

Honors College Fall 2014 Courses

A wide variety of course topics are available to Honors College students in fall 2014. Please check back often, as changes may occur until the semester begins. Need an appointment with an Honors advisor? Stop by the office in Honors Hall or phone 509-335-4505. *Advising will be offered by email or telephone ONLY to students currently studying abroad.*

ECONS 198.1 – 3 units

MWF 12:10–1:10, CUE 412

Principles of Economics

Instructor: Pat Kuzyk

Satisfies HONORS 270 for engineering, business, and economic science majors only.

This is an introductory course that covers principles of both micro and macroeconomics. My goal is for the student to learn, rigorously, the concepts that are crucial for her to understand how our political-economic system works. An organizing theme of the course is the question ‘under what circumstances are individual self-interest and the public good aligned, and when are they in conflict?’ Economic theory offers numerous insights into these important questions.

Students will be introduced to the methodology of economic research, and they will learn to apply economic principles to real-world examples

Required text:

TBA

ECONS 198.2 – 3 units

MWF 1:10–2:00, CUE 407

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Required text:

TBA

ENGLISH 298.1 – 3 units

MWF 1:10–2:00, Thompson 105

Examining the American West

Instructor: Bryan Fry

Prerequisite: Must be a current Honors student

This is a research-based course that focuses on a variety of themes including environmental, political, historical and literary studies of the American West. We will begin the course looking at the current trend of research that redefines pre-Columbian America. This research has granted scholars a new, valuable lens; re-examining the discourse of “discovery” allows for more clarity of the encounters of diverse groups in the American frontier. Articles and books are coming out every which way with fascinating stories to explore: the ship of orphans and nuns who brought small pox inoculations, body by body, across the Atlantic; the migration of the horse; the pre-Lewis and Clark West; the nature of native nutrition, and the chance to explore it right in our own backyard, at an uncultivated 30-acre prairie slope (Virgin Palouse Prairie) just south of Pullman.

In addition, we will study the major literary and critical essays of the American west and visit the library archives to view the original frontier photographs of Edward Curtis and Frank Matsura, as well as the artifacts of L.V. McWhorter.

By the end of this course, each student will comprehend academic, exploratory research—using primary and secondary sources—as well as analyzing texts and synthesizing information. They will also demonstrate effective academic prose—with attention to structure, critical thinking, rules of citation and correctness—by providing a portfolio of thoroughly revised work.

Required texts:

Literature of the American West by Greg Lyons

A Pocket Guide To Writing in History by Mary Lynn Rampolla

ENGLISH 298.2 – 3 units

MWF 9:10–10:00, Thompson 105

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A Pocket Guide To Writing in History by Mary Lynn Rampolla

ENGLISH 298.3 – 3 units

TuTh 9:10–10:25, Thompson 105

Images, Art, and the 20th Century

Instructor: Kimberly Burwick

Prerequisite: Must be a current Honors student

In this research course we will investigate the major creators of and influences on the still and moving images of the 20th century. Beginning with photographers such as Sally Mann, August Sander, and W. Eugene Smith, we will research how the aesthetics of these artists have created major cultural and political shifts. We will then examine the role of the moving image (film) as we research the influence of directors such as Ingmar Bergman and Andrei Tarkovsky on contemporary culture.

Required texts:

TBA

ENGLISH 298.4 – 3 units

TuTh 10:35–11:50, Thompson 119

Honors English

Instructor: Kimberly Burwick

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we research the influence of directors such as Ingmar Bergman and Andrei Tarkovsky on contemporary culture.

Required texts:

TBA

ENGLISH 298.5 – 3 units

TuTh 1:25–2:40, Thompson 119

Honors English

Instructor: Robert Eddy

Prerequisite: Must be a current Honors student

Engaging cross-cultural rhetorics is crucial to our work as professionals. The course focuses on the writing of academic discourse. A “discourse” is the official or formal conversation of a group. Academic writing is “rhetorical” in that it cannot be objective or unbiased because writers are not machines. Writers have points of view; we have world views that influence our perceptions and judgments. William Coles Jr. says that college writing involves acts of learning that include a “change in language, a shift in terminology or definition, the replacement of one vocabulary (or syntax) with another.” Kenneth Burke insists that to construct a self in a given rhetorical situation, “only those voices from without are effective which can speak in the language of a voice from within.” To be successful writers, students need to identify rhetorics, to move within them and across them. College writing involves multiple contact zones where students have to deal with changing selves “being formed and reformed” (Min-Zhan Lu) in response to changes in language and definitions. Doing research is entering a new culture by considering a different argument. If we finish the research project – finish our time in the new community – we will have been changed by the experience, however subtly. If we listen to “others” with engagement, with points of view different from ours as equals in a contact zone, exciting possibilities for change and growth are opened. It is true that in our digital age cross-cultural communication is always global in its full audience and full setting.

