HONORS PROGRAM (HONR)

HONR 103 - Heroes or Villains:A Forensic Journey in the world of the famous (3 Hours)
Using Odysseus as a case study, this course will introduce students to an attentive analysis of a varied array of ancient and modern sources (Homer, Plato, Cicero, Ovid, Seneca, Statius, Dante, Tennyson, Joyce, Shay – to mention a few) to engage them in a quest aimed at uncovering the real identity of this hero, and at prompting reflection on a concept that is often turned into a meaningless and empty label. Students will discover and redefine who heroes were in the past, and who they are presently. Undertaking a forensic journey in the world of Odysseus, students will learn to deconstruct the personality of Odysseus which – as they will find out – embodies issues and struggles that are typical to human nature, are timeless, and thus relevant to our present days. The course will thus take the shape of a discovery journey among deep concerns about the human condition, via portraits of this hero. Counts on the major or minor in Classics.
Curriculum: HC,HU

HONR 104 - Gender-based Violence in the Ancient World (3 Hours)
Gender-based violence, i.e., violence against women and girls, and child abuse and neglect are a persistent and universal problem affecting every culture and social group since the dawn of our world. They are as pervasive as, yet, the perhaps least recognized human rights abuse. In this course, we will use classical antiquity to better understand these forms of violence by delving into their roots and comparing our past and our present. Violence against women and child maltreatment are indeed forms of violence that frequently surface in the literary and artistic expressions of that ancient culture: stories of rape, domestic violence, child abuse and neglect, and even infanticide incredibly populate Greek mythology. These stories have been revived for their relevance to the present, in a way that they might contribute to a better understanding of related modern issues. As in the ancient and modern times, gender-based violence mostly stems from women's subordinate status in society, which thus highlights power inequalities between women and men. Furthermore, the ancient societal response to cases of violence, such as rape, does present striking similarities with the present. This shows how crucial it is to be educated on such a sensitive subject, with the purpose of contributing to the effort to eradicate stigmas and stereotypes that still plague our society and have an impact on the justice management of cases. To properly cover the subject matter, we will use as primary sources a selection of texts from Greek and Roman Literature, History, and Philosophy, along with evidence from ancient Art, as well as some related modern literary and artistic works. Through the primary sources, the issues will be analyzed according to a variety of approaches in a way that would allow us to carry on an interdisciplinary and cross-cultural discourse. In particular, a feminist approach, as well as an evolutionary-psychological-approach and a trauma-theory-oriented perspective, will be applied in our analysis, both for a better understanding of the phenomena and for facilitating comparisons with modern occurrences of those very phenomena that affect our world as well. This course is also designed in a way to allow the student 'to put into practice' the acquired knowledge as they will be engaged in organizing a 'practical' project related to the subject matter.
Curriculum: HC,HU

HONR 105 - The Revolution of 2020 (3 Hours)
Humanity experienced "great changes in its affairs" –an early definition of revolution –in 2020. The global pandemic not only threatened global health and the global economy but also made apparent weaknesses in political and social institutions across the globe. Protests against police brutality in many countries introduced phrases new to many of us such as "defund the police" and were accompanied by dramatic challenges to public memory as represented in monuments and place names. These protests expanded to include challenges to structural racism, including at Randolph-Macon College. In U.S. politics the year began with an historic impeachment trial of the president and concluded with unprecedented challenges to conducting and concluding a presidential election and important changes in both Congress and the Supreme Court. This course will instruct students in the use of social science methods to reflect on the sweeping short-term and longer-term implications of the revolutionary events of 2020 on the political and social institutions that shape our lives.
Curriculum: CL,SS

HONR 106 - Our Green Allies (4 Hours)
This course will explore the connections that humans have with plants, and how this relationship has progressed historically. Countless aspects of our economy and culture are dependent upon plant-derived products despite our tendency to overlook this interdependency. As a class, we will explore how plants are essential as sources of medicine, food, fuel, infrastructure, and a connection to nature. Students will learn about the plant body and how we manipulate certain physiological aspects for our usage. Lecture/laboratory periods will be spent discussing readings on these themes as well as conducting hands-on exercises, and field trips will be taken to local places and habitats of interest to support the material. Two three-hour lecture/laboratory sessions per week.
Curriculum: NS,SP

HONR 107 - Mortality and Memorialization in Literature (3 Hours)
Death and dying are components of life and living that constitute a crisis for society, for groups, and for the individuals and, thus, engender cultural as well as personal responses. Each of us confronts, accepts, or denies death and/or dying as an individual, as a member of a group or groups, and as a member of society and global community. This course explores the social, mythological and spiritual implications of mortality and literary and artistic responses to it, including personal and corporate practices of memorialization.
Curriculum: HC,HU

