

## Critical Thinking and Writing:

HONR 111

TR 9:30-10:45 (Charlotte England-LLC Section)

MWF 10-10:50 (Richard England)

MWF 11-11:50 (Richard England)

Arguments bind us, divide us, batter us. Vying for approval on paper, in quiet conversation, on millions of televisions, or the battlegrounds of the web, arguments define the boundaries of common sense, set personal and global agendas, and control minds. Masters of persuasion make laws, reshape traditions, and wage wars. To understand and create arguments we must analyze their structure, language, and logic.

In this class you will learn to think critically about any kind of claim through debate, research, and writing. Library “labs” will help you to find and cite key resources including journal articles and databases, government documents, reference works, monographs, and web sources. You will also learn how to evaluate sources for particular research projects, including your own research paper. This is not so much a composition class as an arena for wrestling with ideas and words. By December you will be a keener critic and a better author of provocative texts and persuasive speeches. Practice is the only true teacher. This seminar class will require you to take an active role in your own learning. Debate and research are two foci of this class.

*HONR 111 grants elective credit or general education credit for ENGL 103 (Group I-A)*

## Issues in Humanities:

**The Self in Indian Philosophy**

HONR 211.042 MWF 12-12:50

Joerg Tuske

Many people in the West believe that they have a self. By this they mean that there is a part of us which is unchangeable over time. This self accounts for our sense of individuality. It ensures that I am fundamentally different from everybody else. I am unique. It also ensures that we can be held responsible for our actions:

only if I am the same person as the one who committed a crime many years ago, could I be held responsible for this crime later. While it seems that the existence of the self is “self-evident,” defining what this self is has proved to be one of the hardest problems in philosophy and psychology.

Within the history of Indian philosophy the debate about the nature of the self occupies a prominent position. Many Indian philosophers believe, like their Western counterparts, that humans have selves. Others, most notably Buddhists, believe that the idea of the self is an illusion. We will study texts by many different Indian philosophers and compare their conceptions of the self to those of philosophers from the West. We will focus on the relationship between the self and morality and discuss whether it is ever possible to be “selfless.” In addition, we will discuss the idea that the self is the part of the person that remains hidden from others and think about some of the implications of this view.

*HONR 211 satisfies a Humanities General Education Requirement (Group IIIA or IIIC)*

## Issues in Humanities:

**Wilderness**

HONR 211.451 (MW 1-2:15) [LLC section]

Lucy Morrison

What do we mean when we use the word “wilderness”? What ethical issues revolve around this concept and our human interaction in it? What legal processes have we imposed upon this natural occurrence—and how have we contributed to creating it too? In this class, we will read our way through representative works of literature, nonfiction, and history, considering the different ways in which authors spanning the centuries have negotiated the relationship of humanity and wilderness. Students should emerge from the course familiar with the wilderness ethic and with issues surrounding the concept as represented in literary and nonfiction texts; we may even begin a wilderness campaign of our own. We will almost certainly venture into the wilderness (such as we can find it) locally too, so there will be a weekend

requirement. The class will principally be an open discussion format, while I will lecture as necessary to provide essential background and context. I propose that we work as a class to study the development and meaning of particular texts—so let's get wild!

*HONR 211 satisfies a Humanities General Education Requirement (Group IIIA or IIIC)*

## Interdisciplinary Seminar:

**Cinema and Society**

HONR 311.141/CMAT 499 M 6-8:45pm

Darrell Newton

How did a movie incite white race riots? What exactly made *Casablanca* so incredibly cool? How did *Psycho* titillate, yet scare us with sexuality? Not only were these films and others incredibly popular in their day and now, but they influenced audiences greatly and changed the scope of our sociological landscape forever.

*Cinema and Society* will analyze how certain motion pictures have influenced audiences during specific phases of our nation's history. We will also examine the era in which these films thrived, noting how audience responses to this popular medium demonstrated the specific effects these films have had upon notions of popular culture, social issues, and modernity.

The deconstruction of these narratives will include topics such as gender, sexuality, ethnicity, and contemporary life. From the "birth" of our nation, the Red Scare, the swinging sixties, and beyond, we will examine the American landscape at these junctures, noting the cultural symbiosis that is media's effect upon society—and society's effect upon them. The films chosen will come, in part, from the American Film Institute's Top 100 films.