Required text:

Diverse by Design: Literacy Education within Multicultural Institutions, by Christopher Schroeder. Utah State University Press, Logan, Utah. 2011

The Art of Crossing Cultures, 2nd edition, by Craig Storti. Nicholas Brealey Publishing, Boston. 2007

ENGLISH 298.6 – 3 units

MWF 10:10–11:00, Thompson 19

Honors Research and Writing

Instructor: Michael Delahoyde

Prerequisite: Must be a current Honors student

English 298 seeks to empower you with advanced and effective practice in gaining access to information and knowledge, processing and integrating that information within your own perspectives, and articulating the resulting knowledge in effective written discourse. In other words, you will be cementing some skills in information retrieval and information literacy, critical thinking, and discourse conventions across the disciplines. In yet other words, you will improve your skills in research and writing.

Obviously the semester will be spent researching, writing, and revising a few distinct assignments of assorted types and lengths, beginning with a short and somewhat personal essay about yourself as a researcher and a writer. We will visit a bit of business writing and other modes along the way, but ultimate emphasis will be on the full, substantial, researched, interpretive or analytical paper, mastery of which is still a hallmark of success at the university and beyond. I am hoping that we can run this course largely as a workshop, with ongoing progress towards several completed, sterling manuscripts. Thus, I want to maintain some flexibility here with regard to the number of assignments, their length, and their weight in terms of final grades. Know that by the end of the semester, you will likely have about 24 pages of revised writing, packaged as assorted types of projects.

Required text:

The Curious Researcher, 7th edition by Bruce Ballenger. Boston: Pearson Longman, 2011. ISBN 978-0205172870

HONORS 198 – 1 unit

This introductory course engages entering Honors students with the Honors community and teaches about WSU and Honors opportunities offered. This course is highly recommended for entering freshmen in the Honors College.

Required text:

None

HONORS 198.1

Monday, 12:10–1:00, Honors 141

Facilitators: August Boyle and Ashley Huynh

HONORS 198.2

Monday, 3:10–4:00, Honors 141

Facilitators: Taylor Murphy and Mary Stewart

HONORS 198.3

Tuesday 4:10–5:00, Honors 141

Facilitators: Chloe Erikson and Matthew Waldrip

HONORS 198.4

Wednesday, 11:10–12:00, Honors 141

Facilitators: Victoria Bay and Ethan Payton

HONORS 198.5

Wednesday, 3:10–4:00, Honors 141

Facilitators: Emily LaFrance and Ashley Vu

HONORS 198.6

Wednesday, 4:10–5:00, Honors 141

Facilitators: Breanna Kelsey and Ryan Neisess

HONORS 198.7

Thursday, 12:10–1:00, Honors 141

Facilitators: Jessica Howe and Kathryn Myers

HONORS 198.8

Thursday, 3:10–4:00, Honors 141

Facilitators: Mia Ryckman and Kristen Wedam

HONORS 270.1 – 3 units

MWF 10:10–11:00

Atomic Age America

Instructor: Lee Ann Powell

This course will explore the United States during the atomic age as a means to introduce students to the methods, principles, and tools used in historical inquiry. The development of nuclear weapons and power significantly shaped the people, culture, politics, and landscapes of the United States during the second half of the twentieth century. Following the atomic bombings of Hiroshima and Nagasaki, atomic science and technology moved from the realm of theoretical physics to the center of national debates over war, energy, and the environment. The atom seemingly penetrated nearly every corner of American thought and became a focus of popular culture. Course activities will provide students with a foundation for understanding the history of Atomic Age America and provide a common ground to share ideas and evaluate historical arguments. Through readings, films, discussions, and an original research project, students will learn and practice how historians analyze and construct knowledge of the past.