HONR 108 - Trust and Social Cohesion (3 Hours)
Humans are social animals who rely on one another to live well. Yet American society today is deeply divided and strained by mistrust. How serious a problem is this, and how should we respond? This course will examine the importance of social cohesion for human well-being and the factors that either support or erode it. We will both consider this theme as a perennial human concern and consider the particular challenges in the contemporary U.S. We will read texts from the history of philosophy, East and West, as well as contemporary philosophy, social science, and journalism.
Curriculum: CL,HU

HONR 109 - Animal Diversity (3 Hours)
Animal Diversity is designed to present a review of the animal kingdom with emphasis on diversity, evolutionary relationships, functional adaptations, and environmental interactions. We will explore the general concepts and principles of animal behavior, including the evolution and adaptive significance of behavior, as well as focus on applying these general principles to human societies and current social issues. The vast diversity of social adaptations across the animal kingdom will become clear as we review the current scientific literature on animal behavior. Hands-on field experience will be gained by conducting observational research at the R-MC Behavioral Neuroscience Lab.

HONR 110 - Japanese Religion (3 Hours)
This course will provide an in-depth exploration of religion in Japan. Though the course will focus primarily on the dominant religious traditions of Japan, Shintoism and Buddhism, it will also consider the impact of other traditions on the Japanese religious imagination, such as folk religions, Confucianism, Daoism, Christianity, and the new religious movements of the 19th and 20th centuries. The class will consider both the religious beliefs and practices of these traditions as well as their historical development and social/cultural impact. Area Two: World's Religious Traditions.
Curriculum: GE,HU,NW

HONR 111 - 3D Printing (3 Hours)
3D printing is an additive manufacturing process whereby objects are built up from plastic filament, liquid resin, layers of powder, or other materials. Desktop 3D printing is today's printing press, putting rapid prototyping and individualized products in reach of the general public. Literacy in basic 3D modeling and manufacturing is an essential skill for future STEM success in this country. In this course, students will learn how to be "makers" by using various types of 3D modeling software and printing actual physical objects that they have designed and modeled themselves. Mathematical principles from computational geometry will be developed and applied throughout the course.
Curriculum: NS,QS

HONR 112 - The Key of Remembrance (3 Hours)
Why do we remember one thing and forget another? Why are our earliest memories so different from those of our teenage years and early adulthood? Why can a song or an odor transport us back in time to a vivid recollection? How does a memory change when written as a narrative? We'll take up these questions in our study of autobiographical writing and its history, key components of memory, and a variety of memoirs. Students will each write a memoir that draws on different kinds of memories. Classes will be divided among writing workshops and discussion of memoirs and theoretical and critical works on memory and autobiographical writing.
Curriculum: AE,HU,WA

HONR 113 - Sport, Exercise and Performance Psychology (3 Hours)
This course is a unique opportunity for students to be exposed to sport/physical activity from the perspective of psychology. It explores psychological aspects contributing to participation in sport and exercise and associated psychological outcomes of participation in these activities. This course examines psychological theories and research and their application to sport and physical activity. Specifically, it focuses on behaviors and cognitions of participants and the individual and environmental factors which shape psychological outcomes related to sport and exercise.
Curriculum: HC,HU

HONR 114 - The History of Scientific Thought from Pythagoras to the Principia (3 Hours)
This course is a study of the historical development of scientific ideas in the mathematical, physical, and astronomical sciences, from antiquity to the close of the seventeenth century. Since this is an interdisciplinary subject, it requires skills from more than one area, and should be of interest to anyone studying history, philosophy, physics, or mathematics. Students will be expected to analyze and interpret both primary and secondary sources, make considered evaluations of their scientific, philosophical and/or historical significance, and construct cogent arguments in essay form. Partially satisfies the collegiate requirement in history.
Curriculum: HU,HC

HONR 115 - Theology of Martin Luther King Jr (3 Hours)
This course will examine the preaching, writings, theology, and social practices of Martin Luther King, Jr., examining their influence during the Civil Rights movement as well as their ongoing impact in society today. This course will employ King's public discourse as a lens through which to examine his interpretation and appropriation of various sacred texts.
Curriculum: DI,HC,HU

HONR 116 - Road Trip!: Going Places in American Literature (3 Hours)
Road trips are an American experience. Stretching from the early colonial settlers to the counter-cultural beatniks of the 1960s and beyond, the road trip speaks to the American desire to journey outward, into new frontiers. Through literary texts from a variety of periods and genres, this course explores the road trip as a central cultural metaphor that reflects issues of self-development, national identity, and modernization. Examining the road trip thus provides an inroad into the American imagination itself. Partially fulfills the Area of Knowledge requirement in Arts and Literature (literature).
Curriculum: CL,HU,WA

