

HONR 105 Community and Identity (4)

In this course, students will learn why gender, race or ethnicity, in isolation, is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gender, racial and ethnic identities as well as identify the social and cultural factors that shape and contribute to each. The ways in which gender, race and ethnicity intersect will be given prominent attention in this class, as will the ways these features relate with issues of power and justice in the contemporary United States. The course will introduce students to process and value-based, collaborative theory of leadership directed at improving local communities. This course is equivalent to CSD: I. Required for students entering the Honors Program in Fall 2020 and later. Students take this course in the spring of their first year. Offered for A-F grading only.

HONR 201 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World (4)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

HONR 202 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Natural World (4)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

HONR 203 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression (4)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

HONR 204 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures (4)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

HONR 210 Honors Natural Science (4)

A study of great scientists, scientific ideas, and/or the most influential of scientific developments and revolutions in our culture. Fulfills the Common Curriculum Natural Science requirement.

HONR 210B Concepts of Computing: Science and Applications (4)

Introduces fundamental concepts of computer science that underlie all computing application, motivated by computational problems in business. Students will study the basic architecture of computers, the structure of programming, and the design of spreadsheets and databases. Through regularly scheduled labs they will gain hands-on experience with applications to business problems. Intended for students with an interest in computing in business. Prerequisites: Math 115 or four years of college preparatory mathematics or permission from the chair of the department.

HONR 210D Science & Environmental Issues (4)

A study of environmental science and current issues involving the interrelationships between human enterprises and natural systems, focusing on the impact that humans have had on the environment. Class topics include climate change, the use of natural resources and the alteration of natural systems, focusing on the challenges and opportunities to minimize human impact on the earth. Laboratory experiments, integrated into the class period, will provide concrete, hands-on experience with the scientific topics discussed.

HONR 210E Introduction to Chemical Structure and Properties (4)

A project based introductory chemistry course in which students study how the structure of atoms, ions, and molecules determine their physical and chemical properties. Students build a progressive and linked understand of bonding, ionic and molecular geometry, and physical and chemical properties that emerge from structure, which will be applied to real world problems. This will be done with guided inquiry and problem based learning. Must complete both HONR 210 & CHEM 201 in order to earn the NS designation.

HONR 220 Honors Social Science (4)

A study of the most significant ideas and developments in the history of the Social Sciences. Fulfills the Common Curriculum requirement for the Social Sciences.

HONR 220A Introduction to Economics (4)

Includes both microeconomics and macroeconomics. The price system as a mechanism for directing resource allocation. Demand, supply and market equilibrium in perfectly competitive markets. Development and application of criteria for efficiency and equity. Measures of the performance of the macroeconomy. Circular flow, aggregate demand, aggregate supply and equilibrium within the context of an international economy. Nature and impact of monetary and fiscal policies upon output, price level and employment. Fall and spring.

HONR 220B Introduction to Human Communication (4)

This course provides students with a general overview of communication theory and research, particularly as it relates to their everyday interactions. The course covers theories related to interpersonal, gender, group, organizational, and intercultural contexts.

HONR 220D Sociological Imagination (4)

This course will survey the main discoveries of the field known as sociology, one of the several social sciences that were developed, in the wake of the democratic revolutions of the eighteenth century, by scholars and researchers who hoped to inform public discourse with good evidence and guide public policy with sound arguments based on evidence (by contrast to prejudice and mindless invocation of tradition). The scope of the field is very broad, since strictly speaking, anything that involves interaction between two or more people constitutes data for the sociologist, be it as small and brief an event as a lover's kiss (or an abuser's blow) or as vast and enduring a process as the evolution of the capitalist economic system. Our methods too are of the most diverse kinds: some of our inquiries (but not many) can be done in the laboratory. Others require us to live with (or at least hang out with) the people we study long enough that they can teach us what the world looks like through their eyes. Much of the rest of our research agenda calls for the use of advanced statistical modeling techniques to capture the subtle multi-dimensionality of human life ζ but sometimes what it takes is more the ear and the heart of a poet. All of this goes into the so-called sociological imagination, which is what we call the practiced ability to see the unity and the multiplicity of social life all at once. Using a standard textbook in the field along with additional readings and student-designed projects, we will see how far we can get in one semester toward cultivating our own sociological imaginations to the point where we can make some new sense out of the mindboggling complexity of the American society we live in.

HONR 220E Introductory Psychology (4)

Prerequisite to all upper-division psychology courses. Survey of the major content areas of psychology, introducing the basic vocabulary, concepts, principles, and theories of the discipline. Specific topics include history and methods of psychology; biological bases of behavior; sensation and perception; learning and memory; cognition, language, and intelligence; motivation and emotion; lifespan development; personality; psychological disorders; psychological treatment/psychotherapy; and social psychology.

HONR 220F Introduction to Anthropology (4)

This course will provide an introduction to the field of anthropology. Anthropology is a holistic and comparative study of human diversity. Students will examine cross-cultural examples to shed light on the all aspects of human life and culture from language and religion, to technology and medicine, to the study of our human and non-human ancestors.

HONR 220G Introduction to International Relations (4)

Students learn about global issues through different theoretical lenses, including realism and liberalism. Using these lenses, students investigate international security, civil conflict, economic interactions, and the influence of globalization. They also examine the influence of important actors in the international arena, including states, intergovernmental organizations, and non-governmental organizations. Students examine their understandings of culture and how it shapes understanding of concepts like human rights. This broad overview helps students have a better understanding of the world around them and how their worldview shapes their perceptions of international events. Every semester.

HONR 230 Honors Fine Arts (4)

A study of great authors for the theater, artists and/or composers and their works. Fulfills the Common Curriculum Fine Arts requirement.

HONR 230A Playwriting (4)

The theory and practice of writing plays for theater performance. Writing exercises and reading assignments will culminate in the writing of an original one-act play. Prerequisite: Successful completion of First-year Seminar.