Required texts:

Atomic Culture: How We Learned to Stop Worrying and Love the Bomb, edited by Scott C. Zeman and Michael A. Amundson

By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age, Second Edition, by Paul Boyer

A Student's Guide to History, Eleventh Edition by Jules R. Benjamin

HONORS 270.2 – 3 units

TuTh 9:10–10:25, Todd 211

Honors 270

Instructor: Joe Huseby

This course examines cases of genocide and mass violence since World War II. Students will be exposed to theories that seek to explain and understand genocide and mass violence. Students will also be exposed to the historical context of these cases and will learn to apply the theories to the cases. The course will highlight the process of accumulating knowledge and information on cases of genocide and mass violence and the process of deconstructing information and facts in order to understand historical events. Emphasis is placed on understanding origins of knowledge in these cases and comparing different sources of information as they apply to historical and theoretical analysis, and criminal investigations of crimes of genocide and crimes against humanity.

Required text:

TBA

HONORS 270.3 – 3 units

TuTh 10:35–11:50, Honors 142

Honors Introduction to Sociology

Instructor: Monica Johnson

This course introduces honors students to sociology, the study of society. Students will become familiar with the major theoretical and methodological approaches sociologists employ to build an understanding of social interaction. In-depth examples of sociological and other social scientific work will be examined in the areas of conformity and deviance, social inequality, and the family as a social institution. The course is organized around student participation and presentation. In addition to learning the sociological perspective and becoming familiar with sociological research, students will develop skills in critical thinking, research, writing, public speaking, and collaboration.

Required text:

A course pack of readings available at the Bookie.

HONORS 280.1 – 3 units

MWF, 3:10–4:00, Thompson 21

Film Screenings: M, 6:00–8:00 pm; T, 5:00–7:00 pm

Germany Goes to the Movies: Watching Foreign Films as an Intercultural Experience

Instructor: Rachel Halverson

This course will use case studies of thematically related German films to examine how film creates a space for cultural and intercultural learning. Specifically, how it allows us to access a culture, time, and place other than our own and makes us aware of the cultural parameters which define our individual lives and views of the world around us:

- ❖ Case Study #1: Films that portray attempts to change society.
- ❖ Case Study #2: Films that portray German unification.
- ❖ Case Study #3: Films that portray sports and national identity.

The films chosen for the course ultimately serve as windows through which one can view Germany at various points in the twentieth and twenty-first centuries **and** as mirrors which reflect the intersection of the German world and our own. Using the methodology modeled in the course, students will conduct their own examinations of foreign films and the cultural insights they reveal. (NOTE: All films will be shown in the original German with English subtitles. Students will have the option of viewing films for the course on either Monday or Tuesday evenings as noted above. Most films will be available on reserve in Terrell Library for individual viewing. Should you have any questions about the film screenings, please feel free to e-mail Professor Halverson [Rachel_Halverson@wsu.edu].)

Required texts:

Course readings will be made available to students in ANGEL.

HONORS 280.2 – 3 units

MWF 11:10–12:00, Honors 142

Exploring the Art of Portraiture

Instructor: Pamela Lee

An oft repeated adage states that before twenty you have the face that you were born with, after that you have the face you deserve. The adage may stem from Shakespeare's Hamlet: "God has given you one face, and you make yourself another."

Character is revealed in the face. Can we shape our character, and thus the face we wear through life? We anticipate, consider, and expend considerable effort when planning our education, careers, families, and the acquisition of material possessions. Can we look ahead and anticipate who we might be at fifty, sixty, or eighty? Or, are we simply batted about and patted into shape by family, economics, culture, and by the vicissitudes of fate? In this increasingly global era, do we retain a national identity communicated through the human visage? Or, is "face reading" universally understood? We will ask these underlying questions as we encounter and explore the art of visual portraiture, dipping across time, continents and

cultures to investigate painted, sculpted, and photographed faces. We will question the various applications of portraiture, past and present, considering how life's large human themes – love, mortality, disability, beauty, power, joy, sadness –affect the human countenance and the fine art portrait.

Required texts:

Portraiture articles will be assigned from online sources, Angel posting, handouts, and a film.

HONORS 280.3 – 3 units

MWF 2:10–3:00, Honors 142

Art & Theory of Art

Instructor: Kim Andersen

For a good 30,000 years humans have produced images, tales, spectacles, and much more which we now call art. Cave paintings, graffiti, murals, fetishes, drama, sitcoms, literature, performance, pottery, painting, architecture, jewelry, carvings, music, country, western, medieval cathedrals, tattoos, rap, twist, hip, funk, bop, American Idol, and The Blue Heart—we call it all art, we call them all artists! Does it make sense?

