

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 208P- Tolkien: A Mythmaker for Our Times

Michelle Butler

Since its publication in 1954, J.R.R. Tolkien's *Lord of the Rings* has excited and inspired readers. His publisher thought the book a work of genius but likely to lose money; instead, LOTR became one of the most popular books of its generation and has remained a favorite since. This course will consider Tolkien's masterwork first within its own context. How do Tolkien's other works, both fiction and non-fiction, reflect upon and help us better understand LOTR? How does the sociopolitical environment in which Tolkien conceived of and composed LOTR manifest within and illuminate his best known book? How/why/how much does his personal context—friends, family, life experiences—factor into his creation?

Our seminar will also consider how LOTR transcends its original context. Tolkien's stated aim for his fiction was to create a body of mythology for England, mythology of the sort he found lacking, an extensive collection of stories about gods and heroes like the northern myths. Did he succeed? How can we approach an answer? By what measure might we evaluate the question? What role does Tolkien's work play within our own context? Can we call Tolkien a mythmaker for our time?

Assignments include:

- *Participation*: Attendance and active participation are crucial to your success in the course.
- *Tweets*: At least once before and once after each class, students must post a tweet with the hashtag UMDTolkien13. More are welcome. Students should make observations about the reading for that day's course meeting, our discussion of it, respond to one another's tweets, bring our attention to relevant websites, etc
- *Research paper topic*: A 1-2 paragraph description of your research topic for your semester project. Be prepared to discuss your research topic idea in class on the day this assignment is due. Your semester research project should pose an original question about the works of Tolkien, which you then spend your independent work time for this course seeking to answer via research, careful thought, and textual analysis.
- *Annotated bibliography*: A 5-8 page annotated bibliography describing the materials used for your semester project. Include a full bibliographic citation for each item and 1-2 paragraphs giving a synopsis of the item and how the project makes use of it.
- *Poster for class research conference*: We will have an in-class research conference in which students share the results of their semester project with one another via posters.
- *Research paper (300 points)*: A 10-12 page research paper in which you present the results of your semester project. Ideally, your semester project could result in a presentation at an academic conference about Tolkien.

Readings include:

The Hobbit
The Fellowship of the Ring
The Two Towers
The Return of the King

The Silmarillion

The Monsters and the Critics and Other Essays

The Tolkien Reader

Sir Gawain and the Green Knight, Pearl, and Sir Orfeo

Beowulf selection (handout)

The Letters of JRR Tolkien Ed Humphrey Carpenter

Tolkien: A Biography Humphrey Carpenter

HONR 209G- Elements of Drawing for Non-Majors
Patrice Kehoe

This course will emphasize learning techniques and concepts of observation and representation using traditional drawing media such as a variety of pencils, vine charcoal, compressed charcoal, conte crayon, ink and wash, and a variety of paper. Subject matter includes still life, human figure, nature, the built environment, and conceptual projects. The majority of the work will take place during class, with occasional research and homework assignments. Students are encouraged to continue to develop work started in class.

HONR 209W- War Stories: Personal Narratives, Fiction, and Film
Sara Schotland

This course examines the experience of war from the perspective of the soldier, his or her family, veterans, and prisoners. We will read fictional works and personal narratives, and watch documentary films and Hollywood movies, dating from the Civil War up to and including the War in Iraq. Through these stories we will examine how soldiers cope with the challenges of war, including the “fog” of the battlefield, tests of personal courage; fear of death and injury; and post-traumatic stress disorder.

We will also examine moral questions that arise for soldiers and commanders. We will look at the challenges of war from the perspective of families “on the home front” and the difficulties that veterans face in reentry into civilian life. We will consider how the experience of war may differ for women soldiers and veterans. We will also consider the enemy’s “war stories,” including narratives that convey the experiences of German and Japanese soldiers. We will gain an appreciation of significant differences in how specific wars are portrayed given the perspective and rhetorical agenda of authors and producers.

HONR 218D- Life, The Universe, and Everything
Michael Miller

Life in the universe is a subject that spans many disciplines: astronomy, physics, chemistry, biology, and even the sociology of our reactions to the possibility of life outside the Earth. This course will go through what we know of life on Earth and its implications for the likelihood of life elsewhere, and especially intelligent life. The course will rely heavily on student interaction and participation, and will encourage creative ideas related to the many frontier subjects that this course will touch.

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

This course takes an integrative and multi-disciplinary approach to developing critical awareness and understanding of the contested meanings, ideas, and practices of sustainability and development at the individual, local, national and global levels. In exploring a variety of issues, the course will attempt to respond to some critical questions including: How have the political, economic, cultural, racial, gendered, 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 do you matter to the globe's future and how can you make a difference? Students will connect key concepts to real-world challenges, develop critical problem-solving skills, and will be encouraged to reflect on their own thinking and actions, and offer recommendations towards a sustainability strategy plan for the future.

HONR 218M- Elements of Music Composition for Non-Majors
William 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 218R- Global Revolutions: From the Declaration of Independence to the Arab Spring and Ukraine
Piotr Kosicki

In the face of an international system shaken by the Arab Spring and the Euromaidan Revolution on the one hand and global economic shocks on the other, now is an opportune time to reflect on previous cases of revolutionary upheavals that began in one geographical location and quickly “went global.” This course considers both the American and the French Revolutions in this light before proceeding into a forensic account of the many strands of global revolution entangled in the collapse of the Soviet Bloc and the Soviet Union in the years 1989-1991. In addition to the end of Communism in Europe, students will examine a failed student revolution in the People’s Republic of China, the rise of the mujahedeen in Afghanistan, the end of apartheid in South Africa, and the collapse of dictatorships in Latin America. With an eye toward its 18th-century antecedents, this course’s focus on the global transformations of the 1980s and 1990s will provide students with the analytical toolkit needed to think in global perspective about the interconnectivity of recent events in Ukraine, Iran, Syria, Turkey, and elsewhere.

Students will be assessed on their ability to develop – individually and in teams, in written and in oral expression – innovative approaches to the themes raised in the readings, films, and class discussions. The course’s final paper will require original primary-source research drawing on the wealth of DC-area resources, from the US National Archives (located in College Park) to the many NGOs, US government agencies, and foreign diplomatic posts scattered around the area.

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 218W- The Idea of Crime
John Laub

What (if anything) motivates an individual to commit acts of crime? Why is crime concentrated in a small number of communities? Why do some societies have high rates of crime and violence while others do not? What can the government do (if anything) to prevent and control crime? These questions have challenged and bedeviled social thinkers for centuries. Indeed, such big questions have no easy answers.

This course seeks to engage students in a thoughtful, in-depth examination of the idea of crime. In this course, we will explore fundamental debates about the definition of crime, its nature, its explanation, and its control. Emphasis is placed on original readings and a critical appraisal of the major theoretical paradigms. We will begin with controversies over the definition of crime and deviance. We then examine the nature of crime, including crime trends and patterns. Then we turn to different theories of crime and explore the underlying assumptions regarding human nature in the competing explanations and paradigms. For example, one major divide concerns theories that explain individual differences in crime rates versus those that explain societal or community-level differences. We will also explore the implications of criminological theory for understanding approaches to the prevention and control of crime.

Assignments include:

- Grades will be based on class participation, two reaction papers, a midterm examination, and a final paper.

Readings include:

Joseph E Jacoby (editor) *Classics of Criminology* (3rd Edition)

Gary LaFree, *Losing Legitimacy: Street Crime and the Decline of Social Institutions in America*

Jack Katz, *Seductions of Crime: Moral and Sensual Attractions of Doing Evil*

Fox Butterfield, *All God's Children: The Bosket Family and the American Tradition of Violence*

HONR 219D- On Beyond Dinosaurs: Patterns and Enigmas in Vertebrate Evolution

John Merck

Charles Darwin's discovery of evolution is the pivotal event in the history of biology. His breakthrough not only accounts for organismal changes over time, it implies that living lineages share common ancestry, forming an all-encompassing "tree of life."

Surprisingly, the detailed description of this tree has only been a primary goal of Biology for the last quarter century. This seminar is designed for students who want to explore the tree of vertebrate evolution that late 20th century research has yielded, and who are curious about the human events that led to the comparatively recent "jump starting" of evolutionary historical sciences.

