

The following descriptions are for topics courses that are being offered through the Honors Program in the Spring 2010. All other descriptions are listed in the Undergraduate Catalog.

Academic Writing

GSW 1120H (3) 8:00-9:15 TR; Diehl

Course # 13426

J. K. Rowling's Harry Potter series has sparked a cultural phenomenon unlike any in recent or distant memory—a cultural phenomenon that has, over the past twelve years, broadened its scope beyond the literary arena to encompass film, the Internet, and even college and university classrooms. This section of GSW 1120 will challenge students to consider various ways of reading the series and its cultural impact. We will take as one of our points of departure the final book of the series (*Harry Potter and the Deathly Hallows*), using that book as a sounding board for our theories and ideas about the historical forces and literary traditions that gave rise to the Harry Potter phenomenon, the cultural legacies of the phenomenon, and the political debates/upheavals sparked by the books. Supplementary readings for the course might focus on such issues as: the literary traditions of which the series is part (e.g., *bildungsroman*, the heroic/quest tradition, children's/adolescent literature, etc.), the ideological forces that give shape to Rowling's narratives (e.g., attitudes regarding otherness and difference, social hierarchies and hate groups, death and bereavement, friendship and loyalty), various responses to the series from the Judeo-Christian tradition (and other religious traditions), and/or cultural perspectives on the series (e.g., feminist, gay/lesbian/queer, racial/ethnic readings of the novels). As a final "capstone" for the course, students will complete an extended researched essay on a topic of their choice (and related to the Harry Potter series).

Academic Writing

GSW 1120H (3) 4:30-5:45 MW; McGuire Rzicznek

Course # 13430

Food Matters: An Exploration of Food from Farm to Fridge

"You are what you eat." In today's global climate, this expression is no longer a playground joke. Our food choices not only affect our health and wellness, but also our culture awareness, local economies, environment, and core values. In GSW 1120, we'll explore the medias, traditions, and politics of food through rigorous academic and critical research, including scholarly articles, relevant documentaries, and seasoned guest speakers ranging from a Slow Foods Chapter Member to a local, organic gardener to a local, independent restaurateur. We'll synthesize these and many other sources and use them as support in several argumentative essays, including an independent researched essay. At the end of the semester your essays will culminate in a portfolio of academic writing. Of course, in addition to writing, we'll be tasting various foods! Bon appétit!

SOCIAL SCIENCES

Social Science Seminar: Critical Thinking About the Environment

HNRS 2400 (3) 12:00-1:15 MW; Steel

Course # 16432

Our environmental future will be determined by the decisions we make today. Global climate change, deforestation, the future of endangered species, and many other issues of planetary concern will be impacted by our current actions and understanding of interactions in the global environment. There are many conflicting theories regarding the status and urgency of these topics. But how is an informed and educated person to decide among these theories? "Critical Thinking about Environmental Futures" will introduce you to the scientific thought regarding our environmental present and to the science and art of describing and predicting global environmental change. We will utilize critical thinking skills to analyze and critique these important topics. We will also explore the social, economic, political, and cultural determinants of change in order to aid in predicting possible environmental futures.

Psychology of Addiction

PSYC 4400H (3) 4:00-5:15 TR; Rosenberg

Course # 16155

Alcohol and drug abuse are the cause of numerous psychological, social, and medical problems. This course is designed to familiarize students with current approaches to the definition, etiology, assessment, prevention, and treatment of alcohol and drug abuse; to acquaint students with the historical, social and economic importance of mind-altering drugs; and to encourage students to think critically about the advantages and disadvantages of current therapeutic, legal and educational interventions to control the supply and consumption of alcohol and drugs. Readings will include a combination of clinically-focused materials, data-based research articles, and autobiographical accounts of addicted persons.

Evolutionary Psychology

PSYC 4400H (3) 2:30-3:45 TR; Gordon

Course # 16160

The theories of natural and sexual selection have become increasingly valuable models within psychology for understanding, explaining, and predicting human cognition, emotion, and behavior. In this course, we will examine the role of evolutionary history,

and its interaction with cultural and situational input, in shaping the current psychology of humans. Topics to be covered include: helping, cooperation, and punishment; status and dominance; conflict and aggression; mating strategies and mate preferences; emotions (e.g., jealousy, anger); friendship and family relationships; and, mental illness. Prerequisite: PSYC 1010.