In this course we will seek enlightenment on the nature of art. We will investigate theories of art (a selection, from Plato onwards) to try to determine what it is we appreciate about art. We will discuss art theories that offer particular discriminating viewpoints on the nature of art as we assess the possibilities for obtaining an all-encompassing perspective on art. Simultaneously, we will actively experience, review, evaluate, discuss, and present artworks, in particular painting, literature, and film. We will make use of videos and excursions to local museums and exhibits.

As we develop our contextual understanding of the arts—as art is created in the flux of individual human creativity and social norms—we will also develop an appreciation for the function, methods, and value of research and scholarship in the Humanities.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required text:

But Is It Art? by Cynthia Freeland, Oxford University Press, ISBN:10-0192853678

Other texts handled in class, available on Angel.

HONORS 280.4 – 3 units

TuTh 12:00–1:15, Honors 142

Writing the Short Story

Instructor: Rita Rud

In this course we will explore and develop the craft elements of the short story including characterization, point-of-view, dialogue, plot, scene and summary, setting, and the use of metaphorical language. Craft exercises for each of these elements, reading and close analysis of award-winning stories, plus class discussion and presentations will help prepare you to write your own stories. During the course you will also complete one 12–15 page short story which we will workshop in class to provide each writer with constructive feedback for revision. Your final portfolio will include a revision of your short story, and an essay detailing your writing experience and growth in this class.

Required texts:

Fiction Writer's Workshop (paperback), by Josip Novakovich, 1995, Story Press, Cincinnati, Ohio.
ISBN-10: 1884910-39--4 or ISBN-13: 1-884910-39-4

The Contemporary American Short Story (paperback), edited by B. Minh Nguyen and Porter Shreve, 2003, Longman, ISBN-10: 0321117271 or ISBN-13: 978-0321117274

HONORS 290.1 – 3 units

TuTh 1:25–2:40, Honors 142

Math in Our Lives

Instructor: V. Manoranjan

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment. Science or Engineering major preferred.

In the recent days and months, we have read headlines such as, “A massive 8.8 earthquake struck Chile,” “HIV–infection is on the rise,” and “The current H1N1 (Swine Flu) pandemic is less severe.” Each one of these headlines has key quantitative aspects associated with it – either a quantifiable measure (such as Richter scale) or quantifying conditions (such as the number of susceptible individuals or available vaccines) that lead to certain pronouncements.

In this course, we’ll develop ideas to describe such real–life phenomena quantitatively. We’ll show how simple mathematical models can be constructed to study these phenomena. These models can help in making predictions and management decisions.

Also, we’ll look at ancient civilizations to understand their approaches to the challenges of their time and how various arithmetical/mathematical tools were developed to solve them.

Required text:

None

HONORS 290.2 – 3 units

MWF 9:10–10:00, Honors 142

Science as a Way of Knowing

Instructor: Ray Lee

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment. Science or Engineering major preferred.

In U H 290, students will learn to view the world from a scientific perspective and make connections between biology and their everyday lives. Modern approaches to understanding the natural world have become increasingly interdisciplinary. Consequently, the course will emphasize how science today integrates information from molecules and cells to natural history to global cycles. The ocean world and animal biology is fertile ground for discovery and student investigation, and will serve as a springboard for scientific exploration in this course

In addition, students will learn how to use resources for gathering scientific information including researching the primary literature.

Required texts:

Marine Biology by Castro & Huber (2010) 8th edition

The Devil’s Teeth by Susan Casey

Never Cry Wolf by Farley Mowat
King Solomon's Ring by Konrad Lorenz

HONORS 370.1 – 3 units

TuTh 1:25–2:40, Wilson 5

Case Study: Tang China -- Golden Age & Crucible

Instructor: Fred Peterson

Course Prerequisite: HONORS 270 or ECONS 198

The first half of the Tang Dynasty in China (in round numbers 600–750 C.E.) is widely considered to be one of the greatest golden ages of human civilization. We will investigate reasons for that assessment.

During the second part of the dynasty (in round numbers 750–900 C.E.), following the military and political upheavals that threatened to destroy it, significant elements of China's continuing traditions and central contributions to East Asian cultures were solidified. We will explore those processes and outcomes.

One key focus for the case study will be the theory that Confucianism and cosmopolitanism are crucial elements that produce golden ages in Chinese civilization.

