

**HONR 208D – Insect Biodiversity: The Good, The Bad and The Weird**  
**William Lamp**

The rich diversity of insect life continually captures the imaginative mind, from Charles Darwin to modern naturalists and scientists alike. Think of colorful, charismatic butterflies pollinating native plants. Now consider how these graceful creatures are closely related to mosquitoes, insects that serve as a nuisance at best and transmitters of devastating disease at worst. Insects profoundly shape our world, for the good, bad, and downright weird. This seminar, designed for students of any major, will celebrate the dominance and incredible variety of insects on our planet, as well as their value to society as providers of ecosystem services. In addition to discussions, we will use the Entomology Teaching Lab to illustrate and explore the diversity of insects and their ecological functions. Also in the lab, we will examine samples collected from streams and wetlands, and observe the behaviors and interactions among insects. Collecting insects around campus will also allow us to assess the diversity of life in local habitats. Discussions will focus on sustainability, and the role of conservation and restoration to ensure the future of insects (and us) on our planet.

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

Justice Matters is "a law and literature course" in which we discuss questions that matter: when is there a duty to disobey an unjust law? Is it ever justified to take the law into one's own hands to revenge a serious wrong? How does our criminal justice system impact minorities, the poor, and immigrants? How should we punish those guilty of infanticide? Is capital punishment ethical and viable: should we keep the death penalty or reform death penalty statutes? How should we treat the mentally ill when they are convicted and crimes? There is nothing more dramatic than a criminal trial. We will view high-quality film depictions of trial scenes in connection with our readings.

**HONR 208P - J.R.R. Tolkien: Fandom and Literature**  
**Michelle Markey Butler**

How do works of pop culture become accepted as high art? When does “juvenile trash” (as Edmund Wilson infamously derided *Lord of the Rings*) come to be seen as literature? Is it merely a matter of time? Fad? Taste? Who gets to decide what counts as ‘serious literature’ versus ‘mere entertainment’? This course considers the case of J.R.R. Tolkien and his best-known work, *Lord of the Rings*, and through this lens, examines the relationships between genre fiction and literature, fandom and academia, and entertainment and education.

**HONR 209G - Elements of Drawing for Non-Majors**  
**Patrick Craig**

This is a foundation level course on the theory and practice of drawing. Various traditional and non-traditional media techniques include line, painterly materials, color, digital photography, and collage. Theories and principles of composition, form, and space preside over the course. Subject matter and content vary, embracing still life, human form, complex interiors, and personal photography. The course also aims to improve discourse and critical thinking in drawing and art. While intended for non-majors, the curriculum prepares the student for further study in studio art if desired.

*Students must pay a \$40.00 studio lab fee for this course.*

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

What is it like to go to war? What it is like to stay at home while someone you love goes to war? Is there such a thing as a good war? What was it like to serve in the Vietnam War? Women are serving in combat zones in Iraq and Afghanistan: what are their stories and how do they differ from the experience of the male soldier? Is torture ever justified? Is it ethical or legal for a soldier to refuse to fight if he or she thinks that a war is unjust? What is it like to have PTSD and how effective are the treatments? This course examines the experience of war by from the perspective of the soldier, his or her family, veterans, and prisoners of war—both from the US perspective and war stories of our nation's enemies. We will read true first person accounts, fiction, and film. This is your chance to debate whether it was worthwhile to save Private Ryan and to consider how Hollywood's treatment of war has changed over the past decades to critique and condemn US military involvement.

**HONR 209X - Karl Marx: Dead or Alive?**  
**Vladimir Tismaneau**

Karl Marx's revolutionary dreams shaped the twentieth century, inspiring unprecedented social cataclysms – perhaps most notably the Russian Revolution and the subsequent rise of the Soviet Union, whose power reshaped the globe. As the decades passed, Marx's vision transformed into Lenin's cult of violence, twisted into Stalin's Reign of Terror, and influenced world leaders such as Mao, Guevara, and Castro. But what do Marx's ideas mean after the collapse of Communism in Europe? What is Marx's legacy in the 21<sup>st</sup> century? As we approach the 200<sup>th</sup> anniversary of Marx's birth (May 5, 1818), this course will ask, what is dead and what is alive in the thought of Karl Marx?

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

**Dorith Grant-Wisdom**

In the battle to save the environment and fight climate change, sustainability has become a major issue. However, it is hard for diverse populations worldwide to come to consensus how to best achieve sustainability. But, can we really talk about sustainability without exploring the contested nature of development? After all, the idea of development ranges from the dominant worldview of economic growth and industrialization to broader perspectives that examines human well-being, equity and justice that are situation-dependent and tied to national & global power relations. To identify all the ramifications of sustainability and development may seem like an endless task. But, this course will help students better recognize the interconnections of sustainability and development, including how they relate to the personal and the political, the individual and collective, humanity and all species, effluence and affluence, progress and destruction, indifference and responsibility. The more we understand our world and our relationship with it, the better equipped we are to know how to engage respectfully, and to respond to—“why you matter to the globe’s future and how can you make a difference?”

**HONR 218M - Elements of Music Composition for Non-Majors**  
**William C. Evans**

Have you always wanted to write and record a hit song? Want to write an arrangement for your acapella group or instrumental group of your favorite song? Are you curious how composers and songwriters put it all together! Work with the latest computer music software to compose your own masterpiece in HONR218M. Each class is a musical laboratory featuring state of the art computer music hardware and software. Study the form and analysis of famous composers to build your own palate of musical colors.

**HONR 218P - Immigration: Personal Stories and Policy Changes**  
**Sara Schotland**

Despite the symbolism of the statue of liberty, prejudice against foreigners is embedded in our nation's history. President's Trump's initiatives curtailing immigration are nothing new. Ben Franklin labeled immigrants as "generally of the most ignorant Stupid Sort of their own Nation... Why should Pennsylvania, founded by the English, become a Colony of Aliens who will...never adopt our Language or Customs, any more than they can acquire our Complexion?" This course considers the personal stories of immigrants and the public policy debate around key issues by looking at first person accounts, fiction, and film. Are you an immigrant or do you belong to an immigrant family? What is your family's immigration story and how does it shed light on current policy debates? How is the experience of immigrants today affected by colorism or racism? What factors help refugees and other immigrants succeed in the US socially and financially? Does broad immigration help our country's economy or take jobs away from American citizens? How should immigration policy be reformed? This course will provide you an opportunity to consider and debate these questions and to share your own family's immigration story.