HONR 117 - The Art of Facilitation (3 Hours)
Facilitators are people who guide groups through difficult discussions, dialogues, or decisions. Students who complete this course will understand the interdisciplinary art of facilitation from a scholarly perspective, and they will be able to perform in the role of an effective facilitator. Effective facilitation is informed by interdisciplinary research and has countless applications: classroom teaching, conflict mediation, international diplomacy, organizational leadership, group counseling, community development, and social justice education. Scholars emphasize that effective facilitation is not a matter of simple skill acquisition, rather it is an art that involves self-awareness, understanding of participants, design of processes, and post-practice reflection.
Curriculum: HC,SS,OC

HONR 118 - Exploring Virginia's Environment (4 Hours)
Exploring Virginia's Environment will give students an opportunity to discover pertinent issues affecting Virginia's Environment. We will discuss Air Quality, Water Quality, Waste Management, Recycling, Land Conservation, the Chesapeake Bay, Endangered Species, Environmental Justice, Energy and Global Climate Change. We will explore the current environmental conditions in Virginia and policies and programs that address those conditions. Virginia will be examined in the context of national and global policies and compared to other states. Class members will work on group projects to evaluate current environmental issues in Virginia and to present recommended policies and programs for improvement. Students will also conduct lab experiments on the topics covered and they will write lab reports on their results.
Curriculum: NS,SP,WA

HONR 119 - The Female Self in Lorca's Drama (3 Hours)
In this course, we will explore the theoretical notion of the female body and female subjectivity and how it is represented in four major plays by Spanish writer Federico García Lorca: The House of Bernarda Alba, Yerma and Blood Wedding, and Doña Rosita, the Spinster. All four plays focus on the social and cultural construction of gender, gender roles, specifically, the female body and subjectivity in different in 1930s Spain. García Lorca is perhaps the one writer of his time who had the sensitivity to capture and express aesthetically the essence of femininity in different contexts. Being the first homosexual writer of his time, sexuality, and the social construction of genre for both Spanish men and women are topics very present in all his work, but particularly so in these plays. Additionally, Lorca, very intimately influenced by Andalusian Gypsy folk, includes the gypsy universe in his plays (Blood Wedding and Yerma) to add to the cultural question of gender and sexuality. In these topics is where we find his very personal vision of the female body and female subjectivity. Through the course, we will read and discuss these representations along with film adaptations of his play to enrich discussions on whether and to what extent adaptations preserve the essence of the original literary work. Note: this course counts as an elective at the 200 level on both the Spanish major and minor. As it is in English it is also the only course a student can take in English in the Spanish program.
Curriculum: GE,HU,SA,WA

HONR 120 - Chemistry & Art in the Ancient World-How Did They Do That? (4 Hours)
This course will chart the parallel developments in Chemistry and in Art in the Ancient World. Students will recreate the ancient manufacturing techniques in the laboratory and rationalize the experiments with a modern, scientific understanding of the underlying chemistry. Students will make fire, make charcoal sticks, smelt copper, mold and fire clays, glaze ceramics, manufacture glass, prepare pigments, mold plaster, press papyrus and paper, prepare inks, spin fibers, extract potash, dye fabrics, and paint frescoes. Six hours integrated lab and lecture per week. Concurrent enrollment in or previous completion of ARTH 210 / CLAS 210 (Origins of Civilization) strongly recommended.
Curriculum: SP,NS

HONR 121 - Intimate Relationships (3 Hours)
Intimacy is an integral part of human existence, and yet there are many mixed messages about the key ingredients for a successful relationship. What makes certain people more attractive for short vs. long term relationships? How do romantic relationships form and grow, and why do many deteriorate over time? Does couples therapy work? This course will introduce you to theory and research on intimate relationships, covering topics ranging from the biological bases of love to interpersonal predictors of divorce. There will be a particular focus on bridging the gap between psychological theory and everyday living through readings, assignments, and in-class discussions. During the course of the semester, you will compare scientific theories and research with your own expectations of relationships as perpetuated by the media and other sources.

HONR 122 - The Edge of Broadway (3 Hours)
The Broadway musical, sometimes thought of as being a "lite" or fluffy form, often acquires an edginess by raising important social and political issues, especially those arising from a discriminatory American society. This course explores the texts (book, lyrics) of Broadways shows that bright into the limelight those marginalized because of class, gender, ethnicity, and especially race.

HONR 123 - Don Quijote (3 Hours)
This course will focus on Miguel de Cervantes' best-selling novel Don Quijote de la Mancha. This novel is not only Cervantes' best-known work, but is considered one of the great masterpieces of world literature, and the work's eponymous protagonist is one of the most famous of all literary creations. The novel will be studied to appreciate the character of Don Quijote, to understand the plot itself and to examine the creativity of its writer, Miguel de Cervantes Saavedra. In addition to viewing Cervantes' commentaries on for each student to reflect on his or her own reading experiences, Spanish society of the early 17th century and its moral fabric, we will also pay particular attention to the role of reading and writing as portrayed in the novel. We will also look at some central themes of the novel such as the complex relation between fiction and reality, the psychology of Don Quijote as we appreciate the often ribald and scatological humor of the novel. El Quijote is a novel that can be studied for a lifetime, and one to and from which every reader will bring their own experience.

