FALL 2013 HONORS COURSE DESCRIPTIONS

HONR 1100-H01 (11509): Freshman Seminar
Hicks, J., T 2:00-3:15
Hands-on projects, guest speakers, film and discussion will offer strategies for successful transition to the university and the Honors Program. In this course, you will learn about the Senior Project and begin building your ePortfolio. Class discussion, reflective writing assignments, and a final portfolio are essential elements of this course. “Wine to Water” by Doc Hendley will be the basis for many of our discussions and questions.

HONR 1100-H02 (11510): Freshman Seminar
Cruey, T./Rothwell, C., T 3:30-4:45
Hands-on projects, guest speakers, film and discussion will offer strategies for successful transition to the university and the Honors Program. In this course, you will learn about the Senior Project and begin building your ePortfolio. Class discussion, reflective writing assignments, and a final portfolio are essential elements of this course. “Wine to Water” by Doc Hendley will be the basis for many of our discussions and questions.

HONR 1100-H03 (11511): Freshman Seminar
Arnold, R., M 11:00-12:15
Hands-on projects, guest speakers, film and discussion will offer strategies for successful transition to the university and the Honors Program. In this course, you will learn about the Senior Project and begin building your ePortfolio. Class discussion, reflective writing assignments, and a final portfolio are essential elements of this course. “Wine to Water” by Doc Hendley will be the basis for many of our discussions and questions.

HONR 1100-H04 (13855): Freshman Seminar
Rohan, J., M 3:30-4:45
Hands-on projects, guest speakers, film and discussion will offer strategies for successful transition to the university and the Honors Program. In this course, you will learn about the Senior Project and begin building your ePortfolio. Class discussion, reflective writing assignments, and a final portfolio are essential elements of this course. “Wine to Water” by Doc Hendley will be the basis for many of our discussions and questions.

LBST 1102-H71 (11522): Arts & Society: Film
Hicks, J., M 12:30-3:15
The purpose of this course is to explore and interpret images that reflect, shape and critique society via film and television productions, with the main focus on film. Our investigations will include films past and present, from Hollywood, international, and independent filmmakers. Most of you have seen hundreds of films by now, but you may not yet have the ability to really ‘see’ the complexity, intention or social context of films you view. This semester we will practice critical viewing, analysis and discussion of film in the language of the cinema.

LBST 1104-H77 (17143): Arts and Society: Theater
Morong, Jay., TR 2:00-3:15, W 5:00-6:15
Theatre is designed to increase the student's understanding, appreciation, and awareness of the art of theatre and its relationship to culture. Through lectures, readings, discussions, live performances, and multi-media, the student will learn to understand the theatre as a COLLABORATIVE act and to develop vocabulary and critical skills allowing ENHANCED PARTICIPATION as an audience member or theatre practitioner. Students will also develop an APPRECIATION of the jobs of various artists and technicians who contribute to theatrical production or live performance and develop an AWARENESS for artistic expression in society both as a reflection of social issues and as a foundation upon which to reflect on society. In the Honors section of this course, students will be required to interview and present
presentations on Theatre professionals, attend additional performances and work on their very own play creation performance project.

LBST 1105-H72 (11523): Arts and Society: Visual Arts  
Hicks, J., F, 9:30-12:15  
What are the connections between culture and art? How does art represent our culture? What better way is there to explore this concept than step into our culture and explore art? The emphasis of this class is on modern and contemporary art. We will spend much of our class time out of the classroom and in galleries that Charlotte has to offer - The Bechtler Museum of Modern Art, the Mint Museum, the McColl Center for Visual Arts, the Light Factory and NoDa. Written responses to art venues are required for the art journal as well as a final reflective essay.

LBST 2101-H73 (16417): Western Civilization  
James, R., TR 5:00-6:15  
All sections of this course explore a major aspect of western culture. Particular attention is given to an examination of the constructed nature of the present through a close examination of the past and the ways that selected institutions, ideas, or practices change over time and spread in human society, producing both continuity and novelty. The honors section of this course will focus on the conceptual and historical aspects of violence, terrorism, war, nonviolence, justice and the economic motivations and results, both intended and unintended, associated with these phenomena.

LBST 2102-H74 (11525): Global Connections  
Perry, J., W, 6:30-9:15  
This course is designed to explore the political and economic linkages between the wealthy developed nations and the poorer two thirds of the world defined as developing nations. In short, we will learn what the term “GLOBALIZATION” means in all its various permutations! As an interdisciplinary course, we will study current thought in the areas of economics, political science, philosophy, and sociology. Students in the course will be asked to consider issues such as economic justice, economic development theory, the political use of food and resources, basic economics, and the role of international institutions in the world.