The course has three goals:

- To understand the methods by which the evolutionary tree is reconstructed.
- To explore the known vertebrate tree, survey the organisms on its branches, and highlight major events in their evolutionary history.
- To identify and examine some of vertebrate evolution's persistent enigmas.

Pursuing them will take us through many evolutionary and paleontological topics. For example, the closest fossil relatives of vertebrates have a mouth, gills, and a spinal column of sorts, but nothing resembling a head. How did this featureless front end give rise to our brains, jaws, eyes, ears, and noses? In how many separate ways did vertebrate anatomy change to facilitate the momentous transition to life on land? How did their ancestors' jaw bones get transformed into part of the mammalian ear? Why do a turtle's ribs grow outside of its arms and legs? Why does an adult crocodile's heart resemble that of a human fetus? These and many more intriguing topics await.

Investigations of the history of evolutionary studies, from its pre-Darwinian beginnings to its late twentieth century explosion will center on the modern method of phylogenetic systematics, the premier technique for reconstructing evolutionary history. We will learn how it came to be and how it differs from earlier, more subjective methods. To understand how it uses anatomical or genetic information to reconstruct the evolutionary tree, students will not only study the method's theory, they will become familiar with its practice through their research projects.

The course culminates in a look beyond the vertebrate tree to ask, "So what? How is the tree of evolution useful to other areas of science?" Here, we will address such issues as the relationship between evolution and ecology—how an organism's history constrains its future evolutionary options, and between evolution and Geology—how geological data influence our interpretation of evolutionary history, and vice versa.

Seminar sessions are divided between lectures, large group discussions, or small group exercises. No prior college-level knowledge is assumed, however a basic familiarity with evolution and vertebrate diversity will be helpful. A genuine interest in animals is essential. Readings are from primary and secondary scientific literature.

Assignments include:

- The grade is based on two exams, short proof-of-concept exercises, and a research project.

HONR 219E- The Psychology of Love and Money

Ryan Curtis

Money can't buy me love. . .or can it? People value both love and money. In many respects, the way we approach love is very similar to the way we approach money. Economic methods to studying relationships, such as Interdependence Theory, are often effective at describing how relationships function. There are, however, some distinct ways that relationships diverge from economics.

This course will explore several ways that money and love intersect. We will discuss how psychology defines love and money and why we value both. We will discuss how money influences relationships. This includes topics such as courtship, interdependence, marriage, conflict, and divorce. Students explore everything from psychological theory to market analyses affected by love. Students will be encouraged to apply theory to pragmatic goals.

Assignments include:

- Research project: Choose an object/experience that may change in value based on a relationship. Create an experiment that tests whether the value changes. Create the procedure and collect the data. (For example, take a photo of a ring. Half of the participants are told that the ring belongs to an engaged woman. Half are told that the ring belongs to a woman who is recently divorced. Ask all participants to estimate the value of the ring. Compare the results.)
- Interviewing relationship partners about how they feel thinking about relationships economically
- Debating whether economic theory works to describe loving relationships
- Business Plan: Create a business plan that applies psychological theories of love to a business idea. (For example, the theory of Need to Belong tells us that people need relationships even after they dissolve. Students could create a business marketing consolation gifts for relatives of those who are recently divorced. They would include a marketing analysis and why the business would fill a niche.)

Readings include:

Furnham, A. (2014). *The new psychology of money*. Rutledge.

Miller, R. (2015). *Intimate Relationships*. (7th Ed.) McGraw-Hill.

Kelley, H., & Thibaut, J. (1978). *Interpersonal relations: A theory of interdependence*. New York: Wiley.

Baumeister, R. & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Clark, M. & Mills, J. (2012). A theory of communal (and exchange) relationships. In P. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 232-250). Thousand Oaks, CA: Sage.

Sternberg, R. J. (2006). A duplex theory of love. In R. J. Sternberg & K. Weis (Eds.), *The new psychology of love* (pp. 184-199). New Haven, CT: Yale University Press.

HONR 219F- Heroes and Villains in American Film

Susan Pramschufer

Stories detailing a hero's epic journey and a villain's ultimate undoing, most often at the hands of the hero, make a persistent appearance in popular American films. From the heroic cowboy, whose brave but isolated character is frequently found in classic John Ford westerns, to today's ever-popular comic book movie superheroes, these traditionally white, heterosexual, and able-bodied men work to bring "order" to society, often by defeating a perceived enemy who will not or cannot fit into that "order."

In this course, we will examine the complex, changing, and ever-present representations of heroes and villains in American film. Beginning with a foundational understanding of how heroes and, conversely, villains have been defined through classic Hollywood film, we will explore how these definitions have shifted throughout the 20th and 21st century in various narrative genres, including westerns, war films, film noir, fantasy, science fiction, and, of course, superhero movies. In particular, we will be focusing on how the hero and villain maintain or disrupt specific cultural ideologies concerning race/ethnicity, gender, sexuality, and ability. This course will examine how these various ideologies have evolved throughout the 20th and 21st century, impacting the ways in which heroes and villains are both represented in American film and perceived by diverse audiences. Finally, we will examine our own complicated and sometimes troubling identification with these heroes, even when they might stand in stark contrast to our cultural values and identities.

Through the close study of this popular medium and a range of scholarly texts concerned with film and cultural studies, students will develop critical viewing/reading and analytical skills, interrogate dominant ideologies and formulate their own arguments about what the various manifestations of heroes and villains in film reveal about American culture. Students will learn how genre studies, feminist and psychoanalytic film theories (among others), film history, and even an understanding of a film's production and audience may be used to explore the relationship between film and culture. Upon completion of this course, students will be able to critically analyze films using terminology appropriate to the field of study and understand many of the ways in which American film speaks to and about our diverse society.

HONR 219M- Why Do We Do What We Do? The Role of Motivation in People's Achievements and Choices

Allan Wigfield

“The starting point of all achievement is desire.” –Napoleon Hill

Motivation is what causes us to act. The word “motivation” itself comes from the Latin word “movere”, which means “to move”. But of what does motivation itself consist? Is it a biologically based drive or need? Does it arise primarily from the rewards and punishments we receive? Or does it stem from our inner curiosities and desire to be competent?

Further, motivation is something that is part of the person, but it also is greatly influenced by one's environment, and the people in it. How do our parents shape our motivation to approach different activities? How about teachers in school? These (and other) socializers greatly impact our motivation to do different activities.

HONR 219M will help students understand the nature and development of individuals' motivation for different activities, with a focus on achievement motivation, or motivation when standards of excellence are involved. Four basic questions will be addressed in the course:

1. How do psychologists, sociologists, and educators define motivation currently and what are the major current theoretical models of motivation?
2. How does our motivation change from early childhood to early adulthood?
3. What factors (e.g., environmental, relational, cultural, gender) influence the development of motivation?
4. How has motivation been studied by researchers?

In the first part of the course (lasting for the first eight or so weeks) we will examine and critique major theories of motivation primarily from the developmental and educational psychology literatures. We then will discuss the development of motivation in the home and school. We finish with a discussion of gender, culture, and motivation.

Assignments include:

- Your grade in the course will be determined by three short papers and a longer term paper, a presentation, and your participation in class.

Readings include:

The book for the class is Daniel Pink's *Drive*, a popular press book that focuses on how views of motivation have changed from a focus on rewards and punishments to a focus on internal processes around having autonomy over what we do, feeling capable of accomplishing different things, and valuing them. In addition we will read and discuss a variety of articles reviewing the literature on a particular topic in the motivation field, or presenting an original empirical study.

HONR 219T- Surviving Natural Disasters

Lewis Link

The United States as well as nations throughout the world increasingly face the threat of significant natural disasters that include hurricanes, floods, earthquakes, tsunamis, and fires. Hurricane Katrina clearly identified the massive consequences of a failure to adequately prepare for a natural disaster – over a thousand deaths and \$100 billion in damages. Society has developed structural (engineering) and nonstructural methods of mitigating the losses from natural disasters but for a variety of reasons has not successfully implemented such strategies. Climate variability, competing local and national priorities, short term political actions and long term needs and policies that lack flexibility all complicate the process. New science and technology, advancing methods for systems approaches, both in the political and engineering domains, and the emergence of new risk assessment methodologies offer pathways to solutions.