HONR 230B Music and Creativity (4)

Music and Creativity is a study of the creative process in music through listening, a study of music history, and comparison with other disciplines. It will study the creative process through a book called *Music and the Mind* by Anthony Storr. The class will study the life of one particular composer through a biography, and read and discuss a book on the history of music. It will concentrate on about ten major musical works through listening, live performances and class analysis. Class includes a research paper and a presentation. No previous musical study is necessary.

HONR 230D Music Through History (4)

An introduction to music in its historical and cultural perspective from ancient Greek to contemporary. Emphasis is placed on Western and other than Western cultures. Includes attendance at live performances. For music minors and non-music majors. Course offered for A-F grading only.

HONR 230E Photography in China (4)

By the 1840s, the medium of photography had arrived in China. Nearly two centuries later, it is still a powerful and popular medium. This writing- and discussion- intensive course explores some of the major themes addressed by photographers in China over this long history: the photograph as art, science, document, propaganda, popular culture, memory, identity. It focuses on the history of photography in China, the visual analysis of images, and a discussion of how a viewer's context plays a role in understanding the works. Although the primary topic is the history of photography as art in China by Chinese artists, the course includes a brief history of photography as art in the west and also examines western photographers who focus on China as a subject. Students will investigate both primary texts (the photographs, writings by photographers and artists, etc.), and secondary texts (scholarly articles and books about the photographs, artists, etc.).

HONR 230F Introduction to Modern Dance (4)

This class is an exploration of movement fundamentals for the purpose of developing and strengthening individual creativity and artistic expression in dance. Class work is designed to: 1) give individuals a basic understanding of anatomical structure and kinesiological principles as a foundation for developing technical skills needed to create articulate and expressive movements; 2) Provide an embodied experience of time, space and energy principles as related to dance; 3) demystify dance as an art form and make it accessible and relevant to all.

HONR 230G Philosophy of Music (4)

Philosophy of Music will help students reflect more deeply on their experiences of music. Most people experience music on a basic level of emotion and are left with an overall impression; those educated in music are able to more readily recognize forms, musical references, and context in more detail. But few of either group has thought systematically about what music is, whether music possesses meaning, and, if so, how that meaning is conveyed or expressed. These are central issues in the philosophy of music and will be central issues in our course. We will begin by giving some attention to the history of musical aesthetics to develop a context for these questions, but the greatest emphasis will be on exploring them in the context of our world today. The course will present divergent philosophical theories that will be considered with respect to a wide range of music including Western "classical" music, music of non-Western cultures, and the popular music many of us enjoy. Class will regularly involve discussing philosophical readings and musical selections.

HONR 230H Theater Audience (4)

A presentation of theater from the audience's rather than the performer's perspective. Designed to acquaint non-theater students with live theater as a meaningful and enjoyable event. Approached from the student's present exposure level. Lecture, group discussions and field trips to live performances required. Students may not receive credit for both THEA 200 and THEA 204. This course fulfills the FA requirement. There is a lab fee associated with the class. The lab covers 4 productions in the cities, the transportation costs and 4 additional performances at CSB/SJU.

HONR 240 Honors Theology (4)

The Christian Tradition rests on the Bible in combination with the received wisdom and practice that has been handed down for over two-thousand years. Students study and apply the interpretive methods for understanding the sacred text. The course then examines the major questions of Christianity by incorporating theological works, novels, the arts, and film into class discussion. Fulfills the lower-division Common Curriculum requirement for Theology.

HONR 240A The Biblical Tradition (4)

This course offers an introduction to the discipline of Christian theology, giving special attention to some of its primary sources, especially Sacred Scripture, and to the ultimate questions and major themes on which theology focuses. All sections of this course share as common learning goals that students demonstrate 1) a capacity to think critically and historically about some primary sources, doctrines, and themes that shape Christian theology, 2) an ability to explain differing viewpoints on at least one contemporary theological issue, and 3) an ability to apply at least one aspect of the Benedictine tradition to at least one of the

topics addressed in the course. Nevertheless, each section of the course provides its own distinctive way into the world of theology.

HONR 250 Honors Humanities (4)

An introductory study of great literary writers, philosophers and/or historians. Fulfills one course of the Humanities Common Curriculum requirement. The Philosophy section of Honors 250 is primarily reserved for first-year students.

HONR 250B Reading Fiction and Poetry (4)

I borrowed the title of this literature course from a long poem by Adrienne Rich, in which she asks whether poetry can help us find our way through the dangers that mark the world of the twenty-first century. Rich and many other writers have asked what value imaginative literature has in "a difficult world." Does it create a bridge to cross the abyss between the personal and the public, the aesthetic and the political, the I and the we? Should literature be such a bridge, or is this a misunderstanding and misuse of art? To answer these questions, we will read the work of poets, fiction writers, essayists, and memoirists. You will add your voices to this conversation by doing many kinds of writing – a poetry anthology, two critical/analytical essays, and frequent short written assignments. These will become the springboards into each day's discussion. I hope we will often find ourselves out beyond the known world, needing an atlas! There will be a written mid-term exam and an oral final exam. I will ask you to present some of your work to the class, memorize and recite a poem, raise questions, bring your experience of the world to bear on what we read, help each other improve as writers, and be actively engaged in all course activities.

HONR 250C Great Issues in Philosophy (4)

Throughout the ages, several issues have been central to the quest for philosophical insight about human existence. This course examines a number of those issues – free will vs. determinism, the making of moral judgments, the grounds for religious belief and other topics as time allows. Through careful reading of texts and through class discussion, we will critically analyze the ideas that philosophers have offered and will strive to formulate our own philosophical views on these issues.

HONR 250F Philosophy of Religion (4)

An introduction to philosophical questioning through a study of God and religion. Questions that might be treated: religious experience; difference in experience of God in Western and Eastern religions; philosophy of spirituality; theism and atheism; culture and religion.