HUMANITIES AND ARTS

Animation in Film and TV

ACS 3000H (3) 11:30-12:45 TR; Sloane

Course # 13517

Often written off as a medium for children, animation is nevertheless an art form that has been central to American culture for almost a century. Engaging in some debates and inspiring others, short- and long-form animated entertainment has provided numerous examples through which one can examine and analyze what it means to live in the United States. In this course, we will consider the history of animation production and consumption in the U.S., to assess the relevance of animation as a cultural form. Along the way, we will focus on topics such as: representation of social identities and situations (gender, race/ethnicity, violence); practices of the animation industry; animation's engagement with politics and culture; animation and its audience; and what animation can tell us about the relationship of the United States to the larger world. Examples will include, but will not be limited to: early short films (such as those by Winsor McCay and Max Fleischer); the huge influence of Walt Disney and his company; mid-century shorts from MGM and Warner Bros. studios; televised animation, including *The Flintstones* and the massive resurgence ushered in by *The Simpsons* in the late 1980s (including *Beavis & Butthead*, *South Park*, and *Family Guy*); Japanese animation; and the current crop of computer-generated animation, especially the films produced by Pixar.

16th & 17th Century Non-Dramatic Literature

ENG 4030H (3) 11:30-12:45 TR; Winkelman

Course # 15900

Out of the overdetermined confluence of events—aesthetic, historical, technological—that converged to generate the Renaissance in Britain, an unmatched corpus of love lyric and a vigorously varied body of prose developed: English found its Muse, and most fortunately we may still hear the results of this period of inspiration. From its earthy Saxon and aureate Latin roots, the language itself had evolved into a wondrous nuanced yet powerful tool, capable of representing the mind, moving listeners, and mapping Love. In this seminar we will read, *inter alia*, great sonneteers from the royal courts of the Tudors King Henry VIII and Queen Elizabeth I and the Stuart King James, including Wyatt, the Earl of Surrey, Spenser, and Shakespeare; the responses of female authors such as Lady Mary Wroth, the Countess of Pembroke, Queen Elizabeth herself, and Katherine Philips (known as ‘the Matchless Orinda’); plus Metaphysical and Cavaliers writers like Donne, Jonson, Herrick, and Marvell. Additional noteworthy endeavors in pastoral, *carpe diem*, and satire will also be treated. A special highlight will be a survey of the writings of England’s heroic “shepherd-knight,” Sir Philip Sidney, leader in prose fiction (*The Arcadia*), humanist literary criticism (*The Defence of Poetry*), and Petrarchan sonnets (*Astrophil and Stella*). We will also examine outstanding examples of epistolary, Euphuism, religious and political tracts, coterie verse, and selections from Spenser’s multifaceted epic *The Faerie Queene*. This seminar will develop skills in close reading of formal verse and stylized, highly rhetorical prose, and will furnish tools for understanding texts within their cultural surroundings. Our encounter with this remarkable parade of authors and their works should be great fun too!

British Modernism

ENG 4190H (3) 4:30-5:45 MW; Coates

Course # 15905

In this upper-division undergraduate seminar, we will study the development of modern British literature during the first half of the twentieth century. We will begin with Thomas Hardy’s *Tess of the d’Urbervilles* in order to discuss debates surrounding the form of the novel at the turn of the century. We will then go on to read work by Virginia Woolf, James Joyce, E.M. Forster, Rebecca West, Evelyn Waugh, Graham Greene, and Elizabeth Bowen. These writers and their work will be considered in relation to the radical artistic innovations occurring on the European continent at this time and in relation to the developing field of psychoanalysis. In addition, we will explore the cataclysmic impact WWI and WWII had on British culture, politics, and identity. We will be carefully considering the consequences of social and political change and the way these changes exerted pressure on inherited literary and artistic forms, constructions of self and identity, gender and sexuality, race and nationality. We will close the semester by discussing the influence modernism continues to have on contemporary British fiction by reading and discussing Ian McEwan’s highly acclaimed novel *Atonement*.