First we will study the roots of Chinese civilization, particularly Confucianism and Daoism, which are essential to understanding every topic that we will explore. Next we will study the political, historical, and cultural traditions upon which Tang achievements were based. We then will delve into multiple aspects of the dynasty, with special attention to social science lessons to be learned from the creation of the golden age and the continuing crucible of its aftermath

Because Tang China was so influential in the development of other East Asian civilizations, we also will examine aspects of those influences in broader contexts, including Mongolia, Korea, Japan, Vietnam, and Singapore.

Both of these are required texts:

The Analects of Confucius, translated and annotated by Arthur Waley

China's Cosmopolitan Empire: the Tang Dynasty by Mark Edward Lewis and Timothy Brook

Plus one or both of these two are required:

Chuang Tzu: Basic Writings translated by Burton Watson

The Way and Its Power: Lao Tzu's Tao Tê Ching and Its Place in Chinese Thought by Arthur Waley

Plus one or more of these recommended texts:

The Golden Peaches of Samarkand: A Study of T'ang Exotics by Edward H. Schafer

How to Read a Chinese Poem: A Bilingual Anthology of Tang Poetry by Edward C. Chang

Pacing the Void: T'ang Approaches to the Stars by Edward H. Schafer

Poems of the Masters: China's Classic Anthology of T'ang and Sung Dynasty Verse by Red Pine

The Poetics of Sovereignty: On Emperor Taizong of the Tang Dynasty by Jack W. Chen (Harvard Yenching Institute Monograph Series)

Sui-Tang China and Its Turko-Mongol Neighbors: Culture, Power, and Connections, 580-800
by Jonathan Karam Skaff (Oxford Studies in Early Empires)
Three Ways of Thought in Ancient China by Arthur Waley

HONORS 370.2 – 3 units

TuTh 12:10-1:15, Wilson 5

Working with, in, and through the International Community

Instructor: Bill Smith

Course Prerequisite: HONORS 270 or ECONS 198

While class members will determine the specific focus the course will take, it will broadly track the development of a global, multilateral system that takes into account what developing nations “want” alongside the aims of the developed world. Governmental actors, intergovernmental groups, and nongovernmental organizations all factor into the framework as we consider how various entities “act and interact” in the global sphere.

Enrolled students have the option of joining the Spring 2015 Honors College delegation to the National Model United Nations conference in New York City.

Required text:

None

HONORS 370.3 – 3 units

TuTh 1:25-2:40, TBA

Interdisciplinary Approaches to Religious Diversity

Instructor: Michael Myers

Course Prerequisite: HONORS 270 or ECONS 198

This course examines social scientific and philosophical approaches to questions arising from the contemporary phenomenon of “religious diversity.” What are some tools that we might employ in addressing questions that arise from conflicts among religious communities and between those communities and secular society? The global context of the present situation requires practical solutions by governments, nongovernmental organizations, and individuals in community. The course will combine theoretical and case study approaches. We will look at theoretical responses to religious diversity: exclusivism, pluralism, and cosmopolitanism. We will test the efficacy of the theories against actual cases of conflict: the issue of headscarves in France, for example, or the use of soft (but sometimes violent) power by religious organizations. Students will lead discussion of both a theory and a case study through the means of a powerpoint presentation and a précis. Students will write a research paper and discuss its contents with class members.

Required texts:

Can Islam Be French? by John R. Bowen. Princeton

Religious Pluralism: Globalization and World Politics, ed. Thomas Banchoff. Oxford

After Pluralism: Reimagining Religious Engagement, ed. Courtney Bender & Pamela Klassen.
Columbia

Pluralism, by William Connolly. Duke

HONORS 380.1 – 3 units

TuTh 1:25–2:40, Thompson 201

Leadership Lessons from the European Renaissance

Instructor: Fred Peterson

Course Prerequisite: HONORS 280

In this case study we will explore aspects of the European Renaissance—especially those of the Italian Peninsula, France, and England—for insights and understandings about the nature and practices of leadership, through diverse lenses of the arts and the humanities.

While investigating the Italian Renaissance, we will have a special focus upon the writings of Niccolò Machiavelli.

The special focus of our exploration of the English Renaissance will be the history plays of William Shakespeare, specifically the Second Tetralogy and *Richard III*.

