled by fear—others by amusement—and still others by an addiction to consumption. No matter which strategy is used, the ultimate goal is to control the mind of the individual and there is no better tool for mind control than the media. Television, books, newspapers, movies—all work together to construct our sense of reality. Whoever controls the media controls the people.

Literature and film will guide us as we examine the impact of the media on politics, government policy, science and everyday life. Novels like *1984*, *Bonfire of the Vanities* and *V for Vendetta* and films like *Network*, *The Truman Show*, and *Syriana* challenge us to ask the questions: Who controls our media? What is the message? How are media used to construct our world and how does that construction direct the decisions we make about our lives? How is thinking changed in an artificial world?

This class satisfies 6 hours of English credit therefore, central to our inquiry is the question: Can you live it? Posed by Mark Edmundson in his book, *Why Read?*, he asks this question regularly throughout his discussion of reading and of books which have the power to “rejuvenate, reaffirm, replenish, revise, overwhelm, replace, in some cases (alas) even help begin to generate the web of words that we’re defined by” (31). His text will frame all our discussions—both written and oral—and will challenge us to examine what we know to be Truth as well as consider truths we do not yet know. My goal is to create a safe environment in which to do this—as Edmundson puts it our classroom will be: ...a free space, where people can speak their innermost thoughts and bring what is dark to light. They may expect to be challenged, but not to be shouted down, written off, or ostracized. Bitter, brutal thoughts can grow prolifically in the mind’s unlighted cellars. But when we bring them into the world and examine them dispassionately, they often lose their force (84).

We are all students, here, and together we will seek to discover truth we can use to expand the “web of words that we’re defined by”.

Philosophy through Film - CRN 80814 (IDH 1002) – M/W 12:00-2:55

This course satisfies: 3 Credit Hours of General Education Philosophy and 3 Credit Hours of General Education Non-Applied Fine Art – 6 Hours Total

This course is a survey of some of the most fundamental philosophical issues, but considered through important films. The course will focus heavily on critical thinking skills. It will begin with readings on logic and basic fallacies. This basic grounding in reasoning is necessary for even the most basic philosophical discourse. Critical thinking will be applied throughout the course through the discussion of the philosophical material and through the students’ writings. This dialogue will emphasize the importance of

clear and well-reasoned communication. Moreover, the students will be actively engaging the application of effective communication. The students will also be exposed to many different ideas and philosophical beliefs.

This course will cover the four major philosophical categories: Logic, Metaphysics, Epistemology, and Ethics. Through discussion and writing about these films, students will study some of the most powerful philosophical questions ever asked in a very accessible way. They will be required to consider film from a critical standpoint that they normally reserve for required reading materials. Through this, they will come to understand and find that philosophical questions infuse every medium and level of our society. They will grapple with these questions and learn how to manipulate ideas.

The Political Economy of Depressions - CRN 80813 (IDH 1002) – T/R 1:40-4:20

This course satisfies: 3 Credit Hours of General Education English/Literature and 3 Credit Hours of General Education Social Science (Part A) – 6 Hours Total

What caused the Great Depression of the 1930s and what caused the current economic crisis? This six hour seminar will examine the economic theory behind what causes depressions and the economic policy prescriptions for getting us out of them. In addition, the course will examine the societal, cultural and artistic responses to economic crisis. This course will fulfill the social science part A and an English Composition requirement towards general education.

Terrorists and Torturers - CRN 80815 (IDH 1002) – T/R 1:40-4:20

This course satisfies: 3 Credit Hours of General Education Cultural Diversity and 3 Credit Hours of General Education Social Science (Part A) – 6 Hours Total

This course is a freshman-level seminar on political violence and transitions to democracy in Latin America. We will discuss democracy, terrorism, torture, and human rights, and we will examine and analyze these issues through the lens of five difference case studies: Argentina, Chile, Peru, Colombia and Guatemala. Through course materials, research, and class projects, this seminar offers you the opportunity to learn about, discuss and research issues of continued importance in today's world.

The course materials have been chosen to introduce you to debates and provoke discussion. You are encouraged to analyze and think critically about what you see, read and hear. You are expected to form your own arguments and express them cogently, respectfully, and thoughtfully. You do not need to agree with the course materials, with me, or with one another. However, you do need to approach the issues with a critical eye to evidence and interpretation, and engage them from an analytical, academic standpoint.

