

HON 1051-01/HON 1052-01/HON 1053-01
Shohet/Black/McLaughlin

MWF 9:30-11:20, MW 12:30-1:20

Interdisciplinary Humanities II examines key themes in the evolution of Western thought and society from the ninth century through the eighteenth. Our perspectives come from religious, cultural, and artistic movements, which we study in relation to their historical contexts. We will emphasize interpreting original texts in widely varying ways, with diverse disciplinary tools.

We touch on both strange and familiar aspects of European cultures of the past--the roots of our own. Must knowledge be scientific to be true? What is the nature of religious faith? Are tradition and rationality mutually exclusive? What is tradition? How is it taught and learned, used and re-used, adapted and transformed? Is human nature if it exists good or evil? How do history, religion, and different forms of art interact with each other?

Classes will consist primarily of discussion based on assigned texts. Together, we'll undertake field trips, visit museums, attend concerts, watch films, and eat nice things. Writing assignments will be frequent, ranging from informal daily journal writing through short papers to larger undertakings.

Students must register for all three sections. Individual sections of the course may be used to fulfill introductory requirements in the respective disciplines; one of the three sections must be used to fulfill the Core Humanities Seminar.

HON 1076-01
BIO: GENERAL BIOLOGY II

MWF 10:30-11:20, T 8:30-11:20

HON 1076-02
BIO: GENERAL BIOLOGY II

MWF 11:30-12:20, T 8:30-11:20

HON 1081-01
ECO: INTRODUCTION TO MACROECONOMICS
John Farrell (519-4324)

MWF 11:30-12:20, BAR 108B

The goal of this course is to develop and expand your capacity to analyze and understand the nature of economic behavior, especially that area known as Macroeconomics. The material will be covered under the following objectives:

1. Introduction to the subject matter of Economics and to the nature and characteristics of the American economy.
2. Analysis of domestic and international forces that govern the determination of the aggregate level of economic activity.
3. Analysis of the American banking system and its role in affecting the level of economic activity.
4. Prospects for achieving stability and full employment through tools of economic policy as well

as the positive and normative issues that have led to controversies among economists and policy-makers in achieving those goals.

Method of Instruction:

The course will consist mainly of multimedia presentations (in PowerPoint) and class discussion.

During the semester, handouts will be provided to insure that the presentation is as up-to-date as possible. It is suggested that students read The Wall Street Journal and The New York Times daily. Also, readings other than the textbook will be assigned. All students are expected to have read the assigned material and attempt relevant problems before class. Take a look at the Important Links Page to connect to other Internet sites, both economics-related and non-related.

HON 1242-01
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Farhang Erfani

MWF 11:30-12:20

HON 1242-02
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Vicki Tromanhauser

MW 3:00-4:15

HON 1242-03
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Paul MacDonald

TR 8:30-9:45

HON 1242-04
CHS: MODERN THOUGHT: ENLIGHTENMENT TO THE PRESENT
Rebecca Cherico

TR 2:30-3:45

HON 1380-01
ETHICAL TRADITIONS & CONTEMPORARY LIFE (Restricted to Service Learning Community)
Mark Doorley (519-4737)

TR 1:00-2:15, SAC 478

Ethics is a study of "the good life." It is a required course for all A&S and C&F students. One goal of the course is to introduce students to the history of ethical reflection, both philosophical and religious. Another goal of the course is to think about contemporary issues in light of this history. A last goal is to give students an opportunity to think about their own character, decision-making

process and life choices.

This section of the course is a service-learning section. As such, the above goals will be fulfilled in conjunction with ongoing class participation in a service project. Each student will participate in an after-school program at Jay Cooke Middle School in the Logan section of Philadelphia. This service project will enable us to look at contemporary issues such as civic responsibility, poverty, access to quality health care, the continuation of racism, and the lack of educational opportunities. We will look to see how our history of ethical reflection can help us to think about and act on the challenges of our day. Our participation in the service project may shape the way we read what we read and the way we think about ourselves and about our world. In this way we become active partners in the ongoing conversation about the good life.

By reading philosophical/theological texts, by listening to members of the Logan community, and by writing we will explore our history and the way in which it sheds light on our experience. We will also allow our experience to shed light on our own way of thinking, perhaps calling into question our assumptions about life and about people, and about the choices that we make.

HON 1380-02
ETH: ETHICAL TRADITIONS & CONTEMPORARY LIFE
Bill Werpehowski (519-4481)

MWF 11:30-12:20, SUL GRND

HON 1435-01
HIS: THEMES IN MODERN WORLD HISTORY
Elizabeth Kolsky

TR 10:00-11:15

HON 1755-01
PHI: INTRO TO PHILOSOPHY
Michael Thompson (519-4690)

TR 11:30-12:45, SAC 108

Our primary task will be to introduce the student to philosophy and the role this discipline has in the western humanities. My intention is to introduce the student to philosophical thinking through a quasi-historical evaluation of aesthetics or evaluative theories concerning the nature of art and the beautiful. We will use aesthetics as a means to discuss the development of philosophy, its divisions, its mode of life, some of its characteristic ways of thought and argument, and the influence of major canonical thinkers in ITS history.