The course will examine the nature of natural hazards faced in the United States and in other countries, the risks involved with these hazards, the strategies and tools that might be employed to deal with them, and the challenges faced by engineers, scientists and public policy personnel in developing and carrying out mitigation strategies. The first part of the course will look at each of the natural disaster types, their causes and our ability to deal with these disasters. We will examine what went wrong during Hurricane Katrina and what general lessons can be learned from that experience. Based on our look at the common elements found among disasters, we will develop a framework to examine specific events. Throughout the course, we will collectively dig into a wide variety of recent natural disasters and their consequences and attempt to determine what could have been done to reduce the impact of these disasters.

Assignments include:

- Student grades will be based on 1) a midterm exam covering the general background information on the first part of the course, 2) short presentations by students on their examination of recent natural disasters, 3) classroom participation, and 4) a final paper analyzing a selected natural disaster that will include recommendations to decision-makers for actions that might be taken to prevent recurrence of the significant impacts of the selected disaster

Readings include:

Readings will be taken from contemporary documents concerning natural disasters including federal and state after action reports, media coverage of disaster events, and thought pieces from individuals currently involved with the natural disaster field.

HONR 219Z- Apocalypse Then and Now

John Carlson

“The end is near!” The image of a bearded old man holding a placard announcing some unspecified impending doom is a well-known cultural icon. But, what sort of “end” is being prophesied by whom, and when? Surely we are living in perilous times, but then, humans have always experienced the world as fraught with danger. Thinking about the ends of things is demonstrably a universal element of the human condition. In Western theology and philosophy this appears as the study of Eschatology. We may recall the Y2K threat and the anticipation and arrival of the third millennium in the year 2000 (actually at the end of A.D. 2000 according to the Gregorian calendar) when some “millenarians” predicted the advent Armageddon and of the Biblical Apocalypse. In fact, the word “apocalypse” derives from the Greek for “a revelation” or “an unveiling” in the context of the unknown future of the world.

“Apocalypticism” is now a recognized field of scholarship. One essential purpose of this Honors Seminar will be to explore, with interdisciplinary research methodologies, some quite ancient eschatological and apocalyptic traditions that continue as powerful forces in present times. According to current polls, more than half of the adult population in the United States believes that they may live to see the end of days as envisioned in biblical prophecy. Equally serious concerns about the future are abundantly present in living non-Western traditions. For example, December 21st, A.D. 2012, our Winter Solstice, really does mark the completion of the great 5,125-year Maya “Long Count” cycle; evidence is recorded in their surviving books, on painted vessels, and carved stone monuments. Current exponential growth in 2012-related manifestations of Western popular culture, with world-wide distribution and influence, evidence an anticipation of a so-called “Maya Apocalypse.” New Age and “Mayanism” movements, some of them emerging from the contemporary psychedelic drug sub-culture, drawing on both the Western Judeo-Christian and Esoteric traditions, are spawning new cults and counter-culture world-views with as many visions of wonderful, transcendental, enlightened futures as there are dire prophecies of catastrophic annihilation.

The teacher is a Senior Lecturer in the Honors College with thirty years of experience. An extra-galactic radio astronomer by training Dr. Carlson is also an archaeologist with expertise in Mesoamerican cultures and a specialization in Native American Astronomy and Calendars. Among his current research interests is this Maya calendar “2012 Phenomenon” in all of its aspects, and special attention will be given to understanding the history and meaning of this impending socio-cultural event. Therefore, while exploring specific topics in the humanities, arts, and social sciences for the cultural sources of contemporary eschatologies, another essential goal of the seminar will be to investigate and evaluate the biological, geological, astronomical, and cosmological factors that contribute to multi-cultural traditions of eschatology as well as to our own personal views of possible “end times.” The Earth is a dynamic, tectonic, evolving planet in a Solar System exposed to cosmic threats, such as solar flares, comets, and asteroids, including a neighboring galaxy (M31, in Andromeda) on a collision course with our Milky Way, which, in turn, is but one speck in an, as yet, unpredictably changing Big Bang Universe.

In this seminar, we will be exploring issues such as these together to assess their impact on our lives and those of our ancestors as well as our descendants. But as Douglas Adams' *Hitchhiker's Guide to the Galaxy* says right on the cover, "DON'T PANIC." Come along for the intellectual adventure because, as you will see, the study of the ends justifies the means.

Upon completion of this course, students will be able to

- Take an interdisciplinary studies approach to world apocalyptic traditions with one specific focus on the rapidly expanding global "2012" cultural phenomenon that is manifesting itself in the arts, music, and other aspects of worldwide popular culture, as well as in academic Maya studies.
- Think about and evaluate questions about the ends of things that draw from diverse cultural sources in the arts, humanities, and the physical and social sciences.
- Recognize the essential differences between unsubstantiated claims and speculations, often disguised as scientific research and scholarship, from genuine scholarship.
- Work with multidisciplinary primary source material from academic fields as diverse as comparative religion to modern physical cosmology.
- Think critically in evaluating the views and arguments of scientific and scholarly researchers in contrast with those of "fringe" and pseudo-scientific writers and "journalists" in the tabloid press and web-based media such as blogs. Gaining a familiarity with the use of web-based resources for this process will be key.
- Recognize the essential processes of "syncretism": the blending, accommodating, and integration of old with new religious and cultural traditions to make them one's own creation. Specifically, "new age," non-"Western," and esoteric eschatologies and apocalyptic views are coming together to generate new cults with their own unique expressions in the arts, music, literature, architecture, and societies.
- Investigate and appreciate at least one living non-Western apocalyptic or prophetic tradition and compare it with his or her own, or with one that is more familiar to the student. The seminar will have a strong focus on the cultures of Native America {e.g., Maya, Central Mexican (Aztec) and Southwestern Pueblo (e.g., Hopi, Navajo)} and the Indian Subcontinent {Hindu/Veddic, Buddhist, and Tibetan (Bon)}, but the student may choose an example from any contemporary world indigenous tradition.

Assignments include:

- Each student will be required to write a substantial research paper covering one topic in depth or several relevant topics in comparison. A wide range of choices will be offered depending on the student's background and personal interests. Choices might range from studies of actual historical and contemporary events and threats (the medieval Black Death; "cold war" and terrorist nuclear threats; droughts, famines, and impending ecological and environmental threats); to literary accounts of the ends of things (the biblical Genesis Flood; the Book of Revelation); and to science fiction novels and films that have dealt with the possibility of alien invasion, such as H.G. Wells' *War of the Worlds*, to name a few.
- Not all Apocalyptic traditions predict dire events, so equal time will be given to the "Dawning of the Age of Aquarius" or the advent of "The New Jerusalem" and other utopian scenarios. Stephen Spielberg's "Close Encounters of the Third Kind" or "E.T.:

The Extraterrestrial” are examples of more benign revelations. Shorter written and oral assignments reviewing and assessing such historical works in world art (including music, cinema, and the fine arts) and literature in the context of people’s belief systems will be given.

- Class participation with presentations, discussions, and debates will be an essential part of this seminar experience.
- Short exams and quizzes will play a lesser role in assessing student performance.
- Field Trip to the American Visionary Art Museum in Baltimore, Inner Harbor, is likely. See: <http://www.avam.org/>

Readings include:

Cohn, Norman: *Cosmos, Chaos, and the World to Come: The Ancient Roots of Apocalyptic Faith (2nd edition)*. Yale University Press, 2001, Soft cover. ISBN-13: 978-0300090888

Van Stone, Mark: *2012 – Science and Prophecy of the Ancient Maya*. Tlacaoel Press, 2010, Soft cover.

Weber, Eugen: *Apocalypses: Prophecies, Cults, and the Millennial Beliefs through the Ages*. Harvard University Press, 2000, Soft cover. ISBN-13 978-0674003958

SCIENTIFIC AMERICAN Sept. 2010: Special Issue: “The End. Or is it?”

Manley, Roger, et al.: *The End is Near! Visions of Apocalypse, Millennium, and Utopia*. [Works from the American Visionary Art Museum, Baltimore.] Dilettante Press, NY. 1998

BIBLE (selections): The Book of Revelation (at least two editions, with commentary). Assignments linked to WEB-based sources.

Viewings include:

Movies and Videos: (with an extensive list, hundreds, to choose from)

Ingmar Bergman’s “Seventh Seal” (1957)

“Apocalypse!: The Story of the Book of Revelation” (2 hrs.) Frontline – PBS

H. G. Wells’ “War of the Worlds” [Several versions (1953; 2005)]

“Incidents of Travel in Chichen Itza” (1997) Jeffrey Himpepe & Quetzil Castaneda

“Armageddon” (1998)

Several documentaries and pseudo-documentaries, e.g.:

“Decoding the Past: Doomsday 2012: The End of Days” History Channel.

