

HONR 208B- Contemporary Indian Society

Sonalde Desai

Contemporary Indian society presents a series of contrasts. For a first time visitor, it is difficult not to be overwhelmed as he or she is inundated by the kaleidoscopic images of modern India. These include the crowded bazaars of old Delhi penetrable only on foot or by bicycle rickshaws; automobiles that zoom through New Delhi barely missing little beggar children but coming to a complete halt as cows indolently cross the road; Mumbai's crowded train platforms where it feels like there are five male passengers for every female; and, lunch carriers quickly sorting thousands of lunch boxes by destination so that office workers get hot lunch delivered to their offices from their homes.

Old Bharat or modern India? It is difficult to ascertain where one ends and the other begins. How do we assemble this collage of images so that we begin to see the essence of the nation destined to be the largest country of the new millennium? Is this the nation of Gandhi where the bulk of the billion plus population lives in village republics toiling in the fields? Or is this the nation of Nehru where a Dell tech-support employee in Bangalore, India's silicon capital, helps a consumer in Des Moines, Iowa, configure his computer?

In this course we will explore different dimensions of Indian life using a variety of sources to examine the contemporary Indian society. We will gain insights into Indian economy, society and politics by focusing on daily lives of Indian households.

The kinds of questions we will explore include:

- What are the predominant sources of livelihoods in modern India?
- Does the ideal of Indian extended family still reflect the reality?
- What are the marriage patterns in modern India and how do they relate to gender relations in the Indian society?
- To what extent do the traditional divisions based on caste, class and religion still persist?

Course assignments will be diverse in nature including film review, looking through Indian newspapers to find and critique stories of substantive interest, and three 8-10 page papers based on literature synthesis and in-depth interviews.

A recent book by Professor Desai and collaborators, which includes statistical information on contemporary Indian society, will provide the primary data. This information will be supplemented by films, documentaries, selected articles, and short stories. Classroom discussions will rely on assigned readings as well as guest lecturers with expertise in significant aspects of Indian society. We will take advantage of our Washington location to organize fieldtrips to visit institutions working on bringing about changes in Indian society or to attend special lectures or programs in the area.

HONR 208L- Justice Matters: Law, Literature, and Film
Sara Schotland

This course will examine the treatment of legal themes in literary texts as part of a broader consideration of the relationship between literature and the law. We will compare and contrast how literature and the law address “questions that matter,” including individual morality, the purposes of criminal punishment, and racial and gender equality. Students will consider how literary texts, like legal texts, have power to influence politics and society. Many readings will invite consideration of “the other” in literary texts and the treatment of minorities in the criminal justice system. Readings will include such classic texts as *Antigone*, *The Merchant of Venice*, “A Jury of Her Peers,” *The Trial*, and “The Lottery.” We will discuss the continuing relevance of these readings for vexed contemporary questions such as civil disobedience, the causes and prevention of crime, acquaintance rape, and ethical choices faced by lawyers in litigation. We will also examine the treatment of trials in literary texts and view some high-quality film depictions of trial scenes in texts that we study. We will also discuss a handful of judicial decisions to illustrate how the courts have decided litigation “about” or “over” literary texts (for example, censorship of allegedly obscene works, and tort cases involving books that gave erroneous advice).

HONR 208M- Utopia and Dystopia: Reality and Relevance

Sara Schotland

This course explores the concepts of Utopia and Dystopia. Sir Thomas More coined the term utopia as a combination of Greek words meaning happy place and no place/nowhere. Far from describing a never never land, utopias often represent cultural protest against unjust institutions or policies and propose political or social reforms. In recent years, there has been increasing attention to dystopic visions representing oppressive totalitarian regimes, environmental degradation, and/or technological oppression.

This is an interdisciplinary course. Students will read literature, watch films, and look at artistic portrayals of utopia and dystopia. The films we will discuss include *Nineteen Eighty Four*, *Blade Runner*, *Gattaca*, *Hunger Games*, and Japanese animation.

A premise of this course is that Utopian Studies is directly relevant to contemporary social problems and important to thinking creatively about solutions. In our discussion of texts and films and in student projects, we will focus on the connection between utopian thought and contemporary challenges such as ethnic and racial conflict, economic inequality, the dehumanizing effect of technological dependence, and alternatives to traditional nuclear family relationships. How can utopian thought or utopian experiments help us address these challenges? What warnings are provided by dystopian literature, film, and art?

Students will be encouraged to explore a particular areas of “utopia studies” that are of interest to them such as Utopian communities, Utopia and religion, Utopia and gender, Utopia and race, Utopia and cosmopolitanism, Utopia and political philosophy, Utopia and economics, Utopia and bioengineering, Utopia and the environment, Utopia and animals, Utopia and art, Utopia and music, Utopia and architecture. Students who wish to do so are invited to “construct” their own utopian societies. Students may work individually or collaboratively with other students as they prepare a final paper or project.

HONR 2090- The Science of Sleep and Biological Rhythms
David Yager

Sleep is a dominating and inescapable presence in our biological lives, our psychology, and in every human and animal culture on earth. It alters and challenges the way we experience the passage of time, and it is intimately tied to remembering and forgetting. Yet no one fully understands the mechanisms of sleep, or even why we sleep.

In this course we will study what is known about the biology of sleep and also examine in depth the closely related topic of biological rhythms. The emphasis will be on the biological processes that give rise to and control sleep and rhythmic behaviors. Therefore, part of the course will be a primer of brain structure and function.

The societal significance of rhythmic behaviors, including sleep, should not be underestimated. Sleep deprivation and rhythm disruption are sources of considerable suffering and mortality. They also play significant roles in disorders such as depression, Alzheimer's disease, and heart disease. And then there is the mystery and romance of sleep and dreaming. We will touch on these various and cultural aspects of sleep throughout the semester to complement the biological discussions.

Assignments include:

- Requirements will include two examinations, one or more short papers/presentations, and a final paper/project.

Readings include:

Moorcroft, W. H. and Belcher, P. (2003) *Understanding Sleep and Dreaming* New York: Plenum

Dunlap, J. C. et al. (2004) *Chronobiology*. Sunderland, MA: Sinauer Press

Coe, Jonathan (1999) *The House of Sleep*. New York: Vintage Book

HONR 217- Life, The Multiverse and Everything: Developing an Individual Cosmvision
John Carlson

All peoples, from hunter-gatherer bands to state-level societies, develop some view of who and what they are and how they fit into the universe as they perceive it. Each individual also has his own unique evolving personal world-view or cosmvision created from his or her cultural background and personal experiences. As the world around us changes and we mature, our individual 'cosmovisions' develop into creative works in progress as unique as one's own genome. The goal of this seminar is to create a unique interactive learning experience where the students and teacher consciously explore the process of 'Developing an Individual Cosmvision.'

Students will pursue their own developing personal cosmologies in light of (1) our contemporary core 'Western' scientific world-view and (2) a selection of other ancient and indigenous cosmvisions for comparison. Some of these other traditions to be explored in class and through individual research might include those of the Maya or Aztecs of ancient Mesoamerica, the Inca or Nazca peoples of Peru, and the Egyptians or Chinese and their descendants. One central organizing concept is that we will better understand our own cosmvisions if we learn about the world-views of our ancestors as well as other cultures very far removed from our own. As our world becomes more culturally diverse, we meet and must work with people who come from very different backgrounds from our own. In this course, we explore together some of the roots of these differences, which becomes a culturally enriching process.

In addition to the required readings and in-class discussions, a vital part of this course involves the process of the students expanding and editing their 'personal cosmvision' essays based on what they are learning, specifically incorporating a discussion of an 'ancestral' cosmology and how their own world-views might relate to those of their ancestors. This requires outside research, as with a traditional student research paper, of the world-view of either a hereditary (genetic) or cultural ancestor of their choosing. The students are asked to decide about what they think is 'ancestral' to themselves. These expanded essays are due near the end of the course. The seminar concludes with discussions of life in the Universe and whether our Universe might be just one such system in a vast, perhaps infinite 'Multiverse,' a concept now receiving considerable scientific interest in 21st-century physical cosmology.

Readings include:

J.B. Carlson, *America's Ancient Skywatchers*

Jared Diamond, *The Third Chimpanzee*

Ian Tattersall, *The Monkey in the Mirror*

E.C. Krupp, *Skywatchers, Shamans and Kings*

—*In Search of Ancient Astronomies*

Martin Rees, *Before the Beginning: Our Universe and Others*

—*Our Cosmic Habitat*

Various handouts and website reading assignments

HONR 218B- Making a Difference: The Lives and Words of Leaders Who Shape Our Time
Kevin Klose

Prof. Kevin Klose, Former Dean of the Philip Merrill College of Journalism, former head of NPR, former Moscow correspondent for The Washington Post, and former head of Radio Free Europe/Radio Liberty.

This seminar will introduce leaders whose lives, words, and deeds who have shaped today's world and who will continue to have influence in the future. Participants will read, reflect, write, and engage in an exploration of the struggles, values, and actions of men and women whose efforts have strengthened civil society and spirit our times.

The leaders to be discussed include many whom Professor Klose knows (or, in the case of Havel, now deceased, knew) including: Madeleine Albright, former US Secretary of State; Ben Bradlee, the Washington Post editor who led the Watergate Investigation that forced President Nixon to resign; Vaclav Havel, the Czech playwright-essayist who emerged from prison to lead his country from Communist repression to parliamentary democracy. Additional leaders will also be considered.

The seminar features guest speakers who are prominent leaders. And students will develop informed views regarding the kinds of fresh leadership our society needs today.

Seminar assignments will include: Participation (attend each class and be prepared to participate); oral presentations; three short papers, of no less than 3 double-spaced pages; a summary research and exposition essay, no less than 12 pages.

Upon completion of this course, students will be able to

- describe and internalize for themselves principles and goals of meaningful leadership in civic life
- become versed in the historic backgrounds of leaders who have made fundamental contributions to civil society in our world today
- develop informed views and opinions on issues in our societies needing fresh leadership
- improve writing and speaking skills through class presentations, discussion participation, and brief writing assignments
- be conversant with trends in civil freedoms of voting, speech, religious worship, in America and elsewhere in the world

HONR 218J- Sustainability and Development: From the Individual to the Global

Dorith Grant-Wisdom

The goal of this course is to assist students in their efforts to understand the phenomena of development and sustainability from a historical, conceptual and comparative perspective. Central to the course is the view that each of these phenomena relates as much to a way of thinking as it does to a description of the dynamics of economic, social, political, and cultural relations and practices. It therefore takes a holistic and multi-disciplinary approach that employs alternative integrating themes around the contested concepts of sustainability and development at the individual, local, national and global levels.

Although the focus will be general in scope, references will be made to particular groups, peoples, and countries as they relate to the issues that will be covered. In exploring a variety of issues, the course will attempt to respond to some critical questions including: What is sustainable development? How have the political, economic, cultural, racial, and knowledge structures shaped the issues and problems facing individuals, groups and societies, as well as the policy goals of governments? Do problems, priorities, ethics, and responsibility in developing sustainable societies appear differently when viewed from a variety of perspectives? Why is it important to explore issues such as gender and development, agrarian and food security, urbanization, and the impact of global forces and events? What is the significance of various actors and forces that have influenced and had major impacts on the nature of development and sustainability, and what is the role of social activism in the process? Why do you matter to the globe's future and how can you make a difference?

HONR 218L- Language and Mind
Juan Uriagereka

What is human language, and what way other animals communicate? How do children learn language? What can the study of language tell us about how the human mind works? These are some of the fundamental questions in the discipline of linguistics, which we will tour in this course. Throughout the course, we will be learning (in many different ways) that human language is a surprisingly intricate, yet law-governed and fascinating mental system. Except in case of severe brain damage, speaking a language is something that seems both effortless and intuitive for all adults. Similarly, any child can learn to speak any human language if the child is exposed to that language from an early age, with almost no direct teaching. [Reading and writing are a different matter!] And yet, a close look at any human language shows that it is an extremely sophisticated system. This suggests that there is something special about the human mind that makes it able to learn and use language. Linguistics is a science which aims to discover how human languages work (any language, not just English), and what it is about human minds that makes them able to learn and use language.