“What does it mean to be human?” is a fundamental question that we ask ourselves at various junctures in our lives. In this course we will address some of the creative and reflective expressions of the Arts and Humanities that have helped people to make sense of their lives and their worlds. Students will build upon the critical and methodological skills gained in Honors 280 to investigate the European Renaissance, especially what we can learn about leadership from that period. Applying effective strategies of written and oral presentation and communication, students should develop a better understanding of how historical and cultural contexts affect and determine ideas and artistic expressions, better understand the nature of leadership, and relate those insights to their own personal and historical situations.

Required texts:

Machiavelli: The Chief Works and Others, Volume I

Allan Gilbert, translator

King Richard II

William Shakespeare, edited by Charles R. Forker

Arden Shakespeare; Third Edition

King Henry IV, Part 1

William Shakespeare, edited by David Scott Kastan

Arden Shakespeare; Third Edition

King Henry IV, Part 2

William Shakespeare, edited by Ronald Knowles

Arden Shakespeare; Third Edition

King Henry V

William Shakespeare, edited by T. W. Craik
Arden Shakespeare, Third Edition

King Richard III

William Shakespeare, edited by James R. Siemon
Arden Shakespeare; Third Edition

Recommended:

The Cambridge Companion to Renaissance Humanism

Jill Kraye, editor
Cambridge University Press

The Italian Renaissance

J. H. Plumb
Mariner Books, Revised Edition

Renaissance Philosophy

(A History of Western Philosophy)
Brian P. Copenhaver
Oxford University Press, USA

HONORS 380.2 – 3 units

TuTh 2:50–4:05, Honors 142

The Vikings

Instructor: Kim Andersen

Course Prerequisite: HONORS 280

In A.D. 793 the Vikings entered the annals of history with the attack on the monastery at Lindisfarne, England. The following 300 years, approximately, have become known as ‘the Viking Age.’ During these years the peoples of Scandinavia put their cultural imprint on the British Isles, Normandy, Paris, Russia, the Mediterranean, the Middle East, and North America, rarely to the delight of locals. However, they were not only pirates and conquerors but also trade-partners in a vibrant, early-Medieval world of commerce and cultural expanse. The Norse were quick to settle and become locals. Yet, who were they? Were they all pirating Vikings or also farmers, poets? How did they live when they weren't on the longboats? Were law and order part of their societies? What were their beliefs, myths, and legends, before they converted to Christianity in the 10th century? Did they indeed ‘discover’ America?

In this course we will study this fascinating chapter of history by reading a selection of their literary legacies: the Icelandic sagas and myths. We will discuss these vivid tales of love, sex, violence, of defending property rights, and of the practical and supernatural uncertainties of exploration in a distant world without GPS and smartphones. In order to gain insights into a

human culture so seemingly distant from our own, we will also make use of movies and documentaries.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required texts:

The Sagas of Icelanders (Penguin Classics Deluxe Edition) [Paperback], ISBN-10: 0141000031
Other texts handled in class.

HONORS 380.3 – 3 units

MWF 12:10–1:00, Honors 142

Global Issues in the Humanities

Being Human: An Introduction to Greek Literature and Culture

Instructor: Robin Bond

Course Prerequisite: HONORS 280

This course is an introduction to the literature and culture of archaic and Classical Greece that focuses on the question of what it means to be human. Greek poets depicted the human condition as an existence apart from, and contrary to, the leisure enjoyed by the gods. Human life, in the Greek mind, was at its core suffering, toil, and death. Yet, being human also meant being civilized, which for the Greeks meant being Greek: honoring Greek gods and observing Greek customs. Over time the literature, poetry, and philosophy of the ancient Greeks reflect how some of their most basic cultural assumptions about the human experience were challenged often as a result of their interactions with other peoples through travel, colonization, and warfare.

Ancient Greek literature is not easy, and much of the class will be devoted to the analysis of literature as a window into broader Greek culture. No previous familiarity with Greek literature or mythology is required or expected, but you must have a willingness to grapple with difficult texts and ideas. While the study of ancient Greece allows us the opportunity to appreciate a culture very distant in time from our own and to understand the cultural legacy of the past to the modern world, it challenges us as well to explore and evaluate our own perspectives on being human and reflect on all aspects of the human experience.