Topics in Film Theory:

Transnationalism in Asian, South Asian, and Middle Eastern Cinemas

ENG 4850H (3) 2:30-5:20 M; Begum

Course # 15916

This course takes an interdisciplinary approach in examining the interconnections between the Hollywood film industry and the cinemas of Asia, South Asia and the Middle East. The course will examine how concepts of the global, the transnational, and the international are evolving terms in contemporary film theory and analysis. The term ‘transnational’ signifies the permeability of

borders and opens up new ways of exploring film cultures that owe their genesis to more than one nation and that straddle both eastern and western cinematic and cultural traditions. Throughout the semester students will explore how developments in the cinemas of Asia, South Asia, and the Middle East as well as in the diaspora of these cultures express an interactive relationship between different national cinemas including Hollywood, and how many of these cinemas defy categorization in terms of the national because of their transnational character and appeal. Transnational currents also have influenced mainstream Hollywood cinema and led to blockbusters like *Hero*, *House of Flying Daggers*, *The Matrix*, *Kill Bill*, and *Slumdog Millionaire* among others. The course will examine these cross cultural influences in Hollywood mainstream film alongside a variety of Asian, South Asian, and Middle Eastern films in conjunction with pertinent readings.

Assignments will include response papers on select films and the readings and a final group project in which students will have the opportunity to develop and create a short 10 minute film and a research paper that explores some aspect of themes explored throughout the semester.

This course will be of interest to a variety of majors and minors from English, Theater and Film, Asian Studies, Communications, Ethnic Studies, Art, Music, International Studies, Romance Languages, and German, Russian, and East Asian Languages. Prerequisites may be waived after contacting the instructor.

Critical Thinking about Great Ideas

HNRS 2020 (3) 11:30-12:45 TR; Browne

Course # 13475

This course will focus upon analysis and integration of ideas related to the following: Judeo-Christian thought, Greek Humanism, Markets, Democracy, and Feminism. Questions addressed will include: What makes these areas of thought "great ideas?" What assumptions underlie these ideas? How do these ideas relate to each other? to contemporary issues? The course will emphasize active thinking and discussion, readings from primary sources (many "classics"), and frequent writing.

Critical Thinking about Great Ideas

HNRS 2020 (3) 11:30-12:20 MWF; Cruea

Course # 13702

This section of HNRS 2020 will focus on "Great Ideas" in relation to the idea of social community. We will be discussing several types of utopias and dystopias presented in both fiction and non-fiction. Readings will include (but are not limited to) *Herland*, *Lord of the Flies*, *1984*, *Handmaid's Tale*, and *Brave New World*. We will be examining the ways in which great ideas in religion, culture, science, democracy, feminism, etc., have influenced the concept of "civilization" throughout Western history. Class time will revolve around readings (philosophy, theory, novels, short stories, etc.), writing, and critical discussion. We may even watch a movie or two.

Critical Thinking about Great Ideas

HNRS 2020 (3) 1:00-2:15 TR; Diehl

Course # 13707

This interdisciplinary seminar will explore the interrelatedness of four concepts, or great ideas, that are central to the history of Western culture and thought: democracy, religion, scientific "revolution," and multiculturalism. Discussions of each of the central concepts for this course will be grounded in both primary readings (drawn from such disciplines as history, philosophy, and religious studies), and secondary readings (drawn from theater). We will begin with an examination of how Darwinian theories of "natural selection" and "survival of the fittest" coincide with Freudian theories of the "self" in Henrik Ibsen's domestic drama *Ghosts*. Next, we will turn our attention to the ways in which Jean-Paul Sartre's theories of existentialism influence the bleak theatrical landscape drawn by absurdist playwright Samuel Beckett in the classic *Waiting for Godot*. We will then examine a contemporary "inheritor" of the Beckettian theatrical landscape--Caryl Churchill--and consider the ways in which Churchill modifies this landscape to offer rich and incisive commentaries on social inequities related to gender, biological sex, and socioeconomic status in *Top Girls*. We will also consider how the classical models of historiography (inherited from Herodotus and Thucydides) both influence and are challenged by the work of Anna Deavere Smith (*Twilight: Los Angeles, 1992*), as well as how such challenges help the playwright to imagine (if not realize) the ideals of "representative democracy" (as expressed in some of our country's foundational documents). Finally, we will conclude with an examination of how various religious traditions (from Judaism to Judeo-Christianity and Mormonism) are used in Tony Kushner's "gay fantasia," *Angels in America*, to imagine a distinctly "American" national identity.

Critical Thinking about Great Ideas

HNRS 2020 (3) 4:30-5:45 MW; Jones

Course # 13708

Community and the Individual

This interdisciplinary course is designed to promote active engagement with the Western intellectual tradition. As a framework, we will concentrate on the persistent tension in human history between an individual's private needs and desires vs. the responsibilities of his or her social ties. We will approach this topic through intensive study of a variety of texts from classical philosophy to modern

film. While our starting point will be focused on the Western tradition, we will also interrogate how Western views of the individual and community have been transformed by contact with other cultures and traditions.