HONR 218M- Elements of Music Composition for Non-Majors
Bill Evans

This course will emphasize learning concepts and techniques of music composition through the study of music theory and structure used in both classical and popular music forms. Students will compose music using computer assisted composition tools. These tools will include cloud based digital audio workstations and music notation programs. Compositions will be written in these musical styles but not limited to classical, jazz, and popular. The majority of the work will take place during class, but students are encouraged to continue to develop work started in class.

HONR 218P- Immigration: Personal Stories and Policy Changes

Sara Schotland

In 1751 Benjamin Franklin ranted and raved against German immigrants: “Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion.” Still today, despite the welcoming image of the Statue of Liberty, America remains deeply ambivalent and divided about the pros and cons of immigration. This interdisciplinary course will consider public policy as well as examine fiction and film that convey the lived experience of twentieth and twenty-first century immigrants.

Our discussion of immigration policy will consider two main topics: immigration control and integration of immigrants. We begin with a threshold question about the rationale and morality of migration control: why do we have borders? After reviewing the history of U.S. immigration and the current system of visa allocation, we will discuss current policy issues. These include the tenuous status of undocumented workers; the challenge of responding to the recent wave of unaccompanied child migrants; and the criteria for extending asylum to political refugees and sex abuse victims. We next examine immigration reform, focusing on President Obama’s executive orders proposal deferred action for childhood arrivals (DACA) and for parents of citizens and lawful permanent residents (DAPA).

Upon completion of this course, students will be able to

- Understand the history of U.S. immigration, both the idealist myth and the harsh reality, often stained by nativism and racism
- Understand the current regime of US visa control based on employment categories and family ties
- Be able to articulate a pro and con on leading policy issues including treatment of undocumented aliens; the Obama reform package; proposals to increase high-tech visas, and Dream Act tuition reform. The objective is not to reach a consensus but to understand the arguments and to be able to offer an informed critique
- Be able to articulate the evolution of assimilation theory and take a position on its (in)applicability to 21st century immigration
- Acquire familiarity with relevant research organizations, advocacy groups, web sites, and library data bases
- Appreciate how the immigrant experience has enriched postwar American fiction and film
- Through literary and visual narratives, gain an appreciation of the extent to which the immigrant experience, while often sharing common elements, reflects the origins and perspective of specific migrant populations

Assignments include:

- Essays on short fiction and/or personal account; presentation on policy issues; option for original short fiction; periodic contributions to course blog and class participation.

Students who have a direct connection with immigration are encouraged to enrich our course with their own individual and family experience.

HONR 218T- Political Theater: On Stage and in Washington
Nelson Pressley

How do pressing issues get reflected on the American stage? Are there times when the theater helps drive public debate? How have playwrights responded to 9/11, and to early 21st century economic calamities? Can playwrights still attack through fiction, as Arthur Miller confronted McCarthyism via *The Crucible*? Is the new wave of documentary plays the most effective way to dramatize political and social schisms? Or is the American theater leaving the job of political commentary to Jon Stewart, and to sizzling tabloid TV series like *House of Cards* and *Scandal*?

This seminar will examine the tradition of political theater and take a close look at the treatment of politics in contemporary art. The focus will eventually tighten onto how today's stages in Washington D.C. are – or are not – thoughtfully addressing hot topics and promoting public understanding. Students will attend 2-4 live productions in the Washington area; they will also hear from guest speakers drawn from Washington's thriving professional theatrical scene.

No previous experience with theater is required.

HONR 218Y- How to Think Like da Vinci, Montaigne, and Shakespeare
Gerald Passannante

Leonardo da Vinci, Michel de Montaigne, and Shakespeare are often understood as “geniuses” who somehow transcended their time and place, authors who have something to teach us about the human condition and about ourselves. But what makes their style of thought distinctive and how has this question of style been described historically? Exploring da Vinci, Montaigne, and Shakespeare within their historical moments and through the lens of their receptions, this course seeks to explore the formal choices through which these men invited us not only to think about them, but to think with them.

HONR 219W- Africa and the Global Criminal Economy
Julie Silva

Although some academics, policymakers, and journalists argue that Africa is “falling off the world economic map”, some processes and activities associated with the global criminal economy forge strong economic links between parts of Africa and the rest of the world. Illegal economic activity, and the global networks that allow it to flourish, can be described as criminal, deviant globalization, or perverse development. This course explores the more sordid manifestations of globalization and how they impact African development and influence the Global North’s perception of the continent. In the course, students critically analyze why many types of illegal activities are geographically concentrated in African countries. We investigate how the economic and social contexts in which illegal products/services are produced, sold, and used for profit vary across place. Since criminal activity tends to be opportunistic, the course considers both the role of demand in destination countries (often among the world’s most affluent) and supply in the sites of production (often within the world’s poorest places, including African countries). We focus on two illegal global production networks—the illegal trade in gemstones and wildlife—and two forms of illegal activities that disrupt legal flows of money and goods—maritime piracy and cybercrime. Examining these activities through the lens of traditional development theories and Amartya Sen’s capabilities approach, this course explores the perverse incentives that contribute to some members of African societies becoming participants in the global criminal economy. We also explore the consequences of illegal economic activity on global economic integration, consumption patterns, and international security.

HONR 219Y- Who Am I Becoming? The Processes of Self Development

Allan Wigfield

The complex process of self-development across the early lifespan is both fascinating and frustrating. Just when you think you know yourself, like a fault in the earth, something shifts, and you're back to trying to recognize the landscape once again! As Hilgard reminds us:

...self-awareness is...most illusive. You find yourself as between the two mirrors of a barber-shop, with each image viewing each other one, so that as the self takes a look at itself taking a look at itself, it soon gets all confused as to the self that is doing the looking and the self which is being looked at.

At any one point in time, you may see yourself as daughter or son, grandchild, sibling, extended family member, boyfriend or girlfriend, employee, and/or university student faced with making important decisions about your life. Affecting each of these self-views are multiple, interrelated psychological, biological, cultural, and social influences. Cognitive extensions of these self-understandings, including the ideal self (the me I'd like to be), the feared self (the me I'm afraid of becoming), the actual self (the me I truly am), and the false self (the me I sometimes present!) add further scope to the tasks of self-understanding and goal setting for the future.

This course is structured to help students understand the developmental origins of the maturing self-concept by addressing three basic questions: (1) What do children and adolescents know of themselves? In the first unit, we will learn about the behavioral expression of self-knowledge across infancy, childhood, and adolescence, analyzing age-related constraints on the ability to understand the self at various stages. (2) What maturational and environmental forces impinge upon the developing self-concept? In unit two we will explore the multi-faceted roots of the developing self. What are some of the bio-physiological, evolutionary, cultural, gender, relational, and moral processes that affect the development of the self? (3) Who are the leaders in this field and how do they study the self? In the third unit, we will take a look at some of the researchers who have prominently informed our current knowledge. Who are these people? What methods, instruments, and techniques do they use to go about studying the nature of the self?

Assignments include:

- Evaluation will be based on participation in seminar discussions of lecture and reading material, plus grades on weekly reaction papers and an end of semester small group presentation.

Readings include:

There is no textbook for this course. Readings will be compiled by the instructor into a course packet and will include, but are not limited to, work by the following authors: Albert Bandura, Jonathan D. Brown, Erik Erikson, Susan Harter, William James, James Marcia, Hazel Markus, Jean Phinney, Allan Wigfield

HONR 228G- Food Ethics: You Gonna Eat That?
Amy Brown

We choose our foods in part on appearance, flavor, and convenience, but we are becoming increasingly aware of ethical issues surrounding food choices. Although these issues receive a lot of media attention, their actual implications (both pro and con) are not as obvious as they may at first seem. In this course we will investigate the environmental and public health consequences of how we produce, distribute and choose our foods. Topics will include genetically modified foods; cropping methods (organic vs. conventional vs. sustainable); commercial fishing; the locovore movement; additives, contaminants and byproducts; pest control products (natural vs. synthetic); farm labor; and animal welfare. Through assigned readings, critical thinking exercises, limited research, and facilitated discussion, students will gain a nuanced understanding of current and emerging issues to help frame their choices for the future.

HONR 228N- Alleviating Poverty in Developing Countries: The Economics and Challenges of Development Programs

Snaebjorn Gunnsteinsson

Globally, over a quarter of children under the age of five are undernourished. A child born in a developing country is over 13 times more likely to die within the first five years of life than a child born in an industrialized country. Food production per capita in Africa has declined over the past thirty years, making the region ever more reliant on imports and food aid.

The solutions to some of these problems seem simple enough: sleeping under a mosquito net reduces the risk of a child dying by 20%. Treating drinking water with chlorine can cut that by an additional 10%. With subsidies for fertilizer and high-yielding seed, farmers in Malawi are generally able to produce enough food to meet national needs. The World Bank estimates that for a cost of less than 50 dollars for every person living in a rich country we could reduce by half the proportion of people suffering from hunger, achieve universal primary education, and reduce child mortality by two-thirds. One might ask, “What is preventing the global community from taking the action needed to achieve these goals?”

Unfortunately, nothing about foreign aid is simple. While malaria control programs have been successfully implemented in Tanzania, in neighboring Uganda millions of dollars intended for this purpose have gone missing from government accounts. Even when aid is used for its intended purpose, critics argue that an influx of free food, fertilizer, or mosquito nets destroys incentives for farmers and entrepreneurs to deliver these goods. Ineffective and even repressive governments are able to cling to power thanks to aid from abroad.

What, if anything, can rich countries do to assist poor people in the developing world? How can aid be targeted and managed to do the most good? Well-known and respected economists come to wildly different conclusions on these questions. The course will use readings, discussion, and writing assignments, to examine current debates about foreign aid specifically and about programs to help reduce poverty, more generally. Through concrete examples, students will be introduced to fundamental ideas in economics such as growth theory, public goods, and principal-agent problems. We will consider both theoretical arguments and empirical evidence, and critically evaluate some of the recent literature on aid effectiveness. We will also consider alternatives to aid such as reform of rich countries’ trade and agricultural support policies. *The former title of this course was “Evaluating Global Development Assistance”.*

Assignments include:

- Each student will be required to present and lead a class discussion based on one of the assigned readings. Written reflections (1-2 pages long) on the readings will be due each week prior to the class discussion. Grading will be based on a class presentation, participation in class discussions, weekly writing assignments, and a 10-15 page paper.

HONR 228T- Journalism and Peace
Colman McCarthy

We have no shortage of war correspondents. But where are the peace correspondents? Where are the journalists whether in print or broadcast, whether toiling for the wealthy corporate media or going it alone as independents, whether columnists or editorial writers, whether reporters and editors on high school or college newspapers or reporters and editors of large circulation dailies, who bring to the public the news about peace? This course is a modest effort to examine some of the issues involving journalism and peace.

You can reach Dr. McCarthy by phone at 202 537-1372; by mail: the Center for Teaching Peace, 4501 Van Ness St., Washington DC 20016; or by email at cmccarthy@starpower.net

Assignments include:

- The course is discussion based. All opinions, all experiences, all observations, all witticisms, all disagreements, all digressions (well, almost all) are welcomed. Students are encouraged to bring to class news stories they think would liven the class discussions and debates.

Readings include:

Strength Through Peace: the Ideas and People of Nonviolence; Solutions to Violence; All of One Peace. Films will include: War Made Easy, Gandhi, The Danish Resistance, and The Language of War.

**HONR 229C- Contemporary American Culture as Seen from Abroad: A
Transatlantic Seminar
Christopher Hirschfelder**

See your culture through the eyes of European peers! University of Maryland students will engage with students from the University of Tübingen in Germany via video conferences, social media, and email, exchanging ideas about contemporary American culture and issues of global relevance.

We will focus on three areas: immigration and cultural diversity; politics and the democratic process; and issues of identity and life-style. We will discuss the current refugee crisis in Europe in relation to the US experience with immigration and multiculturalism. Because our class will coincide with the US presidential election, we will investigate how Americans and Europeans participate in the political process. Finally, we will examine aspects of daily living—eating and fitness, what we consider beautiful, and how we relate to family, friends, and strangers.