HONR 250G The American Experience (4)

This course explores the history of the United States in the twentieth century, paying particular attention to events that have helped shape various communities within the nation and to the ongoing struggle to define just what "American" means. Topics covered will include changes in social, political, and economic life; the environment; race and gender relations; the growth of cities and industry; the American role in global conflicts; the progress of technology; the impacts of immigration and internal migration; and the role of popular culture in American society. We will approach the study of history with three major goals in mind: to develop knowledge of the basic "facts" of American history; to learn to think, speak, and write analytically about the past; and to better understand ourselves and the various communities to which we belong. Assigned materials will include period novels, primary sources such as historical newspapers, research monographs, films, music, radio and television broadcasts, and oral history interviews. Written assignments will emphasize historical analysis and critical thinking, with significant opportunities for students to research historical topics of personal interest.

HONR 250I Western Literature: Renaissance to Present (4)

In this course we will read some Masterworks of Western Literature and Drama in translation. Our reading list includes some very famous texts, and other equally fascinating reads that may be less familiar to you. Our texts come from Europe, Mexico, Colombia, and Brazil and include: Voltaire's *Candide*, Flaubert's *Madame Bovary*, Machado de Assis' *The Posthumous Memoirs of Bras Cubas*, Chekov's *Uncle Vanya*, Pirandello's *Six Characters in Search of an Author*, Kafka's *The Trial*, Freud's *Civilization and its Discontents*, Camus' *The Plague*, De Beauvoir's *The Second Sex*, Rulfo's *Pédro Páramo*, Calvino's *Once upon a winter's night a traveler*, Nabokov's *Lolita*, García Márquez' *Chronicle of a Death Foretold*, Lispector's *Hour of the Star*, and Calvino's *Once upon a winter's night a traveler*.

HONR 250J Social Philosophy (4)

In the United States today, most citizens tend to take for granted that liberty and equal treatment are fundamental parts of social justice. Leaders of the Western World have not always thought this way, though. Thus the first part of the class will be devoted to the study of Plato's *Republic*, a profoundly influential philosophical work that supposes equality to be unnecessary for a well-ordered society and proposes a conception of freedom with which modern Americans are largely unfamiliar. We are certain to experience conflicting thoughts with regard to Plato's teachings, and this uncertainty will encourage us to explore our reasons for valuing political equality and the conception of freedom that we enjoy. Our exploration will be aided by study of two further classic texts in the Western tradition of political philosophy: John Locke's *Second Treatise on Government* and Jean Jacques Rousseau's *The Social Contract*. Following our examination of these philosophical sources for the political ideals of Western civilization, the class will investigate the question of the forms of freedom, and the degrees of equality that are compatible with a capitalist society. We shall read arguments from a variety of perspectives. Karl Marx and Friedrich Engels will argue that the regime of private property is inherently oppressive, at least to workers, while Joseph Pichler and Irving Kristol (as well as Locke,

of course) will insist that free enterprise and private property are the best guarantors of individual freedom. We will also read the work of social scientists and investigative journalists such as Erik Schlosser (*Fast Food Nation*), Mark Robert Rank, (*One Nation, Underprivileged*), and Charles Murray (*In Our Hands*). These readings will provide detailed descriptions of the challenges faced by working Americans as well as of government reforms that might enable citizens to fully enjoy the benefits of freedom.

HONR 250K The European Experience: European History from the Black Death Through the French Revolution (4)

A thematic survey of topics in European history since the Renaissance. Topics to be considered include the interaction of religion and society, the rise of nation-states, war and peace, political, social, intellectual and economic revolutions. Fall and spring.

HONR 250L Philosophy of Human Nature (4)

What are humans like? What is the purpose of human life? These basic questions can be answered from different points of view, and focused on different aspects of being human. What does it mean to be a human animal? Are we fundamentally selfish? How should we live? What is the relationship between reason and emotion? What is a soul? How can human life be meaningful? This course is a survey designed to introduce philosophical ideas and modes of thought, with a central focus on problems arising from human nature. We will analyze and criticize topics that fall under three major aspects of the human condition: body, mind, and spirit. We'll raise questions and discuss the implications of each topic for the meanings of our own lives, for how we ought to behave as individuals, and for how we should treat one another in order to build the best lives possible for ourselves.

HONR 250N Tragedy, Passion and Sacrifice (4)

Bloody murder, illicit sex, martyrdom, guts, and gore: this course is a pleasure tour through some of the noisiest transgressions in the Western Literary Canon. After a brief grounding in the patricide and fratricide of Greek theatre, the Bible, and Shakespeare, we'll see what shape these themes take in modern U.S. and Latin American fiction. Expect *Wise Guys* and *Men in Pink Suits*. We'll also consider, occasionally, what happens when women take these matters in hand. Not for weak stomachs.

HONR 250O Early Western Literature: Homer and Dante (4)

Why study the classics? A short answer might be: these authors are everywhere. In political discourses and in psychology, in film, in painting and in literature, we continue to speak in terms of their masterpieces. This course will take us into the heart of their great works. The personalities of these authors leap off of the page; their characters are audacious, unlikable, heart-rending, hilarious, and conflicted. These poets—Ovid, Homer, and Virgil—write about gods and men, exploring themes of love, of violence and change, and of causes and consequences. By the medieval period, these classical writers have become “pagans,” and writers who value them greatly, such as Dante and Chaucer, struggle at personal risk to protect and to newly translate their books. Our reading will look carefully at how these writers construct genders—both masculine and feminine—normative sexualities, and how issues of power change over time. We will notice how deeply these authors are in dialogue with one another, and how they continue to generate responses in contemporary poetry. Reading ancient and contemporary respondents—including Sappho, Christine de Pizan, and W. H. Auden, and Eavan Boland—students will notice their influence and also gain familiarity with reading such allusions in other work. Students in this course may expect to encounter some of the brilliant minds who have shaped the course of western thought and struck deeply into the human imagination.