We will also address some interesting connections to be made between philosophy, theology, mathematics, the physical sciences, social sciences, and other major intellectual divisions through the mediation of aesthetics.

REQUIREMENTS:

1. Six short reaction evaluations due at the mid-term and final.
 2. Semester essay due at the final.
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HON 1772-001
PHY: GENERAL PHYSICS II LABORATORY
Michael Hones (519-4885)

M 1:30-4:20, MEN 367C

Text: Interactive and Discovery Laboratory Experiments for Life Science Students; students will be given an updated CD with the lab notes and lab instructions.

Course Content: Selected experiments in thermodynamics, electricity, magnetism, wave motion, physiology, and modern physics will be performed. Emphasis will be on the interactive-discovery approach to experimental work in physics. The purpose of this is to give the student a more realistic laboratory experience. For example, this will entail the use of a lab notebook to keep a detailed record of weekly experimental work. Extensive use will be made of state-of-the-art computers and software. Students will be expected to perform in the laboratory setting all the work necessary to write a complete lab report.

Students are to print out the text and the instructions before coming to the laboratory in order to familiarize themselves with the experiment.

Implementation: A five-minute quiz on the material for the experiment may be given at the beginning of the lab. As mentioned above students will keep a weekly record of their experimental work in a loose-leaf binder. At the conclusion of each lab, a short summary of the results of that lab is to be entered at the end of that section in the lab notebook. The lab notebook is to be a personal, precise and concise record of your experimental work. All calculations and graphical analyses are to be entered into this lab notebook. This requires that the student perform these operations during the lab period. The two formal lab reports will be due on 2/24/03 and 4/28/03. Since this is a writing enriched course, each student must submit a draft of their report for review at least one week prior to the due date. Each student is to submit their own report. Students should schedule a conference with their professor to discuss revisions of their report. The laboratory will be available to the students at times other than the normal lab periods.

Goals: In addition to the more traditional goals of observing and analyzing physical data relevant to some of the classical experiments in wave motion, electricity and magnetism, and modern physics, upon the successful completion of this lab course, you should be proficient in the utilization of the computer as an integral component of the experimental apparatus. In addition to this you should have developed sufficient skill in the use of the data collection and analysis software Data Studio. Although you may not use Data Studio in future experimental work, it should serve as a useful prototype for other applications. Finally and certainly of equal importance, you should have developed the skill to keep a detailed lab notebook and with this write a clear, coherent scientific paper in which to present the results of your experimental work.

Grading: The completed lab notebook will be a prerequisite for completion of the course requirements. This notebook will be reviewed during the week of March 4, 2002 (spring break). At the discretion of the instructor, five-minute closed-book quizzes may be given at the beginning of the lab period. The final grade will be based equally upon the two lab reports, lab performance, the short quizzes, and, circumstances permitting, a lab final. Since this lab course will emphasize in-house work, this evaluation of lab technique will be an important component of the final grade. All these aspects of the course will be discussed frequently so that all are well aware of the course expectations.

Lab Attendance: An unexcused absence will have a serious effect on your final grade. You will be allowed to make up only one experiment during the week of April 23 and only at the discretion of the lab instructor. This make-up lab will be the same for all students. It is strongly recommended that if you miss a lab for a legitimate reason, you should make up the missed lab during the same week at another regularly scheduled lab period.

HON 1825-001
THL/RST: CHRISTIAN THEOLOGY: INTRODUCTION
Martin Laird, OSA (519-7903)

TR 10:00-11:15, SAC 135

This course will introduce major theological and historical turning points in the Christian tradition. It will begin with an examination of the New Testament portraits of Jesus and follow with a consideration of critical themes such as God as absolute mystery; biblical fundamentalism and the dialogue between religion and science; mysticism and the experience of God.

Requirements: completion of assigned readings, short essays on assigned topics, active participation in discussions, mid-term and final exam.

Texts include:

Senior, Donald. Jesus a Gospel Portrait.
Barron, Robert. ...And Now I See.
Clement, Olivier. The Roots of Christian Mysticism.
Haught, John. Science and Religion.

HON 2114-001
FIN: ADVANCED FINANCIAL MANAGEMENT
Gerard Olson (519-4377)

TR 2:30-3:45, BAR 2050

This course is designed to help you develop an understanding of financial management theory and practice for the non-financial firm. You will develop an understanding of utility and agency theories, the valuation of publicly and privately held businesses, risk analysis, financial forecasting techniques, cash management, credit policy, capital budgeting, and capital structure theory.