“2012: Science or Superstition”

HONR 228J- The Caribbean Amidst the Global: Interrogating Issues of Pirates and Piracy
Dorith Grant-Wisdom

This course attempts a general but intensive examination of the Caribbean by focusing on issues of pirates/piracy to engender an historical, economic, political, social and cultural understanding of the region in the context of global forces and change. It seeks to separate myth from reality by investigating why piracy emerged and flourished in the Caribbean from the sixteenth to the eighteenth century; and to critically explore alternative ways in which one can (re)configure who is a pirate and what constitutes piracy, especially within the unfolding dynamics of neo-liberalism and globalization in today's world. The motives and the nature of the reality of piracy will be explored by taking an inter-disciplinary approach and employing integrating themes of class, race, gender, culture, etc. These interconnected frameworks will allow insight into the complex context from which the vital and varied nature of the region has emerged, illuminating the multiple economic, social, political and cultural patterns and challenges in the region.

HONR 228V- Warfare and Society in Greece, Rome, and Byzantium

Denis Sullivan

This course examines the interactions between warfare and society in the ancient Mediterranean from early Greece as described in the Homeric poems to the collapse of the Roman Empire in the West (late fifth century CE), with some additional examples from medieval Byzantium. There are two primary foci: (1) evolution in the strategies, tactics, weapons, and the persons who fought wars, and (2) how these changes influenced and were influenced by wider political and social institutions, including ethical views of war and the role of non-combatants. We will then use this examination to consider the often advanced argument that the ancient Greeks particularly accepted war as a natural fact about which nothing could be done.

The primary readings will be from Greek and Roman authors in translation (including Homer, Herodotus, Thucydides, Arrian, Livy, Tacitus and Ammianus Marcellinus), as well as from the work of various modern scholars primarily available in online journals. We will also use chapters from the recently published *Cambridge History of Greek and Roman Warfare* (2008). The evidence of archaeology and material culture will also be considered.

Assignments include:

- Each class member will make three 10-minute presentations of an assigned reading and lead a subsequent 10 minute class discussion of the topic (each 10% of the final grade)
- Two 5-6 page analysis essays. These will involve selecting at least four readings (two from an ancient source and two from modern scholars) on the same or related topic, accurately analyzing the readings, and then integrating the material into a cohesive conclusion. (each 15% of final grade)
- Final Project -A paper of 20 pages, similar to the essays, but with more extensive use of sources, and greater depth of evidence and analysis (40% of the final grade)

Readings include:

The Origins of Western Warfare: Militarism and Morality in the Ancient World by Doayne Dawson (Westview Press, 1996)

HONR 229A- Taking Action in a Hungry, Hot, and Crowded World

Kathleen Mogelgaard

This is a 1-credit, 5-week Honors workshop (January 25 – February 22), and is open to all majors and class years. No previous knowledge or experience is required, only a desire to learn about our global world and how each of us can contribute to positive change. Credit granted for HONR229A or HONR269G.

Globally, nearly 1 billion people go to bed hungry each night. Agricultural systems and human communities face growing threats from rising temperatures and increasingly unpredictable weather patterns. Meanwhile, the world's population is projected to add another 2-3 billion people by mid-century, further straining political and ecological systems. In a time of staggering global challenges like these, how can individuals contribute to meaningful and lasting solutions?

In this interactive workshop, students will learn about three global trends—food security, climate change, and population growth—that are key to shaping society, human welfare, and environmental sustainability in the 21st century. Through engaging in interactive exercises, multimedia presentations, and conversations with visiting experts, students will explore and evaluate actions that can contribute to positive change, including individual behavioral changes, educational efforts, policy advocacy, and technology development. Small group discussions will be a central component of each workshop meetings, allowing students to share their ideas and learn from each other's experiences.

By the end of the workshop, students will have a broad understanding of key sustainable development challenges, an appreciation of the urgency for action, and an understanding of the diverse opportunities to create change. This workshop is suited for and intended to attract students from a variety of disciplines, including social and natural sciences, engineering, and regional studies.

HONR 2290- Ancient Rome in Historical Fiction: Narratives, Sources, and Screen Adaptations
Judith Hallett

In this seminar, we will study the *I, Claudius* BBC series, and compare this 1976 "small screen" cinematic treatment to Robert Graves' novels on which it was based—*I, Claudius* and *Claudius the God*—as well as to the ancient primary sources on which Graves mainly relied: Tacitus' *Annals*, Suetonius' *Lives of the Twelve Caesars*, and the histories of Cassius Dio. In considering how Graves' representation of Claudius compares to that of ancient authors, and how the BBC adaptation of Graves compares to that of both Graves and our ancient primary sources, we will focus on Claudius' ancient and modern medical image as a physically and mentally challenged individual, on his role as a member of the Julio-Claudian dynasty, and on the impact of his story on two twentieth century audiences, that of Graves in the 1930's and that of the BBC-TV series in the 1970's. This course will include three short papers and a final group project.

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 238G- The Manhattan Project: A Century of Radioactivity, Nuclear Weapons, and Nuclear Power
William Walters

Ernest Rutherford's discovery of the nature of the atom in 1911 came at the mid-point (1896-1926) in a revolution of ideas about the nature of matter that has led to a fundamental change on many aspects of life. In this course, the development of these ideas will be traced with special emphasis on the construction of nuclear fission and fusion devices [Atomic and Hydrogen Bombs]. The successful development of nuclear power from fission and the disappointment in deriving power from fusion will be studied, along with discussions of risks associated with these devices.

HONR 238K- Infectious Ideas: Health and Disease in Modern America

Chantel Rodriguez

Over the course of the 20th and 21st centuries, infectious ideas about health and disease profoundly shaped American life. This course introduces students to a variety of health-related topics such as: the impact of infectious disease; the quest for public health; the development of medical knowledge and technology; the position of medicine in society; bioethics; and the place of doctors and alternative practitioners. We will explore how American society's relationship to health and the body changed over time; and how medical knowledge and technological advancements contributed to this understanding. This will be an opportunity to learn how the pursuit of knowledge about disease causation, medicine, and technology generates a host of ethical questions related to human experimentation, organ transplantation, quality of life (healthcare), life support, vaccination, reproductive rights, euthanasia, and eugenics, among others. The material covered in this course, therefore, has far-reaching implications for our lives beyond the classroom.

Students will be assessed on their understanding of the readings and films, thoughtful contributions to daily discussions, and critical analysis in writing assignments. Throughout the course, students will engage in team-oriented and individual research, hone writing and oral presentation skills, and practice analytical thinking skills in daily discussions.

Assignments include:

- Tentative class assignments include: class participation, food journal, disease presentation, primary source analysis (1-2 pages), two think pieces (2-3 pages), and a final paper (5-6 pages).

HONR 238N- Public Health and Contemporary Health Issues: “Saving Lives Millions at a Time”

Kerry Green

Are energy drinks dangerous? Should HIV screening be mandated for college entry? How likely is gun violence on a university campus? Every day, we are presented with new public health considerations and study findings. However, it can be challenging to understand the significance of public health findings presented by the media without a basic understanding of public health methods and its scientific foundation. Through the in-depth exploration of three health topics, students will gain insight into the public health approach to better understand its purpose and methodology.

This topically oriented class will introduce students to the basic principles of epidemiology, the science of public health, to allow them to be better consumers of public health findings presented in the popular media. We will focus primarily on three health problems to serve as examples of major health problems confronting the United States. We will study these problems in depth in order to gain an understanding of disease prevention, identification, and transmission. This semester, we will focus on one infectious disease (HIV) and two health behaviors (substance use and violence). We will read popular press articles on these health topics, as well as nonfiction case studies. Course enrichments include guest lectures and field trips, such as a visit to Sexually Transmitted Infection Community Coalition of Metropolitan Washington, DC (STICC) or Metro Teen AIDs Real Talk Testing Van, as well as one or more guest lecturers from leading experts and community health workers in substance use, HIV, and violence prevention.