HONR 229D- How to Make Better Decisions

Piotr Swistak

The problem with decisions is that we rarely, if ever, find out if our decisions were good or bad. Was choosing your major, for instance, a good decision or could you have made a better one? I don't think most of us would ever know the answer to this question. So, is it possible that we regularly make bad decisions but don't know that we do? And, if so, how can we fix something if don't know it is broken?

In fact, we do regularly make bad decisions. This has been shown in many experimental studies some of which will be covered in this class. What is more, for some types of decision problems we are hardwired to make mistakes. This means that we are bound to go wrong regardless of how much we know or how smart we are. So, what can we do to remedy this problem? Quite a bit, as it turns out.

What follows are a few examples of some decision problems and more general topics that will be covered.

EXAMPLE 1: One rule of rational decision making is that our choice should not be affected by irrelevant factors. If we prefer A over B we should choose A over B no matter what is the context they are presented in. Do you think our choices satisfy this condition? And if they don't—which, actually, is the case—can you see how it can be used to manipulate what you buy in a supermarket or what you vote for in a referendum?

EXAMPLE 2: Suppose you are asked to choose one of the following two options (A) get 1m (1 million dollars) for sure and (B) get 1m with probability 0.89, 2.5m with probability 0.1 and 0 with probability 0.01. And suppose that you are also asked to choose one from a pair of two other options: (C) get 1m with probability 0.11 and 0 with probability 0.89 and (D) get 2.5m with probability 0.1 and 0 with probability 0.9. Is there anything wrong with choosing A and C? And, what would you say about choosing A and D? Similarly, would you find anything wrong with choosing B and C or B and D? In an experimental study Maurice Allais (1988 Nobel Prize in economics) has asked people to make such choices. The outcome of this experiment—it became one of the most conspicuous studies in economics—is known as Allais Paradox. Can you guess what the nature of the finding is and why it is so important?

EXAMPLE 3: This is more of a question than an example but the topic may be of interest to some of you perhaps: There is one decision procedure I have seen used by all graduate admission committees. I won't tell you what the procedure is but I will tell you that it was famously described and studied by Herbert Simon (1978 Nobel Prize in economics.) If you know this procedure you can devise simple but effective ways to increase your chances of admission.

READINGS: There is one textbook that will be regularly used: Itzhak Gilboa's *Making Better Decisions: Decision Theory in Practice*, Wiley, 2011.

I will post online excerpts from other sources which include Reid Hastie and Robyn Dawes, *Rational Choice in an Uncertain World: The Psychology of Judgment and Decision Making*, Sage, 2010; Avinash Dixit and Barry Nalebuff *The Art of Strategy*,

Norton, 2008; Kenneth Williams, *Game Theory a Behavioral Approach*, Oxford University Press, 2013, David Kreps, *Notes on the Theory of Choice*, Westview Press, 1988, Raymond Wilder “The Axiomatic Method,” pages 1621-1640 in *The World of Mathematics*, Simon and Schuster, 1956; *Analyzing Politics* by Kenneth Shepsle, Norton, 2010; Avinash Dixit, Susan Skeath and David Reiley, *Games of Strategy*, Norton, 2015.

GRADING: Three short tests (50%), three homework assignments (25%) and class participation (25%.)

CLASS FORMAT: A good part of the class time will be spend in groups in which you will be solving problems or working on short projects. (Group membership will change every week and will be determined by a random mechanism.) Members of successful groups will get extra credit points. Points will be accumulated over the semester and used in grading your class participation.

An optional final exam is the only way to improve your grade.

FINAL EXAM: An optional way to improve your grade is by taking the final exam. Final exam will count for 50% of your test grade. For example, suppose your average test score is 86%. If you decide not to take the final exam, your class grade will be calculated with the 86% test average counting as 50% of your class grade. If, however, you take the final exam and score 94% on it, your class grade will be calculated with $0.5*86\% + 0.5*94\% = 90\%$ counting as 50% of your class grade.

CRIB SHEET: All testing is closed book but you **ARE ALLOWED** to have a crib sheet—a single standard size sheet of paper with whatever information you want to put on it (both sides.)

HONR 229F- New Media Frontiers
Leslie Walker

How are Google, Twitter, Facebook, wikis, blogs the iPod and iPad changing the world and altering our views of self? This course will explore transformations ushered in by digital technologies, starting with the shift from mass media to personal, customized, participatory media. It is designed to help students think broadly and thematically about the impact of the Internet and related technologies, through readings, class dialogue and hands-on use of digital services.

Students will explore how digital media are impacting business, politics, education, news, culture and community. They will experiment with wikis, blogs, virtual worlds and social media. Reading topics will include the import of search engines, how news is being told in new ways as it becomes more participatory, and the evolution of electronic social networking. Students will be encouraged to think critically about what these trends mean to the future of journalism, social discourse and human identity.

Assignments include:

- Assignments will include weekly blog posts, one final essay, and two tests.

Readings include:

“Click, What Millions of People are Doing Online and Why It Matters,” by Bill Tancer

“Everything Is Miscellaneous: The Power of the New Digital Disorder,” by David Weinberger

HONR 229K- Achieving Justice and Equality in the 21st Century: Problems, Policies and Practice

Cecily Hardaway, Alexander Williams, and Oscar Barbarin

Civil rights movements in the 20th century have led to extensive gains in justice and equality for African-American citizens. Brown versus the Board of Education led to the demise of separate but equal education and through desegregation of schools opened access to better school facilities and eventually to greater access to higher education. The Civil Rights Act contributed to the desegregation of housing. The voting rights act increased access to the ballot for previously disenfranchised citizens. Antipoverty programs contributed to economic advancement of African-Americans. As impressive as these gains may be much more remain to be done. Moreover the gains from previous generations are threatened by re-segregation of neighborhoods and schools, by high rates of joblessness and incarceration among African-American men and thinly veiled efforts to restrict access to the ballot box. This course examines four distinct contributions to the well-being of African-Americans: educational achievement, effective family functioning, justice in the legal system and the exercise political power especially through vote. These are the principal levers for maintaining African-American well-being in terms of educational achievement, building wealth, maintaining health, and accessing quality housing.

This course critically examines on four aspects of the experiences of African Americans implicated in the attainment of justice and equality: African-American parenting, the educational achievement gap, criminal incarceration/reintegration and constraints on political participation. Students will read from a variety of original sources and consider policy and practice solutions that are being considered to address these problems. The course will utilize lecture and seminar formats, encourage active student participation and social interaction. Students will prepare for class through assigned and suggested readings, reflection and writing. Students will choose one of the four course themes (achievement gap, family functioning, criminal justice or political participation) and join a workgroup charged with evaluating current approaches to these social challenges and formulating their own solutions. The results of these workgroups will be documented in the form of an assigned term paper.

Learning objectives for this course include a) deeper knowledge of the challenges to attaining equality and justice in African-American communities, b) a robust conceptual framework for analyzing current policy approaches and c) capacity to formulate thoughtful approaches to the problems of justice and equality. Student attainment of these outcomes will be evaluated through weekly commentary papers on readings, an objective exam and a final project paper.

HONR 229L- Climate Change: Science, Economics, and Governance

Ross Salawitch

Hardly a day goes by without some news worthy item being reported on Earth's changing climate (aka global warming). Often the stories are contradictory, tainted by parochialism, skepticism, and extremism by not only the conservative and liberal media, but also the camps of believers and deniers. This seminar will begin with a critical examination of the science that underlies climate change. We will then discuss the economics of possible large-scale adaptation of energy provision by means other than the combustion of fossil fuels. Next, we will examine governance issues, with a focus on how the Intended Nationally Determined Contributions (INDCs) submitted by 188 governments to the December 2015 meeting of the United Framework Convention on Climate Change (UNFCCC) will be implemented. During the final few weeks of this seminar, students will break into three groups representing the U.S., China, and the Developing World, with the assignment to formulate how each group will implement their INDC commitment.

Course Enrichments: We will offer a field trip either to a meeting of the Air Quality Control Advisory Council (AQCAC) at the Maryland Department of the Environment (MDE) in Baltimore Md, on which Prof. Salawitch is a long-serving member, or else hearings in the DC-area about legislation such as the Clean Power Plan, which will likely be adjudicated during the teaching of this class.

Upon completion of this course, students will be able to:

- Appreciate the scientific, economic, and political complexities that are needed by the world's governments to address climate change;
- Critically appraise the contradictory views regarding climate change espoused by entities such as MSNBC and FOX;
- Become more comfortable speaking in front of a group;
- Improve writing skills, especially in terms of succinct summary of a moderate to lengthy reading;
- Experience a role playing exercise that formulation of an agreement that will likely involve significant levels of negotiations.

Assignments include:

- Short writing assignments (no more than 1 page) asking students to reflect on specific questions about each reading (i.e., every reading will be accompanied by a brief writing assignment);
- A mid-term paper (6 to 8 pages, single spaced, including moderate use of illustrations but not including references) on a topic of each student's choosing;
- Each student will lead at least one discussion of a reading during the semester, for which they will receive evaluation from the class instructor as well as their peers;
- The "INDC implementation plan" (group effort, with a grade assigned to each of the role) as well as a final paper, 2 to 4 pages, that reflects each student's views of their role in the negotiation of the implementation plan. Students will determine

who plays which role (i.e., President, Agriculture, Energy, Transportation, three-person Senate), once the three groups have been formed.

Readings include:

Frequently Asked Questions about Climate by IPCC

(2007): <https://www.ipcc.ch/pdf/assessment-report/ar4/wg1/ar4-wg1-faqs.pdf>

Earth: The Sequel: The Race to Reinvent Energy and Stop Global Warming by Fred Krupp

Collapse: How Societies Choose to Fail or Succeed by Jared Diamond

Readings will also include numerous, selected news articles.

HONR 238C- The Future of Energy and Climate Policy
Tyson Slocum

This class will provide an overview of our current energy situation, immersing students in the various policy debates on what role the government—both federal and local—should play in incentivizing changes to our current energy situation, and pro- and con-discussions of the policy alternatives. Using the ongoing energy and climate policy debate as a backdrop, students will learn how different interest groups wield power and influence in Washington, DC, to sway Congress and the Executive Branch. Guest speakers will provide first-hand accounts of policy debates and will reveal strategies employed by various interest groups to educate and influence decision-makers.

HONR 238D- The Contemporary American Musical Theatre: From Hair to Hairspray — and Beyond
Korey Rothman

As America's major contribution to theatre, musical theatre has long been considered a quaint form of Americana. But looking just beneath the surface one sees that the American musical has always served a critical social function that moves far beyond simple songs about the golden haze on Oklahoma meadows. With its popular appeal and widespread audiences, the musical has been a fruitful place to both endorse and critique American ideologies and institutions. And as Americans became more rebellious in the turbulence during and following the 1960s and the Vietnam War, the musical followed suit. This course will begin with the Vietnam-era musical *Hair* in order to consider how the American musical of the late twentieth century is a contested site – a source of popular entertainment and profit and a means to make important political and social critiques. The course will move from the concept musicals of the 1970s, to the profit-driven mega-musicals and nostalgic revivals that dominated the 1980s, to the 'Disneyfication' of Broadway in the 1990s, to the pastiche and satire that dominated the early 2000s, to the current trends of synergistic marketing and star power in order to explore the ways the musical has variously paralleled and challenged larger trends in the American landscape. The course will emphasize issues of race, ethnicity, sexuality, and class, in order to consider how America's, and consequently the musical's, treatment of those subjects has shifted in the last four decades. The class may include a trip to New York City to see a Broadway show (depending on show availability).

Assignments include:

- Course assignments will include viewings of musicals, quizzes, short research papers, and a class presentation. For the final project, students will work in a group to choose a source text to adapt to a new musical. The group will not write the musical but instead develop a 'pitch' to sell their adaptation, emphasizing the ways they will make their musical adaptation relevant to a contemporary audience.

Readings include:

Readings will come from a range of scholarly sources on musical theatre to supplement the musicals students are seeing.