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

“Should the theater be political? Absolutely not.” That declaration from U.S. playwright David Mamet sums up much of the perplexing anti-political prejudice on the American stage – a stance that artists are now wrestling to change. How can theater effectively respond to social events? Can playwrights still attack through fiction, as Arthur Miller confronted McCarthyism via *The Crucible*? This seminar will examine the shifting patterns of political theater, and will study the latest practices by attending several live professional shows in Washington, where theaters are increasingly mindful of the platforms they have mere blocks from the White House and Capitol Hill. No previous experience with theater required.

*Note: Students must contribute \$20.00 toward theater ticket purchases.*

**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? What are the trends in crime, especially violence, over time? 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 seminar seeks to engage students in a thoughtful, in-depth examination of the idea of crime. We will explore fundamental debates about the definition of crime, its nature, its explanation, and its control. In this era of “alternative facts” and “fake news,” emphasis will be placed on scientific facts, not ideology.

**HONR 219A - Science Fiction for Social Justice**  
**Alexis Lothian**

In her 1993 novel *Parable of the Sower*, Octavia E. Butler wrote: “There is nothing new under the sun, but there are new suns.” This class will offer an opportunity to spend time under new suns, as they have been imagined by creators of speculative fiction whose radical imaginations challenge oppressive structures of gender, race, sexuality, capitalism, and empire. We will learn about the history and present of those structures by engaging deeply with the ways that people have imagined changing them. Paying special attention to the histories of feminist science fiction and Afrofuturism and their intersections, the creators with whom we will engage include Ursula K. Le Guin, Nalo Hopkinson, Nnedi Okorafor, and Janelle Monae. In the new worlds, unexpected pasts, and transformative futures imagined by feminist, queer, and antiracist cultural producers, we will look for tools that open up possibilities for transforming our own present. Our assignments will include not only reading and discussing science fiction novels, short stories, and films, but also engaging with them in creative ways—adapting works for different forms, applying their insights to real-world situations, and building from their examples to create our own speculative worlds.

## **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, but implies that 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 less than half a century. More surprisingly, although the idea that the evolution of lineages and the development of individuals is linked has been around for over a century, the science of developmental biology – the study of individual development, is only now being integrated with the search for the tree. Exploring these developments will take us through many evolutionary and paleontological topics. For example, the closest fossil relatives of vertebrates have a mouth, but nothing resembling a head. How did their featureless front ends 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 the ancestors of mammals' jaw bones get transformed into components of the modern 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.

**HONR 219E - The Psychology of Love and Money**  
**Ryan Curtis**

Forthcoming.

**HONR 219F - Heroes and Villains in Film**  
**Susan Pramschufer**

From John Ford's archetypal cowboys to today's ever-popular comic book movie superheroes, like the nostalgic Peter Quill/Star-Lord in *Guardians of the Galaxy*, mainstream American films are replete with white, heterosexual, and able-bodied men working to bring order to society. But our attention is frequently drawn to the villains, who are often the most thrilling aspect of the films. Monstrous mothers, murderous fathers, the seductive femme fatale, the alien threat: these figures embody our cultural anxieties, repressed fears, and secret desires. There are, of course, fascinating variations to the hero/villain dichotomy, as Thelma and Louise's explosive clash with patriarchy renders them heroes while the disenchanted cowboy sheriff Ed Tom Bell in *No Country for Old Men* considers how he no longer fits in the world he finds himself or even his role as hero. In this course, we will examine these 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.

**HONR 219T - Surviving Natural Disasters: Learning from Hurricane Katrina, Big Earthquakes, and Other Natural Hazards**  
**Ed Link**

Natural disasters wreak havoc on communities, and they can lead to significant loss of life and property. Major historical events such as the San Francisco Earthquake in 1906 and Hurricane Katrina in 2005 have been major wake up calls for the U. S. with respect to the risk represented by these natural hazards. Ironically, significantly worse devastation has occurred globally, at times having consequences that exceed well over 100,000 lives and \$100B of property lost. With each event we learn more about the hazards and what might be done to minimize their impacts. Yet, the events and subsequent devastation continue as demonstrated recently by Hurricanes Harvey, Irma and Maria and the earthquake near Mexico City, all occurring within the span of 31 days. Why do we remain so vulnerable to these events, and what can we do about them? We cannot prevent the hazard events, but we can prepare for them and mitigate their impacts. This course examines the different types of natural hazards and the forces that they impose on communities and society in general. It explores the issue of why losses occur and what approaches might be used to reduce losses through examining historical and recent natural hazard events. Have we applied what we learn to reduce this vulnerability and if not, why? What is necessary, politically, economically and scientifically to change these trends and prepare for the more uncertain future that is emerging with the nexus of continuing climatic, social and geopolitical change? You can be part of the problem, or with knowledge you'll gain in this class, an important part of the solution!

**HONR 219Z - Apocalypse Then and Now: World Traditions of the End Times**  
**John Carlson**

Forthcoming.

**HONR 228A – Science on Stage**  
**Michael Olmert**

You like movies, screenplays, plays? Of course you do. We all do. This is your chance to actually do it. Taught by someone who *has* actually done it.

We'll read and watch six plays and screenplays, and then each student will write and workshop a play or screenplay. The scripts will all be biographical or historical, based on the life of some scientist or scientific discovery. The topic "Science and Scientists" for our plays was chosen deliberately. Science, for instance, tends to be about evidence and proof, but, so far as we can tell, scientists tend to be human --a fact that brings with it the unsettling realities of ambiguity and nuance, ambition and pride. Such oppositions are the bedrock of drama. Consider the Aaron Sorkin film "Steve Jobs" or the new Netflix series "Genius," a ten-part examination of Einstein's life. The best scripts will be acted out on stage in Tawes Hall at the end of the semester.