Upon completion of this course, students will be able to

- critically examine public health study findings presented in the media
- gain foundational knowledge of epidemiology to allow them to be better consumers of public health study findings
- Enhance teamwork, critical thinking, writing, and oral presentation skills

Assignments include:

- weekly reactions papers, student presentations on health topics in the news, in-class activities, and a final research paper

Readings include:

Excerpts from *Saving Lives a Million at a Time*; *The Hot Zone* by Richard Preston; popular press coverage of major health topics; nonfiction case studies of public health problems; and government publications on substance use, HIV, and violence.

HONR 238Q- Nuclear Waste: The Other Consequence 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.

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 238V- Professionally Essential: Analysis & Visualization Skills in the Era of Big Data

Patrick Killion

The big data paradigm describes a world in which nearly every facet of our lives: commerce, entertainment, education, transportation, social interaction, health care and primary research generates large datasets that are fruitful but challenging to mine for insight. Challenges include the volume of data both historically produced and generated on a daily basis, the speed at which new data is being created as well as the intrinsic complexity, inconsistency and veracity of data captured. Powerful insights, however, are possible if individuals have the skills and training to work with large and complex datasets.

Leveraging big data requires individuals in every sector of tomorrow's professional organizations including information technology, engineering, finance, marketing, procurement and operations to have understanding and technical capacity in the manipulation, analysis and visualization of increasingly large datasets. Businesses in all industries are challenged to recruit professionals capable of both working with emerging technologies and interpreting data to infer meaningful insights.

In this *Scholarship in Practice* seminar, students will investigate a research, business or policy interest of their choosing. The semester-long investigation will include the search for, location, acquisition, analysis and visualization of both primary literature and large datasets. The course assumes that students have no prior experience working with large-scale data, programming or producing advanced visualizations of data. In this manner, students of all backgrounds and majors should consider this course an opportunity to become a future professional ready, capable and hireable to tackle big-data challenges. By the end of the semester all students will have an appreciation for the cultural pervasiveness of big-data challenges and will have developed extensive capacities with primary literature, large-scale datasets and 4th generation computational toolsets.

Readings include:

The course will also use: *The Signal and the Noise* by Nate Silver (previous UMD first-year book). This book provides significant perspectives on the challenges and pitfalls of human-mediated data inference. The professor has 40+ copies of this book that can be distributed to students.

Reading also include both primary and journalistic literature meant to provide perspectives and insight on the breadth and depth of big data challenges.

HONR 238Z- Gladiators and Caesars: The Archaeology of Roman Spectacle
Maryl Gensheimer

Roman buildings intended for mass entertainment – the amphitheater, bath, circus, stadium, theater, and so forth – constitute a distinct class of public architecture found ubiquitously across the ancient Roman Empire, from modern Britain to Syria. This course will explore these and related monuments to understand how and why spectacle entertainments were fundamental to Roman daily life. Each “type” of entertainment will be studied in turn. We will consider first the art, architectural, and archaeological evidence, and then reconstruct the manner in which these buildings were used with the help of various literary sources in English translation. Where relevant, we will also discuss the late antique history of a particular type of entertainment – bathing and chariot racing, for instance, continued for centuries at Constantinople, even after gladiatorial games had faded into obsolescence.

The course format consists of lectures accompanied by PowerPoint presentations of related images; lectures are then complemented by class discussions. On Tuesdays, I will lecture on broad content areas. On Thursdays, we will discuss assigned readings related to specific monuments, works of art, or overall themes of the class. This course encourages students to engage artworks and monuments through careful observation and thoughtful visual analysis. Writing and critical reading, therefore, are crucial components of this class.

HONR 239A- Constructing and De-Constructing the Colonial Chesapeake

Dennis Pogue

The Chesapeake Bay region during the colonial era — comprised of the colonies of Maryland and Virginia — has been one of the most fertile fields of early American scholarship. Incorporating the first permanent English settlements in the New World, the evolving Chesapeake society was marked by a cultural richness borne of the mixture of Native American, African, and English peoples. The society and culture that resulted had a prominent place in the development of the emerging American nation, and thus has particular relevance to today's world.

The work of scholars from a range of related disciplines — historians, archaeologists, architectural historians, museum curators, and other material culture specialists — have joined forces to gather evidence from a variety of sources to bring to bear in studying this time and place. Students will have the opportunity to adopt those roles in gathering, manipulating, and interpreting primary data — both on-site and online — to address a number of issues related to the development of Chesapeake culture and society

Assignments include:

- Attendance and participation in class discussions
- Leading class discussion on a selected topic
- Four short exercises in gathering and analyzing primary data
- A capstone project and presentation to the seminar, in collaboration with one or more classmates, on a research question of your choice that will be an extension of classroom work.

Readings include:

Students will read a variety of secondary sources written by specialists in the study of the Colonial Chesapeake; online resources will include a number of recently compiled data bases of primary evidence comprising: early Chesapeake buildings, enslaved African-American housing, archaeological collections, and primary documents

Viewings include:

Field trips to colonial Chesapeake buildings and sites in the area; Bostwick house, the mid-18th-century home of the prominent Lowndes family, which is located in nearby Bladensburg, will serve as an ongoing laboratory for investigating topics related to Chesapeake architecture and cultural dynamics.

HONR 239C- The Creative Process in Dance
Heidi Sopoci Drake

Exploration of the creative process in dance, focusing on modern/contemporary dance; engagement with the visual and kinetic nature of the art form; study of different approaches to inspiration, experimentation, research, content, movement vocabulary, and structure; exploration of the collaborative/interactive nature of the process.

HONR 239V- Introduction to Visual Storytelling
Timothy Jacobsen

This course is for non-Journalism majors only.

Students who enroll in this course will be invited to challenge themselves creatively on a visual communication level. The world we live in is becoming more and more loaded with visual stimuli. Everyone is taking photos. Everyone is shooting video clips. Everyone is uploaded and retweeting. Whether it be Facebook pop up advertisements, Instagram photos, Vine videos, selfies or video shorts, visual communication takes up a big part of our lives. A grand majority of that visual imagery is not so great. How do you make your imagery stand out?

Through the introduction to a series of key visual techniques, documentary skills, compositional tools and with the use of a powerful software suite, students will learn how to shoot, edit, display and tell simple to complex stories through the use of still photos and video clips.

The semester will be broken into two equal parts. The first half of the semester will deal with still photography, one the most powerful forms of communication. Weekly assignments and in class exercises will center on instilling good visual skills. You will learn how to find great images instead of snap photos. Tried and true compositional technics will be taught alongside sound documentary and ethical skills. Students will work consistently with the latest version of Adobe Photoshop, the industry standard for photo editing and digital manipulation.

HONR 248T- The Harlem Renaissance: Art, Literature, Classic Blues
Renee Ater

This course broadly looks at the Harlem Renaissance, the black cultural movement on the 1920s, as an essential component in the study of the culture and experience of African Americans in the United States. Students are introduced to the historical background of the Harlem Renaissance; the defining anthology of the movement, *The New Negro*; and the art, literature, and classic blues of the period. HONR248T focuses on such women and men as Jessie Fauset, Alain Locke, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Angelina Weld Grimké, Meta Warrick Fuller, Aaron Douglas, Gertrude “Ma” Rainey, and Bessie Smith. We will explore the tensions between the elite and “high” art aspirations of its organizers and the reality of black existence during the period through the form of the “low” art of classic blues. Some questions we will consider: What is the meaning of “renaissance”? How do race, gender and sexual dynamics shape our understanding of the movement? By what standards can we measure the “success” of the Harlem Renaissance?

Teaching is in the form of lectures accompanied by PowerPoint presentations and class discussions. Class discussions take the form of large group discussions, small group break-out sections, and one-to-one peer interactions. The class also involves in-class writing assignments to engage students’ critical thinking and analysis skills. We will also view videos as deemed appropriate.

HONR 248Z- Twitting #PoliticalCrises: Social Media, Big Data, and the Politics of Conflict

Ernesto Calvo

First, it was the Arab Spring. Soon after, *#BlackLivesMatter*, *#Ferguson*, *#Ayotzinapa*, and *#Nisman*. In the last five years, political conflict has migrated from the streets and into the blogosphere. As social media grows in importance, so does the time and resources that are invested by political parties, political entrepreneurs, social organizations, and lobbyist. The management of politics, and conflict, requires today the dissemination of political narratives among a growing virtual constituency that acquires information through social networks rather than through printed media or in their local communities.