Viewings include:

Gypsy, Hair, Company, A Chorus Line, Sweeney Todd, Evita, Into the Woods, Phantom of the Opera, Rent, Hedwig and the Angry Inch, Hairspray, Spring Awakening, In the Heights

HONR 238F- From Animal Thoughts to Animal Feelings: Cognitive and Applied Ethology's Understanding of Animals
William Stricklin

Ethology is the study of behavior as an adaptive trait. Specifically, ethology views natural selection as influencing behavioral traits in the same manner it impacts animal morphology and physiology. Cognitive Ethology deals with comparative approaches to the study of behavior across species and has raised many challenging questions, even implications, regarding animal thinking, awareness and reasoning. Applied Ethology has to do with the study of behavior especially as it relates to animal welfare issues. Animal welfare can be said to deal with how animals ought to be treated. Thus, this course will span across topics dealing with animal behavior as a science into the ethical issues of how we ought to treat animals. Animals have played important roles in basically all aspects of human life including food, clothing and shelter, transportation, religion, warfare, medicine, scientific research, sport and entertainment, and companionship. And the use of animals continues to make many important contributions to enhancing human quality of life today. However, applied ethicists and others are increasingly questioning the appropriateness of some uses of animals. Much of the ethical concern has to do with recognition that other animals are also sentient beings – that is they have a type of self-awareness and can feel pain. This course will include: (1) an overview of the history of animal use from early domestication to modernity; (2) the role science has played in increasing our knowledge of animal behavior, including sentience; and (3) the importance of ethics in determining how we humans ought to treat animals.

This course is not designed to tell students what attitudes they should hold about animal treatment. The course will present required readings in combination with essay-writing assignments. These assignments will form the basis from which students will be expected to critically examine their own personal beliefs toward animals. Additionally, by listening and through active contribution to group discussions, each student will be expected to facilitate an exchange during class periods that will allow all enrolled student to gain a fuller understanding of other persons' attitudes towards animal treatment.

HONR 238I- Eating with Eyes Wide Open

Renee Apter

Students will investigate the tension that is created by trade-offs that, knowingly or not, are made by consumers relative to agricultural production methods and dietary choices. Course will inform students about their food supply so they can make informed decisions and practice intentional or informed eating.

Course Goals:

- To consider whether present food production methods (plant, animal) and present food consumption patterns and trends are sustainable, healthful, and defensible.
- To consider social and environmental consequences of an industrialized agriculture system, and to consider alternative methods of food and agricultural production.
- To integrate and use knowledge from plant science, animal science, and other disciplines to study agriculture and food production methods and to consider consequences of the industrialization, globalization, and homogenization of our food supply.
- To provide hands-on experiences which show the connection between material covered in lecture and readings and the “real world.”

Learning Outcomes:

Upon completion of the course, students will:

- Be able to identify major challenges to conventional and to sustainable food production.
- Understand the three P’s: People, Planet, and Profit.
- No longer view themselves as passive food consumers but rather as active participants in agriculture. As Wendell Berry says, “Eating is an agricultural act.”
- Show broad understanding of the science of nutrition and food, animal, and plant science.
- Demonstrate an understanding of political, social, economic, and ethical issues associated with production methods in plant and animal agriculture.
- Be able to articulate how *Eating with Eyes Wide Open* has invited them to think in new ways about their lives as food consumers.
- Understand complex issues related to ag production (plant, animal) and diet/nutrition including how non-scientific inputs (public policy, lobbying efforts in the public arena, and other social, economic, and ethical considerations) affect underlying scientific approaches.

HONR 238L- Engineering in Ancient Empires

Denis Sullivan

The so-called Seven Wonders of the Ancient World, from the Temple of Artemis at Ephesus to the Colossus of Rhodes, are well known examples of the technical skills of ancient engineers. This course will examine these and a number of other ancient technical achievements from bridges and buildings to aqueducts and artillery, with a focus on the specific nature of the technical achievement and the methods used to create it, and consider the question of why, despite these technical skills and achievements, no major jump to industrialization occurred in the ancient world.

Assignments include:

- Grading in the course will be based on oral presentations (including leading a class discussions), two analysis essay assignments (5-6 pages), and a comprehensive research project.

Readings include:

Readings will be from various ancient sources in English translation, primarily Greek and Roman authors; we will also examine related monuments and manuscript illustrations.
Course Text: *Greek and Roman Technology : A Sourcebook : Annotated Translations of Greek and Roman Texts and Documents*, by John W. Humphrey, John P. Oleson, and Andrew N. Sherwood.

HONR 238P- Memory, Imagination, Invention: A Creative Writing Workshop
Sarah Pleydell

All students, including those with no previous creative writing experience, are welcome.

This workshop has three parts: The first will be devoted to creative nonfiction. Students will draw on their own lived experience for important memories to develop into personal narratives. We will subsequently mine these anecdotes for larger areas of social enquiry that students will research, parse, and integrate into their writing to transform memoir into the researched personal essay. Excerpts of finished work will be adapted into oral storytelling and excerpts will be recorded as spoken word podcasts. “This American Life” and other iterations of personal narrative from contemporary culture will serve as models and inspiration.

Next we will introduce the conventions and techniques of fiction: point of view, tone, voice, diction, foreshadowing, imagery, and narrative arc, and apply them to the writing we already have in hand. What happens to memoir when it is refracted through the prism of literary technique? Reinvented as fiction, the personal essay is now the short story. Our third project will introduce genre fiction including fantasy, satire and science fiction. Our first pieces of writing will again be remade and rearranged according to a new set of conventions.

The goals of this workshop are to:

- Offer the time and space to spark the imagination and nurture creativity;
- Introduce and practice specific literary techniques and skill sets;
- Focus on and develop writing style; and
- Teach students to critique the work of others and revise and polish their own work.

Class readings will be eclectic but carefully targeted to the task at hand. Benchmarks for student evaluation include demonstrated commitment to the creative progress and the acquisition and development of specific skill sets. Participants will assemble portfolios of their best work to exemplify both their creativity and their progress.

HONR 238Q- Nuclear Waste: The Other Consequences of Nuclear Weapons

Richard Calabrese

As a result of nuclear weapons production and subsequent nuclear power generation, large amounts of nuclear waste of various classifications has been created but not mitigated. The majority is “orphaned” in that it has no permanent repository in which to safely decay away. In addition to spent fuel from commercial electric power reactors, there is a considerable amount of more challenging wastes contained in temporary tanks and pits, and in contaminated buildings, soils and sediments. This “legacy waste” as it is called, is mostly the result of plutonium enrichment and purification processes for weapons production (USA, UK, former USSR). There are extremely complex technical, socio-economic, environmental, political and psychological challenges associated with securing nuclear waste in safe repositories.

In Part 1 of this seminar, students will examine the scope of the problem, what is known about safely retrieving, processing, transporting and permanently storing waste forms, and the consequences of radiation exposure. We will consider the following topics with an eye toward distinguishing among hard facts, soft facts, fiction and perception:

1. Origins of nuclear waste
2. Nuclear physics & chemistry; and plutonium processing
3. Radionuclide effects on humans, environment and ecosystems
4. Environmental contamination and temporary waste storage
5. Decontamination, clean-up, transportation and repositories
6. Nuclear waste regulations and government policy
7. Risk analysis and public perception
8. Stakeholders, whistle blowers and special interests

In Part 2 of this seminar, a collaborative, cross-disciplinary approach to safe waste management and storage that considers the needs of all stakeholders (see figure) will be considered. The instructor and students will discuss and identify several case studies for which solutions and best practices will be developed. Each case study, for a specific waste site, waste form, operation or information need, will be divided into tasks or steps based on the requisite disciplines and information needs. Students will form teams of experts, who will develop and report cross-cutting strategies to facilitate progress. A final consideration will be how this experience has informed your perspective on other contemporary challenges such as shale gas production.

The course will focus more on nuclear wastes from weapons production than on those from electric power production. The former waste forms present the greatest environmental challenges and teach us the most about the need to consider sustainability and life cycle analysis.

During the semester, there will be several guest speakers from academia and government agencies.

HONR 238R- Terrorism
Howard Smead

The terrorist attacks of September 11 stunned the world. Most people condemned the attacks and rallied behind America, a few celebrated the attacks, while others condemned both the terrorists and America. Our nation was not only jolted by the carnage but frightened by the intensity of the hatred behind those cleverly contrived and well-planned operations. Yet, the vexing questions remain: Why would anyone do such a thing? Why do they hate us?

This semester we will try to find out not only how and why these attacks occurred but we will attempt to put them into historical context. We will look at the history of terrorism, both domestic and international, and examine the many factors that may have provided causation. Among those are: the uncertainty caused by the end of the Cold War, “blowback” from an arrogant American foreign policy, the Israeli/Palestinian crisis, globalization of liberal capitalism, the spread of American popular culture in all its wonder and tawdriness, the rise of orthodox and fundamentalism sects in Islam, Christianity, and Judaism, and the rise of radical Islamist nationalism.

We will also look at the implications of September 11 and subsequent terrorist events on national security, civil liberties, privacy, and American/international economic and political culture. In short, we will try to determine if September 11 was indeed a signal event, a turning point in world history on the level of a Pearl Harbor, or a brief though troublesome aberration in the march of progress. We will also look at dissenting opinions about how America should respond to global terrorism.

Readings include:

Walter Laqueur, *The New Terrorism*

Peter L. Bergon, *Holy War, Inc.*

Benjamin Barber, *Jihad vs. McWorld*

Morris Dees, *Gathering Storm*

Robin Wright, *Sacred Rage*

HONR 239B- New York City and the American Dream

Ingrid Satelmajer

This course examines New York City as a central setting and trope in literary texts concerned with the American Dream. As the setting for dramatic stories of immigrant success and failure, as a site replete with consumer and cultural fantasies, the city of these texts both disseminates and critiques the belief in that dream. Our examination will take into account New York City's central role in U.S. media culture. How does New York's dominant place in the publishing industry (and in television) tie in with images of the city as a site to be celebrated or reviled?

Assignments include:

- Course assignments include: daily work; one short, analysis paper; one presentation; and a research and analysis final paper.

Readings include:

- Writings by Horatio Alger (*Ragged Dick*), Walt Whitman, Stephen Crane (*Maggie; a Girl of the Streets*), Abraham Cahan, Willa Cather, Edith Wharton (*The Age of Innocence*), James Baldwin (*Go Tell It on the Mountain*), Truman Capote (*Breakfast at Tiffany's*), and Michael Chabon (*The Amazing Adventures of Kavalier and Clay*).
- Possible course texts: Part of the course syllabus will feature an investigation of nineteenth and twentieth-century New York City periodical culture; titles considered will likely include *St. Nicholas*, *Harper's*, the "Harlem: Mecca of the New Negro" issue of the *Survey Graphic*, and *The New Yorker*.

HONR 239D- Introduction to Printmaking
Matthew McLaughlin

This workshop will introduce students to fine art printmaking techniques and their historical and contemporary context. Through a combination of lectures, demonstrations and hands-on experience, students will learn the printmaking's tools, paper, inks, and how to produce images in multiple. Students will develop their own imagery demonstrating their skill and confidence in printing on a press while exploring their personal visual expression.

HONR 239N- The Columbian Exchange: How American Encounters Transformed the World

Barnet Pavao-Zuckerman

Globalization is commonly viewed as a late-20th century phenomena, but the roots of globalization and the origins of the global economy are centuries old. How did global connectivity come to be? The emergence of world networks is intimately tied to processes of colonialism that began in the 15th century, and perhaps even earlier. This seminar uses anthropological and archaeological approaches to examine the processes of colonialism in the 15th through 19th centuries that lead the emergence of the global economy as we experience it today.

The seminar incorporates readings, both popular and scholarly, from anthropology, archaeology, history, and ethnohistory, to introduce students to the history of colonialism, particularly in the Americas. Readings will cover a number of important topics including the history of research, epidemic disease, flora and fauna, economics and labor, ethnicity and ethnogenesis, slavery, gender, sexuality, and agency in colonial contexts. Students will also be given the opportunity to explore the reverberations of colonialism in their own daily lives, including the foods we eat, the music we listen to, and the lives we experience in the “post-colonial” Americas. By the end of the seminar, students will gain the ability to place the material aspects of their personal lives in the context of 500 years of colonialism.

Types of Assignments:

- Research paper in which they trace the colonial origins of all of the ingredients of a meal they eat at home or (preferably) at a local restaurant.
- A class presentation based on their “food” paper (food samples encouraged).
- In-class group activities to explore archaeological methods and interpretation.
- Several brief response papers in which students reflect on assigned readings.
- Research paper based on one of the topics covered in class.

