

Honors College Seminars  
Spring 2017

Course and Instructor	Instructor-supplied Abstract	Time/Place	Attributes
<p>HON 480 – 201</p> <p><i>Mathematicians on Film</i></p> <p>Dr. Carl Mummert, Mathematics, and Dr. Walter Squire, English</p>	<p>Why do popular films with mathematical protagonists tend to depict mathematicians as distinctly different from other human beings? This seminar investigates aspects of film, mathematicians, the culture of mathematics, and their interactions. By comparing depictions of mathematicians in film and prose, we will explore how and why these media communicate differently. Special attention will be paid to the psychological, social, and physical diversity of mathematicians. The films studied will include <i>A Beautiful Mind</i>, <i>The Imitation Game</i>, <i>Julia Robinson and Hilbert's Tenth Problem</i>, <i>The Man Who Knew Infinity</i>, and <i>Proof</i>.</p> <p>Although this course involves both film and mathematics content, there are no prerequisites other than those required for all Honors seminars. Mathematical ideas will be discussed at an appropriate and accessible level. Film concepts and techniques will be discussed to prepare students to analyze assigned films as well as produce their own short films on mathematicians.</p>	<p>M-W 2:00 – 3:15</p> <p>WS 210</p>	<p>Film Studies Minor</p> <p>Writing Intensive</p>
<p>HON 480 – 202</p> <p><i>Games: Winning Strategies, History, and Applications</i></p> <p>Dr. Elizabeth Niese, Mathematics</p>	<p>Board games have been played for thousands of years. They have been used to hone strategic thinking, for recreation, to teach academic skills, for therapy, and for socialization. Games have even inspired movies (<i>Clue</i>, <i>Jumanji</i>), and it is quite common for movie-themed versions of board games to be released. In addition to the inherently social aspects of games, there are mathematical considerations in the strategies that are most likely to lead to a winning outcome. A formal study of the theoretical mathematics involved in games exists and has applications in leadership/management, economics, political science, and psychology. In this course we will study several genres of games (no video games though!), including classical games involving no chance (i.e., chess and checkers), classical games involving chance (i.e., backgammon, parcheesi), and newer genres such as eurogames, which are typically simplified strategy games with some element of chance. Beyond mathematical explorations (which will be kept at a college algebra or lower level), students will learn about the history and evolution of some of the games studied as well as psychological aspects of gaming. The students will visit and participate in a local board game group and reflect on their experience. We will also discuss the applications that game theory has to other academic fields.</p>	<p>T-R 9:30 – 10:45</p> <p>WAEC 3121</p>	<p>Writing Intensive (will apply)</p>

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<p>HON 480 – 203</p> <p><i>Sociology of Science, Knowledge, and Technology</i></p> <p>Dr. Marty Laubach, Sociology</p> <p>Dr. Michael Castellani, Chemistry</p>	<p>This course is a social science analysis and critique of the dominant institution in modern societies for construction and authorizing knowledge claims. By emphasizing the socially constructed nature of the knowledge process, it challenges the claims of objectivity and “truthiness” of the physical sciences, and as such often appears as a dialog between the subjectivity of the social and objectivity of the physical sciences. This course will be taught by the chairs of a social and a physical science to support both sides of the debate. The course will start with classics in the sociology of knowledge, then delve into a history of scientific epistemology, tackle the development of science and technology studies since the 1960s, and end with contemporary research and concerns with theory, practices, politics, institutions, and technosciences. We will include a class on ethical challenges faced by researchers.</p>	<p>T - R 2:00 – 3:15</p> <p>SH 531</p>	<p>Writing Intensive</p>
<p>HON 480 – 204</p> <p><i>Cult of the Body</i></p> <p>Dr. Charles Lloyd, Classics (Emeritus)</p>	<p>People often wonder, as they watch the summer Olympics, what the ancient Greeks would think of it all. The Greeks considered athletic contests preeminent, for they integrated religion, rites of passage, and <i>eros</i>, physical love and desire. The beauty of a man’s social self through athletic training translated into beauty of bodily form: “Athletes become lovers; spectators are erotically attracted to athletes; and on the mythical and religious level, Eros the divinity is himself an habitué of the gymnasium” (Scanlon). Winning was all-consuming; whereas, for modern Americans, internal, reflective values matter too. This course explores ancient Greek athletics by comparing it with athletic self-realization as revealed in two modern American memoirs, <i>The Hero’s Life: a Memoir</i> by William Giraldi and Oliver Sacks’ <i>On the Move: a Life</i>. Both reveal what values underpin body building, how competition flourishes and drives, and how desire and community function within this athletic world. Students will produce fictional memoirs of ancient athletes that recreate the meaning of athletics in the Greek polis.</p>	<p>M-W 5:00 – 6:15</p> <p>SM 107</p>	<p>Writing Intensive</p>