As the importance of social media grows, so do the technical demands that are required to capture data, process information, and reach sensible political conclusions. This seminar, at the intersection of computer science and political science, seeks to provide students with the technical skills to work with social media data as well as the knowledge to interpret relevant information.

The proposed seminar will teach students how to download tweets, create workable datasets, plot social networks, detect communities of users, and identify relevant political discourses. The goal is to ensure that students will be able to both run their own big data analyses and understand the political messages that are being produced by different communities.

Types of Assignments: Students will form work teams to solve practical problems in the collection of social networks' data. They will use this data to describe political events on real time. Finally, they will produce reports on political events and describe how the tools they develop improve on our understanding of *#politicalcrises*. Likely assignments are included below (exact assignments will be listed on the course syllabus).

Assignments include:

- Connecting to the Twitter API and collecting data.
- Formatting social media data to facilitate big data analyses.
- Creating network representations (igraph) of their data.
- Detecting communities of users and describing their positions in the network.
- Analyzing Tweets and reporting on their dissemination among communities of users.
- Producing technical and political reports using social media data.

HONR 258A- Renewing the Body: The Science Behind Regeneration and Immortality

Alexandra Bely

Many animals have the ability to regrow extensive portions of their bodies, either when these body parts are damaged or lost or simply as a natural process of body maintenance. Other animals, including our own species, have very limited natural abilities to do so and can suffer severe consequences when the body is damaged. Dramatic advances are being made in understanding how animal regeneration occurs and the related phenomena of body rejuvenation and immortality. Many of these advances are medically relevant, forming the basis of new approaches for treating and overcoming human disease and injury, and are thus increasingly likely to affect our own personal health and well-being.

In this seminar, students will learn about the science behind regeneration and immortality in animals through readings, discussion, and small group projects. We will cover a number of important scientific advances in our understanding of regeneration and immortality, how these are reported in the popular media, and the medical implications of these advances. Students will read and discuss popular news articles, scientific reviews, funding summaries, and primary literature to better understand the science behind these advances and work in small groups to investigate advances of particular interest to them. Through this seminar, students will gain an understanding of the kinds of biological processes that can confer natural abilities to renew the body, become knowledgeable about recent breakthroughs in regeneration biology, better understand how scientific advances can translate into medically relevant advances, and become more discriminating readers of science reports in the popular media.

Assignments include:

- Short write-ups based on readings in which students comment on key findings from articles, identify questions or points needing clarification, reflect on implications of scientific advances, and suggest future work (to practice reading and thinking critically about science and science reports in the news)
- Written comparison of several popular news stories covering the same scientific article (to better understand the role and influence of news media in conveying science to the general public)
- Writing about a recent advance in regeneration biology in the style of a popular science article (to practice writing for the general public)
- Presentation to the class on a recent breakthrough in regeneration biology (to practice public speaking)
- In-class mock grant panel and selection of articles to be picked up by the news (to practice group decision making)
- Small-group work relating to a major finding in regeneration biology, including the funding behind the research, the relevant science, the portrayal of the work in the popular media, and the medical implications of the results (to practice collaborative work and division of labor; to better understand the sequence of events that leads to medically relevant advances)

Readings include:

Articles in the popular science media about scientific advances regarding regeneration and immortality (e.g., Washington Post, New York Times, Science News, Medical News Today)

Original primary articles and scientific literature reviews behind popular media stories

Abstracts of funded research (e.g., NIH, NSF)

HONR 258D- Stage, Screen, and Life: A Cultural History of Drag

Catherine Schuler

What does “drag” conjure in your imagination? What about “cross-dressing,” “dandyism,” “transvestism,” “glamor drag,” “drag king,” “drag queen,” “boy actress,” “transsexual,” “FTM,” MTF,” “genderqueer, and “gender dysphoria?” Do you know someone who fits one or more of these categories? Do you picture certain celebrities? Have you been to a drag club (kings or queens) or seen films that depict drag? Have you seen a cross-dressed production of *Hamlet* or *Oedipus*?

Many of us associate “drag” with gender, sex, and sexual orientation, but have you also considered race, ethnicity, and class as sites of drag performance? If you’ve seen/read/done/considered any of these, were you shocked and dismayed? Intrigued? Did you have questions? If so, let’s explore them together.

Objectives:

- To become familiar with the historical roots of drag
- To examine, and therefore better understand, relationships between theatrical drag and performance of gender in everyday life
- Through books, articles, films, live performances, and an embodied experience of drag, to gain a fuller understanding and appreciation of the idea of “identity continuum”
- To explore relationships between and among gender, race, ethnicity, and class as they manifest in drag performance

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 259G- Fairness, Inequality, and Democracy

Allan Drazen

Everyone would like (or says they would like) to be treated “fairly” and “equally”. Everyone gets upset by what they view as unfairness to themselves; most of us get disturbed by unfairness to others. Most everyone would like to make outcomes fairer, but probably mean different things by this. Most everyone has ideas about what actions and policies promote fairness, but these ideas are usually either biased or not grounded in careful analysis of what will actually work.

The purpose of the course is to enable students to formulate and explain concrete, well-reasoned ideas on how to make economic and political systems more fair and equitable.

To achieve this purpose, the course will begin by investigating in detail basic concepts of selfishness, fairness, and justice and consider the implications of individual behavior for aggregate outcomes from a rigorous economic and political perspective. We then consider what the “right amount” of fairness is and its implications for how a society runs. Next we move from abstract concepts to more practical economic and political applications. We first look at distribution under the market system – how it works and how it “fails”. We then consider the facts of inequality in the U.S and in other countries. Is rising economic inequality inevitable? Where do current trends come from and what do they imply? We then look at political inequality and how it is related to economic inequality. We study the basics of the democratic system in theory and in practice. On the basis of the investigation of economic and political fairness and equality in practice, we ask how a good level of fairness may be achieved. Students will be asked to design alternative political and economic systems to achieve what they think is the right level of fairness. Having considered the right amount of fairness and how it might be achieved, we investigate why societies do not (or perhaps do) achieve it.

HONR 259P- Jane Austen
Ingrid Satelmajer

What does it mean to be a “Janeite”? To collect “Austeniana”? To be part of the “cult” of Jane Austen? This course will offer a thorough consideration of Jane Austen’s novels as well as of “Jane Austen” as a cultural event. We are surrounded by on-screen adaptations of Austen’s novels; books and movies concerned with her life, the lives of her fans, and the off-page lives of her characters; and recent send-up novels such as *Pride and Prejudice and Zombies*. If, as Joseph Grigely has suggested, we might link the vibrancy and relevance of an artistic product to its permutations, Jane Austen’s novels-and “Jane Austen”-are alive and well. But why?

We will read Austen’s six major novels: *Sense and Sensibility*, *Northanger Abbey*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*. Our reading of the novels will take into account historical and cultural information about eighteenth-and nineteenth-century Great Britain; our closing examination of current popular responses to Austen will allow us to consider differences and similarities in, e.g., twentieth- and twenty-first-century gender roles, empire building, class-based concerns, etiquette, and entertainment. Course assignments include: daily work, a short analytical paper, a final presentation, and a final analytical and research paper.

Readings include:

Sense and Sensibility

Northanger Abbey

Pride and Prejudice

Mansfield Park

Emma

Persuasion

HONR 268Z- Catastrophic Animal and Human Disease Outbreaks: What Else Can We Do To Prevent Them?

Nathaniel Tablante

Disease outbreaks, whether in animals or humans, do not occur every day. However, when they do, their impact can be devastating. AIDS, Ebola, bird flu (caused by highly pathogenic H5N1 avian influenza virus), and pandemic swine flu outbreaks (caused by variant H3N2 swine influenza virus) are just a few examples of highly infectious diseases that can spread quickly and wreak havoc on human and animal populations if not detected promptly and if effective prevention and control measures are not implemented immediately. This course will enable students to apply what they have learned about disease outbreaks towards the design and implementation of more effective biosafety and bio-containment protocols as well as practical but science-based disease prevention and control programs. The central question of this course addresses why and how deadly and catastrophic disease outbreaks continue to occur in animal and human populations despite scientific and technological advances. This “big question” will allow students, who are themselves members of society and are individuals with various backgrounds, to explore, analyze, investigate, discuss, and critique various types of information and how to use this information to gain a better understanding of how disease outbreaks occur and develop new or improved methods to prevent and control these outbreaks.