Critical Thinking about Great Ideas

HNRS 2020 (3) 2:30-3:20 MWF; Moore

Course # 13715

This course will cover some of the fundamental ideas that have shaped western culture. These include ideas that center on government (democracy), economics (capitalism and socialism), equality (feminism), and theology. All of these ideas will be placed in the context of how these ideas view human nature and how the ideas prescribe solutions to the problems that are inherent in their concept of human nature.

Critical Thinking about Great Ideas

HNRS 2020 (3) 10:30-11:45 MW; Steel

Course # 13720

Democracy. Free markets. Civil Rights. These are three examples of social developments which some consider "Great Ideas." But how do social "ideas" get defined and disseminated? By what criteria are they deemed "great?" What of more fundamental questions surrounding the ideas of government, economy, and social distinctions? This section will utilize critical thinking skills to develop a deep interrogation and interpretation of the notion of "Great Ideas" and the goals from which they spring. We will consider major social change from the agricultural revolution to the industrial revolution, from major religious movements to political revolutions, and much more.

Discussions and readings will be used to extend skills and concepts initiated in "Introduction to Critical Thinking" to help develop a critical worldview.

NATURAL SCIENCES AND MATHEMATICS

Science Seminar: Grand Questions in Science

HNRS 2500 (3) 2:30-3:45 TR; West

Course # 13520

The purpose of this course is to engage students in thinking about large issues in science in a thorough and scholarly fashion. We will select specific "grand questions" that impact society as a whole and investigate the philosophical, societal, and scientific implications of these issues. The purpose is to show students that scientific issues often have a broader significance than many science courses tend to suggest. Science often impacts and is impacted by society at large.

The questions that we attempt to answer during the semester will be generated by the class. Some questions that this course could address: Extraterrestrial life: Is there anybody out there? Does extraterrestrial life exist? How do we find out? How would we react if the answer to the first two questions is yes? Origins of humans: Where do we come from? Was our planet seeded? Has life been created in a mixture of chemicals? Why on Earth and not on Mars? What is Life? Overpopulation: How many of us can Earth hold? Who would suffer if we were too many? Conservation of species: What is the use of Biodiversity? Why not genetically engineered monocultures? Why protect species? Genetic engineering: Should we change the genetic make-up of plants, animals, ourselves? Can we order up the types of offspring we want? What moral and ethical questions does this involve? Human health: How far should we take our treatment of diseases? Should we limit certain methods of research, i.e., fetal tissue work? Should we grow spare parts on animals? Animal research and welfare: Do animals have the same rights as we humans? If not, how far should we take their rights?

Students will be expected to investigate their questions through literature research, interviews, and discussions. During the course students will broaden their knowledge of new topics; learn to be active and reliable members of a working group; learn to find and disseminate knowledge via the Internet; and learn to think laterally to solve problems and help others solve them.

SPECIAL SEMINARS

Nietzsche

HNRS 3000 (3) 4:00-5:15 TR; Landgraf

Course # 13606

PHIL 3400H (3) 4:00-5:15 TR; Landgraf

Course # 14566

This course is designed to explore main aspects of Nietzsche's thought, notably his concepts of truth, art, history, and morality. Special attention will be given to Nietzsche's legendary preference of art over truth and its far-reaching implications. Careful and deliberate readings of a variety of Nietzsche's essays and aphorisms will allow us to discuss fundamental philosophical and moral questions; to rethink the significance of art, literature, and history for society; and to come to a better understanding of both Nietzsche's time and its influence on the 20 and 21st centuries.

In addition to gaining familiarity with Nietzsche's thought, the course will focus on developing critical reading skills as suggested by Nietzsche's philosophy, persistently engaging the controversial (and often paradoxical) nature of Nietzsche's thought with regard to its epistemological, anthropological, historical, moral, and religious assertions.

Service Learning Seminar

HNRS 3000 (2) 9:30-10:20 TR; Devine

Course # 14368

Among the major objectives of this course are to encourage critical thinking about the needs and concerns of the local community while identifying root causes of societal problems. The course has three major parts: theoretical context of the problem(s) posed; community-based service-learning project; and reflection on and presentation of learning.