HONR 250P Europe Since 1750 (4)

This survey examines European history since 1750, prior to the French Revolution, and concludes with transformation of the continent in the European Union. Students will examine various themes that shaped this period of revolution, modernization, and transformation in European society.

HONR 250Q World Literature: Voltaire and Nabakov (4)

In this course we will read some Masterworks of Western literature and drama in translation from the Early Modern period to the present day. Our reading list includes some very famous texts, and other equally fascinating reads that may be less familiar to you. Our texts come from Europe, Mexico, Colombia, and Brazil and may include: Voltaire's *Candide*, Flaubert's *Madame Bovary*, Machado de Assis' *The Posthumous Memoirs of Bras Cubas*, Chekov's *Uncle Vanya*, Kafka's *The Trial*, Freud's *Civilization and its Discontents*, Camus' *The Plague*, De Beauvoir's *The Second Sex*, Rulfo's *Pédro Páramo*, García Márquez' *Chronicle of a Death Foretold*, Lispector's *Hour of the Star*, and Calvino's *Once upon a winter's night a traveler*.

HONR 250R The Empire Writes Back (4)

Nothing conclusive has yet taken place in the world, the ultimate word of the world and about the world has not yet been spoken, the world is open and free, everything is still in the future and will always be in the future. (Mikhail Bakhtin, *Problems of Dostoevsky's Poetics*). "The Empire writes back with a vengeance," wrote Salman Rushdie back in 1982, heralding the success of writers from the erstwhile British Empire who were not only contesting colonial narratives and debunking colonial myths, but were also challenging the very notion of "English." Many of these writers, little known in the early 1980s, have become familiar to readers all across the world: Chinua Achebe, Wole Soyinka, Jamaica Kincaid, Derek Walcott, R.K. Narayan, V.S. Naipaul, and of course, Rushdie himself. Their literary prominence has been such (three of the writers named above have won the Nobel Prize) that many English Departments now claim to teach "Literatures in English" rather than "English" or "American" Literature. This course focuses on the ways in which the dominant narratives of Empire (not just the old British one, but the current de-

centred one as well) have been challenged, resisted, and re-told. It takes its cue from the work of the Russian philosopher and literary critic, Mikhail Bakhtin, who gave us the concept of dialogism. Any utterance-spoken or written- responds to some earlier utterance and anticipates a future one, Bakhtin argued. Because dialogic expression is always incomplete, always oriented towards the unrealized future, it resists authoritarian interpretations. In this course we will read a number of texts (some "classics," some iconoclastic) dialogically to understand better how the authority of literary texts is constructed and resisted-both internally and externally. Sample "clusters" of texts: 1) William Shakespeare, *The Tempest*; Aimé Césaire, *A Tempest*; Elizabeth Nunez, *Prospero's Daughter*. 2) Daniel Defoe, *Robinson Crusoe*; J.M. Coetzee, *Foe*; Kunal Basu, *The Racists*. 3) Anonymous, *A Woman of Colour*; Charlotte Brontë, *Jane Eyre*; Jean Rhys, *Wide Sargasso Sea*.

HONR 250S Philosophy and Gender (4)

In this class, we'll examine philosophical conceptions of femininity and masculinity in the history of western thought. Our aim thereby is two-fold: to understand the philosophical significance of gender and to better understand today's conceptions of gender and sexuality by understanding how these conceptions have been promoted and/or contested by important thinkers throughout history. Probable topics include: feminism; men and gender; what is meant by equality; the organization of the family and its role in political life; sexuality; friendship.

HONR 250T Freedom Narratives (4)

This course introduces you to reading and analyzing the slave narrative, one of the most significant genres of United States literature, and its lasting impact on our literary expression and popular culture. We will examine writings by authors such as Frederick Douglass, Solomon Northup, and Harriet Jacobs and explore how the themes, conflicts, and forms of these texts have shaped contemporary works by novelists including Toni Morrison, Octavia Butler, and Ishmael Reed. We will pay particular attention to the construction of race and gender within these stories. The class will also include a research component that encourages students to discover lesser-known slave narratives and our contemporary uses of this genre.

HONR 250U Witnessing Slavery in Early United States History (4)

The enslavement and exploitation of people of African descent was a defining feature of the early United States. Racial prejudice and enslavement affected all aspects of U.S. society, including politics, economics, and even face-to-face interactions, as well as the beloved American ideals of liberty, equality, and freedom. This course aims to explore the historical experiences and perspectives of black Americans during the eighteenth and nineteenth centuries. To accomplish this task, we will engage numerous narratives written by formerly enslaved persons to not only understand their experiences from their own perspectives, but also to understand how gender and race shaped those experiences and perspectives. While studying the experiences and perspectives of black Americans, students will have many opportunities to strengthen their critical reading, analytical thinking, argumentative writing, and discussion skills.

HONR 250V Confusingly Confucian: East Asia Before 1600 (4)

British philosopher Bertrand Russell often sneezed at Confucius' ideas, but he could never discount them. How is it that a long dead Chinese sage caused such allergies in an analytic philosopher in the 20th century? Why did Confucius, his contemporaries, his Asian detractors, and his disciples have such import in East Asian cosmology? And just what is this cosmology and how did it help to shape actions throughout the area? This course offers a glimpse into East Asian civilization--namely, the political, cultural, and social history of China, Japan, and Korea from the paleolithic era to the 17th century.

HONR 250W Chinese Philosophy (4)

An introduction to the Chinese philosophical tradition through selected foundational texts like the *Tao Te Ching*, the *Chuang Tzu*, the *Analects of Confucius*, the *Mencius*, the *Platform Sutra of the Sixth Patriarch* and selections from the writings of Chu Hsi. Students will also study early Chinese philosophical teachings concerning the nature of male and female and their appropriate social roles, contemporary analyses of the role Confucian teachings played in constructing these gender categories and institutions, and philosophical discussions of the compatibility of Confucian teachings with contemporary (Western) egalitarian gender sensibilities.

