

Honors College Seminars
Fall 2018

Course and Instructor	Instructor-supplied Abstract	Time/Place	Attributes
<p>HON 480 – 101</p> <p><i>Huntington, a Smart City</i></p> <p>Dr. Damien Arthur, Political Science</p> <p>Dr. Michael Schroeder, Mathematics</p>	<p>This course will introduce you to the complexities of public policies, through the framework of the <i>City</i>. We must acknowledge its problems and how we think about robust solutions. You will focus on learning about Huntington and what changes could be implemented. You will not only read about these issues but also will meet with stakeholders across the community.</p> <p>You will create a plan for the city to become <i>Smart</i>—an ambitious attempt to set Huntington apart. “Huntington, a Smart-City” is a crucial means by which we hope to enable our students to learn about their city, create a plan, through both quantitative and qualitative research, to solve some of its problems—creating a transformative effect. This course will enable you and your classmates to work through the CORTEX Center, a university consortium that offers professional and highly researched best practices to solve problems in the community, to empower and transform them.</p>	<p>MWF 11:00 –11:50</p> <p>OM 230</p> <p>CRN 2455</p>	
<p>HON 480 – 102</p> <p><i>Disability: Literary, Historical and Legal Perspectives on Promoting Acceptance of All</i></p> <p>Dr. Lori Howard, Special Education</p>	<p>Do you want to change the world for the better? Do you want to create a more inclusive society? We are recruiting students who want to learn about disability and consider how they can make a difference in the lives of people with disabilities. Our seminar will explore how disabilities are portrayed in literature and popular culture. We will view video clips, read books and articles, participate in simulations, explore the historical context of disability, and discuss how all of these “lenses” can banish stereotyping, bullying, and promote acceptance. Our assignments will forego the traditional seminar paper and instead be varied in format: we will present on a film or television program, construct a timeline based on history and popular culture, reflect on our own experiences with disability, insert a character into an existing story, and review a children’s book.</p> <p>We need you for this adventure in perspective changing!!</p>	<p>MW 2:00 – 3:15</p> <p>HH 234</p> <p>CRN 2456</p>	<p>Writing Intensive</p>

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<p>HON 480 – 103</p> <p><i>It's the End of the World: Preppers and Survivalists</i></p> <p>Dr. Walter Squire, English</p> <p>Dr. Jamie Warner, Political Science</p>	<p>Climate change. Natural Disasters. Nuclear War. Pandemics. The Rapture. Solar flares. The zombie apocalypse. Are you prepared for the complete breakdown of our highly interdependent, regulated, and technological society? Many Americans fear a total collapse and prepare for it obsessively, and entire industries have sprouted up to cater to and depict such fears. After all, who hasn't seen an episode of <i>Doomsday Preppers</i> or a post-apocalyptic movie? But what are the implications of such fear and preparation for an assumed end of the world as we know it? This course will explore ideological causes and effects of "prepping"—the practice of preparing for some assumed event (whether accidental, human-instigated, divine, or natural) that will cause the collapse of economic, governmental, and technological systems. Course material will include prepper-produced texts, scholarly analyses, and media (TV and film) depictions. Over the semester, you and your classmates will produce your own prepper and apocalyptic texts.</p>	<p>TR 11:00 – 12:15</p> <p>SH 433</p> <p>CRN 2457</p>	<p>Writing Intensive</p> <p>Film Studies Minor</p>
<p>HON 480 – 104</p> <p><i>The 1920s Zeitgeist and American Popular Songs</i></p> <p>Dr. Charles Lloyd, Classics (Emeritus)</p>	<p>In the 1920s everyone danced the Charleston, and its syncopated rhythms pervaded all popular songs, even love songs. Black singers sang the Blues, an art form that revealed subtly an unvarnished picture of racism in America and the black will to prevail despite it. It was a new era, the modern, which saw the breakdown of traditional, Victorian values; the flouting of Prohibition through speakeasies; the "new" woman, independent, working outside the home, expressing her sexuality as the "flapper"; the literary world turned upside down viewing life through the new lens of "terrible honesty." This course explores the relationship of the rhythmic language of jazz and blues songs to the social and intellectual convulsion of the Twenties' "modern times." We will study and sing together the era's songs, white and black, and investigate how the era's social movements and unrest influenced them. (No knowledge of music is necessary.)</p>	<p>MW 5:00 – 6:15</p> <p>SM 107</p> <p>CRN 2458</p>	<p>Writing Intensive</p>