Required texts:

The Iliad of Homer, translated by Richmond Lattimore

Homer's Odyssey, translated by Robert Fagles

The Poems of Hesiod, translated with Introduction and Comments by R. M. Frazer

Herodotus' History, translated by David Grene

Plato. The Last Days of Socrates, translated by Hugh Tredennick

HONORS 380.4 – 3 units

TuTh 10:35–11:50

Writing Your Heritage

Instructor: Rita Rud

Course Prerequisite: HONORS 280

This course will combine research and writing to discover your heritage. How often do we hear and read that “America is a melting pot?” What does this mean exactly? To answer this question, you will conduct various methods of research to learn about your family heritage, and then choose which country of your heritage to explore. Research reports, journals, and class presentations will document your journey, and your final portfolio will include a substantial piece of writing (15–20 pages) that can be in the form of a scholarly article, a non-fiction article or essay, or a piece of creative non-fiction or fiction that you feel best represents the heritage and culture you have explored throughout the course.

Class presentations will highlight aspects of the cultures you are exploring and may include examples of the culture’s philosophy, art, music, stories, dance, literature, or other art forms unique to the culture. We will also explore and use various technologies to enhance both your research and presentations.

Required text:

Research and Documentation in the Electronic Age, 5th edition, by Hacker, ISBNM
9780312566722

HONORS 390.1 – 3 units

TuTh 9:10–10:25, Honors 142

Deconstructing Health Through Experiment

Instructor: Jeb Owen

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

The health of an organism is central to its activity, survival and reproduction. For human beings, the health of an individual motivates the development and practice of medicine. The health of the population shapes the productivity of the economy and the stability of society. For animal agriculture, health is a key factor in productivity. For wildlife, health influences population dynamics and can be important to conservation. Despite these vital linkages, defining and quantifying health remain surprisingly complicated challenges. In this course we will explore how health can be defined and quantified through scientific experiments. This exploration will touch on aspects of health that include genetics, diet, ageing, and infection. We will use systems that range from human medicine to conservation of endangered species. Course activities will include (1) readings from the primary literature with group discussion, (2) group-based projects with in-class presentations and (3) peer evaluation of projects.

Required texts:

None

HONORS 390.2 – 3 units

MWF 10:10–11:00, Honors 142

Mental Health: A Global Perspective

Instructor: Ray Quock

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

Mental health is a state of psychological well-being in which people realize their own potential, cope with the normal stresses of life, work productively and are able to contribute to their communities. Mental disorders represent illnesses that interfere with these functions. The topics in this course will 1) provide a scientific background in mental disorders and the psychopharmacology of drugs used in their treatment; 2) discuss the societal impact of mental illness; and 3) analyze trends in addressing the burden of mental disorders.

Required text:

Journal articles and materials as distributed by the instructor.

HONORS 390.3 – 3 units

MWF 1:10–2:00, Honors 142

Interdisciplinary Research: Past, Present, and Future

Instructor: Sergey Lapin

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

It is evident that our society is embedded in an international context that has undergone significant changes in recent decades and will undergo even more transformations in the future. Understanding the interdisciplinary nature of modern sciences has become increasingly important.

The main goal of this course is to help students see the real-world relevance of the various academic disciplines and their comparative strengths and weaknesses by looking at the history of several scientific inventions. It is well known that many famous scientists of the past were known as homo universalis, being able to work successfully in very diverse fields. We will then turn to modern society and look at several cases where scientists from different disciplines join forces to address complex global issues, such as environmental, ecological, and global health problems. We will also discuss the cultural and social impacts of scientific research and relations between the liberal arts and sciences.

Required text:

None

HONORS 398.1 – 1 unit

Wednesday 1:10–2:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This is a seminar-style course with the purpose of assisting and supporting each participant in completing his/her Honors thesis proposal. By the end of the course you will be ready to submit your Honors thesis proposal for approval and to initiate your thesis research. In the course, you will learn how to generate an Honors thesis topic, how to formulate a thesis question, how to identify a thesis advisor, and how to prepare the thesis proposal. In addition, we will discuss ways to structure your thesis, how to perform a literature search, and how to evaluate the information you obtain in relation to your chosen topic. During the course we will discuss and constructively support and critique projects as they develop in the proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, as a final product. S/F grading.

Required text:

Writing A Successful Research Paper: A Simple Approach by Stanley Chodorow. Indianapolis/Cambridge: Hackett Publishing Co., ISBN: 978-1-60384-440-6

HONORS 398.2 – 1 unit

Tuesday, 12:10–1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Robin Bond

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This seminar-style course is designed to assist and support each participant in developing and completing of his/her Honors College thesis proposal—the first step in successfully completing the thesis requirement of the Honors College. During the course, each thesis proposal will be constructively criticized during collaborative peer review sessions and each student will give a 10-minute formal presentation on his/her proposal in class. At the end of the class, students will submit for approval a final thesis proposal including title, introduction, research question or creative project, methodology, expected results and possible conclusions, and an annotated bibliography.