HONR 124 - The Economics of Planet Earth (3 Hours)
Economies depend on the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad.
Curriculum: CL,SS,WA

HONR 125 - Turkish German Cinema (4 Hours)
This interdisciplinary course explores West Germany's transition into a multiethnic society through film. While students will learn how the socio-political phenomenon of Turkish labor migration into Germany, immigrants, and diasporas have influenced both German and Turkish cinema since the 1960s, the focus will lie on the work of the second and third-generation filmmakers who developed the so-called Turkish German cinema after the fall of the Berlin Wall. Acclaimed directors such as Fatih Akin rewrite American gangster films for the German context, cite Kung Fu action films and create counter-narratives to free their characters from clichés and one-dimensional representations in dominant culture. In elaborating on the work and stories of various filmmakers, students will gain an understanding of this minor cinema and how it sheds light on Germany's and Europe's multiethnicity. In this context, students will develop a critical understanding of issues that the world faces today-ranging from issues of identity (national, ethnic, class-based, gender, sexuality), questions of belonging; xenophobia and racism; the rise of Islamophobia in Europe and Germany's role within the European union. Students will also acquire an understanding of the critical tools necessary for the analysis and interpretation of film.
Curriculum: AE,HU,NW,SA

HONR 126 - Parks and Civic Life (3 Hours)
Parks, designed to blend conceptions of nature and culture, are often recognized as vital public spaces for civic engagement. In this class, we study parks and civic life through the prism of various cultural themes including race, heritage, class, gender, accessibility, sustainability, recreation and tourism, natureculture, art, and activism. By pairing theory with practice, we unpack these themes in a local context through a focus on the Ashland Parks System. Field visits provide opportunities to better understand how 'sense of place' shapes civic life in parks. We also collaborate with community members, including the Ashland Department of Parks and Recreation, to explore additional opportunities for civic engagement. Oral, written, visual, and other creative assignments culminate in a semester-long digital humanities project.
Curriculum: CL,HU,OC,WA

HONR 127 - Women in Computer Science and Technology (3 Hours)
Students will develop an awareness of the accomplishments of women in STEM throughout history as well as the challenges women in STEM have faced, not only for their career of study but because of their gender. We will explore the many challenges facing women, women of color, and women of STEM to determine if there is a correlation between treatment, career choice, or gender. The course will also cover the social impact of these areas and will review changes that have occurred to influence women and determine if external forces were impacting their success. Were they able to overcome adversity or did adversity take over their lives and consume them? In this course, students will be introduced to the influences of women in computer science and other technologies. Topics will be approached covering the STEM accomplishments of women and biases experienced by women. Students will learn about the many contributions that women have given to the discipline along with the challenges to succeed in a male-dominated industry. In addition, students will discover ways that we have and can continue to move beyond these limitations to seek a more balanced society. Topics covered include:· History of Women in Computer Science/Technology · Gender/STEM Biases · Education/Salary · Women of Influence · Employment GapsThis course includes a combination of lecture, discussion, and research in STEM fields. Classes will introduce both social and ethical issues of women in STEM and provide a gateway to open conversations on these issues.
Curriculum: CL,DI,NS

HONR 128 - Ethics of Technology and Privacy (3 Hours)
The course approaches the rapid advances of technology and the impacts on personal privacy and our sense of community through the lens of ethics and the balance of personal rights and the rights of the community. The course uses recent and current events to explore the ethical issues surrounding Artificial intelligence (e.g., decision-making in autonomous vehicles); Machine Learning (e.g., using biased historical data to learn produces "biased" systems); data collection and datamining's impact on personal privacy; and corporate use of personally identifiable information without the individual's consent. Students are asked to apply the knowledge and skills developed in class to evaluate how technology is affecting our daily lives.
Curriculum: CL, NS, WA

HONR 129 - Democracy Reform in the US (3 Hours)
This course asks students to consider the state of America's democratic institutions. Through assigned readings, discussions, and outside research, students will explore how well U.S. institutions embody political equality, or the equal representation of all citizens. Topics will include Senate malapportionment, the Electoral College, legislative gerrymandering, campaign finance rules, voting rights, and the rights of U.S. citizens living in the territories. In addition, students will be asked to consider whether changes in the information environment (i.e., the media) are making it more difficult for institutions to effectively address the collective needs of the U.S. population. Students will be expected to read scholarly materials (and in some cases, popular periodicals) each week and come to class prepared to discuss them. The course will culminate with students completing and presenting a comprehensive research project addressing the following question: "How, if at all, should the U.S. Constitution or laws be changed to address political inequality? Why?"
Curriculum: CL,SS