HONR 260 Honors Math (4)

Special topics courses offered according to student and faculty interest.

HONR 260A Probability and Statistical Inference (4)

Graphs and charts, mean, median and other measures of location. Terminology and rules of elementary probability; normal distribution, random sampling, estimation of mean, standard deviation and proportions, correlation and regression, confidence intervals, tests of hypotheses. Prerequisites: three years of college preparatory mathematics.

HONR 270 Honors Special Topics (0-4)

Special topics courses offered according to student and faculty interest. Honors reading groups (0-1 credit) fall under the special topics heading. Honors students play the main role in determining the theme and frequency of such groups.

HONR 270A Directed Reading (0-1)

Offered for S/U grading only.

HONR 270B Math Exploration (4)

"The infinite! No other question has ever moved so profoundly [the human spirit.] -- David Hilbert (1862-1943) People have pondered the infinite since at least ancient Greece. We will think through many of the paradoxes people have debated, including Aristotle, Oresme and Galileo and in some works of fiction. Mathematics provides a powerful framework to approach many of these paradoxes as well as raise new, deeper questions. We will look at how mathematicians reason about infinite processes and actual infinite quantities, including mind expanding arguments about different sizes of infinity.

HONR 271 Individual Learning Project (1-4)

Supervised reading or research at the lower-division level. Permission of the director of honors and undergraduate research required. Not available to first-year students.

HONR 300 Communities and Systems (4)

This is the third course in the Honors program. In this course, students will demonstrate an understanding of how constructions of race, gender and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history. This course is equivalent to CSD:S. This course is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year, either semester. Prerequisite HONR 105. Offered for A-F grading only.

HONR 310 Great Books, Great Ideas (4)

A year-long discussion-based seminar for juniors and seniors which concentrates on many of the world's greatest works of literature and intellectual history. Students purchase a hundred books, from ancient to contemporary times, written by such authors as Plato, Aristotle, Augustine, Montaigne, Shakespeare, Goethe, Austen, Marx, Dostoevsky, Tolstoy, Freud, Woolf, Faulkner, O'Connor, Ishiguro, Murdoch, Byatt, and Pynchon. Students selected for this seminar will read a number of these books during the summer as well as the two semesters and the rest over the course of their lives. Applications will be solicited and invitations made by the instructor.

HONR 311 Great Books, Great Ideas (4)

A year-long discussion-based seminar for juniors which concentrates on many of the world's greatest works of literature, political philosophy and intellectual history. Authors include Plato, Aristotle, Biblical writers, Augustine, Montaigne, Shakespeare, Goethe, Marx, Dostoevsky, Tolstoy, Freud, Woolf, Faulkner, O'Connor, Nadine Gordimer and Toni Morrison. Students selected for this seminar are asked to read a number of novels and plays to prepare themselves for participation. Interview required in the Spring semester of a student's sophomore year.

HONR 320 Honors Social Science (4)

A study of great ideas and developments in the social sciences. Fulfills the Common Curriculum requirement for the Social Sciences.

HONR 320C Security: Defense, Diplomacy and Development (4)

What is security? Exploring this concept, students are introduced to a range of international relations theories from realism to constructivism. Examining numerous concepts of security, including traditional territorial security, transnational environment crises, and human security, students compare different explanations for events in the international arena. By scrutinizing the behavior of states, intergovernmental organizations, non-governmental organizations, students gain a better sense of the concepts of security and why and how it is pursued by different institutions and individuals.

HONR 325A Gender and Communication (4)

Examines the impact of socialization on gender roles and the influence of gender roles on communication. Looks at the communication behaviors of women and men in same sex and mixed sex contexts. Introduces students to current theories of gender communication. Examines the function of communication in gender role development. Topics may include language, perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender in the media.

HONR 325B Intercultural Communication (4)

An examination of the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Topics covered include worldview, ethnocentrism, perception, language, nonverbal cues, gender, sexual orientation, power, multi-cultural identities, educational systems, approaches to health and healing, culture shock and acculturation, intercultural competence, and intercultural ethics.

HONR 340 Honors Upper Division Theology (4)

An in-depth study of great writers, texts, developments and ideas of our Judeo-Christian culture and its traditions. Fulfills the upper-division Theology Common Curriculum requirement.

HONR 340A Sexuality and Renunciation (4)

This course will investigate the theological and social construction of gender and sexual expression among various Christian groups from the formation of the New Testament in the first and second centuries to just after the official recognition of the Christian church by the Roman Imperium in the fourth century (Augustine). The course will begin by critically examining theoretical perspectives which inform our understanding of gender and sex roles, especially theological and cultural perspectives, in order to provide a place from which we might start our examination of various texts from Christian antiquity. We will have a twofold objective in view: 1) to gain a better understanding of how theological and cultural considerations informed the early Christians' understanding of sexuality and gender; 2) to explore the implications such understanding has for a modern construal of sexuality and gender within the Christian churches and within the culture at large. Prerequisite HONR 240A or 240B or THEO 111.

HONR 340B Christianity and Judaism (4)

This course explores the Jewish tradition, the emergence of Christianity within and from that tradition, the de-Judaization of Christianity, traditional Christian teachings about Judaism, anti-Jewish formulations of Christian faith, contemporary Christian affirmations of Judaism's abiding validity, and the implications of these new affirmations for Christian self-understanding and for Christian-Jewish relations. Prerequisite THEO 111 or HONR 240A or 240B.

HONR 340C Jesus and the Gospels (4)

This course explores the origins of the Gospels and the meaning of the teachings and deeds of Jesus as presented in the writings of Matthew, Mark, Luke and John. Prerequisite: THEO 111 or HONR 240A or 240B.