3 Credit Hour Courses

Comics Out of the Closet – CRN 81233 (IDH 2935) – T/R 4:30-5:45

This course satisfies: 3 Credit Hours of General Education English/Literature

What do you keep in the closet? Cleaning supplies? Dirty clothes? Family skeletons? Well, for a long time now—at least in the literary world—comics have been kept in the closet. Oh sure, there are the funny pages and all those Dilbert books. They are kept in plain sight but rarely taken seriously. Comics most certainly cannot be considered literature. Or can they? That is one question we will consider as we make our way through the world of serious comics also known as graphic novels. We will engage such greats as Eisner, Moore, and Satrapi (comics aficionados will recognize the names) exploring, in Spiegleman's words, the “secrets of Time, Space, Art and the Cosmos”. Using Scott McCloud's Understanding Comics as our guide, we will explore the world of comics—history, theory, art and politics. Oh, and for your final project, you will team up to create your very own literary comics. So sharpen your number 2s and be prepared to read the funny pages like you've never read them before.

Psychology of War - CRN 81251 (IDH 2935) – T/R 1:40-2:55

This course satisfies: 3 Credit Hours of General Education Social Science (Part A)

This course will focus on the psychological mechanisms involved in the decision to engage in war and armed conflict. Reviews of historical and recent conflicts (including world wars, civil wars, acts of genocide and terrorism) will provide a basis to explore psychological processes related to aggression, prejudice, conflict resolution, negotiation, social influence, obedience to authority, and propaganda. Topics will include: What rational explanations are given to justify war and armed conflict? Why are methods of armed conflict chosen instead of other forms of conflict resolution? Was Adolf Hitler mentally ill? Why are acts of genocide, ethnic cleansing, and other war crimes so common in armed conflicts? How are people persuaded to go to war? How can a person be persuaded to commit suicide as an act of war? Students will research historical records related to a conflict of their choice and present their findings to the class. This course will be of interest to psychology, history, political science, and communication majors.

Engineering and Society - CRN 82621 (IDH 2935) – T/R 1:40-2:55

This course satisfies: 3 Credit Hours of General Education Social Science (Part A)

Engineering is presented as the profession of inventors and problem solvers and implementers of policies for the betterment of society. The many disciplines on the engineering profession will be explored to give the students a feel for the breadth of opportunity and the various ways in which their unique talents can be employed. Students will explore the affects of social policy on the activities of engineers and vice versa. Students will research and debate such topics as energy policy, recycling, alternative fuels, state and federal infrastructure and the space program.

The Trial Attorney - CRN 82623 (IDH 2935) – M 6:00-8:45PM

This course satisfies: 3 Credit Hours of General Education Social Science (Part A)

Need from Jeremy or Marty Edwards

Bioethics - CRN 82080 (IDH 3932) – M/W 1:30-2:55

This course satisfies: 3 Credit Hours of General Education Philosophy

This course employs tools of ethical theory to examine a number of moral issues arising in health care. Issues to be considered include the physician-patient relationship, informed consent, advance directives, euthanasia and physician-assisted suicide, experimentation on human subjects, and access to health care. Throughout this course we will examine assumptions about rights, persons, and ethical principles at play in the medical arena. Readings will include discussions of ethical principles in medical contexts, legal decisions, and case studies, providing students with the opportunity to sharpen their analytic skills and develop a deeper understanding of some of the major bioethical issues currently being debated.

Real World Power/ Superpower Myth - CRN 82612 (IDH 3932) – F 12:00-2:45

This course satisfies: 3 Credit Hours of General Education Cultural Diversity

The course is designed to provide an in-depth study of today's foreign policy challenges and the American policy-making process. Regarding the policy-making process, the course will cover: how government works; overview of today's foreign policy debates, how to write a paper and a memo to the president; and how to write op-ed. The main foreign policy issues covered will include: terrorism-Can we win?, Iraq-the way forward, Iran and North Korea- can we make a deal?, Sudan and Africa policy, trade, proliferation, Latin America, Russia, China, India, Middle East-Arab reform and Israeli-Palestinian conflict. The class will then decide on a specific issue on which to lobby policy makers and develop an in-depth paper on it to present to them. The class will travel the Washington, D.C. (depending on the funding) to discuss the issue with key governmental officials. Upon return, we will draft and open for submission to the local paper.

Students should gain an understanding of how policy is really made in Washington. They will also grasp how these global issues, problems, and opportunities are inter-related, and how they affect Americans. We will also see how American officials try to deal with these issues, and try to discern whether our policies improve or exacerbate such situations. We will also examine how certain issues which seem to affect only far-flung parts of the world in fact can affect American interests.