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<p>HON 480 – 205</p> <p><i>Stigma of Disease, Infection, and Syndromes</i></p> <p>Dr. Maggie Stone, Sociology</p>	<p>Disease has emerged as important topic in the study of deviance. In contrast to traditional forms of deviance with strong moral underpinnings (e.g., tattoos, crime), health conditions are generally perceived to be biological in origin. Despite this, many health conditions (e.g., HIV/AIDS, cancer, STDs, hepatitis, leprosy, and gastrointestinal disorders) are stigmatized. Drawing on readings from a wide range of professional literature, we will study the meaning, impact, and management of health-related stigmas to illustrate how and why certain diseases are viewed and experienced as stigmatizing. We will also learn the steps that individuals take to reject or minimize health-related stigmas. Course learning components will include model-eliciting activities, quantitative writing exercises, guest speakers with experience in health-related stigma, and a stigma management presentation incorporating community engagement. Though the seminar has no pre-requisite, it is a career-oriented interdisciplinary course for students pursuing sociology, public health, social work, criminal justice, and medical careers.</p>	<p>M 4:00 – 6:20</p> <p>WS 210</p>	<p>Writing Intensive (will apply)</p>
<p>HON 480 – 206</p> <p><i>Psychology of Social Media</i></p> <p>Dr. Brian Kinghorn, Curriculum, Instruction, and Foundations</p>	<p>Love it or hate it, social media is likely an integral part of your life. This seminar examines the impacts of social media on your past, present, and future lives. First we'll examine the historical contexts of social media and the information/digital age. We'll then explore ways that social media has changed and continues to change the ways we think about, process, store, and retrieve information, as well as how we communicate and interact with other people individually and globally. Finally, we'll examine how social media has become an amplifier of both prosocial and antisocial human behaviors and the ways social media is influencing education, marketing, and branding. Much of the course and course materials will be situated within the real-life contexts of social media. This will include online sharing and discussions (Facebook), blogging, microblogging (Twitter), and critically analyzing information about social media found via social media.</p>	<p>T 4:00 – 6:20</p> <p>WS 210</p>	
<p>HON 480 – 207</p> <p><i>The Heroes and Villains of Healthcare</i></p> <p>Prof. Britani Black and Dr. April Fugett, Psychology</p>	<p>Does Walter White represent what it is like to be a cancer patient in our country? Does Tony Stark illustrate what an alcoholic looks like? Is The Joker an accurate representation of mental illness? Do all doctors act like Dr. House? Pop culture has the potential to influence the ways in which one can perceive health care, especially mental health, in positive and negative ways via not only the stories, but also the language used to describe these characters. The purpose of this class is to examine how specific health issues (e.g., cancer, PTSD, mental health, disabilities) are portrayed in comics/graphic novels, television, movies and popular fiction. Some of these comics and programs are intended for mature readers and audiences. Students will research and compare the pop culture examples to real life and experience a taste of what it is like to be immersed in larger aspects of popular culture via the class's own mini Comic Con.</p>	<p>R 4:00 - 6:20</p> <p>HH 342</p>	<p>Writing Intensive</p>