Course Prerequisites: FIN/HON 1113 and junior or senior standing.

HON 2197-001
MKT: MARKETING RESEARCH
Greg Bonner (519-4352)

TR 8:30-9:45, BAR 3014

HON 2550-01
HUMANITIES SEMINAR
Kas Saghafi

TR 4:30-5:45

The purpose of this humanities seminar is to allow students to step back and view the disciplines called "the humanities" as a whole and to ask if there might be a common way of understanding which they all share. The twentieth century witnessed major developments and innovations in reading and interpretation. Questions were asked regarding the status of the humanities, the human sciences and even "the human" itself. Although this seminar cannot pretend to be exhaustive, it aims to introduce students to several significant and dominant modes of interpretation in the humanities in order to pose the question: How do the humanities read and

interpret the world? How do these approaches and modes of interpretation differ from that of the social sciences and the natural sciences?

The course shall begin with hermeneutics. Plato's short dialogue *Ion*, in which the term *hermeneia* is used for the first time, shall serve as our entry, after which we will read sections from Heidegger's *Being and Time* and Gadamer's *Truth and Method* on interpretation and understanding. We will conclude the first part of the course by exploring Nancy's *Sharing Voices*, a thoughtful contemporary reassessment of hermeneutics.

The second part of the course turns to the psychoanalytic mode of interpretation. We shall read parts of Freud's *Interpretation of Dreams* and the essay "The Uncanny" (alongside Hoffmann's tale "The Sandman") to familiarize ourselves with psychoanalytic reading. Then we shall turn to Poe's "The Purloined Letter" and its two celebrated contemporary interpretations, Lacan's "Seminar" and Derrida's "The Purveyor of Truth."

The course shall conclude by exploring Foucault's writings on "the human sciences" in *The Order of Things* and his exhortation in *Discipline and Punish* for the humanities to embark upon a new way of incorporating documents, like prison and hospital records, into historical analyses and interpretations.

HON 2560-01
SOCIAL SCIENCE SEMINAR
Edwin Goff (519-4650)

TR 8:30-9:45, SAC 103

Our foundational question for the Social Science Seminar will be "What are persons doing when they do what is called social science?" We shall examine ways in which social science is differentiated from natural science; ways in which social science is differentiated from social theory; ways in which the sciences are differentiated from the humanities; and ways in which social policies inform and are informed by the practice of social scientists.

The seminar will include dialogue with practicing social scientists from the different disciplines (economics, geography, political science, psychology, sociology); a review of the history of social science as an academic discipline; an examination of contemporary social science as mature; and an analysis of the practice of science as value neutral with the value-laden questions that they raise regarding ethics and social justice.

Requirements will include individual and group presentations, response papers to our guest presentations, and a semester-long research project that addresses one or more of the questions raised above.

HON 2700-01
FIN: CORPORATE RESTRUCTURING
Gerard T. Olson (519-4377)

TR 4:00-5:15, BAR 2070

Honors 2700 is designed to help you develop an understanding of the acquisition process and other methods of corporate restructuring. In particular, you will learn the advantages of internal vs. external expansion, the types of combinations, the financial analysis required, negotiation strategies, tax options, and the role of government. You will also develop an understanding of the benefits and limitations of initial public offerings, leveraged buyouts, employee stock ownership plans, and bankruptcy.

HON 3050-001
AAH/THL: ARCHEOLOGY OF THE BIBLE
Judith Hadley/George Radan

TR 11:30-12:45

The purpose of this course is to acquaint students with the scientific contributions of archaeology in biblical study, and to give students an appreciation of the Bible and a greater understanding of the people and places depicted in the Bible, via the discoveries and work of archaeology. Therefore, the course will focus on archaeological discoveries which help to shed light on many of the events portrayed in the Bible. Using slides and movies to accompany the lectures, the course will begin with a brief explanation of archaeological methodology and history of excavations in the ancient Near East and the Holy Land. We will then continue on to examine discoveries which relate to the Bible, concentrating on the Old Testament. Additionally, portions of some class periods will be taken up by student presentations on selected topics. The student is reminded that, given the introductory nature of the course, it is not possible to examine any of these issues in much detail. Rather, it is hoped that the course will raise many questions and possibilities for future research and study.