Students will become familiar with the key debates concerning U.S. foreign policy, the challenges faced by U.S. officials, and how the U.S. interagency decision making process works, especially the National Security Council at the White House. Basic principles of international theory will be covered, such as neo-liberalism and neo-conservative theory. The students will also gain an understanding of how government really works from the real life experiences of the professor's time in the Senate, the White House, and United Nations. They will also become familiar with government decision documents from the NSC, State, and the President. Students will learn the policies of major global players and their dynamics with the United States. Students will then analyze how U.S. foreign policy can be shaped to address these challenges, especially in the age of terrorism. Students will also become acquainted with major think tanks and publications in the foreign policy field.

****This is an intense course so make sure you are willing to commit the time and energy to do the work. If not, please give your spot in the class to someone on the waiting list.****

The Visual Artist as Writer - CRN 82613 (IDH 3932) – T/R 3:05-4:20

This course satisfies: 3 Credit Hours of General Education English/Literature

"With nothing can one touch a work of art so little as with critical words: they always come down to more or less happy misunderstandings." – Rainer Maria Rilke

"All great poets naturally and fatally become critics. I pity those poets who are guided by instinct alone: I regarded them as incomplete. But in the spiritual life of the former [i.e. the great poets] a crisis inevitably occurs when they feel they need to reason about their art, to discover the obscure laws in virtue of which

they have created, and to extract from this study a set of precepts whose divine aim is infallibility in poetry creation. It would be unthinkable for a critic to become a poet; and it is impossible for a poet not to contain within him a critic. Therefore the reader will not be surprised at my regarding the poet as the best of all critics.” – Charles Baudelaire

“The image is the sign that pretends not to be a sign, masquerading as (or, for the believer, actually achieving) natural immediacy and presence. The is [the image’s] ‘other’...” – W.J.T. Mitchell, *Iconology: Image, Text, Ideology*

Though emphasis may always have been upon the eye of what is seen, many modern and postmodern visual artists have proven themselves remarkable writers as well. This list of such artists-as-writers is long and impressive—Vincent Van Gogh and his private letters to his brother Theo, Kasimir Malevich’s *The Non-Objective World*, Piet Mondrian’s *Plastic Art and Pure Plastic Art*, Wasiily Kandinsky’s *Concerning the Spiritual in Art*, the manifestos of Futurism, Dad and Surrealism, Barnett Newman and Mark Rothko, James Turrell and Ann Hamilton....

Indeed, a large body of written work would seem to have developed alongside the visual production of many of these, and other, artists. These writings have often both complemented and informed, complicated and frequently enlarged the work seen. And in spite of what often appears and enduring antagonism between words and images, the desire has persisted for many visual artists to pursue both forms of creation—both kinds of work—simultaneously, to linguistically shape their artistic endeavor into something other than image alone. Forming a kind of genre unto itself, these writings fall between the cracks of classifiable text, linked to the visual oeuvres of the artists, while also standing alone as a worded record, an alternative frame of reference from the artists’ varied investigations.

In this class, we will be turning the tables a bit in order to discuss the visual arts as a writer, a craftsman of language. In doing this, we will examine a large variety of such artists’ writings, covering a period from the late 19th century to the present. These writings will be looked at both separately—the paintings, sculptures, performances and installations.

Various questions will be throughout the semester:

- What does the artist’s writing tell us that the visual work itself may not?
- Has the writing altered the ways in which the visual work is seen, somehow overlaying the image with language?
- How effectively, or ineffectively, has the artist been able to get his or her written message across and by what means?
- How have the writings of an artist or group of artists influenced the work of others, spreading a message that was perhaps then taken, adopted, transformed?
- What does the writing reveal about the broader cultural context within which the artist was living and working?
- Where specifically do work and image harmoniously and usefully come together, and where do they clash and conflict?
- And why has the artist chosen to write at all, instead of leaving the matter to the visual art itself, or as Jasper Johns has written, “shunning statement”?

Along with the readings, the class will also include studio, gallery and museum visits. In addition, local and visiting artists will be invited to the class to talk about their work in relation to their own writing.

Introduction to Leadership - CRN 82626 (IDH 3932) – T/R 1:40-2:55

This course satisfies: 3 Credit Hours of General Electives

This course introduces participants to the major theories of leadership and their application in personal and professional settings. Participants engage in self-reflective and applied learning activities that allow them to draw upon their personal characteristics and experiences in order to make connections between

class work and their leadership roles in their communities.