**HONR 228R – Parenting and Poverty: The Effects of Growing Up Poor on Children’s Development**  
**Natasha Cabrera**

Approximately 2.8 million or twenty per cent of children in the United States (U.S.) live in poverty. The U.S. has the second highest rate of child poverty among developed countries (Mexico has the highest). Children growing up in poverty are overall more likely to live in communities characterized by high levels of unemployment and crime, single-parent households, poor housing quality, schooling, and health care than are non-poor children. These circumstances of poverty place children at risk for a host of negative developmental outcomes. This class will ask a number of questions: What is poverty? Who is poor? How do poverty conditions shape the environments (home, school, community) in which children grow up? What are the effects of poverty on parenting? What are the effects of poverty and parenting on children’s development? Are there better times to be poor during the life course? What is the role of public policy and social programs in reducing rates of child poverty? By exploring these questions, students will think critically about the complex nature of poverty, its consequences, and long-term effects for children, families, and society at large.

**HONR 239F - Plants and Empires: Historical Consequences and Contemporary Issues**  
**Todd Cooke**

Seldom are plants mentioned in the grand narratives of war, peace, and even everyday life, and yet plants have profoundly influenced the course of human history ever since the origins of agriculture at the dawn of human civilization. This perspective leads to a number of provocative questions: For example, what features of certain legumes and cereal grasses facilitated their successful co-domestication with a heretofore inauspicious hunting-and-gathering primate, namely us? How did the cultivation of sugar, tobacco, and cotton promote the colonization, settlement, and exploitation of the New World? What roles did tea, coffee, potato, opium, rubber, and quinine play in the spread, organization, and economics of the British Empire? How can we use our emerging appreciation of historical human-plant dynamics to arrive at a deeper understanding of contemporary issues, such as genetic engineering, biofuels, economic globalization, narcotics trafficking, economic bubbles, and global climate change? This course takes a multidisciplinary approach involving botany, history, economics, and anthropology in order to obtain an integrated perspective of the co-evolution of plants and humans throughout time.

**HONR 288T – Journalism and Peace**  
**Colman McCarthy**

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

**HONR 228V – Warfare and Society in Greece, Rome, and Byzantium**  
**Denis Sullivan**

Terrorism and the wars in Afghanistan and Iraq have raise numerous difficult questions from the nature of “rules of engagement” to conscription, treatment of civilian populations, the treatment of veterans, and memorialization of those who died in battle. While time- and culture-bound historical parallels cannot provide specific answers to such contemporary problems, they can indicate how other societies have approached similar situations and suggest contexts for consideration. This course examines such issues through the interactions between warfare and society in the ancient Greece, Rome and Byzantium including the experience of combat, treatment of captives, care for the wounded, warfare and politics, and memorials for the dead. We will compare, for example, the Athenian Pericles’ military funeral oration with those of Lincoln at Gettysburg and President Reagan at Arlington, the format of the Athenian casualty lists with that of the Vietnam memorial, and Greek and Roman conscription systems with our current volunteer armed forces.

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

**Cecily Hardaway**

Despite advancements brought on through the Civil Rights Movement, landmark court decisions, and major legislation, African Americans continue to experience disadvantage in many realms as a result of discrimination and institutionalized racism. Even as more African Americans are moving into the middle class, entrenched inequality circumscribes upward mobility and threatens to reverse hard-won gains. This course examines sociostructural factors that shape life chances for African Americans and contribute to their status and experiences in contemporary American society. It also considers policy and practice solutions that address inequality. We focus on the role of racial attitudes, poverty, social mobility, employment, education, family functioning, and the criminal justice system in the attainment of justice and equality for African Americans.

## **HONR 229Z – Trickster, Slacker, Clown, Fool: Fiction Seminar and Workshop** **Thibault Raoult**

What makes a slacker a slacker? What enables a trickster to bend the rules and rewrite history? And how might comedy be best suited to dealing with the mess of our world? TRICKSTER, SLACKER, CLOWN, & FOOL: FICTION SEMINAR AND WORKSHOP examines and explores four hilarious, explosive, frustrating, and (ultimately) generative archetypes in fiction. Reading and analyzing texts such as John Steinbeck's *Cannery Row*, Amos Tutuola's *The Palm-Wine Drinkard*, and Renee Gladman's *The Activist* (as well as many others), Honors students in TSCF will trace the outlines and inner workings of characters that risk, to paraphrase the *Tao Te Ching*, doing nothing in order to accomplish everything. The other major course component asks students to write a short work of fiction that takes up and *extends* one or more of these archetypes. We will then workshop these stories in the context of the literature we've analyzed. Throughout the course we will turn to theatrical, musical, and visual works—ranging from Amy Schumer to Andy Warhol, from Cindy Sherman to Sex Pistols—to see how the TSCF wavelength operates in other media. By semester's end students will have a new method and theoretical lexicon with which to critique art and literature, which will serve students in their further studies and creative practices.

## **HONR 238C – The Future of Energy and Climate Policy**

### **Tyson Slocum**

This course brings the Washington, DC policy debate of the future of U.S. energy and climate policy into the College Park classroom. The course reveals far more than what you read in the news, offering students an up-close-and-personal tour of the people and strategies that shape how and why Congress and the President promote their energy and climate initiatives. Students will learn first-hand the behind-the-scenes fights between different competing special interests that shape our legislative and regulatory energy and climate policy outcomes, as the semester will feature numerous DC policy experts who work on the front lines of these high-profile fights. The class explores different grassroots, media and lobbying strategies that organizations utilize to influence the positions that Congress and the Executive Branch take on energy and climate policy. The course also introduces students to the difference between the academic analysis of various energy policy reforms—such as U.S. Environmental Protection Agency regulations to address climate change—and the ways in which well-funded advocacy groups shape the public's (and lawmakers') perception of these programs.

**HONR 238G - The Manhattan Project: A Century of Radioactivity, Nuclear Weapons, and  
Nuclear Power**  
**Alice Mignerey**

Forthcoming.

**HONR 238N – Public Health and Contemporary Health Issues: Saving Lives Millions at a Time**

**Mary Garza**

Do we really have an opioid crisis? Is obesity a threat to our health care system? Should young adults worry about colorectal cancer? How scared should I be about Ebola or Zika? Are energy drinks dangerous? Every day, we are confronted with new public health 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 a variety of health topics, students will gain insight into the public health approach to better understand its purpose and methodology. This class introduces students to the basic principles of epidemiology, and the science of public health, to allow them to be better consumers of public health findings presented in the popular media.