Students will spend a minimum of 20 hours during the course of the semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through conversations, online discussions, and field journal entries. While there is a 20 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from the tangible class-related projects that come out of it rather than simply from completion of the hour minimum. Though encouraged, it is not necessary to have a service project in mind when registering for this course.

Statistical Thinking in Sports

HNRS 3000 (1) 10:30-11:20 W; Albert

Course # 15949

This special topics course will introduce statistical concepts within the context of interesting questions in sports. We will read articles on rating the performance of players and teams, the existence of the "hot-hand" in basketball, baseball, and hockey, predicting the outcomes of games, and understanding the significance of unusual outcomes such as a perfect game in baseball. It is helpful, but not necessary, for the student to have some background in statistics at the introductory level. *E*

Issues in Japanese Thought

HNRS 3000 (2) 11:30-12:20 TR; Saito

Course # 15964

This seminar focuses on two closely intertwined issues in the history of Japanese thought. One is the shaping influence of universalistic intellectual systems originating outside Japan (Confucianism, Buddhism, Modernism, Marxism, etc.); the other is the ongoing effort of Japanese thinkers to set out what is "Japanese" in response to this influence. We will examine these issues through a consideration of major recurring themes in Japanese thought. We will focus particularly on the writings of the historian Maruyama Masao (1914-96), whose influential studies of the intellectual history of Tokugawa Japan (1952) redefined the master narrative about Japanese thought, and further examine the ways in which different versions of the past have been affected by changes in the present from the 1990s to the present. Methodologically the class is built around the close analysis of a number of key Japanese texts including philosophical writings, essays, and literature in translation. Students will write a substantial term paper on a topic of their choice at the end of the semester.

Research on the interface of coronary artery disease, hypertension, and alcoholism

HNRS 3000 (1) Arranged; Brecher

Course # 15957

Background and research papers from the laboratory at BGSU will be reviewed relating to the topic of coronary artery disease, hypertension and alcoholism. A term paper will be expected for the course.

Tracking the Vampire: Bloodsuckers in Literature and Film from Camilla to Twilight

HNRS 4000 (2) 2:30-3:20 TR; Diehl

Course # 14462

Although literary vampirism has recently enjoyed a resurgence of popularity thanks to the publication (and subsequent cinematic adaptation) of Stephenie Meyer's *Twilight* series, the figure of the vampire—dark, brooding, mysterious, and deadly—has long captivated the imagination of writers from Goethe to Lord Byron and Elizabeth Caroline Grey. In this course, we will examine select literary representations of the vampire from the 19th century to the present. In the first part of the course, we will examine three works of 19th century literature—John William Polidori's "The Vampyre" (1819), Joseph Sheridan Le Fanu's *Carmilla* (1872), and Bram Stoker's *Dracula* (1897)—and consider the ways in which these three texts establish certain tropes of vampirism and generic features of "vampire literature" that recur in later works of fiction. In the second half of the course, we will study three contemporary contributions to the genre of vampire literature: Anne Rice's *Interview with the Vampire* (1976); Elizabeth Kostova's *The Historian* (2005); and Stephenie Meyer's *Twilight* (2005). With each of these novels, we will not only consider the ways in which the figure of

the vampire is modified and altered in the contemporary moment to meet the different demands of audience and the different expectations of genre.

Myth and Memory: The 1960s in Bowling Green

HNRS 4000 (1) 1:30-2:20 M; Dickinson

Course # 17056

The 1960s is a much-mythologized decade, whose “history” has come to be associated with iconic representations of protest, war, social struggle, and popular music and fashion. The story of this tumultuous decade has come to be understood through an almost exclusive focus on the highly visible east and west coast manifestations of cultural expression. In historical and cultural scholarship, as in popular parlance, the great middle of the country has been consigned to “flyover” status.

This interdisciplinary seminar aims to rectify that imbalance by examining the history/representations of the 1960s here at home, on the campus of BGSU and in the town of Bowling Green. In particular we will look closely at what “the Sixties” meant for a generation of students, faculty, and citizens right here in our own backyard. How did national and global events (the war in Viet Nam, Women’s Liberation, Black Power and civil rights, the Kent State shootings, Woodstock etc.) impact the cultural life of northwest Ohio and the campus of BGSU?

We will be using a broad definition of both “literature” and “history.” We will examine the historical and textual links between protest, dissent, social change, and the particular aesthetic, rhetorical, ideological, and cultural contexts in which such expressions take place.