*Satisfies a CMAT elective for CMAT majors*

## Interdisciplinary Seminar:

**Politics and Film**

HONR 311.042/POSC 399 TR 2-4pm

Taehyun Nam

In this course, you will be introduced to classic works of political science and related films. The latter will be treated as one possible medium of understanding politics, and the range of subjects will provide a rich collection of political cases. In class, you will watch a film and afterward we will discuss the topic of the week (and so the extended timeslot is inclusive of film screenings). For example, the class will watch *Hotel Rwanda* (2004) to learn about the genocide that killed 800,000 Rwandan citizens in 1994. Afterward, the class will discuss Anderson's book, *Imagined Community*, in order to reflect on the origin of ethnic identity and ethnic conflicts of today. Watching *Lord of the Flies* (1963) and reading Hobbes' *Leviathan* will give us an opportunity to consider how a society is formed and why conflict arises therein. This format requires your engagement more than usual since there is no lecture per se; we will enjoy screenings and subsequent discussion together. To be successful, individually and as a group, you must be an aggressive reader and discussant—and we will learn together.

*Satisfies a POSC elective for POSC majors*

## Interdisciplinary Seminar:

**The Morality of Capitalism: Ayn Rand's *Atlas***

*Shrugged*

HONR 311.043 TR 12:30-1:45

Marc Street

Despite the tremendous material, economic, and quality -of-life advances that resulted from the emergence of capitalism in the 18<sup>th</sup> century, as a socio-political framework capitalism has historically been viewed as a system that encourages and rewards immoral behavior. And while acknowledging its proven ability to increase wealth and material living conditions, most intellectuals consider capitalism to be, at best, an amoral system if not an outright evil.

In 1957 the philosopher-novelist Ayn Rand published a monumental book in which she provided the first cohesive defense of capitalism from a purely moral perspective. This novel, *Atlas Shrugged*, is one of the most influential books ever published and forms the basis for this honors class. During the course of the semester we will explore her moral defense of capitalism via intensive discussions of the novel as well as contrasting her arguments with those of capitalism's detractors.

**Honors Research/Creative Project**  
**HONR 312.041**  
**Richard England**

Honors students complete a research or creative project in a 300-400 level course of their choosing (this does not have to be an honors course) and will present their research or creative project at a public symposium or conference. One credit, pass/fail.

**Honors Thesis Preparation**  
**HONR 490.041**  
**Lucy Morrison**

In Honor 490, before students begin work on their thesis, students select a thesis committee comprised of a thesis director (mentor) and two readers. The mentor and one reader are chosen from the student's major department. The other reader is selected from faculty in one's school. Additionally, students do preliminary research on their topic and write a two-page prospectus (which must be approved by their committee) describing what they hope to accomplish in their thesis. In addition to meeting as necessary with their mentor, students will meet together regularly with the Honors program liaison to discuss progress and problems. One credit, pass/fail.

**Honors Thesis**  
**HONR 495.041 TBA**  
**Richard England**

The Honors thesis is a three or four credit, focused, in-depth project in one's major field. What distinguishes an Honors thesis from a research paper in a regular classroom is the willingness of the student to go beyond the classroom and to assume the responsibilities associated with commitment to scholarship.

*Prerequisite: Completion of HONR 490*  
*Corequisite: Honors 496-041*

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**TENTATIVE SPRING 2012**  
**OFFERINGS (selected)**

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**HONR 112**  
**"Sports, Media and Culture"**  
**with Dr. H. Simmons**

Beyond wins and losses, America's sports obsession illuminates important cultural trends and values concerning race, gender, celebrity and violence. This course studies these cultural norms in concert with incessant media coverage that elevates sports to the forefront of our national conscience.

**HONR 212**  
**"Environments of the World: A**  
**Regional Physical Geography"**  
**with Dr. M. Folkoff**

Rarely is the physical environment studied from a world regional viewpoint. Most science classes are systematic, concentrating on ever thinner slices of single subjects. This course takes a rigorous scientific approach toward integrating global systems of climate, biosphere and geology with broad regional land use and natural resources management.

**HONR 311/CMAT**  
**"Mad Men"**  
**with Dr. J. Burton**

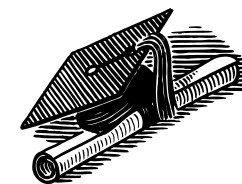
This course will use the AMC show, *Mad Men* (2007-), to interrogate the cultural history of late-1950s/early-1960s. Of particular focus will be the realities and representations of the era's cultural and social movements and developments, such as consumerism, feminism, civil rights, the beats, and other associated collective memories. In addition to the series, we will look at the era's literature, film and music, as well as its sociological and political texts. Ultimately, we will question *Mad Men's* veracity, its significance, and its cultural impact.

**HONR 311/HIST**  
**"Mothers and Maids, Queens and**  
**Lusty Dames"**  
**with Dr. K. Walton**

During the Early Modern Period, women partook in all areas of European society and culture. Their life roles as daughter, wife, mother, and widow; or spinster; or nun; allowed them to be women—often in roles not far different from those of many women today. This course will look at the variety of roles women played across Early Modern Europe and how those roles transformed and influenced the place of women in the modern world.



**Thomas E.**  
**Bellavance**  
**Honors**  
**Program**



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**Course Offerings For**

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**Fall Semester**

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**2011**