Introduction to Leadership - CRN 82627 (IDH 3932) – T/R 10:50-12:05

This course satisfies: 3 Credit Hours of General Electives

This course introduces participants to the major theories of leadership and their application in personal and professional settings. Participants engage in self-reflective and applied learning activities that allow them to draw upon their personal characteristics and experiences in order to make connections between class work and their leadership roles in their communities.

1 Credit Hour Courses

Honors Calc-Based Physics 1- CRN 82826 (IDH 3920) – F 11:00-11:50

This course has the following Pre-Requisite: MAC 1147 (Pre-Calculus) - MAC 2311 (Calculus1) Preferred

This course satisfies: 1 Credit Hour of Non-Lab Science, 6 Hours of Honors Credit

This course must be taken with:

Calculus-Based Physics 1 – CRN 80101 (PHY 2048) – T/R 9:24-10:40

and 1 of the following accompanying lab sections:

CRN 80483 (PHY 2048L) – T 1:00-3:50

CRN 80485 (PHY 2048L) – R 1:00-3:50

Featured subjects of study include: Motion of fluids and objects in fluids, including drag, lift, laminar and turbulent flows, momentum conservation in mass-varying systems, propulsion, space travel, sound waves, the sound barrier, and resonances in musical instruments, thermodynamics of gases, and accelerating reference frames. The honor course features all the topics covered in the Calculus Physics 1 lecture including Newtonian mechanics, kinematics, the concept of work, and conservation laws such as energy, momentum, and angular momentum, planetary motion, and thermodynamics. Special attention will be given to fluids, harmonic oscillators, driven oscillators and waves. A field trip will tie real-world examples to theory.

Research-Related Courses

Thesis Research Prospectus - CRN 82771 (IDH 3922) – F 10:00-10:50

1 Credit Hour

This structured lab is intended to provide you with a perspective on basic methods of scholarship and thesis development in a variety of disciplines. The primary emphasis of the course will be on designing and conducting methodologically sound research. Consequently, the course is designed as an overview of the major research strategies. The objectives of the course are to establish a relationship with a faculty-mentor and to develop a thesis proposal.

Honors Thesis Research - CRN 81249 (IDH 4970)

3 Credit Hours

Students enrolled in this course collaborate one-on-one with a faculty mentor to complete a scholarly project. Students typically meet at least once a week with their faculty mentor to discuss literature and engage in a scholarly project relying upon methodologies appropriate for their discipline.

Thesis Symposium Colloquium - CRN 82772 (IDH 3920) – F 11:00-11:50

1 Credit Hour

This structured lab has been developed to assist students in creating a successful thesis presentation and to finalize and format their final manuscript. Students will be trained in various types of technology (e.g. PowerPoint, Photo Shop, plotter formatting) in preparation for creating appropriate visuals for various types of presentations (e.g., paper presentations, poster presentations, roundtable discussions). Students will be guided through the process of writing, organizing, and developing a professional presentation. Additionally, students will develop presentation skills appropriate for a professional conference. Students will complete their final manuscript, format this manuscript for deposit in the library, obtain appropriate approvals and signatures for their thesis, complete binding agreements and pay for binding of thesis, and deliver copies of their thesis, binding agreement, and receipt to the Coordinator of the Collaborative Undergraduate Scholarship Program.

Community-Based Learning Courses (All 3 Credit Hours)

Science/Ethics of Disease - CRN 81254 (IDH 2935) – M/W 4:30-5:45

This course has the following Pre-Requisite: BSC 1010C (Gen. Bio. 1) (can be taken concurrently)

This course satisfies: 3 Credit Hours of Non-Lab Science

This course will examine how scientific inquiry is used to 1. understand the biological basis of disease and 2. generate new treatments for disease. We will also explore ethical questions related to the personal and societal impact of disease and how scientific research does or does not address these “non-science” issues.

The course will be divided into 3 modules that focus on infectious disease, cancer, and neurobiological disease. We will examine what is known about the biological basis for the disease, learn what models of the disease are available for research purposes, and read primary research articles to understand how such models are used to understand or develop treatments for the disease. In addition, there is a required 3 hour/week community-service component to this course. Community service experiences will be used as a basis for in-class discussion and written assignments. Students **MUST** complete the community-service commitment in order to pass this course. Typical class periods will be a mixture of lecture, discussion, readings, and written assignments.

This class is for science majors who have already taken or are concurrently enrolled in General Biology I or II, who are interested in gaining a broader understanding of the science and ethics that surround the modern approach to disease.