HONR 340E Jewish Encounters with Christianity (4)

An exploration of the theological and historical encounters between Judaism and Christianity, from the emergence of both Christianity and Judaism out of biblical religion, the disagreements and distancing of one faith from the other over the centuries, but culminating, in the late 20th century, in efforts at rapprochement and mutual acceptance. Prerequisite THEO 111 or HONR 240A or 240B.

HONR 340F Diverse Approaches to God (4)

This course explores perspectives on the meaning of the existence, nature, attributes, revelation, and presence of God. Emphasis is on Christian and Jewish theological perspectives, but views about God found in other religious traditions — especially Islam and Hinduism — are also examined. Special attention is given to what it means to have faith in God, the sources of and challenges to such faith, the variety of views about God, theological approaches to religious diversity, the relationship between morality and faith in God, the effects of scientific knowledge on beliefs about God, feminist critiques of and alternatives to traditional patriarchal perspectives on God, and the relationship between views about God and approaches to ecological issues. Prerequisite HONR 240A, 240B or THEO 111

HONR 340G Religious Perspectives on Economic Life (4)

Moral theology asks what religious faith means for living a good life for each person and for society as a whole. This course examines various visions of economic life held by religious people in the West, focusing on the Christian understanding of economic life. Prerequisite THEO 111 or HONR 240A or 240B.

HONR 340H Reading Biblical Women (4)

An exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text). Prerequisite THEO 111 or HONR 240A or 240B.

HONR 340I Spirituality and Politics of Islam (4)

Islam shapes much of our current political and social context: 9/11, the Arab spring, ISIS, the war in Syria, our complex relationship with Iran, all have a major impact on the world we live in. Islam is also the fastest growing faith, both globally and here in America. This course will focus on how Muslims have encountered God, how this encounter informs their daily lives, and how the traditions of Islam are influencing and informing (or not) current political and cultural events around the globe. Studying another faith tradition also provides a lens through which to examine one's own faith and society, and an appreciation for the commonality of the human condition. Our study of Islam while looking at the particulars of that faith, will also raise a variety of broad questions, including the conflict of faith versus reason, the role and position of women, the rights of religious and cultural minorities, freedom of speech vs. religious respect, and multiculturalism vs. assimilation. Prerequisite HONR 240A or 240B or THEO 111.

HONR 340J Christian Sexual Ethics (4)

Given the inescapable complexities surrounding human sexuality, gender, and embodiment, how might we live and relate to one another in ways that are increasingly fulfilling, and in ways that deepen our relationships with ourselves, others, and God? This course will introduce students to the methodology of Christian ethics, i.e., the process of drawing upon sources of knowledge (scripture, tradition, reason, and contemporary experience) to formulate responses to contemporary issues regarding sexuality and relationships. Specifically, we will be exploring the concept of justice as it relates to sex, contemporary hookup culture, love, and relationships. In the end, students will be equipped to construct and articulate a compelling theological sexual ethic for college students in 2014. Prerequisite THEO 111 or HONR 240A or 240B.

HONR 340K Great Books on World Religion (4)

This class will examine sacred texts from several of the world's primary religions (Christianity, Judaism, Islam, Buddhism, Hinduism, and Taoism). Each sacred text will be paired with a secondary text showing how the religion's precepts are lived out in one particular historical and cultural context. The focus of the class will be on the texts themselves—what they teach about the human condition and how they function as sacred texts, in other words, what it means to be a "people of the book." We will discuss how each religion started with an experience of the numinous and used lenses shaped by their particular historical and cultural context to explain that experience and its implications for how to live. Texts will include Job, excerpts from the Talmud and the Qur'an, the Bhagavad Gita, Zen poems and koans, and the Tao Te Ching, as well as works by Dostoyevsky, Tolstoy, Luther, Wiesel, Rumi, Patanjali, Hesse, and Endo. The format will be a seminar, modeled after the Honors Great Books class. Prerequisite HONR 240A or 240B or THEO 111.

HONR 350 Honors Humanities (4)

A study of great philosophers, literary authors and/or historians and their works. Fulfills one course of the Common Curriculum Humanities requirement.

HONR 350G James Joyce (4)

Arguably the greatest and most influential writer of this century, James Joyce is not simply an "important" author to know about, someone to feel guilty for not having read—his works are actually well worth reading for their own sake. Late in life he made the justifiable claim that he could do anything he wanted with the English language, and in reading three major works we will experience his mastery of the language and his devilish manipulation of narrative forms. We start with *Dubliners* and *A Portrait of the Artist as a Young Man*, which present a sensitive portrayal of life in Dublin that is both scathing and loving. We will spend the last two thirds of the semester on the brilliant, outrageous, encyclopedic, and hilarious *Ulysses*, which stretches the novel beyond its breaking point and incorporates virtually all of Western Civilization in one day in the life of a few ordinary people.

HONR 350L Reading Biblical Women (4)

An exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text).

HONR 350M Culture and Critique (4)

Whether we're reading a book, watching television, going to the movies, attending a concert, visiting a museum or engaging in cultural criticism (!), we're involved in a process of negotiating and producing meaning, shaping and reshaping how we perceive ourselves and others and the core values that hold society together (or pull it apart). There are a lot of differing opinions about what "culture" is, and about why we should bother to study it at all. Mass, popular, and "high" culture are value-laden categories that further complicate the matter. And different critical approaches to culture carry with them distinct ethical and political objectives. It's no wonder that "culture" has been called one of the most complicated words in the English language. We will read and discuss book-length arguments in which the authors articulate a critique (analysis and social values-driven assessment) of one or more dimensions of the contemporary cultural environment, principally with reference to the United States. Readings will treat dimensions of cultural life in the U.S. such as television programming, popular musical forms, film representations of social experience, "high" vs. "low" culture in literary form, audio communication, technology in everyday life, Internet, and so on. Students will read and discuss (and critique) a variety of such culture critiques, representing a broad range of distinct critical perspectives on the lived cultural environment.