HONR 130 - Food and Politics in American Art and Culture (3 Hours)
Food, its production, availability, variety, and consumption is ubiquitously present in American art and culture. American artists have recorded the complex and broad cultural implications of foodstuff in the United States, from the lush still-lifes [sic] of the nineteenth century, to the pristine, technologically produced canned foods of the twentieth century. Conversations in this course will focus on food symbolism, racial and economic stereotyping, practices of production and labor, provision and circulation of food stuff, excess or deprivation at various historical moments, and issues of gender, race and social status, as relative to food production and consumption.
Curriculum: AE,DI,HU,WA

HONR 131 - Introduction to Systems Biology (3 Hours)
Have you ever wondered how birds form organized patterns? How some fireflies can synchronize their flashing? Or, more generally, what are the mechanisms governing the formation of biological patterns and coordinated behaviors? Systems biology is the discipline that uses mathematical and computational approaches to examine such questions. More specifically, it explores how individual interactions in a complex system could lead to behaviors or properties of the system not observed in any of its components. As Linus Pauling famously said, "Life is a relationship among molecules and not a property of any molecule." This course introduces students to systems biology through the lens of finite dynamical systems and agent-based models. Software and animation are used to visualize the spatiotemporal evolution of system dynamics and to facilitate computing, testing, and mathematical analyses of the models. No experience in mathematics or biology beyond the high school level is required. Students work in groups; class periods mix lecture, discussion, and project activities.
Curriculum: NS,QS

HONR 132 - It's About Time-What then, is time? (4 Hours)
What, then is time? – "I know well enough what it is, provided that no one asks me; but if I am asked and try to explain, I am baffled." St. Augustine. Is time merely what clocks measure, or does it have meaning and substance of its own? Is my "now" the same as yours? Is yesterday real? Can we predict tomorrow? The mystery of time engages every area of human inquiry. In this exploration, we will concentrate on scientific understandings of time, but will also examine the philosophical, theological perspectives. Through readings, experiments, and discussion students will construct their own understanding of time and its meaning. Scientifically, we will pursue various ways of thinking about and measuring time, and the notions of spacetime emerging from contemporary physics. We will also consider various ways of conceiving time in the history of religions, and the different perceptions of time expressed in the Bible. The course will culminate in a consideration of the nature of the future: does the flow of time carry us into a future that is already determined, or do our actions in the present shape an open future?

HONR 133 - Seminar in Political Leadership (3 Hours)
This seminar-style course considers models of political leadership and followership such as ambition theory, path dependency, groupthink, and the arrangement of institutions to promote leaders' agendas. It explores how institutional arrangements both motivate and constrain the behavior of political leaders, while also considering the particular characteristics that elevate certain individuals, but not others, into leadership roles within political systems. While its primary focus is on American political leaders and leadership at the national level, this course also considers leadership at the state level and places American political leadership into global context. Through examination of primary sources, writing assignments, assessments of political institutions and leaders, and in-class discussion, students will reflect on what constitutes effective political leadership and consider their own values relating to leadership, followership, and the responsibilities of citizenship.
Curriculum: HC,SS,WA

HONR 134 - Philosophy of Education (3 Hours)
We will read and discuss classic and contemporary works in the philosophy of education, and recent news articles spotlighting pressing questions in education today. We will consider questions such as the roles of teaching authority and student autonomy, the education of values and desires as compared with skills and information, and the opportunities and dangers of disciplinary specialization. Students will reflect on their own experiences in education, and develop their views as to what sort of education they should pursue for themselves. They will also develop and argue for their views on what kind of education is best to build a healthy, flourishing society. Counts on the philosophy major and minor.

HONR 135 - Infinity! (3 Hours)
A consideration of infinity from historical and modern perspectives. Throughout history, infinity has been encountered in never-ending processes, limitless instances, and unbounded quantities. These encounters have often led to skepticism or downright rejection of infinity. This course will address the paradoxes and difficulties associated with infinity and their modern resolutions. Students may not receive credit for both HONR135 and MATH220.
Curriculum: NS,QS

HONR 136 - King Arthur in Literature and Popular Culture (3 Hours)
This course will focus on the representation of one of the most famed literary and historical figures of all time-Arthur of Britain. Arthur's life-including myths about his mysterious upbringing, his rise to power (perhaps with the help of witches), and his love (including the disastrous marriage to Guinevere) was chronicled extensively in literature from the middle ages on in texts like Spenser's The Faerie Queene and Tennyson's The Epic. Though much of the work in the course will focus on reading and analyzing texts that feature either Arthur or his knights (and often both), we will also consider how and why Arthur has become such a major part of our culture today-enough to inspire films, musicals, and even television shows. All the while, we'll learn about why Arthur, his knights, and his bride, Guinevere, became such important expressions of England and of Britain more generally.
Curriculum: AE,HU,WA