HON 3250-001
ECO: INTERNATIONAL ECONOMICS
Michelle Casario (519-4362)

MW 1:30-2:45, BAR 3062

This course provides a broad and comprehensive treatment of the fundamentals of international trade and international finance. Readings and discussions cover three main areas. The course first develops the theories of international trade which include both the theory of comparative advantage and modern trade theories. Trade policy is discussed within this framework. The focus then shifts to the flow of financial capital and international transactions. The theory of exchange rate determination is presented and alternative exchange rate systems are analyzed. Finally, the course examines recent trends and developments in the area of international economics. These developments include the globalization of economies and the increased economic integration of trading partners throughout the world. Ethical considerations are integrated in all three sections of the course. This course is writing enriched and requires the completion of principles of microeconomics and principles of macroeconomics

HON 3251-001
ECO/ETH: GLOBALIZATION: ECONOMIC AND ETHICAL PERSPECTIVE
Kishor Thanawala/Brett Wilmot

T 2:30-5:00

HON 3450-001
COM: PERFORMANCE ART FOR SOCIAL CHANGE
Heidi Rose (519-6939)

MW 1:30-2:45, SAC 250

This course approaches performance as a powerful medium of art and art as a powerful tool for

social change. In this course we will explore the use of performance to create change in society. Studying established performance artists and creating original performance pieces, students will have the opportunity to learn specific techniques and develop their own style in a performance lab environment—to find their unique voice and acquire the tools to use it.

In this course we will focus on performance as simultaneously a process and product/creation—a means of exploring questions about self and society, and at the same time a means of articulating a rhetorical message. In addition to short performances and exercises, primary work will involve selecting and delving deeply into a social issue, then playing with various media and modes of performance to wrestle with the questions raised. We will explore both solo and group performance work.

Students with or without prior performance experience are welcomed equally!

HON 3450-002
COM: MULTICULTURAL LEADERSHIP
Terry Nance (519-4077)

W 6:10-8:50, V 202

HON 3650-01
ENG: VISIONS AND VOICES FROM IRELAND
Coady (519-4630)

TR 4:00-5:15, SAC 402

This course is intended to enable an enriching and illuminating encounter with the contemporary Irish voice in literature, in terms both of its individuality and universality. The primary focus is on text and story rather than theory. Assigned reading includes three novels (by John McGahern, Edna O'Brien and Bernard Mac Laverty) in addition to selected Irish short stories, poems and memoir.

Drawing on the prescribed short story and poetry anthologies, students will also be allowed some personal choice of material on which to concentrate individually. Classes will be conducted in seminar format, and include writing assignments and presentations. Discussion and exploration will be encouraged and expected in an enthusiastic and responsive atmosphere.

Texts:

By the Lake, John McGahern
House of Splendid Isolation, Edna O'Brien
Grace Notes, Bernard MacLaverty
The Oxford Book of Irish Short Stories, William Trevor, (ed.)
20th Century Irish Poems, Michael Longley (ed.)
All Souls, Michael Coady

HON 3651-001
ENG: TONI MORRISON
Crystal Lucky (519-7824)

MW 1:30-2:45, SAC 461

This course will focus on the fiction of Toni Morrison whose writing has affected the development

of American literature in the latter portion of the 20th century like no other writer. For scholars of African-American literature and literary history, Morrison has become seminal to the study of an African-American literary ancestry, linking her work to that of Zora Neale Hurston. And the circularity of her narrative style easily lends itself to a comparison to the fiction of William Faulkner. Thus the Nobel Prize winner's work provides useful spaces within which to examine linkages between African-American and Euro-American literatures. We will read each of her eight novels.

HON 3652-01
ENG: Literary Festival Workshop
Heather Hicks/Lisa Sewell

TR 4:00-5:15

This course will introduce to you to the work of five contemporary writers, two poets, two fiction writers, and a memoirist, while also providing you with the unique opportunity to interact with them and hear them present their work. By reading the work of these living, breathing authors, we will have to chance to ask questions about the direction, focus and relevance of contemporary literature both as a reflection of contemporary life and in terms of the literary canon over the past fifty years. We will also be able to ask questions not generally investigated in English courses, namely, the specific conditions, motivations and processes by which writers produce their work. Some of the issues that may come up include the forces that influence and control the literary marketplace, reasons one might choose to become an author, the challenges and satisfactions of the writer's life. While we will primarily focus on the work of our visiting writers, all members of the class may also have the opportunity to explore their own creative impulses in the form of fiction or poetry.

It is crucial that students who take this class are prepared to attend five evening readings in addition to the regular class sessions. This class is a seminar and students are expected to participate in all class discussions, but should also be aware that they are expected to have questions for the visiting writers when they come to the class. For students who are interested in contemporary literature, this course does provide a wonderful opportunity to interact with nationally recognized writers, but the class members are expected to take responsibility for making the class sessions with the visiting writers go well. The authors we will be reading this semester include Pulitzer Prize winning novelist Edward P. Jones, Semisonic drummer cum memoirist, Jake Slichter, poet Eilean Ni Chuilleanain and novelist Karen Tei Yamashita.