Possible Readings:

Primary archaeological and anthropological research published in scholarly academic journals, in addition to major works written for a broader audience, including:

- Crosby, Alfred W. 1986. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Cambridge University Press, New York.
- Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States (ReVisioning American History)*. Beacon Press, Boston, MA.
- Mann, Charles C. 2005. *1491: New Revelations of the Americas Before Columbus*. Alfred A. Knopf, New York, NY.
- Mann, Charles C. 2011. *1493: Uncovering the New World Columbus Created*. Alfred A. Knopf New York, NY.
- Robinson, Kim Stanley. 2003. *The Years of Rice and Salt*. Bantam Books, New York, NY.

HONR 248H- From Willowbrook to Attica: Delinquency in the Context of Disability

Peter Leone

Students enrolled in this seminar will develop a set of competencies that enable them to understand the contexts and forces that have shaped current beliefs about disability and deviance. Specifically, after completing the course, students will be able to:

Upon completion of this course, students will be able to

- Describe mechanisms developed by societies to identify and classify individuals who differ significantly from the norm;
- Discuss the evolution of taxonomies and schemas that have been used to respond to deviance and disability in society;
- Describe the roles that institutions play in controlling individuals who violate social norms as well as treat for deviant and disabled individuals;
- Identify social, political, and professional forces that shape responses to individuals labeled as deviant or disabled;
- Discuss theories associated with the overrepresentation of individuals with significant mental health problems and other disabling conditions in juvenile corrections, jails, and prisons;
- Analyze how media shape and reinforce beliefs about deviance and disability that may or may not be consistent with the views of the professions, individuals, and their families;
- Apply concepts learned in class to a discussion of the treatment and classification of individuals visited, following a visit to a juvenile or adult correctional facility.

Readings include:

- Baca, J. S. (2001). *A Place to Stand: The Making of a Poet*. New York: Grove Press.
- Beers, C. W. (1907, 1981). *A Mind that Found Itself*. Pittsburgh: University of Pittsburgh Press.
- Butterfield, F. (1995). *All God's Children: The Bosket Family and the American Tradition of Violence*. New York: Avon.
- Dully, H. & Flemming, C. (2007). *My Lobotomy: A Memoir*. New York: Three Rivers Press.
- Earley, P. (2006). *Crazy: A Father's Search through America's Mental Health Madness*. New York: Berkley.
- Robinson, J.E. (2007). *Look Me in the Eye: My Life with Asperger's*. New York: Three Rivers Press.
- Whitaker, R. (2002). *Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill*. Cambridge, MA: Perseus Publishing.

HONR 258E- Creating the Future through Systemic Thinking and Design

Gerald Suarez

This course introduces students to design thinking methods, frameworks, and skills, which are part of a larger body of knowledge known as "systems thinking". This course is aimed at enhancing the overall understanding and application of Design Thinking Strategy and Methods to positively influence the development of innovative yet pragmatic product and service ideas. Through the application of interactive idealized design; problem dissolution methods; the use of non-linear thinking tools, design prototyping and strategic exploration tools; and the insightful application of systemic thinking, students will experience how breakthrough ideas require that we "break-with" current patterns of thinking and embrace design as means to new value creation.

This course will highlight the importance of utilizing design thinking strategies and methods within a holistic, multidisciplinary and collaborative perspective, one that recognizes a balance between efficiency and effectiveness; between planning and action; necessity and utility; risks and rewards, and between short-term and long-term implications. This approach is not only relevant; it is essential to teams and individuals seeking to positively influence the future, create competitive ideas, and introduce them in the marketplace.

Upon completion of this course, students will be able to

- Apply design thinking frameworks to articulate a project question aimed at solving or "dissolving" a real life problem or creating and pursuing an innovative idea from imagination to prototyping/creation.
- Evaluate the potential of a design or solution through analytical and synthetic thinking approaches.
- Synthesize the physical, logical, and emotional design domains required for conducting a holistic evaluation of the potential success of their project.
- Communicate effectively in oral and written format their innovative ideas and generate interest and support for the adoption or implementation of the idea.
- Collaborate within a multidisciplinary context and leverage the diversity of perspectives and differences to build robust solutions.
- Synthesize unconventional ideas and points of view to uncover new solutions or pathways to the future.

HONR 258F- Incarceration Nation: Behind Bars in Early America
Richard Bell

There are two million Americans behind bars. The United States holds more prisoners than any other country in the world, and government spending on prisons is rising much faster than spending on schools. How did it come to this? How did the land of the free become the land of the unfree? This course tries to understand how America became the world's jailor by examining the history of captivity in America from 1600 to the Civil War. We'll look at how Puritans punished evil-doers, how patriots dealt with British prisoners of war during the Revolution, and how and why social reformers created the first American prisons in the years after American independence. This course also examines the origins of mass incarceration in America from the perspective of those incarcerated.

Students in this course will be challenged to enlarge their definitions of captivity and incarceration by comparing early American prison life to other carceral environments like the mental asylum, the poor house, and the slave plantation. We will look at the various justifications Americans have used to lock up their fellow citizens and examine what assumptions they made about the causes of crime and criminality, the power of reading and education, the function of capital punishment, and the power of prisons to punish, reform or even rehabilitate their inmates. Throughout the course, we'll use a variety of first-hand accounts written by those who experienced life behind bars as well as current writing on the subject to explore the relationship between liberty and captivity in America. Finally, we'll address the consequences of detaining so many of our citizens in the correctional system.

This course may also incorporate a class visit to Eastern State Penitentiary, an historic and highly significant former prison in the center of Philadelphia. Students will be evaluated based on their contributions to class discussion and by their performance in several short assignments.

HONR 2580- The Kinesiological Bases of Skilled Performance

Seppo Iso-Ahola

Learning a motor skill may seem like child's play, but as this course will explore, the learning and performance of motor skills is a complex human endeavor. How is it that the human nervous system with billions of neurons, a musculoskeletal system of more than 200 bones, 100 moveable joints and over a thousand muscles is able to marshal itself to swing a long stick with a very small striking surface (i.e. a golf club) to contact a small ball and send it 200 yards? Why is it that humans even attempt such a feat? After all, as Bill Cosby once said, "You had the golf ball; why did you hit it away and then go chasing it down the fairway?" Questions such as these are examples of those that are asked by kinesiologists who study motor skill learning and performance.

The course is in a lecture/discussion/lab format. In the laboratory, students will experience their own learning of a motor skill (i.e., golf). Principles and issues introduced in lecture will be explored and studied in lab. The lecture/discussion portion of the class will explore sociological, physiological, and biomechanical perspectives. Emphasis in the course is on the general principles underlying the learning and performance of all motor skills. In addition, golf as a sport in American society will be examined. At the moment, golf's popularity is at an all time high. Why? What is the role of sport, and golf in particular, in American society?

Assignments include:

- Students will be required to read scientific articles, participate in class discussion, write critiques of selected articles, and maintain a journal of their own experiences in learning golf. Due to the multidisciplinary content of the course, readings will come from a variety of sources. These will range from a book on the Zen of golf to a biomechanical analysis of the "perfect swing."

HONR 258T- Tools of Fiction: Literature and/as Creative Writing
Dean Hebert

When you read a work of fiction, you are communicating with a person (the author) you've probably never met. If you wonder about the person who created the story you read, the only clues you have are in the story itself. How reliable are these clues? And what assumptions does the author make about you, the reader?

In "Tools of Fiction," we will try to answer these questions by reading short stories and examining the rhetorical techniques authors use. We will analyze works of short fiction and examine storytelling conventions that many have in common. We'll also look at works that deliberately set out to break various "rules" of literary fiction, whether conventional expectations readers generally have or rules that a story establishes internally (such as by creating a pattern, and then breaking it).

Assignments include:

- Each student will be required to create and revise a short story, which will be shared with and discussed by the class. Other writing assignments in the course will be several short essays based on published short stories mainly from contemporary American authors, and an essay final exam.

HONR 258W- Exploring Homophobia: Demystifying Lesbian, Gay, Bisexual, and Transgender Issues

Robyn Zeiger

Throughout the centuries, reactions to human diversity have spawned prejudice and discrimination toward any group viewed as different. These negative reactions to human diversity have usually been fueled by fear and ignorance. Racism, sexism, anti-Semitism, and homophobia are just some of the many types of prejudice that can lead to discrimination, hate crimes, and violence.

This seminar will focus on homophobia (the irrational fear of homosexuality) through an extensive examination of lesbian and gay culture. By examining the myths and stereotypes related to lesbians and gays, we will explore the reality of this often misunderstood segment of society. Through this analysis, we will strive to develop a humane vocabulary that reflects appreciation of human diversity.

Through lectures, videotapes, guest speakers, and class discussion, we will explore such topics as sexual orientation, lesbian and gay couple relationships (including parenting and legal issues), family issues (including coming out to family members), physical and psychological health concerns, as well as lesbians and gays in history, film, music, art, and sports.

Assignments include:

- Assignments will include: a book or film review and critique, an interview paper, current event reaction papers, a group project, a take-home final examination, and completion of all reading assignments.

Readings include:

Alyson Publications Staff, *The Alyson Almanac*

Betty Berzon, *Permanent Partners*

W.J. Blumenfeld & D. Raymond, *Looking at Gay and Lesbian Life*.

F.W. Bozett & B.B. Sussman (eds.), *Homosexuality and Family Relations*

Berry Fairchild, *Now that You Know*; Marny Hall, *The Lavender Couch*

E.D. Rothblum & E. Cold (eds.), *Loving Boldly: Issues Facing Lesbians*

Randy Shilts, *And the Band Played On*

Supplemental photocopied reading packet

HONR 268L- United States Immigration Issues

Dorith Grant-Wisdom

Issues of international migration and the integration of immigrants and refugees are among the most compelling and controversial issues of the twenty-first century. The purpose of this course is to give students an introduction to some important issues and complexities that characterize the U.S. immigration process and policies. It will also focus on proposals for immigration reform as well as expose students to various policy experts in and outside of government as well as community organizations that are integrally involved with immigrant communities and the immigration process.

Upon completion of this course, students will be able to

- Develop an understanding of the historical configuration of immigrant flows into the United States and the nature of related policies
- Explore critical issues that are integral to an understanding of the contemporary policy debates
- Further an understanding of the challenges of diverse policy arenas and the changing global environment
- Encourage students to engage with and develop an awareness of immigrant communities (such as Langley Park) in the surrounding university environment
- Encourage student to compare and contrast their views and arguments with those provided by others, as well as make their own recommendations

Assignments include:

- Interact with government officials and policy experts; organizers and representatives of NGOs such as CASA de Maryland in the surrounding immigrant community
- Develop op-ed pieces and policy memos
- Participate in meaningful class discussions. Each student is required to lead at least one class discussion on the assigned reading(s) of the day
- Read newspapers, visit Internet sites, etc. to keep current with immigration issues in the U.S.
- Participate in group debates. Students will be divided into debate teams with specific guidelines for the oral presentations

Readings include:

Andreas, Peter. *Border Games: Policing the U.S.-Mexico Divide*, Ithaca: Cornell University Press, 2000, Pp 3-14 & 85-114

Borjas. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, N.J.: Princeton University Press, 1999, Excerpts

Chavez, Leo R. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2008, Introduction & selected chapters

Chomsky, Aviva. *"They Take Our Jobs!": and 20 Other Myths about Immigration*. Boston: Beacon Press Books, 2007, Excerpts

Cornelius, Wayne, A. Martin & Hollifield (eds.), *Controlling Immigration: A Global Perspective*, 2nd ed. Stanford: Stanford University Press, 2004, Chapters 1 & 2

D'Appollonia, Ariane Chebel & Simon Reich, Eds. *Managing Ethnic Diversity after 9/11: Integration, Security, and Civil Liberties in Transatlantic Perspective*, Newark: Rutgers University Press, 2010, Excerpts

Davy, Megan, Deborah Meyers, & Jeanne Batalova, 'Who Does What in U.S. Immigration'; www.migrationinformation.org/USFocus/display.cfm?ID=362