HONR 269E- Exploring Key Issues of Globalization

Dorith Grant-Wisdom

This course aims to assist students in their efforts to understand the phenomenon called globalization, by taking a multi-disciplinary approach that employs alternative integrating themes. Central to the course is the view that globalization relates as much to a way of thinking as it does to a description of the dynamics of political, economic, social and cultural relations and changes.

The greater portion of the course will examine a wide range of issues in relation to globalization and its various dimensions and impacts. Some of the issues/problems include: the global, regional and local expression of the organization and restructuring of capital; perceptions and realities of time and space (in terms of worldviews, communications, etc.); the role of the nation-state as a sovereign structure and a community of belonging and identity in an era of globalization; globalization and culture; migration and displacement; and the challenges that global processes pose to individuals and collectives at the levels of the state, class, gender and race.

Assignments include:

- Students will be required to write three short papers.
- The research project entails a survey of the UMD student population on their knowledge and views of issues of globalization. Students will be divided into groups and will engage in the formulation of interview questions, generate representative samples of the population, carry out interviews, analyze the data, and present their findings to the class.
- In order to encourage critical thinking and active participation, there will be a weekly discussion question based on the readings. Students will take turns to submit discussion questions on Blackboard before the class meets AND lead the class discussion. More details will be provided.

Readings include:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, New York: Verso, 1991, Excerpts

Arcaro, Thomas & Rosemary Haskell, Eds. *Understanding the Global Experience: Becoming a Responsible World Citizen*, Boston: Allyn & Bacon, 2010

Eitzen, D. Stanley & Maxine Baca Zinn, Eds. *Globalization: The Transformation of Social Worlds*, Belmont, CA: Wadsworth Cengage Learning, 2009, Selected Readings

Hebron, Lui, & John Stack, Jr. *Globalization: Debunking the Myths*, New Jersey: Pearson Education, 2009

Kesselman, Mark. Ed. *The Politics of Globalization: A Reader*, Boston: Houghton Mifflin Company, 2007, Selected chapters

Kiely, Ray. *Rethinking Imperialism*, London: Palgrave Macmillan, 2010, Selected chapters

Kiely, 'From Bretton Woods to Neo-Liberal Globalization' from *The New Political Economy of Development: Globalization, Imperialism, Hegemony*, London: Palgrave Macmillan, 2007

Petras, James and Henry Veltmeyer, *Neoliberalism and the Dynamics of Capitalist Development in Latin America*, London: Palgrave Macmillan, 2009

Stiglitz, Joseph E. *Globalization and Its Discontents*, New York: W.W. Norton, 2002, Excerpts

Annual Editions: *Global Issues*, 10/11. McGraw-Hill/Dushkin

Viewings include:

Life video series, Bullfrog Films, examines the issue of globalization and its effect on ordinary people and communities around the world

**HONR 269L- Cracking the Secrets of the Universe Using Computers: Re-
Discovering the Higgs and Searching for Invisible Matter**
Sarah Eno and Shabnam Jabeen

This course is part of a two-semester Honors research seminar. Part one of this series was offered in the Fall 2015 semester.

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

Also offered as BIOE150. Credit will be granted for only one of the following: HONR288L or BIOE150.

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

Curtis 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.

My 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 288P- Why Do Things Burn?

Marino diMarzo

To register for this class, you must not be an Engineering major.

This is a hands-on course exploring the behavior of fire. We will achieve an understanding of this behavior from experimental observations and we will highlight some of the theory that assists the practitioners in analyzing and predicting fire behavior. Each week we will lay out the key ideas during the lecture and we will complement these concepts with experiments and observations in the second period. The course is set in three parts. First we will introduce few basic concepts about fire and heat. We will follow with the description of ignition, flame spread, and burning rate and fire and smoke plumes. We will conclude with a look at the implications for buildings and their occupants with some considerations to forensic investigation.

Upon completion of this course, students will be able to

- Gain some understanding of the phenomena associated with fire
- Learn about ignition conditions, spread of flames and burning rate
- Examine the behavior of smoke and fire plumes
- Consider the effect of fire on people
- Look at key elements of fire forensic investigation

Assignments include:

- Each week, there will be a lecture and a hands-on experience. Small student groups (5 students each) will participate in lab experiments or other activities. Each group will then prepare a weekly report (3-5 pages each) and will discuss their findings at the beginning of each class.
- An individual term paper (5-10 pages) will be assigned to each student and it will provide an opportunity to investigate more in depth a specific topic cover during the course. This term paper will serve as the final examination for the class.

Readings include:

Principles of Fire Behavior, James G. Quintiere, Delmar Publishers, 1997

Additional readings will be assigned as needed.

HONR 289L- Biofuels: Fact or Fiction?

Steven Hutcheson

One of the hottest issues affecting society today is the energy we use to sustain our lifestyles. Our consumption of energy in this society is prodigious. Because of the ease of recovery, distribution and use, most developed societies today rely upon fossil fuels for the source of this energy. These fossil fuels are, by definition, in finite supply and have obvious negative attributes. The question becomes what to do in the future. This hotly debated subject is affecting all aspects of society including federal policy issues, life style choices, the race to develop alternative energy technologies, and environmental issues. There are strong pressures to develop sustainable substitutes for fossil fuels. The success of these substitutes will lie in the economics of the processes chosen as they have to compete cost effectively with fossil fuels.

This course will provide an overview of alternatives to fossil fuels to examine need, technologies for production, environmental, economic and social impacts of these alternatives, and policy issues controlling development of the industry. Each of the issues addressed will examine it from a technical, environmental, social, policy and economic view point. The concept is to provide students with a broad exposure to this rapidly evolving industry to identify the problems and work on solutions.

Upon completion of this course, students will be able to

- How does lifestyle influence energy consumption?
- What are biofuels and what are they used for?
- What are the limitations of biofuels?
- What are the current technologies for making biofuels?
- What is biomass?
- What are thermochemical processes for converting biomass into biofuels?
- What are enzyme-based processes for making biofuels?
- What are anaerobic digestors?
- What factors that influence the economics of biofuel production?
- What is the impact of biofuel production on land use?
- What are the other environmental impacts of biofuel production?
- How does governmental policy affect biofuel production?

Assignments include:

- The course will have 3 parts to it: 1) assigned readings; 2) students presentations on the topic of the day; and 3) group discussions. It is designed for all students, irrespective of their background.

Readings include:

Readings will be chosen from recently published sources

HONR 289P- How Do Innovators Think?

Mark Wellman

Students may not earn credit for both HONR289P and BMGT289B for credit.

Innovation is the lifeblood of our world economy and a strategic imperative for every organization. Innovation is frequently recognized as an important competitive advantage for organizations.

The United States is falling behind on innovation. A recent ranking of 40 countries' efforts to foster innovation over the past decade ranked the U.S. last. This year China is projected to outpace us in the number of patents it files. That's the first time any other country has overtaken the U.S. The first step in winning the future is encouraging American innovation.

In his 2011 State of the Union address, President Obama emphasized the importance of innovation. CEO's everywhere call innovation a strategic priority. The future of the United States economy will come from new industries that create innovative products, services, and processes. Innovation is particularly critical in driving growth in developed and emerging economies in a period of slow economic growth.

The power of innovation to revolutionize industries and generate financial success is evident from business history: Apple iPod replaced the Sony Walkman, Starbucks overtook traditional coffee shops, Skype edged out AT&T and British Telecom, eBay replaced classified ads and Southwest Airlines flew under the radar of traditional airlines such as United and American. In every case, the creative ideas of innovators produced sustainable competitive advantages over the dominant competitor. Where do disruptive business models come from and how you become a disruptive innovator?

These questions will be examined along with a discussion of how America gets back on track to being the number one innovator in the 21st century. As part of the examination, we will consider where disruptive ideas come from and help students learn how to creatively solve problems. More specifically, students will learn about: a) the innovation process and the role of the individual in generating innovations and b) the attributes, habits, and skills of individuals who have successfully started innovative new businesses.

Students are then given opportunities to build their skills at creative strategic thinking so that they will be more successful at generating novel and potentially valuable ideas for their companies. Students will receive a creativity assessment to get a sense for their own creative abilities. They will also learn how individuals that started new companies (or who significantly added value to existing companies) came up with the valuable new ideas. Finally, students will also be asked to apply the knowledge acquired in class by coming up with a creative idea to start a new business.