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

Everyone has a story to tell: the enigma of the first kiss; the pair of blue sneakers your parents threw away *for no good reason*; sliding down a sheer rock face---in the mist -- with your aged Korean uncle after a magical visit to your ancestors' graves; that bitter sweet story your grandmother told you about the lengths her own mother went to to protect her from the insults of Jim Crow. This course launches with story slams and spoken word pieces then moves into written memoir. Thence we travel into the new forms being created, as we speak, by luminaries like Ta-Nehisi Coates and Maggie Nelson, who splice personal narrative with mind-bending interrogations of race and gender. During the second half of the semester, we transfer these techniques and inspirations to flash fiction, short fiction, fantasy and develop some longer forms. The class ends with an invited reading with Pizza and friends and some impressive student offerings.

**HONR 238R – Global Terrorism**  
**Howard Smead**

Manchester Arena. Pulse in Orlando. Mandalay Bay in Las Vegas. Fort Hood. Mumbai. San Bernardino. Hebron. Oklahoma City. Beirut. Tokyo. Political and religious fanatics, suicide bombers, mass murder, fear of flying, fear of foreigners, fear of public places. Welcome to the world of modern terrorism. No part of the world is immune, no humans are safe. Terrorism is a shared nightmare. This course explores this global phenomenon, its nature, causes and consequences. The subject matter might not be for everyone, but it is for those determined to understand this vast, complex problem and how to fight it.

**HONR 239B – New York City and the American Dream**  
**Ingrid Satelmajer**

If you cross a street in New York City, who will you be when you get to the other side? Does the city change who you are—and how do the ambitions and fears that you bring to it alter what already is there? As the most populous U.S. city since the 1790 census, New York City long has held out *something* that distinguishes it from other places: jobs, refuge, skyscrapers, consumer fantasies, theater, and companionship. How have those promises changed? How often are they fulfilled? And what stories do people then tell about advancement—or disappointment—for immigrants, migrants, thrill seekers, and the city's "old guard"? From the belief that one can advance "from rags to riches" to warning cries about the city's false promises, New York City literature helps us consider how we live in the worlds that we build. We'll read fiction, nonfiction, poetry, plays, and graphic novels as we explore two central questions: what is a city? And: what is the American Dream?

**HONR 239C - The Creative Process in Dance**  
**Patrik Widrig**

If you're with Einstein when he writes, "*The most beautiful thing we can experience is the mysterious; it is the source of all true art and science*", and, "*Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world*"; if you're ready to discover and unleash your inner Einstein through the power of Dance (the Art of Motion); if you want to give yourself permission to go into the unknown; if you are willing to make a fool of yourself in order to find yourself; this class is for you. Explore the creative process in dance, focusing on modern/contemporary/experimental dance and physical theater; engage with the visual and kinetic nature of the art form; study different approaches to inspiration, experimentation, research, content, movement vocabulary, and structure; explore the collaborative/interactive nature of the process. Or perhaps you're with Jerry Saltz: "*Art is a realm where things that you don't understand change your life.*"

**HONR 239F - Plants and Empires: Historical Consequences and Contemporary Issues**  
**Todd Cooke**

Seldom are plants mentioned in the grand narratives of war, peace, and even everyday life, and yet plants have profoundly influenced the course of human history ever since the origins of agriculture at the dawn of human civilization. This perspective leads to a number of provocative questions: For example, what features of certain legumes and cereal grasses facilitated their successful co-domestication with a heretofore inauspicious hunting-and-gathering primate, namely us? How did the cultivation of sugar, tobacco, and cotton promote the colonization, settlement, and exploitation of the New World? What roles did tea, coffee, potato, opium, rubber, and quinine play in the spread, organization, and economics of the British Empire? How can we use our emerging appreciation of historical human-plant dynamics to arrive at a deeper understanding of contemporary issues, such as genetic engineering, biofuels, economic globalization, narcotics trafficking, economic bubbles, and global climate change? This course takes a multidisciplinary approach involving botany, history, economics, and anthropology in order to obtain an integrated perspective of the co-evolution of plants and humans throughout time.

**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 documentary level. The world we live in is becoming more and more saturated with visual stimuli. Everyone is taking photos. Everyone is shooting video clips. Everyone is uploaded, Instagramming and posting their own visual moments. A grand majority of this visual imagery is not so great. How can 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 editing suite, students will learn how to take meaningful still images, shoot compelling videos, edit their work, display them and tell simple to complex stories through the use of still photos and video clips.

*Note: Students will require use of a smartphone (or DSLR) that is capable of taking still photos and recording video. Purchase of some additional audio-visual equipment may also be encouraged, but not required.*

## **HONR 239Z - Applying Reason to Passion: The Philosophy of Sex**

### **Hallie Liberto**

In this class we will examine and critique philosophical arguments pertaining to sexual acts, sexual choices, and sexual relationships. We will start by investigating questions related to consent. For instance: What counts as consent? What, if anything, makes sexual consent different from medical consent and consent in the market arena? What undermines consent? In order to answer this last question about consent, we will investigate the philosophical literature on moral rights, coercion, deception, and exploitation. For instance, what kinds of threats undermine sexual consent? Must the threat be sufficiently harmful? Must it be a threat to violate the rights of the victim? Or would a threat to reveal a dark secret be sufficient to undermine sexual consent? Next, consider deception into sex - or lying to get laid. Do some lies used to obtain sex undermine sexual consent? Which lies fall into this category? Why? Finally, we will investigate some applied topics; for instance: is it morally permissible to buy and sell sexual services? What, if anything, is morally problematic about pornography? What, if anything, is morally problematic about sexual monogamy? For what reasons is it wrong to have sex with children and animals - given that we don't require their consent in other important arenas?

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

Forthcoming.