Course requirements will include two essays, active participation and may include a creative project.

HON 4050-001
HIS: THE DARK AGES
Christopher Haas (519-4679)

MWF 10:30-11:20, SAC 434

The phrase "Dark Ages" has fallen into deserved disrepute in recent years as a value-laden label for the centuries immediately following the collapse of the Western Roman Empire in the fourth century. Nonetheless, as a description of a distant form of social organization, the phrase retains its usefulness, especially when utilized as a means for identifying societies with similar characteristics. Comparative historical study and the analytical tools provided by cultural anthropology reveal two remarkably similar "dark age" cultures in western history: the late Bronze and early Iron Ages of Greece (the so-called Greek Dark Ages) and the early Medieval period (approx. 400-950A.)

Though separated by nearly 1500 years, these two cultures share many characteristics: a

reliance on kinship groups, the formal exchange of gifts as social bonds, frequent blood feuds, localized household economies, and a relatively high status accorded to women, a heightened awareness of the threats posed by nature, and an aversion to abstract forms of thought.

A “dark age” is also a time for heroes. Dark age cultures have largely abandoned writing in favor of oral poetry sung by traveling bards. From this rich oral tradition we have some of the finest epic poetry in western history: Homer’s epics (the Iliad and the Odyssey), and Beowulf. Aside from their tremendous value as literature, these poems also serve as important historical sources for reconstructing the social dynamics of dark age cultures.

In order to delineate the characteristics of dark age cultures, this course will examine written historical sources (epic poems and other contemporary literature), as well as the material remains (both archaeological and artistic) of these cultures. For each culture, we will discuss the preceding civilization (Mycenaean or Roman), the crisis leading to the collapse of that civilization, the gradual emergence of a dark age culture based on a much smaller social and economic scale, and the subsequent rise of a new civilization (the Greek polis or the early Medieval state). Other less pronounced dark ages in western history will be examined, and will serve as test case for our reconstruction of a typical dark age culture – if indeed such an idealized type may be established.

HON 4051-001
HIS: WOMEN AND SLAVERY
Judith Giesberg (519-4668)

MW 1:30-2:45, SAC 439

Slavery shaped the common heritage shared by black and white women in the American South. Slavery and its aftermath drove black and white women apart, instead of bringing them together. Divided by race and class, southern women held strong allegiances to their own families and communities. In this honors seminar, we shall examine the often explosive intimacy that existed between black and white women in both the Old and New South. Some of the topics that will be explored include slave-mistress relationships, miscegenation, rape, and lynching. Finally, we shall consider relationships that developed between freedwomen and abolitionist women in the antebellum North as freedwomen wrote and addressed audiences about their personal accounts of slavery.

HON 4052-001
HIS/HUM: THE HISTORY OF SOCIALISM
Eugene McCarraher (519-4796)

MWF 12:30-1:20, SAC 475

HON4350-001
PHI: PARADOXES AND INFINITY
Roy Cook

M 5:30-8:00

Required Texts:

Borges, J. [1999], *Collected Fictions*, Penguin Books.
Borges, J. [2000], *Selected Non-Fictions*, Penguin Books.

Moore, A.W. [2001], *The Infinite* 2nd Ed., Routledge.
Sainbury, R. M. [1995], *Paradoxes* 2nd Ed., Cambridge University Press.

Objectives:

A paradox arises when one or more apparently true (and often seemingly obvious!) premises lead, through apparently unobjectionable (and usually quite simple) reasoning, to an unacceptable (usually absurd) conclusion.

Most, if not all, of the main philosophical problems plaguing philosophers over the past two millennia can be traced to one or another paradox. In this course, we shall concentrate on two main types of paradox – those connected to infinity, and those connected to truth.

This course is split (roughly) into two sections. The first section of the course (roughly the first two thirds of the semester) will be devoted to examining the notion of infinity. The second section of the course shall be devoted to two paradoxes that are not (at least at first glance) connected to infinite.

In the first section of the course we shall examine the notion of the infinite, with an eye towards answering a number of questions. Included among these are: What does it mean, exactly, to say something is infinite? Are there infinite objects or infinitely many objects? If so, how can we have knowledge of infinity? Could there be different sizes of infinity?

In attempting to answer these questions, we shall take a historical approach, beginning with the Ancient Greeks and ending with the work of twentieth century mathematicians and philosophers such as Bertrand Russell and Kurt Gödel. This historical approach, in turn, leads us to view the development of thought about infinity as a series of reactions to various paradoxes involving the infinite. Thus, we shall concentrate on the following paradoxes:

- Zeno of Elea's Paradoxes of Motion
- Galileo's Paradox
- Cantor's Paradox
- Russell's Paradox
- The Burali-Forti Paradox

In addition to examining the history of infinity, we shall focus on two other aspects of this topic. The first is the mathematics of infinite, as developed by Richard Dedekind and George Cantor in the late nineteenth century. The second is an examination of the infinite as it appears in literature. In particular, we shall read a number of works by Jorge Borges, both fiction and non-fiction, which involve various aspects of the infinite.