HONR 137 - Defining the Classical Style (3 Hours)
Classical art, classical music, Neoclassical architecture, Classic Rock. What is this "Classical Style" we hold in such high esteem? Why is it that the art and culture of the Classical civilizations of Greece and Rome are still influencing our world today? In his book Neuroarthistory (Yale, 2007), John Onians comments, paraphrasing the works of Karl Marx: "The appeal of Greek art lies in it being a product of the childhood of humanity." Famous men from Aristotle to Leonardo, John Locke to Sigmund Freud considered the classical style of the Greeks to be the standard against which their own times were measured. So what precisely is "Classical"? In this course we will examine the definition of 'classical' by studying in depth the classical style in the art and architecture of the Greeks and Romans, and by tracing the evolution of the idea of the 'classical style' through the Renaissance, Neoclassical period, and modern era, in art, architecture, design, music and cinema. Illustrated lectures will be accompanied by visits to museums, buildings and monuments, and concerts, if available.
Curriculum: AE,HU

HONR 138 - Dirt, Immunity & Cancer (3 Hours)
Immune disorders, including allergy and asthma, are on the rise in developed nations. What is it about the Westernized lifestyle that increases the risk of immune disorders? Research has indicated that children who are kept in very clean environments have a higher rate of hay fever, asthma and other immune disorders. Could the increased prevalence of allergy and asthma in developed nations be a side effect of too much cleanliness? Is dirt actually good for us? This course will examine the evidence surrounding the hygiene hypothesis, which links cleanliness and a variety of immune disorders. To best evaluate the hypothesis, we will first learn a bit about cellular and molecular biology. We will then narrow our focus to understanding how the immune system functions during healthy responses against harmful pathogens as well as inappropriate responses against harmless triggers, such as pollen or peanuts. Students will then apply this knowledge to understand how the environment (i.e. dirt, or lack thereof) impacts the immune system. Finally, this course will explore how lessons from the hygiene hypothesis have informed cancer treatments, including the "dirt vaccine" and other immunotherapies. NOTE: This course is not open to students who have passed BIOL 133.

HONR 140 - Religion & the Founding Fathers (3 Hours)
An examination of the religious beliefs and practices of America's Founding Fathers and the impact of religion on the creation and early years of the United States. We will consider the Founders' views of religion, learn about their understanding of the relationship between religion and other areas of life, and study their personal faiths. We will also focus on the Founders' conceptions of deity, humanity, morality, and history and examine various ways these influenced their understanding of America, its peoples, and their views of the roles, purposes, and forms of government. In addition, we will reflect on the significance of religion and the Founding Fathers for contemporary America. Counts in area three in the on the religious studies major and minor.
Curriculum: CL,HU

HONR 141 - Cleopatra of Egypt (3 Hours)
Cleopatra was a witness to and a shaper of history. Her death is used to mark the end of the Hellenistic Age because she was the last Macedonian monarch, the last Hellenistic ruler to fall to Rome, and the last Pharaoh of Egypt – the incarnation of Isis herself. A woman in a man's world, she helped destroy the Roman Republic and watched the Augustan Principate devour the remains. To Roman men she was a fascination and an archenemy; to Roman women she was a role model and a symbol of the decadent east; to posterity she is an enigma, but her image in film, literature, art, and popular culture is ever present.

HONR 142 - Human Origins and Ecology (4 Hours)
This course will examine the ever-changing ecological role of humans, beginning with ancestral species in our deep history and then progressing from early stages of technological development through advanced 21st century societies. Course content will encompass paleo-anthropology, the study of our evolution from chimp-like ancestors to anatomically modern humans, and ecology, the study of how organisms interact with their environment. Instruction will include a variety of interactive approaches including various types of games (both cooperative and competitive), roleplaying, simulations, field trips, and collaborative classroom-based problem-solving exercises. Students will also learn the fundamentals of experimental design, read peer-reviewed journal articles, and conduct original research projects in small groups.
Curriculum: SP,NS

HONR 144 - Energy and Electricity: Resources and Technology (4 Hours)
This course provides students with a working knowledge of the sources and technology of energy production available to our society and an accounting of the costs and benefits of each energy source including the social, environmental and economic implications associated with each method of production and consumption. Topics covered include Global Energy Supply and Demand, Energy Resources, Energy for Transportation, Conventional Electric Power Generation, and Alternative and Renewable Energy.
Curriculum: NS,SP