## **HONR 258B - “Watch out! Calm down.”: The Goals of Risk Communication**

**Jiyoun Kim**

You're working at the FDA, and you receive a preliminary report stating that Mad Cow Disease may have compromised a major beef distributor's supply. More tests need to be run to be sure, and the full report will take about two weeks. Do you wait for the full report, not wanting to start a panic? Or do you warn the public, even though the scare might not pan out? If you do warn the public, how do you communicate the findings of the report? People's lives and millions of dollars are on the line: what do you do? The right messages to the right people at the right time can save lives, and risk communication helps us think about how to convey sensitive messages about crucial issues from public health, to technological accident, to natural disaster. We will cover current thinking about the nature of risk, risk perceptions, theoretical perspectives on risk communication, and application of these theories to risk events in its real-life context. For example, we will examine such questions as: “Why do people continue to smoke despite knowing the health risks with the habit?” “Why people choose not to leave a high-risk environment, e.g., voluntary evacuation areas prepare for possibility of Hurricane Irma?” “What are the most effective things the government/local leaders can do to get them out of harm's way?” and “How can we communicate controversial science effectively?”

**HONR 268X – New Lessons from an Old Book: *Anna Karenina* as a Window on Russian History and Culture**  
**Mikhail Dolbilov**

What lessons does a late nineteenth century Russian novel have to teach us? Leo Tolstoy's renowned *Anna Karenina* is often read as a universal story of love, happiness, despair, sin, and recompense. Embracing this perspective, this course is designed to render it more historical and to introduce a dialogue between the novel's immediate context and the concerns of our time. First, we will look into the novel as a thought-provoking guide to major issues of the modern Russian and European history and culture. Our focus will be on the tumultuous 1870s, both the time of the novel's action and that of its composition and publication. It will enable us to discuss the Russian nobility's dilemmas after the emancipation of the serfs; Russia's "woman question" and debates over gender equality; the Eastern Christian church's hold of Russian civil law, including marriage and divorce; educated Russians' quest for non-traditional religious spirituality; and suicide in a crisis-stricken society. Furthermore, we will approach the novel as a key to thinking about such existential, "eternal" issues as the person's inner world vs. societal forces; the ways humans understand or fail to understand one another (and oneself); individual search for the meaning of life; etc. Also, we will examine the ways in which 20<sup>th</sup> and early 21<sup>st</sup> century literary translations and movie adaptations of the novel can help us in deciphering its messages and its lessons for contemporary society.

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

**Nathaniel Tablante**

Outbreaks of deadly diseases have devastated animal and human populations for centuries. The “Plague” of the Middle Ages, the 1918 “Spanish Flu”, smallpox, AIDS, Ebola, highly pathogenic avian influenza or “Bird Flu”, SARS, Zika virus, and “Swine Flu” are just a few examples of catastrophic and economically devastating diseases that have evolved over time. Some of these diseases have emerged or re-emerged and continue to challenge veterinary and public health experts. What makes these diseases so difficult to prevent and control even with today’s technological advances? What measures can we take to curb the spread of these diseases? Take this course to find out and help save animal and humankind!

## **HONR 269C - Digital Dialogues and the Dynamics of Intercultural Communication**

**Sahar Khamis**

This course explores the role that new media, especially internet-enabled forms of communication, can play in fostering intercultural communication and international dialogue, especially between the Western world and the Middle East, through facilitating the spreading of awareness and knowledge, fighting misconceptions and stereotypes, and overcoming the obstacles that may hinder effective dialogue. It provides students with both a theoretical grounding, as well as a practical training, to better equip them to grasp the complexities of this topic and its numerous applications. The theoretical part will cover topics such as the foundations of effective intercultural dialogue; the new information revolution; the concept of public diplomacy and the challenges confronting it; the best ways to fight stereotyping and distorted (mis)representations of the “Other”; and the communication gap and digital divide between the developed and less developed countries, with special emphasis on the dynamics of intercultural dialogue between the Western world and the Middle East region. The practical part will require the students to enroll in the International Soliya Connect Program, which enables them to engage in internet-based communication with their peers worldwide, via weekly moderated sessions online. By the end of the course, students are expected to acquire a hands-on, practical approach that enables them to explore the potential applications of new media and to produce their own video projects on a topic related to cross-cultural dialogue, conflict resolution, and overcoming misrepresentations and stereotyping.

**HONR 269E - Exploring Key Issues of Globalization and Resistance**  
**Dorith Grant-Wisdom**

What is Globalization? Is it a new phenomenon, or does it have a longer lineage? What factors should we consider when we think and act globally? Why does globalization mean different things to different people? Why are there winners and losers? Why do some support it while others engage in resistance? And what does resistance against globalization look like? This course responds to these burning questions as students interrogate 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. Students will decide what it all means for themselves as they examine the opportunities and challenges that globalization poses to individuals and collectives at the levels of the state, class, gender and race.

**HONR 269G - Hungry, Hot and Crowded: Global Challenges in the 21st Century**  
**Kathleen Mogelgaard**

Devastating hurricanes. Lethal heat waves. Crippling famines. And a global population that continues to swell. What are the causes and consequences of these interlinked challenges? Are we doomed? This seminar will explore 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 interactive exercises and engagement with experts who are shaping innovative solutions to these challenges, you will gain a nuanced understanding of sustainability, an appreciation of the urgency for action, and ideas for how you, yourself, can make a difference.

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

Albert Einstein once said, “I would like to know that moon exists even when I am not looking at it.” This quote was in response to a well-known theory that describes, at the atomic level, almost everything that we observe in everyday life. Part of this theory describes the presence of a sub-atomic particle that exists in the whole universe and is considered to be responsible for giving mass to all the particles that it interacts with. This particle was just an idea until 2012, when we finally discovered it at one of the largest and most complex experiments ever built—the Large Hadron Collider. This course takes you on a journey to relive this discovery. Along the way, you learn fundamental physics and the basic tools needed to contribute to experimental or theoretical frontier research in any computationally intensive field. 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**

In this Global Classroom, Honors College students at UMD and students at the American University of Afghanistan 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 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.

**HONR 278D - National Security Dilemmas**  
**Daniel Rosenthal**

A young lawyer at the CIA wakes with a jolt to a call on her cell phone. It's 2 a.m., and Langley is calling. Something about a newspaper. She rushes out of her apartment and speeds to headquarters. Once at CIA Headquarters, she discovers that a New York Times reporter has learned about an undercover CIA informant in Syria providing crucial intelligence about the leadership of an international terrorist organization. But the asset has a dirty past: Before choosing to cooperate with the CIA, he had killed dozens of Westerners—and four Americans. The Agency is working with a terrorist who has American blood on his hands, and the Times thinks that the public has a right to know. But the story also contains top secret details that could help identify the asset, which if exposed would surely lead to the murder of the asset, thus eliminating a valuable source of intelligence for the U.S. government about the international terrorist organization, and discouraging others in the future from cooperating. National security is on the line. The life of the CIA informant hangs in the balance. The young lawyer is tasked with talking the reporter down. What arguments should she make? What questions should she ask? And what can be done, if anything, to stop the New York Times from publishing. Take this class to find out.