The second section of the course will consist of an examination of two other paradoxes which trace back (at least) to the ancient Greeks.

The first of these is the Liar Paradox, which can be expressed simply as "This sentence is false". The Liar Paradox threatens our most basic commonsense ideas about truth and falsity, and as a result has been one of the most active areas of research in philosophy for the past century. In addition, the mathematical work resulting from thought about such paradoxes of truth has found important applications in the development of digital computers.

The second paradox in this section is the Sorites Paradox (the so-called paradox of the heap). This paradox involves the logical difficulties surrounding concepts, such as bald, heap, red, etc., which do not have sharp borderlines separating those objects to which they apply from those objects to which they do not apply. Although the paradox appears quite different from the Liar paradox, we shall see that many of the proposed solution to the Sorites are the same, or similar, to proposed solutions to the Liar paradox. The reason for this is that both paradoxes arise from certain assumptions regarding the nature of truth.

We shall conclude the course with a brief look at how one should respond to paradoxes such as the ones we have studied. In particular, we shall examine a view known as dialetheism, the idea

that some sentences can be both true and false at the same time. Prior to this point, we will have been implicitly assuming that the presence of paradox is an indication that something has gone drastically wrong, and thus some action is required in order to avoid the contradictory situation. Here we shall take seriously the idea that perhaps no massive revision of our basic beliefs is necessitated by the appearance of a paradox, other than accepting that sometimes contradictions can be true.

Course Requirements:

Two short papers 1000 – 1500 words each 20% (10% each)
One Midterm Take Home, Open Notes 20%
One Long Paper 3000 – 4000 words 30%
Long Paper Draft (Credit for turning in) 10%
Final Exam 10%
Participation 10%

HON 4350-002
PHI: FRENCH FEMINISM AND PSYCHOANALYSIS
Pleshette DeArmitt

R 3:00-5:30

At the end of his career, Sigmund Freud declared: "Throughout history people have knocked their heads against the riddle of the nature of femininity." In his writings, Freud portrays woman as enigmatic, passive, deficient, and other, that is to say, as the other of man. In this course, we will explore this "riddle of femininity" and examine how "woman" is cast as man's other in the texts of Freud and Jacques Lacan, Freud's French successor. We will, then, analyze some critical responses to psychoanalysis' depictions of "woman" by several noted French feminists—Hélène Cixous, Catherine Clément, Luce Irigaray, Sarah Kofman, and Julia Kristeva. In our study of "femininity" we will trace a number of intersecting themes, including pleasure, hysteria, plenitude and lack, and sexual difference.

Our investigation of "the feminine" will involve careful and thoughtful readings of exemplary texts from Freud and his French interpreters and will entail a looking back to the traditions out of which these ideas and arguments grew, in particular, to literature, mythology, and philosophy. No prior knowledge of psychoanalysis is required, as one of the aims of this course is to teach students the fundamental concepts of psychoanalysis and to make them familiar with psychoanalytic vocabulary.

HON 4350-003
PHI: LANGUAGE: THE HOUSE OF BEING
Paul Livingston (519-4714)

W 3:00-5:30, SAC 170

Twentieth-century philosophy is, distinctively, philosophy of and about language. We will consider the unique priority of language for philosophy and reflect on the legacy of linguistic philosophy in both the analytic and continental traditions. We will also consider the cultural and political significance of language in the twentieth century, including implications for technology, communications theory, and mass media. Readings from Frege, Quine, Wittgenstein, Heidegger, Derrida, Lacan, Adorno.

Requirements: two short papers and one term paper; one in-class presentation.

HON 4351-01
PHI/PJ: THE POLITICS OF WHITENESS
Carol Anthony (519-4608)

TR 1:00-2:15, SUL GRND

This course will be an examination of the recent scholarship which serves to debate and reconstruct the nature of whiteness. Historically, whiteness has been the unexamined, invisible, normative backdrop from which people of color have been defined, delimited, and "othered." Recent scholarship serves to illuminate the nature and structure of "whiteness" and to analyze the spectrum of white supremacy that is affiliated with it. "White supremacy" will be a central issue of the course, as it is deployed through people (of different races), different systems of thought and various social practices of whether or not "whiteness" as a social construct and personal identity can be recreated and rehabilitated from the privilege, invisibility, and the normative power it has involved.