Ewing, Walter A. *Opportunity and Exclusion: A Brief History of U.S. Immigration Policy*, Immigration Policy Center, 2008
<http://www.immigrationpolicy.org/images/File/factcheck/OpportunityExclusion11-25-08.pdf>

Foner, Nancy & George Frederickson (eds.) *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. New York: Russell Sage Foundation, 2004, Introduction, Chapters 5, 6, 7 & 17

Gabaccia, Donna R. and Vicki L. Ruiz (eds.) *American Dreaming, Global Realities: Rethinking U.S. Immigration History*, Urbana and Chicago: University of Illinois Press, 2006, Excerpts

Hing, Bill Ong. *Defining America Through Immigration Policy*. Philadelphia: Temple University Press, 2004, Excerpts

Hing, Bill Ong. "Between two Americas: In the post-Sept. 11 era, state and local governments are being forced to choose sides on the immigrant rights debate", *Colorlines Magazine: Race, Action, Culture*, Fall, 2004

Massey, Douglas, Durand & Malone. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*, New York: Sage Publications, 2002

Matthews, Mark. Immigration Bedevils State Lawmakers,
<http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=51980>

Min, Pyong Gap. *Asian Americans: Contemporary Trends and Issues*. Thousand Oaks, Calif.: Pine Forge Press. 2006. Pp 1-31

National Conference of State Legislatures, 2006 State Legislation Related to Immigration: Enacted, Vetoed, and Pending Gubernatorial Action
<http://www.ncsl.org/programs/immig/06ImmigEnactedLegis2.htm>

Portes, Alejandro & Josh DeWind, eds., *Rethinking Migration: New Theoretical Perspectives*, New York: Berghahn Books, 2007, Chapters 1-3 & 13

Zolberg, Aristide R. *A Nation by Design: Immigration Policy in the Fashioning of America*, Cambridge, Mass.: Harvard University Press, 2006, Selected chapters

Selected Websites:

U.S. Federal Government Agencies Directory, with links to all agencies that have Web sites: <http://www.census.gov/population/www/socdemo/immigration.html>

Migration Policy Institute — <http://www.migrationinformation.org>

America's Program: Border Information Clearinghouse, provides links, statistics, government documents, statements by nongovernmental organizations, and a database of immigration-oriented activists. <http://www.americaspolicy.org/clearinghouse.html>

HONR 268N- Cracking the Secrets of the Universe Using Computers: Re-discovering the Higgs and Searching for Invisible Matter
Shabnam Jabeen and Sarah Eno

This course is part of a two-semester Honors research seminar.

This course provides training in fundamental physics and in the basic tools needed to contribute to experimental or theoretical frontier research in computationally intensive physics, such as experimental particle physics, theoretical plasma physics, and theoretical cosmology. You will learn kinematics, relativity, the standard model of forces and particles, theories of new particles and forces, particle interactions with matter, Linux, C++ and computational tools useful for frontier physics research.

For more information about this course, please visit the following webpage: <http://www.physics.umd.edu/courses/Honr268N/>

HONR 269P- Formulating U.S. Science and Technology Policy

Hank Lucas

The U.S. competes in a global economy primarily on the basis of knowledge and creativity. Much of our success comes from capabilities in science and technology. These two areas raise significant policy issues for the U.S. and the world. How does one protect intellectual property that is essential for making economic progress? Should the government have a policy toward broadband communications, and if so, what should that policy be? What should the U.S. policy be toward current and future energy sources? What is the science and politics behind the use of ethanol as a fuel? This honors seminar will explore the facts needed to make policy decisions, and students will be challenged to make recommendations to policy-makers. The course will draw upon faculty expertise across the University of Maryland. Student teams will conduct research on a policy question each week and will lead class discussion.

Upon completion of this course, students will be able to

- Learn how to conduct research about an important scientific or technical issue of the day.
- Learn how to formulate a policy for decision-makers and analyze that policy
- Practice predicting the outcome of specific policies if implemented
- Prepare presentations to argue in favor of their policy recommendations

Students will use a policy framework to:

1. Formulate different policy alternatives
2. Analyze the likely impact of those policies
3. Recommend one or more policies to decision-makers
4. Describe how the results of implementing the policy should be evaluated.

Readings include:

Readings will be primarily articles available on the Internet from sources like Scientific American, Technology Review, IEEE Spectrum, etc.

HONR 269T- Understanding U.S. Foreign Policy toward Afghanistan

Tim Nusraty

In this Global Classroom, Honors College students at UMD and students at the American University of Afghanistan (AUAF) in Kabul will examine the history of Afghanistan, its political figures, and the empires that attempted to rule the country. Students will also learn about Afghanistan's turbulent modern history, including the Soviet occupation, the Afghan civil war, and the Taliban era. Students will then analyze in detail the U.S. foreign policy decisions that followed the events of September 11, 2001. This includes key policy decisions such as how the country should be governed, the selection of Afghanistan's leader, the role and mission of the international community, the adoption of a new Constitution, and the establishment of a new democratic system of government.

To better understand the issues and policies from the indigenous perspective, this course will take part in a number of unique collaborations. First, students at UMD and AUAF will come together to conduct a joint research project. This will be accomplished by pairing UMD students with their counterparts at AUAF and having each group communicate directly and frequently through Skype, Facebook, and e-mail. The students will then present their research and findings to the entire class. Second, students at UMD will have the opportunity to hear directly from faculty at AUAF through live lectures on subjects such as history, politics, women's issues, and current affairs. Third, students at UMD will hear firsthand from current and former government officials on the lessons learned in developing and implementing policies and programs in the areas of reconstruction assistance, including efforts to combat narcotics and corruption. Finally, the course will either culminate in a videoconference OR include several videoconferencing sessions between the students at UMD and AUAF. The two-hour videoconference(s) will allow the students to engage in a frank and candid dialogue about the successes and challenges over the past 13 years and to share their personal views about the mission and the future of US-Afghan relations.

HONR 269V- Virus Hunting: Emerging Diseases, Social Controversies and Nano-Technologies
James Culver

The term virus invokes visions of sickness, disease and death. But viruses are much more than harbingers of plague they are an integral part of our environment present in the air we breathe, the food we eat and practically everything else. In addition, viruses influence species evolution, impact atmospheric conditions on a planetary scale, and shape the ecology of our surroundings. Furthermore, these remarkable biological nano-machines are currently being used to produce and deliver life saving drugs and can even be turned into batteries to power your favorite electronic device.

This seminar will explore viruses, their biology and their impact on society. Specific topics will include: 1, viral infectious diseases, their history, epidemiology and control (from the 1918 Spanish flu to the AIDS crisis); 2, viruses in our genomes and in our environment (viruses as agents of evolution, cancer and as beneficial symbionts); 3, the impact of viruses in the development of modern science and their use in nanotechnology (from scientific theory to DNA origami).

Upon completion of this course, students will be able to

- Understand the basic biology of viruses and their impact on society
- Understand the scientific process from hypothesis to theory
- Develop skills for reading, interpreting and critiquing scientific literature.
- Understand the role society plays in translating scientific information.
- Demonstrate proficiency in communicating science using appropriate oral and written means

Assignments include:

- Assignments will include a midterm exam consisting of essay questions; weekly reading and writing assignments covering current virus research topics; individual presentations and critiques of popular and scientific virus literature; and a case study in which students work in teams to address the science and societal response for a topic in the field of virology.

Readings include:

Dorothy Crawford, *The Invisible Enemy: A Natural History of Viruses*

Michael Oldstone, *Viruses, Plagues and History: Past, Present and Future*

Carl Zimmer, *A Planet of Viruses*

HONR 278D- National Security Dilemmas
Daniel Rosenthal

This seminar includes field trips to government institutions and opportunities to hear from local experts in the field of national security.

This course will introduce students to the moral, legal, and policy dilemmas faced by national security professionals in defending the nation, including the use of enhanced interrogation techniques against suspected terrorists, the use of racial profiling as a technique in law enforcement, whether we have a moral duty to intervene in foreign nations for humanitarian purposes, and whether we should accept a reduction in personal privacy for enhanced security. We will explore the differing views on these, and other, national security dilemmas, and attempt to understand the motivating ethics for each. We will also develop, hone, and critically evaluate our own views.

The reading assignments for each class will give students a basic understanding of the primary arguments for and against a certain legal or policy position; we will spend each class debating these positions. The writing assignments will help develop the students' critical and persuasive writing ability.

Upon completion of this course, students will be able to

- The ability to understand key political and security concepts such as state and non-state actors, constitutional authority, terrorism, separation of powers, and civil liberties
- The ability to understand competing theoretical and analytical approaches to national security
- Knowledge of the foremost controversies in current national security practices
- The ability to understand cross-cultural points of view and the questions to consider when preparing for cross-cultural communications
- The ability to locate, select, and use appropriate sources to present an argument persuasively in a research paper
- Oral and written communication skills by presenting information to the class, debating controversial issues, and evaluating and analyzing the arguments of different stakeholders in class discussions and papers.

Assignments include:

- Students will be required to read the assigned materials prior to each class, and to bring to class a short paper reflecting at least three points from the reading that the student either agreed or disagreed with, as well as three questions about the reading, for in class discussion. Additional requirements include:
 - Class attendance
 - Four short papers (editorial style; 2 pages) in which students argue their own view on national security matters.

Readings include:

David Perry, *Partly Cloudy: Ethics in War, Espionage, Covert Action, and Interrogation* (Jan Goldman ed., Scarecrow Press, Inc. 2009)

Joseph Margulies, *Guantanamo and the Abuse of Presidential Power* (Simon & Schuster 2006)

James Olson, *Fair Play: The Moral Dilemmas of Spying* (Potomac Books, Inc. 2006)

Michael Walzer, *Arguing About War* (Yale University Press 2004)

HONR 278G- Exploring How Foreign Policy Is Developed
Tim Nusraty

This seminar will allow students to gain a better understanding of the role played by the National Security Council (NSC) in formulating, coordinating and implementing foreign policy. The seminar will begin by exploring the history of the NSC, including the events leading up to its creation and the underlying law that established the council. As part of this historical review, students will also examine the evolution of the NSC and the varying degree of influence the council wielded under different administrations. Against this backdrop, students will then conduct a case study of some of the key foreign policy issues over the past 20 years in order to gain a better understanding of the National Security Council's decision-making process.

HONR 278K- Evolutionary Processes in Health Medicine

Charles Delwiche

Humans are living organisms, and as such our health is a biological phenomenon, structured by and subject to the constraints imposed by evolution. This is not just an abstract concept; an understanding of evolution can be used to help predict events that can mean life or death to millions of people every year. Despite this, many people are unaware that evolution plays a role in medicine. We will spend the semester exploring ways in which evolutionary phenomena influence health and medicine. Among the specific phenomena we will discuss will be: the emergence of multiple-drug resistant bacteria ("superbugs"); how natural selection governs the progression of cancer; diseases such as bubonic plague, AIDS, and influenza that have moved from animals to humans; human genetic variation and how it influences our health; and how our health is influenced by the bacteria that live in and on our bodies (the "human microbiome").

We will use Carl Zimmer's *The Tangled Bank* as our common reference for evolutionary biology, but more of the readings for the semester will come from news articles, magazines, and the scientific literature. One of our objectives for the semester will be for you to build comfort with reading articles from the scientific literature. We will also read a novel, George R. Stewart's *Earth Abides*, which was first published in 1949, and remains a fascinating meditation on the interactions between humans and the natural world.

The course will be primarily discussion-based, with students working in teams to present readings, moderate discussions, and develop a set of wiki-based notes for the semester. Each student will also prepare an article in the form of a wiki page that discusses a chosen topic in evolutionary medicine, and will peer-review the work of fellow students.

The course will include one or two Saturday field trips, to the Smithsonian Institution National Museum of Natural History and/or to the National Museum of Health and Medicine.

Assignments include:

- Each student will participate in six group presentations, acting twice in each of the following roles: *Speaker*, *Moderator*, and *Scribe*. Each of these roles is described in more detail below. Students will be assigned to rotating groups at the beginning of the semester; in most cases these will be a different group of students for each presentation. Each discussion topic will have background reading, and *the entire class is expected to have read these prior to coming to class*. The members of each group should work together (in person or via email) to prepare for the topic assigned. Although members of the group are assigned distinct roles, they are expected to work together to develop a coherent presentation and wiki page.
- The *Speaker* is the lead member of the group, and is responsible for giving a 10-15 minute verbal overview of the assigned topic. The presentation may be accompanied by a powerpoint presentation, or may be given as a "chalk talk."