HONR 145 - Physics and the Atomic Age (4 Hours)
In 1945, the United States dropped atomic bombs on Hiroshima and Nagasaki, Japan, introducing the world to a weapon of unprecedented destructive power. This course explores the stories and science behind the first atomic bombs. Through seminar-style presentations and discussions, the student will explore the historical, philosophical, and scientific context in which the bombs were developed and deployed. Laboratory investigations complement instruction to provide an accessible introduction to the physics of the modern age, focusing on the development of atomic theory, nuclear physics, and quantum mechanics.
Curriculum: NS,OC,SP

HONR 146 - Language and Culture (3 Hours)
The study of the role of language in culture – or socio-linguistics – is one of the most exciting inquiries in the social sciences because it touches on a variety of human behaviors – from childrearing and communication between women and men to the human capacity to speak multiple languages, including gestural languages that don't require speaking at all! Even this short list tells us that language has two interwoven elements: the social – how we learn and use language with parents and peers ; and the biological – how evolution equipped us not only with the "body stuff" to produce language, but the "brain stuff" as well. It follows that the central pair of questions guiding this course are: how did we get to be the only creatures on Earth who can use sophisticated language, and how has it enabled us to build and maintain complex societies and civilizations? Topics will include the evolution and origin of language, language acquisition in children, the differences and universals in languages across the globe, the potential for non-human animals to learn language, language, identity and prejudice, and language, status, and power. Recommendations: SOCI 200 or SOCI 215

HONR 147 - Making Mathematics (3 Hours)
In this course, we will use fiber arts such as knitting, crochet, beadwork, and sewing to explore and display mathematical concepts. No previous knowledge of these fiber arts is needed and all materials will be provided. Beginners as well as those with extensive fiber arts skills are welcome. Mathematical topics we will explore will include geometry, topology, and group theory.
Curriculum: NS,QS

HONR 148 - Lock Them Up! Mass Incarceration US (3 Hours)
This course focuses broadly on the issue of social control and specifically on the U.S. prison system of mass incarceration. Mass incarceration is a system of imprisonment typified by the vast numbers of people in its system and its corresponding effects on people and their families. Within the United States, the system of mass incarceration is a recent development, unique in its approach, and targets marginalized communities disproportionately. The course requires students to examine mass incarceration through an interdisciplinary perspective in order to ask questions of the contemporary prison system, such as: What are the historical antecedents of today's prison system? How does the prison population today reflect and reinforce existing inequalities of race, class, gender, and sexuality? Where does the U.S. prison system intersect with other social institutions, such as health care, education, and politics? Through a combination of readings, group discussions, guest lectures, student-directed projects, films, and reflective writing, we will seek to answer these questions and more.
Curriculum: CL,DI.SS

HONR 149 - Discerning Learning and Achievement (3 Hours)
Does mindset matter? Can we learn to learn more efficiently? What is giftedness, and is it innate or developed? Students will explore these and other questions and be challenged to test the science by applying what they learn to their own academic experience. Students will learn to think more critically about motivation, learning strategies, and their everyday routines, synthesizing scholarly research from a variety of disciplines including but not limited to education, psychology, and productivity science.
Curriculum: HC,SS

HONR 150 - Recreational Mathematics (3 Hours)
What strategies may be applied to solve puzzles and games? Understanding the underlying mathematics often aids and simplifies the process of solving them. Historically, many of the most important mathematical concepts arose from problems that were recreational in origin. This course will use recreational mathematics problems, puzzles and games to teach students how to think critically. Throughout the course, the focus will be on active problem solving rather than just observation. We will use a diverse array of problems in areas as logic, number and graph theory and games of strategy. Games and puzzles and student-suggested ideas for their solutions will be used to motivate class discussions which will then be backed up by an analysis of useful mathematical concepts, tools, techniques and strategies.
Curriculum: NS,QS

HONR 151 - Exploring Banned Books (3 Hours)
In this course students will delve into the complex world of banned books, examining the intersection of literature, censorship, and society. Throughout history, countless books have been banned or challenged for reasons including controversial themes, explicit content, political viewpoints, and cultural sensitivities. The course will explore the reasons behind book censorship, the impact on authors and readers, and the broader implications for freedom of expression and intellectual freedom. Students will analyze a diverse range of banned and challenged works from different time periods, genres, and cultural contexts. Through close reading, critical analysis, and class discussions, students will explore the themes, messages, and artistic merits of these texts. They will also examine the historical and cultural contexts in which these books were banned or challenged, considering factors such as societal norms, political ideologies, and power dynamics. By the end of the course, students will gain a deeper understanding of the cultural, political, and ethical dimensions of banned books, equipping them to critically evaluate censorship issues in their own lives and communities. They will also develop a greater appreciation for the power of books to provoke thought, challenge conventions, and inspire social change.
Curriculum: CL,SS,OC,DI