## **HONR 278F - Toward an Adaptable, Reusable, and Living Architecture**

### **Garth Rockcastle**

The University of Maryland succeeded (First in the Nation and Second Globally) in the most recent (October 2017) Department of Energy Solar Decathlon Competition in Denver, Colorado. Our enterprising and ferociously driven undergraduate and graduate students designed, engineered and built the winning home over the past 20 months, ...and this success has now built upon the past successes the University of Maryland in this prized and highly competitive international competition. In the process, UMD has become the most winning university ever (3 TIMES "BEST IN THE US" THIS PAST DECADE) in the competitions' 20 YEAR history. This honors course will highlight the urgent global warming and environmental crisis issues the competition focuses on, and how our projects have achieved their successes. This course is a great introduction for any students considering becoming involved in future UMD efforts at this competition, and an important, effective, and tangible (we will visit at least two of the past successful projects) overview, for any student concerned about these issues in their future. This past effort had just under 400 UMD students, representing almost all UMD academic units participate so there is plenty of opportunity for future involvement.

## **HONR 278G - Exploring How Foreign Policy is Developed**

Developing foreign policy is a delicate and complicated matter. How does one walk this tightrope and shape the policies that govern U.S. international relations? This seminar will offer students a window into this process, focusing on the role played by the National Security Council in formulating, coordinating and implementing foreign policy. The seminar will begin by exploring the history of the Council, 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 National Security Council and the varying degree of influence it 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 279I - The Power of the Word: Freedom of Speech in the U.S. and Russia**  
**Cynthia L. Martin**

Freedom of speech – why is it considered essential in a democracy and such a threat to totalitarian regimes? What is the relationship between free speech, political power and dissent? How has the concept of political free speech been extended to include freedom of expression in general, such as in the creative arts? What is “hate” speech and is it protected by the First Amendment? Through a comparative approach to the US and Russian experiences, we will explore the power of the word and how free expression has been and continues to be defended or its suppression justified in both the US and Russia in modern times. We will examine foundational documents related to the concept of freedom of expression in both societies, as well as contemporary Supreme Court cases, constructing our own arguments and counter-arguments along the way.

## **HONR 279Q - The Boy Who Lived, All Grown Up: Assessing the Harry Potter Books and Their Adaptations**

**Michelle Markey Butler**

The generation who grew up with the Harry Potter series is now in college. This course invites and encourages students to revisit these popular books of their childhood with an eye towards critical assessment. How do we approach books differently when we intend to evaluate them, rather than read them for entertainment? In what ways can critical reading enhance our enjoyment and appreciation of a work? What do we gain when we approach a beloved work with a literary critic's eye? What do we lose? We will also consider how the world of Harry Potter has been adapted into many other forms of media. The Warner Brothers films are the most widely known adaptations, but there are also audiobooks (award-winning in their own right), videogames, board and card games, Lego sets, memes and Tumblrs, fan-made art, fan fiction, and theme parks (!). We will consider changes made in adapting a story to a new medium and the impact of such changes upon the world, characters, themes, and narrative structures. The range and number of Harry Potter adaptations are so extensive we will not be able to cover them all; rather, as a class, students will select the set of adaptation types we will study. For their final project, students will propose a new (yes, ladies and gentlemen, a feat never before attempted on this or any stage!) adaptation.

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

The Pilgrims didn't come to the New World for the weather. Their ability to worship according to their beliefs was constricted in Europe and many relocated to colonial Massachusetts where they could practice their faith freely. Shortly thereafter, Maryland made the first written attempt in the western hemisphere to mandate religious tolerance in 1649. And upon gaining independence, the very first right enshrined in the U.S. Constitution's First Amendment was that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..." These seemingly simple words continue to challenge our nation in determining the proper role of religion in the public square and how one of the most religiously diverse nations in the world allows for people of different beliefs to coexist. From early debates over slavery and temperance to modern day activism around worker rights, the role of women, racial/ethnic minorities, war, marriage, education, abortion – and so much more – this seminar explores how religion has played a role shaping our nation even as a growing number of Americans are identifying as religiously unaffiliated.

**HONR 279V – Haves and Have Nots: The Economics and Politics of Inequality**  
**Ethan Kaplan**

Since 1970, the United States has experienced one of the largest and most rapid increases in income inequality that the world has ever seen. In 1973, the share of national income earned by the top one percent was 7.7%, but since then, income inequality has risen so dramatically that by 2007, the top one percent took in 18.3% of the national income. This large increase in inequality has been at the heart of bitter public policy debates between Democrats and Republicans as well as the impetus between major social movements on the right (the Tea Party) as well as on the left (the Occupy Wall Street movement). In this course, we will investigate why people make different amounts of money, why income inequality has risen so dramatically in recent years, what public policy tools exist to counter inequality increases, and what different institutional arrangements different countries use to lower inequality. This course will introduce students to theoretical tools used by economist to understand the sources of inequality and will also show empirical evidence to better understand the changes in the wage distribution and, more generally, in the income distribution.

**HONR 279Y - Language and Thought: Insights from Brain Damage, Neuroimaging, and Bilingualism**  
**Jared Novick**

The goal of human communication is to get a thought from inside a speaker's head into the head of her listener. While some people might have instinctive ideas about how this happens (*Well, I say some words, and the listener recognizes them*), the reality is that there's a long chain of events that has to occur for a conversation between two people to succeed. To appreciate how the mind allows speakers to speak and listeners to understand, we need experiments to probe beneath our common, unscientific intuitions. The purpose of this class is to discuss the elegant ways language scientists address some intriguing questions that have no intuitive answers at all. For example, *Does the word 'blue' mean the same thing to you as it does to me? Are bilinguals' two languages 'on' at the same time, and do they interfere even if only one is in use? Or is there a 'switch' to turn one off when needed? When we understand spoken language, are we using similar kinds of thinking – and the same parts of the brain – as we do when we are remembering facts, solving math problems, or enjoying music?* We will solve these (and many other) problems together by zooming in on the mental acrobatics required for language use.