HONR 350P Souls, Selves and Persons (4)

What am I? This question will be explored through the study of the three periods marked by a change in scientific paradigms; the scientific revolution of the sixteenth and seventeenth century, the publication of Charles Darwin's *Origin of Species* in the nineteenth century, and the rise of cognitive science in the twentieth and twenty-first centuries. We'll read philosophers, scientists, historians, and novelists, as well as explore pieces by performance and visual artists. By the end of the course, you should have a basic understanding of different metaphysical views about human nature from the claim that humans are fundamentally autonomous and independent to the view that human nature derives from the unique social bonds we form. We will have studied various accounts of the relationship between the mind and body, especially dualism and materialism, and how

these theories are shaped by various philosophical and scientific commitments. You will have a deeper understanding of the changing relationships humans have with the natural world and with each other. In studying these topics, you will learn to recognize in past debates a reflection of contemporary struggles over human nature and our place in the natural world and vice versa. No prerequisites.

HONR 350Q Dostoevsky (4)

The works of Fyodor Dostoevsky do not soothe one's nerves. The reader is bound to get rather anxious while becoming intimate with characters on the edge of sanity and watching acts of destruction and self-humiliation. Still, these books are hard to put down. The plots themselves are gripping and the characters intriguing, and Dostoevsky manages to use these stories of murder, madness, and conspiracy to explore profound questions about human nature, the human mind, the existence of God, irrationality, love, free will, moral responsibility, good and evil, and the struggle of living. We will read a number of novellas, including *The Double*, *Notes from Underground*, and *The Gambler*, and four big novels, *Crime and Punishment*, *The Idiot*, *The Devils*, and *The Brothers Karamazov*.

HONR 350R The Harlem Renaissance (4)

The artists of the Harlem Renaissance were quintessential "moderns," they interrogated tradition, departed from past convention, and established a new vocabulary for expressing their "self-hood" in the United States. This course studies the art of the Harlem Renaissance from a rhetorical perspective. This means that we will analyze a diverse body of texts from the 1920s and 30s—literature and poetry, film, the blues, painting and photography—to gain insight into the social truths they establish and contest. Ultimately, our study of this period will help us discuss fundamental questions about the relationship between public expression and public life, art and language, politics and identity.

HONR 350S Philosophy of Knowledge (4)

What do you think you know and how do you think you know it? In this course we'll explore the idea that acquiring knowledge is not as straightforward as it appears. We'll be looking at the foundations of the academic experience and the different methods scholars use to support and maintain their research, including, among others, biologists, philosophers, historians, and economists. Two topics will guide our readings and discussions: one, the relationship between power and social inequity and two, the impossibility of conducting research free of social and ethical values. This course should be of interest to all majors and especially to those interested in thinking critically about implicit assumptions underpinning the professional pursuit of knowledge.

HONR 350T Race and Human Inequality: Theory, practice & consequences (4)

This course examines race as a social construction that 1) views human differences as reflections of essential inequality and 2) is used as a means of power. The course begins with a consideration of racial ideas and their development in the modern era, particularly in the context of the Scientific Revolution, the Enlightenment, and the rise of pseudo-science in the nineteenth century. Race and racial ideology are viewed broadly and include a variety of biological-essentialist views of humanity and human value. Course topics include anthropometric categorization and ranking of human groups, gendered systems of inequality, eugenics, intelligence testing, inequality based upon skin color, and the social and political structures that arose from those ideas. The course addresses consequences and controversies arising from the application of racist ideas in human society, as well as challenges to the very concept of race. Students will engage materials and cases from various countries and cultures, including examples from the United States.

HONR 350U Why Travel? (4)

Responding to this question, the noted travel writer Pico Iyer has said, "We travel, initially, to lose ourselves; and we travel, next, to find ourselves." But how might that happen? Since the end of the nineteenth century, our experience of travel has increasingly been shaped by an enormously lucrative tourism industry. We see and experience what profit-driven tour developers want us to see and experience. Then we go back for more. We look for ease and convenience, having long forgotten the etymological connection between "travail" and travel. Iyer's comment is a timely reminder of the mindfulness that could (should?) be a part of our experience of travel. This course is an attempt to recuperate that mindfulness. How does travel affect us? This is the central question around which this course is organized. Taking a historical view of both the concept and the experience of travel, we will focus on what happens to our sense of ourselves and our world when we travel. The aim is to understand the motives, the enabling conditions (cultural and socioeconomic), and the consequences of travel. Conceived in the spirit of T.S. Eliot's famous comment that travel leads us back to the place we started from and enables us to see it "for the first time," this course will examine not only the how travel can familiarize the strange, but—perhaps more importantly—how it can de-familiarize the known. The result, I hope, will give us a new sense of what it means to be a worldly person: not simply one who has seen the world, but one who has learned to see one's own place from the perspective of others. Our readings will include a history of travel (Eric Zuelow, *A History of Modern Tourism*), some philosophy of travel (selected chapters from George Santayana's *The Philosophy of Travel*, and Alain de Botton's *Art of Travel*), and ancient and modern travel accounts. We will start with the *The Odyssey* and end with . . . I haven't decided yet. Perhaps Jamaica Kincaid's *A Small Place*, a book that excoriates seekers of the sun-drenched, fun-filled vacation and lays bare the dissembling, exploitative underbelly of the global tourism industry. In between we will read excerpts from the writings of early travelers like Faxian (4th C), Xuanzang (7th C), and Ibn Battuta (14th C); selected portions of Lady Mary Wortley Montagu's *Turkish Embassy Letters, 1716-18* (published in 1763), Mary Wollstonecraft's *Letters Written in Sweden, Norway, and Denmark* (1796), and Mark Twain's *Innocents Abroad* (1869). We will read Che Guevara's *Motorcycle Diaries* (first published in 1995) and Amitav Ghosh's *In an Antique Land* (1993) in their entirety.

And because not all travel is voluntary, we will also read selected chapters of *The Interesting Narrative of the Life of Olaudah Equiano (1789)* and some more recent accounts of forced migration.