HONR 298F- Explaining Social Change: Fact and Fiction in Understanding Why Our World Looks the Way it Does
Meyer Kestnbaum

This seminar will examine four central examples of social change:

- the origins of markets and industrial capitalism;
- the emergence of democracy as opposed to dictatorship;
- the causes and consequences of social revolution; and
- the logic of armed conflict.

For each topic, we will use two approaches to “case-based” work:

- comparative and historical works of research examining large-scale processes of change that shape our world today; and
- accounts of alternate realities in science fiction or fantastic literature or film that provide a compelling lens through which to view the present.

Both offer distinctive ways of understanding the current moment. And both are rooted in the importance of being able to imagine and explore the variety of ways social arrangements hang together, why they emerge, and what difference it makes that things work out in a particular way.

This course examines social change from the perspective of comparative and historical sociology, highlighting rich and telling ways of getting at the questions ‘where are we now?’ and ‘how have we arrived here?’ A central goal of the course is to give students a critical appreciation of the particular forms social explanation takes in comparative and historical inquiry. This requires not only familiarity with methodological concerns in the literature, but more importantly, close reading of exemplary works in the field. Much of our time will be spent trying to wrestle with causal inference in notable works of historical comparative research, or on what basis the analyst is able to make more or less persuasive causal claims about patterns of change. We will focus on the power of case-based scholarship to illuminate and explain, examining strategies of causal inference as well as the kinds of evidence marshaled by scholars to substantiate their claims according to each of these strategies. In this connection, we will explore the role of hypothetical counterfactuals—of ‘what might have been’—in producing adequate explanation as well as rich understanding of whatever it is that the scholar is trying to explain.

HONR 338A- Understanding the Israeli-Palestinian Conflict through Opposing Histories
Paul Scham

Not open to students who have taken ISRL289I. Credit will be granted for HONR338A or ISRL329D.

Israelis and Palestinians have been fighting over the Land of Palestine/Israel for over a century, but both sides date their relationship to the Land back many centuries, even millennia. We will look at the history but especially the “narratives” that the two sides employ to explain and justify, both to themselves and others, their claims to the land, and how these narratives have both molded the shape of the conflict and been molded by it, and changed over time.

This is not solely a history course, though it will cover the relevant history. It will focus on the importance of narratives to the continuation of the conflict, as well as elements relating to identity, religion, archaeology, morality, and human rights. No previous knowledge is expected, but those with such knowledge will find it useful.

HONR 348D- Innovation and Social Change: Do Good Now
Bill Dorland

This course will be offered in conjunction with BSOS388B and PUAH388D. Credit will be granted for HONR348D, BSOS388B or PUAH388D.

Explore the many mechanisms for achieving social impact through social innovation. This is team-based, highly interactive and dynamic course, that provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. This course deepens the students understanding of entrepreneurship and innovation practices by guiding them through the creation and implementation process as applied to a project idea of their choice. These projects serve as the laboratory to implement topics such as design systems thinking, developing and communicating a strategy and goals, project management and implementation skills, teamwork and talent management, fundraising and revenue generation, marketing and partner development, leadership skills and project sustainability.

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 348M- Stock Market

Eric Wish & David McCandless

Most citizens never learn how stock markets operate and the techniques for successful investing. Through readings, extensive class discussion, oral presentations and a simulated stock trading competition, the proposed course will introduce students to investing, with special emphasis on the field of technical analysis. The technical approach to the markets focuses largely on the analysis of price and volume patterns as indicators of future stock trends. Students will learn how to research companies using internet sources and to use a technical analysis program.

During several weeks of orientation about such topics as the vocabulary of investing, and trading tactics, the class will read and discuss the seminal writings of successful traders, including Jesse Livermore, Nicolas Darvas, William O'Neil and Peter Lynch. Each student will read close to 1000 pages during the first 5 weeks of class to prepare for the trading competition. The class will be run primarily as a learning laboratory and each student is expected to research stocks, and to bring their ideas and questions to the classroom. Expert traders will be invited to present their experiences to the class. Alternative approaches to technical analysis, including value investing and the random walk hypothesis will also be discussed in relation to the technical approach. Methods for using internet financial sites to research companies will be reviewed and demonstrated. Each student will make one oral presentation to the class on companies they have researched and analyzed. Each student will also participate in a ten-week stock market trading simulation in which s/he designs a trading strategy, selects stocks, and invests a mythical \$100,000.

At the end of the course, each student will submit a final report of at least 10 pages plus an extensive appendix documenting their transactions. The report will contain an analysis of each trade in the context of the class readings and research, and will specify how and why the student will revise his/her trading strategy. The three students whose portfolio increases the most during the simulation will be awarded a certificate and a prize.

No prior experience with investing or business is required. However, it is essential that the student have a passion for learning about trading, as demonstrated by enthusiastic class participation and completion of all assignments. Willingness to read about 1,000 pages of required reading during the first five weeks is essential.

Assignments include:

- Weekly quizzes on terms, lectures and readings
- Oral presentations on research and analyses of companies
- Participation in class discussions
- Final report of analysis of trades, and preparation of a revised trading strategy

HONR 349G- Big History: Earth, Life, and Sustainability

Raghu Murtugudde

As environmental change vies to become the greatest challenge of the entire human history, communicating the gravity of the urgent need for action is hindered by the lack of a long-term perspective. This course starts with the Big Bang and the origin of the solar system to introduce the evolution of Earth, Life, and Climate and the interactions between them. It is only in this long term context that we can understand how human brain evolved and how it perceives risks and reaches the threshold for action. Climate and Environmental Change are placed in this context to walk through the role played by human beings in changing our home planet and to elucidate the steps towards returning to sustainable ways.

Upon completion of this course, students will be able to

- Explore the evolution of the most cooperative species along with the evolution of the Universe.
- Understand how continents, mountains, and oceans evolved and how life went from RNA to DNA, single cells to multi-cellular life to eventually to the arrival of humans.
- Investigate the role of humans in the ecological and environmental change the planet is experiencing.
- Prepare for the issues of how to communicate the gravity of climatic change.
- Use their knowledge to seek sustainable solutions at individual to local to regional to global scales.
- Learn to take the pulse of the planet to diagnose what ails it and formulate cures and preventive actions.

Assignments include:

- Discussions in class will be most critical
- Weekly gathering of media reports on climate change, sustainability, renewable energy
- Final Project, with a report ~15 pages, with a presentation at the end (For this Final Project, students will identify their own topic in any aspect of the course with guidance from the teacher. Background literature, media reports, and/or books will be researched by the student. The report will follow standard formats with an Abstract, Introduction, Methods, Results, and Conclusions. Research will be a review of the chosen topic or will present new hypothesis. And finally, students will make a presentation with PowerPoint or props as appropriate.)
- Interactions with the Campus Sustainability Committee to develop a Group Project

Readings include:

An Introduction to the Earth-Life System Edited by Charles Cockell. Cambridge University Press

The Earth System by L. R. Kump, J. F. Kasting, and R. G. Crane. Pearson Prentice Hall
Climate Change: Biological and Human Aspects, Cambridge University Press, by Jonathan Cowie

And a number of scientific articles to be provided and general books will be recommended.

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 368M- May the Force Be With You: The Science and Engineering of UMD's GEDI Space Mission to Measure Global Forests

How has deforestation contributed to atmospheric CO₂ concentrations? How much carbon will forests absorb in the future? How will habitat degradation affect biodiversity? These are some of the pressing questions that will be answered by the Global Ecosystem Disturbance Investigation – GEDI. GEDI is a space mission led by the University of Maryland whose goal is to measure forest vertical structure and biomass. In collaboration with NASA Goddard Spaceflight Center, UMD will launch a 3 laser, "lida" (light detection and ranging) instrument to the International Space Station in 2018. GEDI will make billions of measurements of the three-dimensional profile of canopies to produce data sets on canopy height, forest biomass, and others.

In this course we will take students through the entire process of conceiving, designing, and building the GEDI instrument, from its initial science motivations, to its final engineering. The class will include interactions with key scientists and engineers that are working on GEDI, as well as hands-on experience using GEDI-like lidar data, from aircraft and drones. The class will also include at least one field trip where students measure forest structure in the field, as well as a visit to NASA GSFC to view the instrument being constructed. Lastly, the course will place GEDI within the context of an upcoming constellation of lidar and radar missions, all focused on measuring the dynamics of the Earth's surface.