**HONR 288N - Understanding the Global Economic Environment**  
**Curt Grimm**

Is the U.S. economic system best? What about China's state capitalism or Denmark's democratic socialism as alternatives? Why is Washington DC in gridlock on economic and budget issues? Why has the Subprime Mortgage Crisis left us with a "hangover," some ten years now after the fact? What are the drivers of income inequality in the U.S. and across the world, and what are the profound impacts on our economy and political system? This course will address these questions as we survey the Global Economic Environment, and it is intended to provide students with the tools necessary to intelligently interpret the national and international economic environment, including the impact of economic policies.

**HONR 288P - Why Do Things Burn?**  
**Marino diMarzo**

Think of sitting in front of fireplace on a cold winter evening: the flames warm the air, creating a nice, cozy experience. We use fire for warmth, for cooking, for hot water, for motors, power generation, jet planes and all sort of useful applications. However, sometime our friendly and useful fire quickly turns into a life-threatening experience, and its unrestrained impact results in significant loss of life and property. This class explores how this transition takes place and how we prevent and mitigate these dreadful outcomes. The class uses experiential learning rather than theory and deep scientific investigations. This means that you will go through a variety of real life experiments, and you will figure out how fire actually works. There is no need of scientific knowledge beyond what you were taught in high school, and the class does not allow for engineering majors to register. The work is done in multidisciplinary groups of students, and all skills are needed and appreciated.

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

When and where did the HIV epidemic start, and where is it headed? Why is there a specific flu season, and why does each bring one (not thousands) of strains? How can we prolong the efficacy of antibiotics, and will drug resistance overwhelm our capacity to discover new life-saving medicines? How do we adapt to the pressures posed by infectious organisms, what evolutionary tricks do they have up their sleeves, and how do we keep up? This course takes a deep dive into the evolutionary biology of infectious disease, seeking answers and building competencies in reading original scientific papers. There's no textbook. Instead, we'll wrestle scientists as they communicate with one another, tracing the roots of their conclusions while seeking to build our own understanding and posing new questions. Come with an open and critical mind, ready to read, ready to seek out your own sources of evidence inspiration, and ready to hone your skills at writing.

## **HONR 289P- How Do Innovators Think?**

**Mark Wellman**

This course is for students who want to perform better in their career, to innovate in their field, and to improve their career prospects. In today's highly competitive world, success depends on the ability to innovate. A study by the Association of American Colleges and Universities, found that 95 percent of employers surveyed say they give hiring preference to graduates with skills that will enable them to contribute to innovation in the workplace. Your ability to be creative and innovative is critical in any field. In this class, we'll ask big questions, such as: Why does innovation matter? What does it take to innovate?; How do innovators think? How can you increase the likelihood of seeing new opportunities and coming up with good ideas? What makes organizations innovative? In addition to exploring these questions, this course focuses on application and reflection. The personal creativity reflection is an applied project that focuses on improving your creative potential through practice, networking, and moving outside your comfort zone. This assignment will involve making innovation a way of life for the semester.

**HONR289V - Mars Exploration: Past, Present, Future**  
**Douglas Hamilton**

You are standing on a rock-strewn plane, dimly lit by the distant Sun. Rust-colored hills ring the horizon, and the home planet is visible low in the twilight sky. The entrance to the unexplored cave, the destination that you have trained for all these years, stands just meters away. You enter the cave carefully, ever mindful of the  $\frac{1}{3}$  Earth-normal gravity that hampers your movements. Around the corner lies uncharted ground and amazing new discoveries! This sketch lies in the future of our exploration of the planet Mars, but the bigger picture is unclear. When in the future will we reach this point? What technology will assist our exploration? Will adventurers come all the way from Earth or from a local Mars base or colony? And more broadly, what discoveries await humanity on the red planet? This course will trace the history of Mars exploration over the past 50 years, with the goal of projecting past discoveries and trends to help chart humanity's future interactions with our nearest planetary neighbor.

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

Ever wonder why people spend so much of their lives working, and so much of our education is devoted to preparing us to find a job? Or ask yourself, why isn't freedom more widespread, why do only some people stand together against oppression, and how are eruptions of violence tied to our sense of membership in a larger group? Once you ask yourself these kinds of 'big questions', where would you look for answers? The social sciences have grappled with these issues and produced powerful explanations based on systematic research. But these are questions addressed equally by some of the most farsighted or penetrating works of fantasy and science fiction, whose alternative worlds bring our own into sharper focus. Think: *A Brave New World*, the recent film versions of *The Lord of the Rings*, cyberpunk short fiction, the original *Star Wars* and several recent episodes of *Game of Thrones*. In this class, we look at how paired works of academic scholarship and speculative fiction provide insight into these 'big questions', build on one another, and contribute to a richer appreciation of the way our social world operates.

**HONR 299B – Between the Possible and the Impossible: Human Rights Discourse for Democratic Societies**  
**Miguel González Marcos**

We dwell in perplexing times: student protesters in Thailand were detained after displaying Katniss's salute from *The Hunger Games*; sales of George Orwell's classic novel, *1984*, skyrocketed in this age of "alternative facts"; and recent revelations from Edward Snowden about global surveillance capabilities seem taken from Dave Eggers's dystopian novel (now movie), *The Circle*. How can we understand these leaps from literary fiction to political reality and vice versa? Aiming to comprehend our current circumstances and the policies that lead us here this course examines how utopian thinking permeates policymaking and why human rights are (and should be) the guiding discourse of policymaking suitable for a liberal, democratic society. If politics has been called the art of the possible, at its best, genuine policymaking is exercised at the border of the possible and the impossible.