Required text:

None

HONORS 398.3 – 1 unit

Thursday, 2:10–3:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Rita Rud

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This seminar–style course will guide and support each student in the process of completing his/her Honors thesis proposal. In this course, you will learn how to:

- generate your Honors thesis topic
- develop your thesis question
- choose a thesis advisor for your project, and
- plan and write your thesis proposal.

In class, we will discuss ways to structure your thesis, perform a literature search, and evaluate the information you find in relation to your chosen topic. We will also discuss and constructively support and critique projects as you develop your proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, and give a 10–minute oral presentation on their proposal in class. S/F grading.

By the end of the course you will submit your Honors thesis proposal for approval and be ready to initiate your thesis research.

Required text:

How to Write a BA Thesis, by Charles Lipson, ISBN # 0226481263 (Paperback)

HONORS 398.4 – 1 unit

Monday, 2:10–3:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Catherine Elstad

Course Prerequisite: 45 semester hours. Students in science, math, and other technical majors are encouraged to enroll in this section.

This seminar–style course is designed to assist and support each participant in the development and completion of his/her Honors College senior thesis proposal. This course will prepare you to successfully complete the thesis research and presentation requirements of the Honors College. In this course, you will learn how to formulate an achievable thesis question around a topic or issue about which you are curious, identify a thesis advisor, conduct literature research, develop methodologies to address your research question, and critically analyze and interpret information. During the course, each thesis proposal will be constructively criticized during peer review sessions. At the end of the class, you will (1) submit a final thesis proposal

including title, introduction, research question, methodology, expected results and possible conclusions, and an annotated bibliography and (2) give a 10-minute presentation on your proposal in class. S/F grading.

Recommended text:

How to Write a BA Thesis, by Charles Lipson

Electronically available at WSU:

<http://griffin.wsu.edu/search~S12/?searchtype=t&searcharg=How+to+Write+a+BA+THesis&searchscope=12&SORT=D&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=aHow+to+Write+a+BA+THesis>

HONORS 430 – units vary

Foreign Study Practicum

By Arrangement

Special assignments and research related to education abroad. Read about The Certificate of Global Competencies on this website: <http://honors.wsu.edu/studyabroad/index.html>

Students interested in completing Honors 430 should meet with an Honors advisor. An approved contract is required before Honors staff can register you for this course.

HONORS 450 – units vary

Honors Thesis

By Arrangement

All students are required to complete a 3–unit Honors Thesis in order to fulfill their Honors requirements. The Honors thesis is an in–depth reading and writing project directed by a student’s major department. Students can choose to complete original research or a creative project. Detailed guidelines on the thesis and the proposal approval process are available on the Honors College website. Final grades for Honors 450 are entered by the Honors College when the thesis is satisfactorily completed and an oral presentation has been given. Oral presentation dates vary throughout the year; please check with the Honors College or watch the FLASH for dates.

An approved Honors Thesis Proposal is required before Honors staff can register you for this course.

HONORS 499 – units vary

Honors Independent Study

By Arrangement

Students interested in completing an independent study requirement should meet with an Honors advisor.

An approved contract is required before Honors staff can register you for this course.

DEPARTMENTAL COURSES ALSO OFFERED FOR HONORS STUDENTS

MATH 182.1 – 4 units

MWF 9:10–10:00, Sloan 46

LAB TuTh 9:10–10:25, Wilson 6

Honors Introductory Linear Algebra

Instructor: Sergey Lapin

PHYSICS 206.1 – 5 units

MWF 11:10–12:00, Webster 211

LAB Tuesday 6:10–9:00pm, Webster 222

LAB Thursday 5:40–7:30pm, Webster 222

Honors Physics

Instructor: Fred Gittes

Please consult with the Physics Department if you are interested in taking this course. They will handle the details.

SPANISH 203.2 – 4 units

MWF 10:10–11:00, Honors 142

Spanish for Honors Students

Instructor: Sonia Lopez-Lopez

SPANISH 204.4 – 4 units

MWF 11:10–12:00, Avery 8

Spanish for Honors Students

Instructor: Sonia Lopez-Lopez