Thorsheim, P., MW 9:30-10:45, M 2:00-3:15  
Since 1900 the world has changed at an unprecedented rate. In many ways, these changes have brought progress, including new discoveries in science and technology, advances in civil rights, national independence for people once under foreign rule, and higher standards of living and longer life expectancies for many. Yet these changes have also brought tragedy, such as entrenched poverty, deadly epidemics, two world wars and hundreds of smaller ones, numerous cases of genocide, environmental damage, terrorism, and the threat of nuclear war. This course aims to help you make sense of the paradoxical twentieth century and to explore how it affects today's world. Students in the honors section of this course will participate in enrichment activities, which will typically occur during the third class period, but not always and not every week, and occasionally at other times. Enrichment activities will include such things as attending a special talk or performance, visiting a museum exhibit, or getting together to talk about a book or film. Assignments will emphasize critical thinking, writing skills, and collaborative learning.

LBST 2213-H75 (14179): Science, Technology, and Society  
Webster, M., TR 3:30-4:45  
The course will have three broad themes; (1) growth of science and the roles of government and universities in the 20th century; (2) sources and effects of anti-science movements; and (3) applying scientific knowledge to policy issues. The goal is to help students develop an understanding of
FALL 2013 HONORS COURSE DESCRIPTIONS

interrelations among institutions and knowledge structures, and to form a deeper appreciation for knowledge and viewpoints, and how they relate to social issues. As a result of assignments and discussions, I hope that students will come to see the bigger picture of how knowledge develops and how social structures relate to that and how social structures are themselves affected by popular beliefs and values.

HONR 2750-H01 (11514): Community Service
Arnold, R., R, 9:30-10:45
The purpose of this course is to investigate and demonstrate how individuals can make a difference in the human condition. Students enrolled attend weekly seminar meetings. Forty hours of community service are required. The student will select a preferred service experience. We will read, reflect and write about our experiences. Our emphasis will be the impact of volunteerism on human rights.

HONR 2750-H02 (11515) Community Service
Arnold, R., R, 11:00-12:15
The purpose of this course is to investigate and demonstrate how individuals can make a difference in the human condition. Students enrolled attend weekly seminar meetings. Forty hours of community service are required. The student will select a preferred service experience. We will read, reflect and write about our experiences. Our emphasis will be the impact of volunteerism on human rights.

HONR 3700-H01 (11516): Movement, Dance, and Meaning in Pluralistic America
Dragon, D., TR 12:30-1:45
From everyday gestures to virtuoso dance performance, movement is a process for creating, understanding, and expressing meaning and can reflect, mediate, challenge and change individual and group values and motivations. In this course, we will focus on movement and dance as a means of creating and gaining insight into personal, social and cultural identities. To illuminate diversity and commonalities that contribute to identity and community in American society, we will observe and explore our individual histories as well as cultural lineages of selected dance performers, artists, educators and therapists. Issues surrounding gender, sexuality, race, class, religion and age will be addressed in relationship to the content, context, and appreciation of the specific works viewed. Course content will be created and gathered through contributions from individual and group experiences and histories, readings, video observations, discussions, peer collaboration, oral and movement presentations, movement studies, movement and dance making, and writing.

HONR 3700-H02 (11517): Antitrust Law, Financial Crisis, and Government Regulation of Business
Perry, J., W 6:30-9:15
This class will look at how capitalism and the free market interact through the relationship between business and government. Specifically, this course will look at why some people argue there is a need for regulation of business, and why some people argue that the free market is best left unfettered. We will look at the legal and economic arguments for and against the regulation of monopolies and concentrated industries, as well as the most recent evaluations of antitrust regulation. We will look at some of the most famous recent antitrust cases, including the Microsoft and Napster cases. There is always a tension between democratic government and free markets, and this course will examine how the two forces wrestle with each other in our country today.