**HONR 299G - The American Political Tradition**  
**Robert Chiles**

“You may not be interested in the state, but the state is interested in you,” noted the eminent American historian William Leuchtenburg in encouraging a revival of political history. Indeed, political history provides a comprehensive window into society: it is fundamentally interested in the interaction of social, economic, cultural, demographic, technological, and ideological developments with institutional and structural forces. This course explores American political history from Independence through the present day. It interrogates the roots of American political ideas, the dynamics of partisan competition, the interaction of class, ethnicity, race, and politics, the evolution of policy preferences, the growth of the state, and the transformation of rank-and-file expectations and ambitions, among other important themes. By exploring the writings of major figures (from Jefferson to Lincoln, Roosevelt to Reagan) as well as the preferences of anonymous voters—and everyone in between, this course will help students identify the overarching themes and the important forgotten moments in our nation’s political development. Students will end the semester armed with a mastery of this history, an understanding of the methods of political historians and scholars in related fields, and a contextualization of our contemporary political world.

## **HONR 299K - Global Governance or World Government?**

**Kate Seaman**

In today's globalized world where "problems without passports" such as conflict, disease, financial crises, and climate change present challenges that cannot be solely addressed by single states alone, it is clear that cooperation and concerted efforts are necessary to bring about lasting and permanent solutions. Global Governance can be understood as "systems of rule at all levels of human activity – from the family to the international organization" (Rosenau, 1995). You will investigate important questions around global governance including, how leadership should be instituted? Is the United Nations still the best form of global governance? What type of global governance will help resolve the global crisis of today? Do we need a different form of international cooperation? Is it possible to resolve global problems, such as climate change, without international cooperation? How do the current structures of global governance help create peace? What and who should be responsible for intervening in ongoing conflicts such as Syria? Are there alternatives that would make global peace more likely, and what would these alternatives look like? By examining a wide range of scholarly research and relevant case studies the course will encourage students to look for alternative solutions to some of the big challenges facing the world today.

**HONR 299X – The Geography of China**  
**Shunlin Liang**

Forthcoming.

**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.*

Do you ever wonder why some conflicts seem to go on forever? Are you perplexed why Israelis and Palestinians can't seem to compromise? Or do you think you already know? Whatever you know or don't know about it, this course will give you the tools to look at this conflict – and probably many others – in a different and more comprehending way. This is NOT a course in either military history or conflict resolution. Rather, we will be seeking to learn how the conflict developed and changed in modern times – through understanding the people who fought it. What did they think? And what did they think the enemy thought? And also, what actually happened, how has the conflict changed over time, and why does it keep on going?

**HONR 348J - Contemporary Social Issues**  
**Howard Smead**

A standoff between armed Americans and law enforcement in Oregon, mass marches about a war that ended in 1865. Senators and Congressmen who won't speak to one another. Leaders who demonstrate little regard for truth or decent behavior. Media outlets that slant or alter the news. Enormous wealth, degrading poverty. Hatred of government, fear of foreigners, contempt for education. Censorship on college campuses, exhibitionism, mass murder, and over-stuffed jails, poor health care despite the most advanced medical science in the world. What's going on here? Is this the price of freedom? The end of civil society? We are a nation deeply polarized on almost all pressing issues: from abortion to civil rights; from guns to privacy, from race to gender to ethnicity, from the way we worship (or choose not to) to where we live. Come join the discussion where we explore the hot-button issues plaguing our nation in an attempt to answer this question: *Why have we become a nation at war with itself, at loggerheads over what the country stands for and where it is headed?*

## **HONR 348M – Stock Market**

### **Eric Wish**

Most citizens never learn how stock markets operate or how to invest systematically so as to manage the risks involved. This class introduces students to the world of investing and to rules based trading. In the first five weeks, students read the seminal writings of successful traders and discuss them in the context of the class lectures. The class is "front loaded" because of the need to read and understand about 800 pages. Using the information acquired, each student then creates a set of rules to guide their trading in a competition in which each student manages a virtual \$100,000 portfolio. The three students whose portfolios increase the most during the simulation are awarded a certificate and a prize. There is also a certificate given to the "Biggest Loser" who may learn the most by studying his losses. Each student also makes a presentation to the class, presenting a stock that s/he traded during the competition. The written final report for the course contains the student's analysis of his/her portfolio's performance and the creation of a revised set of trading rules to use in the future. No prior experience with investing or the stock market is required. One need only bring a passion for learning about the stock market to enhance his/her financial future.

**HONR 349I- Leading and Investing in Social Change: Redefining and Experimenting with Philanthropy**  
**Alex Counts**

How can individuals work effectively to create a better world? This course looks at that age-old question, but with a twist: students have \$10,000 at their disposal to contribute to an organization of their choice working to solve a critical societal problem right here in Prince George's County. In this innovative course once profiled by the *Washington Post*, students will learn about the history of philanthropy, philanthropic practices, and current trends in the field, all while setting up and running a philanthropic fund. The latter will include developing a mission for the fund, authoring a request for proposals, reviewing applications, and interviewing the leadership of and visiting potential grantees. Students will put what they've learned from class readings, exercises, and lectures into practice, as these lessons will help them decide which an organization(s) will receive their investments.

*Note: Students enrolling in this seminar should plan on attending approximately two to four events outside of class with prominent public leaders and philanthropists.*

**HONR 359Z – The Social Expectations of Gender Roles in the Middle East and North Africa (one credit, meets from January 29, 2017 to February 28, 2017)**  
**May Rihani**

Based on 30 years of experience in developing countries, the course will explore how gender roles are embedded in the traditional norms of Middle Eastern and North African countries. During the course, we will examine the process of socialization of girls and boys and will explore how gender roles define the expectations and aspirations of both girls and boys as well as women and men. Topics discussed include the impact of the cultural interpretations of gender roles on: education, early marriages, health, gender based violence, the labor force, political engagement, and leadership. These discussions will help us understand the complexities of gender relations within societies that result in inequalities, as well as efforts to overcome the constraints in the hopes of minimizing inequalities. The benefits of this course are wide-ranging including becoming more aware of the different social forces that shape the future of girls and boys.

**HONR378P - Elements of Music Composition for Non-Majors II**  
**William C. Evans**

Did you enjoy HONR218M? Do you want to work on next album, EP, or symphony? Then HONR378 is the seminar for you! Working with Logic, Reason, Sibelius and Finale you will explore advanced techniques used by composers. Explore recording studio techniques and collaborate with your fellow composers in a musical laboratory setting.

*Prerequisite: HONR 218M and permission of instructor.*