HON 4352-001
PHI: TECHNOLOGY AND SOCIETY
John Fielder (PHI)/ Lee Christensen (CHE)

T 12:00-2:15

We are surrounded by machines, yet are usually unaware of their profound effect on our thinking, social institutions, and values. A society that goes from horses to autos is not the same society plus cars and roads; it is a new society. New technologies force us to make room for it by adjusting our ideas, institutions, and culture. In this course we examine a variety of different technologies from baby bottles to machine guns, the artificial heart, clothing, and hamburgers to explore the interrelationships of technology and society.

Topics include readings on: optimistic and pessimistic visions of technology; technology and gender, technology and war, the MacDonaldisation of society, technology and medicine; is technology neutral?; technology and engineering; and technology and progress.

HON 4353-001
PHI: ETHICAL ISSUES IN COMPUTER SCIENCE
Bill Fleischman (519-4819)

TR 4:00-5:15, MEN 167B

In this course, we consider the ways in which computers and allied technologies are changing or rendering uncertain our ideas about privacy, property, power, autonomy, and responsibility. We investigate the effects of technologically-driven change on the personal, professional, and civic behavior of individuals. We also explore the effects of such change on social, legal, and political norms. Specific cases studied include the Therac-25 accidents, American and Soviet missile attack warning system failures, the Challenger disaster, instances of alleged computer crime (the Robert T. Morris, Jr. and Craig Neidorf cases), and the role of information technologies in both planning and defending against terrorist acts. We consider recent conflicts and emerging legal standards pertaining to privacy of personal information. Classroom and panel discussions treat ethical, social and legal aspects of software copyright, patent, and secrecy protection, as well as the controversy surrounding sharing of digital music and video files. We make extensive use of resources available on the World Wide Web (and reflect on some of the implications of their availability). This course is intensively reading, writing, discussing, and (at the discretion of the participant) thinking enriched.

Students in the Spring 2005 sections of Philosophy 2180 will have the additional enrichment of participating in live videoconference sessions with peers at Universidade Nova de Lisboa in

Portugal as part of Professor Fleischman's 2005 Fulbright Lectureship Teaching Project.

Philosophy 2180 is officially designated as Writing Enriched.

Enrollment in Philosophy 2180 is open to all students.

The course is required of Computing Sciences and Information Sciences majors.

HON 4550-001

PSC/PJ/SOC: COMPARATIVE SOCIAL WELFARE POLICIES

Robert DeFina/ Markus Kreuzer

T 2:30-4:20

HON 4850-01

THL: CHRISTIAN ETHICS (Restricted to Service Learning Community)

Mark Graham (519-4703)

TR 1:00-2:15, SAC 232

HON 4850-002

THL: War and Morality

Bill Werpehowski (519-4481)

MWF 9:30-10:20, SUL GRND

How are moral reflection and the reality of warfare related to one another? What approaches have been historically prominent in the West? This course will study three traditions of reflection bearing on these questions. The theory of the *Just War* seeks to account for circumstances when a people's resort to arms is tragically necessary and morally permitted. The second pacifist approach rejects the idea that warfare is warranted by claims of justice. The third tradition concerns the historical experience of women who have related themselves to man's wars in various ways. Contemporary feminist scholars argue that this is a resource for questioning and revising the connections between war, peace, killing, and morality.

As often as possible, course discussions will revolve around concrete cases (e.g., the modern world wars, Vietnam, the Persian Gulf War, Bosnia, and our current war against international terrorism).

HON 4851-01

THL: THE GOSPEL OF MARK

Paul Danove (519-7147)

R 2:30-4:20, SAC 129

HON 4950-01

SOC/PJ: PERSPECTIVES ON US POVERTY (RESTRICTED TO SERVICE LEARNING COMMUNITY)

Robert DeFina (519-4742)

TR 10:00-11:15, SAC 204

This course provides an economic perspective on poverty in the United States. Readings and discussions emphasize the experience of the past thirty years and cover three main areas. The course first studies alternative ways that poverty has changed over time. The focus then shifts to an examination of the underlying causes of poverty. Special attention is given to explaining the persistence of poverty during the past decade. Finally, the course investigates various policies that might be used to combat poverty. These policies include recent initiatives such as welfare reform, job training programs, and school reform. The course material is self-contained and no prior knowledge of economics is assumed.

HON 4951-01
SOC: CONTEMPORARY THEMES
Rick Eckstein (519-4772)

MWF 9:30-10:20, SAC 285

I'm not exactly sure where the course title came from. My personal favorite was "here we go again!" You know the routine. Our topics this semester will include stratification, inequality and discrimination (economic, gender, racial/ethnic, sexual preference), education, and other "macro" stuff. We will build on the basic sociological tools from last semester so that our "sociological imaginations" are extraordinarily well developed by the time May rolls around.