HONR 370 Honors Special Topics (0-4)

Special topics courses offered according to student and faculty interest. Honors reading groups (0-1 credit) fall under the special topics heading. Honors students play the main role in determining the theme and frequency of special topics courses.

HONR 370A Directed Reading (0-1)

Offered for S/U grading only.

HONR 371 Individual Learning Project (1-4)

Supervised reading or research at the upper-division level. Permission of the coordinator of honors and undergraduate research and completion (or concurrent registration) of 12 credits within the program required. Not available to first-year students.

HONR 375 Community, Research and Social Change: Truth (4)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Focus course in a Human Experience way of thinking and focused entirely on the theme of truth. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

HONR 376 Community, Research and Social Change: Truth (4)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Focus course in a Natural World way of thinking and focused entirely on the theme of truth. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

HONR 377 Community, Research and Social Change: Truth (4)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Focus course in an Artistic Expression way of thinking and focused entirely on the theme of truth. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

HONR 378 Community, Research and Social Change: Truth (4)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Focus course in a Social World way of thinking and focused entirely on the theme of truth. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

HONR 379 Community, Research and Social Change: Truth (4)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Focus course in an Abstract Structures way of thinking and focused entirely on the theme of truth. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

HONR 390 Honors Ethics Common Seminar (4)

Analysis of societal and personal ethical issues. Topics are interdisciplinary and are chosen because they defy easy answers and widen the field of moral vision. This honors course fulfills the Common Curriculum Ethics Common Seminar requirement.

HONR 390A The Medical Professional in the Modern World (4)

The word "professional" today connotes an individual with well-developed skills, specialized knowledge, and expertise, who conforms to the standards of a profession. The original meaning of "professional" as one who "makes a profession of faith" in the face of demanding circumstances has been all but lost in the medical profession. This class will use the burgeoning literature of medicine, written by, for, and about medical professionals, in order to explore the full range of "professional" challenges facing today's medical professionals. The practice of medicine is rife with ethical dilemmas. By exploring the efforts of medical professionals to counter the institutional forces that constrain them and to find their own solid ground to stand upon, this course aims to cultivate the habit of moral reflection in future medical professionals. Although this course will primarily focus on the experiences of medical doctors, it should also be of interest to those aspiring to other medical and non-medical careers.

HONR 390B Justice in the 21st Century (4)

Few issues are as fundamental to human life as justice: everyone is in favor of it. Yet few issues are as controversial: justice has widely divergent meanings for different people. This course will examine in detail five rival understandings of justice prevalent in debates today. Students will read two novels, and five philosophical or theological treatments of the notion of justice in our joint efforts to come to grips with what justice means in our lives: personally and on a national and global scale. Like all Senior Seminars, the goal of this course is to improve each student's ability to make good moral judgments.

HONR 390C Reading for Life (4)

Everyone loves a good story. Great stories can provide us with far more than mere recreation. Stories can provide us with rich character portraits that can reveal the subtleties and nuances of what it means to live well and responsibly. In this course we'll use novels and films to address Socrates' most basic ethical questions, "How should one live?" and "What sort of person should I be?" We'll do so by attending to all the concrete, particular details of real life and fictional characters thoroughly embroiled in the "business of living." Reading well offers the possibility of vicarious experience and ultimately, ethical insight. Our readings will include: *The Crucible* (Arthur Miller), *Ransom* (David Malouf), *The Remains of the Day* (Kazuo Ishiguro), *Beloved* (Toni Morrison), *Hecuba* (Euripides), *How To Be Good* (Nick Hornby), *Glengarry Glen Ross* (David Mamet), and *Cold Mountain* (Charles Frazier).

HONR 390D War & Memory (4)

Our course examines the ethical issues of the conduct and representation of war from the Great War (WWI) to today's "war on terrorism." Our theme follows that shift of strategy from targeting military casualties to the predominant emphasis on civilian casualties as evident in the case studies of the Vietnam War, WWI, the Holocaust, the Troubles in Ireland, and the wars of genocide in our time - Yugoslavia and Rwanda, the post-Cold War conflicts of Russia, and the "war on terrorism."

HONR 390E Political Philosophy: Democracy, Freedom & Inequality (4)

In the United States today, most citizens tend to take for granted that liberty and equal treatment are fundamental parts of a just society. But if asked what, exactly, these core values amount to, many citizens would have difficulty providing clear and informed answers. The purpose of this class is to provide young citizens with an introduction to important conceptions of freedom and equality embedded in the Western tradition of political philosophy as well as to some challenges that modern societies face trying to meet the requirements of both.

HONR 390F Vulnerable Lives (4)

Who can deny that human lives and character are fragile? A glance at victims of rape, genocide, war, oppression, betrayal, and tragic loss suggests we are vulnerable. Yet various lines of thought have suggested that this needn't be so. Some Eastern religions have promised relief from suffering through enlightenment, and the Judeo-Christian tradition has pointed to faith and divine grace as a balm for suffering and a shield against the same. Roman and Greek schools of thought have aimed at forms of detachment and serenity that might render people invulnerable. Using psychology, memoir, philosophy, fiction and film sources, we'll consider ways in which human lives and character can be compromised and disintegrated. We'll also consider strategies designed to render us less vulnerable or invulnerable.

HONR 395 Liberal Arts in Action (4)

This is the fifth Honors course and the capstone for the Honors program. In this course, students will integrate their previous course work and leadership development through project-based learning and their integrative essay. Students will select a single opportunity/challenge for the common good of the community based on one of the research papers produced in the various sections of Honors 4HONR 375-379, design an approach, execute it and evaluate it. Equivalent to Learning Integrations and required for students entering the Honors Program in Fall 2020 and later. Prerequisite JN or SR standing and HONR 105, HONR 201-204, HONR 300, HONR 375-379. Offered for A-F grading only.