HONR 152 - Human Suffering and the Problem of Evil (3 Hours)
Why do the innocent suffer? Why do the wicked prosper? If God is powerful, is God good? If God is good, is God powerful? These are varied ways of expressing the problem of evil, the problem of reconciling the existence of evil in the world with an all-powerful and benevolent deity. In this course we grapple with this question, examining and critiquing various responses to the issue of evil and suffering from the ancient and modern worlds, in sources as varied as the Babylonian theodicy, the biblical book of Job, Elie Wiesel, the Marvel universe, and J.R.R. Tolkien. While this course may seem focused on ideas, we will always stay aware that suffering is very real in our world and in our lives and demands us to respond.
Curriculum: HC,HU

HONR 153 - Molecular Gastronomy: Artistically Scientific Cooking (4 Hours)
Finally, a chemistry lab you can eat in! Molecular gastronomy is a style of cooking that relies heavily on food science knowledge to create unexpected dishes that push the boundaries of traditional food. This discipline integrates chemistry, biology, and physics to systematically study the culinary process at a molecular level. New textures and formats of food create not only an artistically visual experience for the consumer but also can change flavor profiles to elevate ordinary foods. Students will learn the science behind these inventive cooking techniques and execute them in a hands-on environment, while provided the opportunity to develop and troubleshoot dishes of their own. Course topics include taste and the olfactory system, emulsions, powders, spherification, sous-vide, dehydration, freeze-drying, flash freezing, foams, food enzymes, and fermentation.
Curriculum: SP,NS

HONR 154 - Introduction to Entrepreneurship and Innovation (3 Hours)
This course provides a foundational overview of entrepreneurship and innovation processes. It introduces the students to a basic framework for understanding the theory, processes, and practice of entrepreneurship. A special focus of emphasis will be applied to entrepreneurial mindset, ventures, and developing a business plan. Students will collaborate in groups to apply concepts learned in class to produce and develop plans for new venture exploration. This course counts as an elective on the Management concentration for the Business major.
Curriculum: CL,SS,WA

HONR 155 - Projects as Vehicles for Change (3 Hours)
The Projects as Vehicles for Change course explores how project management can serve as a vehicle for action and innovation in real-world settings. Students engage in semester-long, interdisciplinary projects with community partners to examine the ethical, organizational, and social dimensions of complex initiatives. Through team-based collaboration, critical reflection, and oral presentations, students create impact beyond the classroom. Upon successful completion, students will receive a Certificate of Completion in Project Management, acknowledging their engagement with both theoretical and experiential inquiry in project based contexts.
Curriculum: EL

HONR 156 - Speculative Technologies and their Real-world Counterparts (3 Hours)
Rocket ships, solar power, robots, smartphones, computer viruses, and deepfakes all have origins in creative works from decades, or even centuries, ago. This course explores the representation and evolution of technology, whether realistic or fictional, in speculative works across time and media. We will consider questions like "How realistic are the portrayals of existing technologies in their time?", "Do speculative works accurately predict future technologies?", and "What imagined but unrealized technologies might be developed next?" Students will learn to recognize, categorize, and analyze technologies and their human and cultural impact.
Curriculum: HC,NS

HONR 177 - Snow White and the Seven Genres (3 Hours)
We understand the world through stories, connect to each other through stories, define ourselves through the narrative we plot onto the millions of moments that make up our lives. Today, more than ever before, we also tell stories in increasingly different, and more technologically advanced, ways. How does the medium through which we tell and experience stories affect us? In this course, we will read only one story, and it's one we already know: "Snow White." Like many fairy tales, "Snow White" has been adapted and retold in various ways since the Grimms initially recorded it in 1812. By examining this single story across seven mediums ranging from the original fairy tale to film, graphic novel, and video game versions, we will be able to explore questions such as, how do different mediums allow storytellers to emphasize particular attributes of a story? how does our sense of an "immersive experience" change depending on the story's medium? and how do social values inflect the developing technologies used for storytelling? There are no definite answers to any of these questions; instead, they will create space for debate and discussion.
Curriculum: AE,HU,WA

HONR 181 - T:Special Topics (3 Hours)
These courses focus on areas not already covered by current Honors courses. Special topics courses are generally not offered more than once.

HONR 182 - T:Special Topics (3 Hours)
These courses focus on areas not already covered by current Honors courses. Special topics courses are generally not offered more than once.

HONR 183 - T:Special Topics (3 Hours)
These courses focus on areas not already covered by current Honors courses. Special topics courses are generally not offered more than once.

HONR 184 - T: Special Topics (3 Hours)
These courses focus on areas not already covered by current Honors courses. Special topics courses are generally not offered more than once.

HONR 201 - Project- Based Learning (3 Hours)
HONR 201 is an interdisciplinary, problem-based, and interactive course that engages student teams in solving real-world problems. The course will employ project-based learning (PBL), a method by which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students will collaborate in groups throughout the semester to produce a number of products, both written and oral, that help to address a real-world problem or situation.
Curriculum: EL,OC