- The *Moderator* is responsible for leading class discussion of topic. They should be sufficiently informed on the topic that they can help guide the class through an orderly discussion.
- The *Scribe* is responsible for preparing a set of organized notes on the topic, and for posting these to the course wiki. These should represent not only the material covered by the speaker, but also the topics that come up in course discussion, and should be updated and corrected as needed through the semester.
- *Term project* Through the course of the semester we will build a reference work on the course wiki. Early in the semester each student will pick a specific research topic to develop as a detailed wiki page; in most cases these will be specific pathogens or diseases. The page should provide an overview of the topic, information on the evolutionary processes involved, a discussion of history and medical importance of the subject, and figures and literature cited as appropriate. Students will present their projects during the last two weeks of the semester.
- *Reviews of peer's projects* Each student will review two term projects prepared by other students. They may comment on, and edit, the project as appropriate (the original author does, of course, have the right to reject any changes made by reviewers). This stage of the review process is *not* anonymous, and should be focused on making the wiki pages under review as good as is possible. The student will also submit a one- to two-page confidential review to the instructor, which will briefly explain the corrections made, and comment on the overall quality of writing, organization, appropriate citation, etc.

Readings include:

Zimmer, Carl, 2010. *The Tangled Bank*. Roberts and Company, Publishers. Greenwood Village, Colorado. (Required) ISBN-13: 978-0981519470

Stewart, George R. 2006. *Earth Abides*. Random House. (Required; originally published 1949, other editions are acceptable) ISBN-13: 978-0345487131

HILLIS, DM, and JP HUELSENBECK. "SUPPORT FOR DENTAL HIV TRANSMISSION." *Nature* 369, no. 6475 (May 5, 1994): 24-25.

Hillis, D. M. 'Aids – Origins of HIV.' *Science* 288, no. 5472 (June 9, 2000): 1757-+

Lemey, Philippe, Andrew Rambaut, and Oliver GPybus. 2006. HIV evolutionary dynamics within and among hosts. *AIDS reviews* 8 (3): 125-40.

HONR 278R- Creative People, Creative Practice
James Fry

What do creative people do to get new ideas? Do you have to be intelligent to be creative? Is creativity genetically determined? Can creativity be learned? Can it be measured? Is there a connection between creativity and motivation? Between creativity and nonconformity? Creativity and mental illness? The notion of creativity raises many questions, questions that serve as launch points for our inquiry. Like a flat stone skipping across the water's surface, we touch on diverse topics in the sciences, social sciences, business, humanities, and the arts. We develop case studies about real-life situations in which creative people solve problems, overcome obstacles, and resolve conflicts. Finally, we apply what we've learned in a creative project. Mostly, this seminar is about the practice of creativity. We try out new ideas and take risks, seeking to better understand ourselves.

What's involved? Course components include short readings and videos, journals (5), case study, case study presentation, creative project, and creative project presentation.

HONR 279B- Social Security in a Changing America
Scott Szymendera

Social Security touches the lives of all Americans, even college students (through payroll taxes that pay for current benefits and eligibility for disability benefits). Social Security is so intertwined in all of our lives, and its policy challenges so fraught with political danger, that few policymakers have dared to enter into its arena. It is no wonder then that many of the core elements of our nation's Social Security system have remained unchanged from the 1930's, despite profound changes to the American family, workforce, and society that Franklin Roosevelt and its architects could have never dreamed of. In this course we will address the very real challenges facing Social Security in our ever-changing nation.

Students will learn the fundamentals of the Social Security system and learn to identify and break down the common myths about Social Security that often paralyze policymakers. In addition, students will get an uncensored look how public policy is, and isn't, made from Capitol Hill to the White House and to the administrative agencies. There are no textbooks for this course; students will read the same primary source materials that the policy staff read including reports from the Congressional Research Service, Congressional Budget Office, Social Security Administration, and leading think tanks. The course will also include a policy seminar on Capitol Hill where students can share their ideas with key Congressional staff and get feedback on their ideas. The course will culminate with students working together to formulate real policy solutions to some of Social Security's problems. Armed with the knowledge and experience gained in this course, students will finish the semester with the courage to take on the challenges facing Social Security or other seemingly intractable policy issues.

HONR 279L- The Problem Of Prejudice: Overcoming Impediments to Global Peace and Justice
Hoda Mahmoudi

“Before we can study the central issues of life today, we must destroy the prejudices and fallacies born of previous centuries.” -Leo Nikolaevich Tolstoy

prejudice (n.) Medieval Latin *prejudicium* “injustice,” from Latin *praeiudicium* “prior judgment,” from *prae-* “before” + *iudicium* “judgment,” from *iudex* (genitive *iudicis*) “a judge”. Meaning “injury, physical harm” is mid-14c., as is legal sense “detriment or damage caused by the violation of a legal right.” Meaning “preconceived opinion” (especially but not necessarily unfavorable) is from late 14c. in English.

What is prejudice? How are our prejudices formed? What similarities and differences are there between various forms of prejudice across race, gender, nationality, sexuality, religion, among others? What is the relationship between prejudice and conflict? What is the role of prejudice in thinking about issues of peace and justice? How can we better understand the role that prejudice and discrimination have in a globalizing world? What can we learn from a scientific basis of knowledge about the causes of prejudice?

This course will survey interdisciplinary scholarly research and popular cultural conversations about the root causes of prejudice and discrimination. You are expected to examine empirical evidence toward formulating your own views about the impact that all forms of prejudice impose on the human condition and the role it has played in your own life. Based on research evidence, the course encourages the search for solutions to the blight of prejudice.

In class discussions and small group activities you will explore, write about, and present an original effort to educate others about how different forms of prejudice and discrimination operate as impediments toward the possibility of a better, more peaceful world.

HONR 279M- How Does the Brain Speak? Insights from Neuroimaging and Brain Damage
Yasmeen Shah

We speak at an average rate of 200 words per minute! An amazing number of processes occur when we speak: conceptualizing what to say, selecting the words that convey our ideas, selecting the tone of the message, constructing grammatical sentences, uttering the sounds that make up the sentences, and so on. How do our brains enable us to speak creatively at such a rapid rate? And how did we find out about neural operations involved in speaking? This course uses an interdisciplinary approach to address these issues, drawing from neuroscience, brain imaging, psycholinguistics, speech pathology and cognitive neuropsychology.

The objective of this course is to provide an interdisciplinary understanding of the psycholinguistic, neurological, cognitive, and pathological processes involved in speech and language. The content of the course includes: 1. methods used to study neural bases of communication/cognition, including – functional magnetic resonance imaging (MRI), positron emission tomography (PET), event related potentials (ERP), electroencephalography (EEG), transcranial magnetic stimulation (MEG), sodium amytal tests (WADA), and neuropsychological tests. 2. neuroanatomy, with a focus on cortical and subcortical networks involved in speech, language and reading 3. The component neurocognitive and psycholinguistic processes involved in speech, language, and reading 4. case studies of patients with speech-language disorders with a neurological etiology 5. Neural development, aging, and plasticity.

Course material will be disseminated via lectures, manipulation of actual brain specimens, neuropsychological case studies, and class discussions. Evaluation is based on 2-4 open-book exams and a term paper.

HONR 279Q- The Boy Who Lived, All Grown Up: Assessing the Harry Potter Books & their Adaptations
Michelle Butler

The generation who grew up with the Harry Potter series is now in college. This course will invite students to revisit these popular books of their childhood with an eye towards critical assessment. How do we approach books differently when we intend to evaluate them, rather than read them for entertainment? In what ways can critical reading enhance our enjoyment and appreciation of a work? Can we lose something in the transition?

The world of Harry Potter has been adapted into many other forms of media. Best known of these adaptations is of course the films, but there are also audiobooks (award-winning in their own right), videogames, board and card games, Lego sets, memes and Tumblrs, fan-made art, fan fiction, and a theme park (!). We will consider the changes that are made in adapting a story into a new medium and the impact of such changes upon the world, characters, themes, and narrative structures of the story. Indeed, the range and amount of Harry Potter adaptations has become so extensive that we will not be able to cover them all in our assigned course materials; rather, students will be encouraged to find some adaptations and report upon them to the class. Students will also be asked to propose a new adaptation.

HONR 279R- Faith and Values in Public Life
Paul Monteiro

Visits to the White House, Capitol Hill, and lobbying organizations will be arranged during the semester.

From the earliest days of our nation, the debate over the role and scope of faith in public life has marked the development of our democracy. From English settlers seeking a greater freedom to practice their faith, to social movements seeking to eradicate slavery, enact temperance laws, and advocate for gender and racial equality, born out of sincerely held values have consistently been brought into the public square. Yet few ideals have also proven as divisive as the invocation of religious beliefs when advocating for public policies that affect all quarters of our society.

In recent decades, the role of religious groups has evolved as demographic shifts have dramatically changed the religious landscape. The goal of this class is to gain knowledge about the background and contexts for issues of faith in current policy debates and develop the tools for understanding the beliefs and values of diverse faith-based public policy advocates, beliefs and values that may differ from our own.

HONR 288L- Medical Devices: Applied Ethics and Public Policy
Glenn Rahmoeller

Ethical theories provide a basis for making decisions, using logic and reason to act in our long-term interest. Applied ethics is the application of ethical theories to real life situations. In this course we will use case studies from the professor's experience as a regulatory consultant and as the former Director of the Division of Cardiovascular Devices at the FDA. We will examine how controversial decisions were made by the FDA, manufacturers, physicians, and other government organizations, and whether those decisions were ethical. We will also examine other current issues from the literature and news media. Case studies will include controversies concerning breast implants, genetic testing, allegations of scientific misconduct (the David Baltimore case), artificial hearts, transplants, and deaths due to mechanical heart valves.

Ethics provides guidance on how people should act. The relationships that exist between physicians and patients, between medical device manufacturers and physicians, and between medical device manufacturers and patients determine the rights and obligations of each group. Ethics helps us to understand the obligations that each individual has in these relationships. When we read about failures of medical devices in the news, it often appears that someone has acted unethically; the company management didn't test the device enough to assure that it was safe and effective, the public wasn't notified of the problem is often much more complex than it first appears. There is often more than one right answer depending on one's ethical perspective. Most of us will make important, controversial decisions in our lives—this course will give you a process by which to make those decisions.

Readings include:

M. Angell, *Science on Trial: The Clash of Medical Evidence and the Law in the Breast Implant Case*

C. Levine, *Taking Sides: Clashing Views on Controversial Bioethical Issues*

HONR 288N- Understanding the Global Economic Environment

Curt Grimm

The national and international macroeconomic environment is of great importance. Moreover, the global economy is highly dynamic, as witnessed by key players such as the EU, Brazil, Russia, China, and India. This course is intended to provide students with the tools necessary to intelligently interpret the national and international economic environment, including the impact of economic policies.

We will begin with a unit on the U.S. economy, using a set of cases and materials which provide a historical perspective. We start with the events of the Great Depression and the development of Keynesian views advocating a more active government role in the economy. These notions became prominent after the initial success of the Kennedy tax cut, which we explore in detail. The prevailing notion of the role of government in the economy shifted sharply with the election of Ronald Reagan, as discussed in our case on Reaganomics. We examine the strong performance of the U.S. economy in the 90s, and then proceed to the present, with cases on the subprime mortgage crisis and the economic challenges currently facing President Obama.

The second unit of the course surveys major economies throughout the world, beginning with a comparison of the economic models of Europe and the European Union. Detailed coverage is provided on the key emerging BRIC economies: Brazil, Russia, India and China. The emphasis throughout this section is on a multi-disciplinary approach, combining elements of history, culture, and political economy.

The hope is that this course will stimulate your interest in the global economy and increase your awareness of the steady stream of news and information on important developments in this area. There is no specific prerequisite for this seminar. We recognize that students come into the course with a wide range of backgrounds and interests regarding the global economic environment and will incorporate these diverse perspectives into our case discussions.