HONR 3700-H03 (11518): “For All the World to See”: The Civil Rights Movement in History and Memory
Tindal, B., TR 12:30-1:45
Inspired by the growing body of scholarship on the visual culture of the modern Civil Rights struggle, this course will utilize the movement as a case study to explore the visuality of this epoch in American history. More generally, this course introduces students to the treatment of visual media and constructions
of popular memory in the humanities and the interpretive social sciences, and provides a nuanced interdisciplinary treatment of the Civil Rights era. We will explore the cultural construction of memory, visual representation, and spectatorship with particular attention to the ideological dimensions of the photography, film, documentary, print media, commemorative landscapes, and social media that shape how we imagine, historicize, and contemplate the various contours of the Civil Rights movement and social protest strategies. In this regard, we will critically analyze how photographers, filmmakers, documentarians, scholars, curators, and others have defined and thrust the imagery and history of the Civil Rights struggle into the national imaginary.

**HONR 3700-H04 (14204): Mixed-Race Theory**
Botts, T., W 3:30-6:15
Mixed Race Theory is inquiry into insights to be gained from the lives of persons who have had the mixed race experience within what Ron Sundstrom and others have called the “black white binary” or the common twofold conception in American society, culture, and institutional structures that (1) there are things called human races, and that (2) there are primarily only two. Historically, this experience has been painted in terms of tragedy, with the “tragic mulatto” -- or the person torn between what are understood as two diametrically opposed biological states, worldviews, and value systems: one "black" and one "white" -- operating as the primary theoretical schema through which human racial mixedness has been processed, resulting, arguably in a reification of the concept of the positive value of monoracial identity and monoracial experiences. But the actual experiences of mixed race persons in America, when examined through a philosophical lens, can be understood to reveal lessons about the human experience that are much more nuanced and complex than the figure of the “tragic mulatto” can admit. Some of these lessons are the heavily cultural character of human racial identity, the absurdity of the concept of human racial categories, the hypocrisy of racial discrimination, and the possibility of something on the order of a sense of humanity that transcends cultural boundaries. In this course, students will read a variety of texts (historical, legal, sociological, psychological, philosophical) that examine the mixed race experience in America and a variety of works by mixed race persons (particularly mixed race philosophers) in an effort to ferret out these lessons, and to become more racially sensitive human beings in the process.

**HONR 3700-H05 (15324): Communication**
Crane, J., TR 11:00-12:15
This course will explore the wide-ranging debates, across the inter-related realms of aesthetics, ethics, epistemology, ethnology and ontology that have accompanied documentary and realistic film, television and video since the birth of the motion picture in the late nineteenth century. With the on-going convergence of media technologies and increasing opportunities for most anyone to produce their own films and viral videos, the meaning of “realistic” moving images continues to matter in a near infinite variety of public forums, from academic exchanges to IMDB message boards. Students will be introduce to a wide body of important scholarly works addressing “realism” in film and sister technologies, while also attending to how these debates have been addressed by a variety of publics in exchanges taking place far from the research university. Students will demonstrate their understanding of what is at stake in how we manufacture and assess “realistic” moving images through the production of detailed and well-informed responses to essay examinations, a research paper and the production of a short (5-10 minute) video “documentary” produced with reference to the intellectual exchanges developed in reading, lecture and discussion. Completed films will be posted on youtube, vimeo, or other sitable sites to make their way in the electronic public square.

**HONR 3700-H06 (16409): Leadership**
Wolf Johnson, C., T 6:00-8:45
This course is designed for advanced undergraduates (juniors, seniors) who wish to further their personal and professional leadership development and to learn about the communication behavior of leaders within
an organizational context. From an interdisciplinary perspective, we will explore historical and current theories of leadership including transformational leadership and cultural influences (gender, race) on leadership. Implications for communication actions of effective and ineffective leaders in organizational settings will be studied. Students will apply theoretical concepts to analysis of leadership behaviors and have the opportunity to develop a personal philosophy of effective leadership, integrating significant concepts of communication behavior. Course assignments and activities include: extensive reading, guest speakers, class participation, leadership journal, exams, film viewing/analysis resulting in group presentations, and a term project/paper that is presented to the class. Permission required.

**HONR 3790-H01 (11520): Senior Project**  
Rothwell, C.  
In this course, we will explore the options for the Senior Project for graduation with Honors Distinction. We will also explore life after college, and what one needs to do to prepare for the transition to graduate school or to employment. Our main objective is to complete the application for candidacy to graduate with honors and the project proposal. We will meet once a week. The course is graded on a Pass/No Credit basis.

**HONR 3791-H01 (11521): Senior Project (W)**  
Hicks, J./Rothwell, C.  
To graduate with University Honors Program Distinction, this course must be completed with the grade of “A.” You will continue and complete the work you proposed in your application for candidacy under the auspices of your thesis director and readers.