The Exceptional Body (Cultural Eye) - CRN 82609 (IDH 2935) – M/W/F 11:00-11:50

This course satisfies: 3 Credit Hours of General Education English/Literature

Medicine, genetics, and the rehabilitative sciences (such as Physical Therapy and Counseling) create frames within which to view and ‘understand’ disability, but so do religion, rhetoric, philosophy, political

science, literature, the arts, and history- particularly the histories of race and gender. Turning away from what is known as the “medical model” of disability, we instead will focus on how these latter disciplines (particularly history, rhetoric, literature, and the arts) frame disability.

We will read the first known disability memoir, William Hay’s 1751 *Deformity, An Essay* as well as Randolph Bourne’s 1911 essay in the *Atlantic Monthly*, “A Philosophy of Handicap”, the title of which stands as the first recorded instance of the word *handicap* (in the sense of being physically or mentally disabled). We will examine the American and British Eugenics movements that developed in the 1910s and 1920s and how, in the late 1930s, they inspired the Nazi euthanasia program for children with disabilities, which in turn inaugurated the Holocaust. We will explore seven common disability motifs in literature and film (the “monster of villainy”, the “obsessive avenger”, the “suffering innocent”, the “bearer of stigma”, the “overachieving super-crip”, and so forth). Throughout the semester, we will hear voices and read the writing of people with disabilities such as cystic fibrosis, Parkinson’s, cerebral palsy, muscular dystrophy, multiple sclerosis, locked-in syndrome, epilepsy, autism, brain damage, paralysis, spinal chord injuries, Down syndrome, etc. We will discuss the 1990 “Americans with Disabilities Act” (important civil rights legislation for people with disabilities) and ask what its impact has been socially and in literature and arts. And we will read novels by Mark Hadden, Kenzaburo Oe, and John Steinbeck and short stories by Tony Morrison and ZZ Packer that thematize disability, and as we do, we will ask questions of these texts, such as:

- “How is disability portrayed?”
- “Is it an accurate portrayal? Or is the depiction left vague? If so, why?”
- “What artistic ‘use’ does the text make of disability? What does the disabled character(s) or the category of disability come to symbolize? What meanings does disability take on?”
- “Whose point of view comes across most in the text—that of the character with a disability or that of the able-bodied?”
- “By the end of the story, has the disabled character been cured (made whole) or killed (eliminated)? If one or the other, why? If not one or the other, what does happen?”
- “How does disability intersect with race, ethnicity, class, and/or gender?”
- “Has disability been used as a vehicle to challenged conventional notions of beauty, the body, and normality?”

Diversity in the Criminal Justice System - CRN 82611 (IDH 2935) – T/R 10:50-12:05

This course satisfies: 3 Credit Hours of General Education Social Science (Part A)

This course examines multiculturalism, diversity, and “special populations” in the American criminal justice system. Our system (i.e. law enforcement, courts, and corrections) must address the needs of many, regardless of offenders’ race/ethnicity, gender, sexual orientation, religion, etc... This course will explore these issues within our nation’s criminal justice system.

Child Advocacy - CRN 82624 (IDH 2935) – M/W 1:30-2:45

This course satisfies: 3 Credit Hours of General Education Social Science (Part A)

Children are at risk in our society for a variety of reasons. Because they are children, and not an organized group, they cannot speak for themselves. It is up to educated and caring adults to discern the variety of difficult and often threatening situations that many children are challenged by daily. The family, the traditional protector of children, has, in many instances, broken down. When outside challenges present themselves, parents are often not available to intercede. Sometimes the threat to the child is within the family itself. The situation of individual children and children collectively has changed slowly over time with the reshaping of the family. No longer is one parent devoted to the welfare and socialization of the children while the other parent earns the money to support the effort. For a variety of reasons, the common situation is both parents working outside the home or a single parent who has to work. Whatever the individual circumstances are, children are left without supervision for longer and longer periods of time. The issue of vulnerability of children is being forced to the attention of a reluctant

society which privileges family privacy and individual rights. Children at risk today need intervention and help in terms of advocacy. Society still expects that children will be cared for privately. It is the purpose of this course to explore a number of areas in which children are urgently in need of help. The conditions that have generated these situations and the possibilities of effective intervention will be examined. Personal participation in a specific area of advocacy and service is a requirement for this course. Speakers will play a prominent part in explaining the current state of the advocacy efforts in the topic areas examined. By the end of the course, you should have an overview of the challenges facing children today, the efforts being made, and the efforts that need to be made by the society to mitigate their difficult circumstances. You should be able to evaluate critically the role of society in ensuring the wellbeing of its children.

Being Revised by Dr. Howe