Upon completion of this course, students will be able to

- Discover the history of globalization along with the threats to today's global economy
- Learn to talk and write about global economic issues
- Assess continuing and future developments regarding the global economy

Assignments include:

- Students are expected to attend class every day and will be graded on the quality of class participation
- Each student is asked to submit in writing the answers to the study questions for all of the cases
- There will be an essay-based final exam, focusing on application of the course material to analysis of a recent news story or editorial

Readings include:

Our primary reading for the course will be a set of cases, which will include the following:

Inequality and Globalization

The Tax Cut of 1964

The Reagan Plan

The United States in 2001: Macroeconomic Policy

And the New Economy

Barack Obama and the Bush Tax Cuts

U.S. Subprime Mortgage Crisis: Policy Reactions (A)

U.S. Subprime Mortgage Crisis: Policy Reactions (B)

The Euro in Crisis: Decision Time at the European Central Bank

Mexico: Crisis and Competitiveness

Russia: Revolution and Reform

China 'Unbalanced'

India on the Move

India: The Road to Inclusive Growth

Brazil: Leading the BRICs?

The Business Environment of Nigeria

Cracking the Next Growth Market: Africa

HONR 289A- The Ecology and Evolutionary Biology of Infectious Disease

Benjamin Rosenthal

Certain ecological and evolutionary processes are especially well exemplified by organisms that induce infectious disease and by their corresponding host responses. The advent of molecular evolutionary genetics has rendered such viral, bacterial, and parasitic organisms ideal as study subjects because microbial abundance, and their relatively rapid evolutionary potential, allows us to study (and sometimes even predict) evolutionary trajectories. That should come as welcome news, given the devastation wrought by the likes of AIDS, malaria, and avian flu.

Population genetics has been termed “the auto mechanics of evolutionary biology” because it studies how standing intra-specific variation becomes converted into distinct biological lineages. We will explore its special contribution to elucidating the biology of infection. We will also adopt the complementary perspectives of molecular evolution, phylogenetics, comparative genomics, and epidemiology. Although mastery of any of these disciplines could not be achieved through such an introductory seminar, students will gain insight into the range of questions that can be posed and tested using available tools and attainable data.

The objectives of this course are threefold:

- 1) to gain an appreciation for the diverse methods available to study evolutionary and ecological processes using increasingly abundant biological data.
- 2) To understand how these methods may be applied to real problems in infectious disease.
- 3) To become more critical readers of scientific literature and more precise scientific writers.

Assignments include:

- Each week, we will explore the application of an experimental approach to one or more problems in infectious disease biology. Readings that provide a general background on the research methodology, and on the disease in question, will be coupled with original scientific papers that apply the method to the problem(s).
- Continuous, critical engagement in our weekly conversations will constitute the principal criterion for student evaluation.
- This will be apportioned into:
 - 1) A series of “reaction papers” in which each student will identify and explore questions arising from the week’s readings (together accounting for 65% of the final grade). These short writings, submitted two days prior to class, will serve as an important basis for classroom discussion.
 - 2) Active participation in the ensuing class discussions (20%)
 - 3) A final project and presentation (15%)

Readings include:

Readings will be drawn from original scientific papers, as well as selections from relevant texts:

Anderson and May, *Infectious Diseases of Humans*

HONR 289N- Physical Activity in Health and Human Performance: From Fat to Fit to Olympic Gold

Colleen Farmer

Exploring the continuum of physical activity from children to grandmothers, we first examine the issues of physical activity and obesity from a physiological, psychological, social, political and economic perspective. How have we become a nation in which XL is the new normal? We then address lifetime fitness up close and personal, developing individual aerobic and strength training plans designed to enhance quality of life as well as prevent chronic diseases such as coronary artery disease, diabetes, hypertension, hypercholesterolemia and osteoporosis. Finally, we focus on the elite athlete in pursuit of Olympic gold. Are we genetically predetermined to excel or is there an ideal combination of genes and environment? How can we utilize our understanding of elite performance to improve our own movement mechanics?

Upon completion of this course, students will be able to

- Appreciate the multifaceted nature of the problems and potential solutions inherent in increasing physical activity and decreasing obesity.
- Understand basic physiological adaptations in the cardiovascular, respiratory, musculoskeletal and metabolic systems resulting from training.
- Apply physiological concepts to the development of a personal fitness plan.
- Understand critical factors determining elite athletic performance.
- Improve a sport skill through the application of biomechanical principles utilized in elite performances.

Assignments include:

- Assessment will include an exam focusing on physiological adaptations associated with chronic exercise training
- A paper addressing either physical activity and obesity or elite performance
- The development of a personal fitness plan
- A quiz on fundamental principles of movement
- The filming and biomechanical analysis of a personal sport skill
- The course will include a laboratory component in which students apply theoretical concepts to the development of personal fitness and the improvement of a specific sport skill.

Readings include:

Claude Bouchard, Physical Activity and Obesity 2

MacArdle, Katch and Katch, Exercise Physiology: Nutrition, Energy and Human Performance

American College of Sports Medicine, Quantity and Quality of Exercise for Developing and Maintaining Cardiorespiratory, Musculoskeletal, and Neuromotor Fitness in Apparently Healthy Adults: Guidance for Prescribing Exercise

American College of Sports Medicine, Appropriate Physical Activity Intervention Strategies for Weight Loss and Prevention of Weight Regain for Adults

HONR 348J- Contemporary Social Issues

Howard Smead

This course seeks to engage students in a thoughtful, in-depth examination of critical modern social issues. We will explore issues of national and international concern—as well as problems students face in modern universities. Chief among major campus issues are affirmative action and multiculturalism. This class will examine the origins, purpose, and nature of affirmative action in hopes of assessing its effectiveness. In this same light, we will look at the origins and purposes of multiculturalism, in particular, its day-to-day application on campus. Are diversity and multiculturalism simply an acknowledgment of new social realities? Or are they the result of out-of-control left-wing political correctness?

Since *Roe vs. Wade*, abortion has become perhaps our most contentious national issue. What has been the effect of the availability of abortions on society? Is abortion a women's issue as some claim, or a moral issue as others claim?

Other topics to be considered:

What is the proper role of the federal government in assuring health care, pollution control, and work place safety? Should the welfare state be reduced, dismantled, or modified?

What are the cultural and political implications of the apparent conflict between “traditional family values,” on the one hand, and popular culture and the entertainment media, on the other?

Now that communism is dead and the Soviet Union has collapsed, should America be the world's policeman, or retreat behind its borders and let other nations fend for themselves? What should our policy be towards illegal aliens as well as those legal immigrants who lack the education, wealth, and training to contribute to society?

Assignments include:

- Students will be assigned to prepare oral presentations of the weekly topics on a rotating basis. Each student will make one or two presentations. In addition each student will be required to prepare a written essay based upon the oral presentation and two papers about other weekly topics. By the end of the semester each student will have written at least three papers and given at least one oral presentation.

Readings include:

Ellis Cose, *Rage of the Privileged Class*

Jonathan Kozol, *Savage Inequalities*

Steven Fraser, ed., *The Bell Curve Wars*

Derrick Bell, *Faces at the Bottom of the Well*

Shelby Steele, *The Content of our Character*

Robert Hughes, *The Culture of Complaint*

Paul Berman, ed., *Debating P.C.*

Andrew Hacker, *Two Nations*

HONR 359B- Alternatives to Violence
Colman McCarthy

“It is one thing to have the courage of your convictions but quite another to challenge them.”

(Friedrich Nietzsche)

All of us are called on to be peacemakers, whether in our personal or in our political lives. Yet, few have the skills or ideas to create the conditions in which peace can result. Courses in non-violence are rarely taught in schools, and non-violence is rarely used by governments as a means to settle conflicts. We seem helpless, to have no choice but reliance on fists, guns, armies, and bombs. A violent crime is committed every seventeen seconds in the U.S. The leading cause of injury among American women is being beaten at home by a man. Congress gives the Pentagon \$800 million dollars a day-\$13,000 a second-to spend on military programs.

The course offers a study of the methods, history, and practitioners of nonviolence. An objective of the course is to study nonviolence as a force for change, both among nations and among individuals faced with violence in their daily lives.

Note: Because the grade for this class is S/F only, it cannot be used to meet CORE Advanced Studies.

Readings include:

Readings will be supplied by the instructor. Grades are based on two papers. Class discussions are expected, and dissent is welcomed. One skeptic enlivens the class more than a dozen passive agreeers. Guest speakers who believe in nonviolence will participate from time to time during the semester.

HONR 359F- On the Run with Nowhere to Hide: Refugees in the 21st Century **Sarnata Reynolds**

A 1-credit workshop open to all majors, 1st year through senior year. No previous knowledge or experience required. This workshop hopes to attract students from a variety of disciplines, including social and natural sciences, engineering, and regional studies. Credit granted for HONR359F or HONR228F.

In 2015, over 60 million people had fled their homes due to ongoing conflicts in Syria, Colombia, Iraq, Myanmar, South Sudan, and the Ukraine, among other countries. Alongside them were millions of others who had fled organized criminal groups in Mexico and the “Northern Triangle”, and extreme weather events such as hurricanes, flooding, and drought in the Philippines, Pakistan, and Somalia.

The international humanitarian community is at a tipping point, with an inability to raise sufficient funds to support the needs of those displaced, and an incapacity to meet their needs in many circumstances because governments and non-state actors will not permit access to humanitarian workers to deliver food, medical care, and other lifesaving assistance.

And still, as refugees from Syria, Iraq, Eritrea, and Afghanistan attempted to secure protection in Europe in 2015, thousands died in unseaworthy boats that governmental authorities would not allow to dock. To stop the arrival of unaccompanied children after 70,000 had sought protection in the U.S. in 2014, the U.S. funded a new Mexican program to stop these children from reaching the U.S. In both cases, the underlying fear of persecution, torture, and other human rights abuses did not disappear, but contrary to their obligations under the 1951 Refugee Convention and its 1967 Protocol, Western countries made deliberate policy decisions to deny these refugees protection.

In this interactive workshop, students will focus their learning on three critical areas: (1) what is causing forced displacement in the 21st century; (2) what are the rights of those externally and internally displaced due to conflict, violence, and extreme weather events; and (3) how are countries taking up or thwarting their obligations under international law, and what gaps in protection undermine the rights of those on the run notwithstanding international law.

Through engaging in interactive exercises, multimedia presentations, and conversations with visiting experts, students will explore and evaluate states actions and avenues for more positive responses. By the end of the workshop, students will have a broad understanding of the human and humanitarian rights of those on the run, whether refugees or those internally displaced. This workshop is suited for and intended to attract students from a variety of disciplines, including social and natural sciences, engineering, and regional studies.

A Sample Week-by-Week Summary:
Week One: Workshop Overview

- Short film on a specific refugee population and the challenges faced by them in securing protection over the short and long-term
- Overview of how refugee and related laws and guidelines developed throughout the 20th Century
- Informal discussion among workshop members on interests and goals for workshop

Week Two: Forced Displacement in the 21st Century

- Wartime displacement that pushed forward the development of refugee law
- The Refugee Convention and Refugee Rights Generally
- Daryl Grisgraber: guest speaker on Syrian refugees from a regional and international perspective

Week Three: International Displacement and Shrinking Humanitarian Space

- Guiding Principles on Internal Displacement
- Political and Policy Challenges
- Dara McLeod: guest speaker on how to effectively report out on the crises facing refugees and IDPs in specific situations

Week Four: Recognizing Emerging Forms of Forced Displacement

- Organized Criminal Groups in the Americas
- Extreme Weather Events
- Guest Speaker: Documenting and pursuing positive policy developments for climate-related displacement

Week Five: Workshop Conclusion

- Small group presentations on a population forcibly displaced, opportunities for positive intervention, and challenges to meeting their needs
- Discussion

HONR 359G- Exploring Meditation
Boots Quimby

This 1-credit, S/F course will explore a variety of different forms of meditation from an experiential perspective (we will be doing meditation, not just learning about meditation), e.g. walking, writing, reading, music, yoga, mindfulness and others. Resources will come from many traditions: far eastern, native American, and Judeo-Christian. Participants will maintain a daily meditation practice throughout the semester and keep a class journal recording reflections on the experience.