HON 5200-001
COM: IDEAS AND TEXTS: MICROFINANCE
Edwin Goff (519-4650)

W 4:30-6:30, SAC 103

This course will follow the model of the Honors Program Ideas and Text. Invited scholars will be asked to address the issue of communicating social change through the perspectives of their own disciplines. The goal will be to formulate an interdisciplinary framework for understanding the process of social change. In the last third of the course, practitioners of social change will be invited to discuss their current work. Each of the "academic" guests will provide the class with challenging reading materials to stimulate conversations. From the readings and discussions to follow, students will develop questions that will serve as the framework for discussion with the invited social change practitioners.

HON 5600-01
ENG: DANCING WITH WORDS
COADY (519-4630)

M 4:30-6:30, SAC 402

This course assumes an ambition to write creatively in some form, and we learn to write by writing. The class format will be flexible, responsive to individual and collective need through discussion, discovery and advice, in a positive atmosphere.

Writing models will be selected and studied, with formal techniques explored where relevant. The important will be emphasized. Links with visual arts and music may be invoked. Writing exercises will be used to develop skills and stimulate creativity.

Both prose and poetry forms will be explored, with some focus on the challenges of finding one's own 'voice' and recognizing one's potential material. Ultimately our creativity emerges out of who and what we are. We write to find ourselves and set the darkness echoing.

Texts:

To include All Souls and One Another, Michael Coody
Others to be decide.

HON 5700-001
PSC: URBAN REALITIES/SUBURBAN PERSPECTIVES
Claude Lewis (519-4650)

R 11:30-1:30, SAC 103

The class will consist of lectures, guest politicians, etc. Also, I hope to include, when possible, special guests requested by students. We occasionally will use relevant videos, but most sessions will involve student and professor participation. The course includes lively and sometimes controversial points of view. Among subjects to be discussed are crime, drugs, impact of police review board, public housing, public welfare, and the impact of the media on cities. The course will stress the realities versus the rumors about city life and the manner in which cities are generally perceived by suburban-based students.

Requirements: Probably will require three term papers.

HON 5750-01
THE: SHAKESPEARE ON STAGE
Jim Christy (519-4267)

MW 1:30-2:45, SAC 224

The course will be an exploration of about a dozen of Shakespeare plays in different genres from a theatrical perspective. There will be an emphasis on the problems and techniques of acting and staging Shakespeare. Verse speaking, physical and vocal characterization will be explored in various performance projects. Modern approaches to the staging of Shakespeare will be examined in light of productions and films attended and critiqued.

HON 5752-001
BIO/CSC: COMPUTATIONAL MOLECULAR BIOLOGY
Robert Beck/Wilber Baker

MW 3:00-4:15

Computational Molecular Biology is a writing enriched interdisciplinary honors course open to sophomores, juniors and seniors majoring in the sciences. There are no specific prerequisites; however, an interest in the subject and a willingness to work with others in solving open-ended problems are essential. The course will be directed toward students majoring in Computer Science, Information Science, Biology, Mathematics, Comprehensive Science and Biochemistry who have interests in molecular genetics, macromolecular biochemistry, applied algorithmics, mathematical modeling, bioinformatics or biotechnology.

The objectives are for students to:

1) learn to identify and recognize problems of molecular biological significance amenable to

computational or mathematical modeling or solution;
2) investigate or design algorithms for solving these problems, evaluating their efficiency and complexity; and
3) develop communication techniques for working with investigators with backgrounds in other disciplines.

A problem based learning approach will be employed in which teams, formed from students from different majors, will address problems posed by the instructors. Topics to be considered include restriction mapping, permutations of genes, sequence alignment, gene prediction, gene translation and site identifications. During class, instructors will present the problems and background information, and teams will report on progress and interact with other teams. Email will be used to enhance communication between class meetings.

Grades will be based upon team problem solutions, individual midterm and final examinations and participation in team and class activities.

Text: Pevzner, Pavel A., Computational Molecular Biology: An Algorithmic Approach, The MIT Press (2000).

HON 5999-001
PROSEMINAR: RESEARCH METHODS AND STRATEGIES
Edwin Goff

TBA

Open to students in the humanities and history who intend to pursue the six-credit Senior Thesis option. The seminar will provide an introduction to fundamental concepts, terms, and practices of scholarly research in the humanities. Particular emphasis will be placed upon individual research projects in the specific disciplines of each student's projected Senior Thesis topics.

The seminar will allow students to work closely with the electronic databases, indexes, and search engines to develop strategies for conducting an exhaustive review of the literature in their selected topic area.

Special attention also will be given to developing skills in preparing annotated bibliographies; and class presentations of work-in-progress.

The seminar will be writing intensive, with the expectation that at its conclusion students will have made substantial progress in identifying their Honors Senior Thesis topic, and completing a significant amount of research of the relevant literature.