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<p>HON 480 – 105</p> <p><i>Biology and Science Fiction</i></p> <p>Dr. Victor Fet, Biological Sciences</p>	<p>The class explores selected science fiction and non-fiction writings, which reflect biological origin and genetic nature of humans as discovered by science. This class is not just about fiction, though, and will not deviate into pop culture aspects; it is about serious science reflected in serious fiction. We review modern principles of genetics and evolution, focusing on human species. H.G. Wells (1866-1946) explored human nature and its limits (<i>Dr. Moreau</i>) and predicted the future evolution of human race (<i>Time Machine</i>). What interests us is the merciless analysis, which Wells, a trained biology student himself, applies to the post-Darwinian humankind. We pay homage to Darwin and consider eugenics (“betterment of human race”; precursor of modern <i>biotechnology</i>) of Francis Galton (1865), Darwin’s cousin. We then focus on the famous eugenic satire of the Russian writer Mikhail Bulgakov (1891-1940, a physician by training), His <i>The Heart of a Dog</i> (1925) combined both Wellsian science fiction and Galton’s eugenic science. The novel was banned under the Communist regime until 1990s. We conclude with DNA discovery in 1953 –which was unpredicted by science fiction!</p>	<p>TR 4:00 – 5:15</p> <p>HH 235</p> <p>CRN 2459</p>	
<p>HON 480 – 106</p> <p><i>Beyond Bollywood: Asian Music, Film, and Culture</i></p> <p>Dr. Zelideth Rivas, Modern Languages</p>	<p>What’s Bollywood? Why do J-pop artists switch out members? Why is K-pop so popular around the world? What does Asian hip hop look like? While answering these questions, you will also learn to critically examine Asian music through your own exploration of multimedia communication. Here, you’ll be creating vlogs, video mashups, and annotated film clips (think VH-1’s pop-up videos). This class combines the academic disciplines of film, history, politics, anthropology, and ethnomusicology with practical skills in communication, journalism, and video making. Let’s travel to Asia and learn about their pop culture without leaving West Virginia!</p>	<p>TR 5:00 – 6:15</p> <p>HH 234</p> <p>CRN 2460</p>	
<p>HON 480 – 107</p> <p><i>Media and Culture of the Postwar Civil Rights Era</i></p> <p>Dr. Robert Rabe, Journalism</p>	<p>This seminar is an opportunity to study the civil rights movement of the 50s, 60s, and 70s through the lens of media and popular culture. We will be examining news reports, TV programs, movies, photography and graphic arts, and music to see how race and civil rights issues were reflected in the media and culture of the time. Needless to say, these representations were often controversial. Did news coverage help or hurt the movement? Were activists able to use media to their advantage? How did the entertainment industry change in response? These are just some of the questions that we’ll discuss. Although the seminar is primarily historical, we also will explore the larger question of how political and social movements are represented today and how they can use media and popular culture to mobilize and spread their message.</p>	<p>T 4:00 - 6:20</p> <p>HH 236</p> <p>CRN 2461</p>	

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<p>HON 480 – 108</p> <p><i>Film and Memory</i></p> <p>Prof. Andrew Gooding Director, RBA</p>	<p>What would it be like if you had no memory and you were trying to catch your loved one's killer? This is the subject of the film <i>Memento</i>. Saul Bellow wrote that "Memory is life." Our personal memories are at the core of our identities and their loss can be devastating, but so can the memory of traumatic events. We become who we are because of the groups, organizations, nations and cultures that surround us, each of which has their own forms of memory. We will examine memory in all of its forms through reading, discussion, in-class presentations and written analyses. Inclusion of the course in the film studies minor has been applied for. We will look at a number of feature and documentary films that address these subjects including <i>We Are Marshall</i>, <i>Still Alice</i>, <i>A Very Long Engagement</i>, <i>The Thin Blue Line</i>, <i>Hiroshima mon Amour</i>, and <i>Ring of Fire</i>.</p>	<p>T 6:30 – 9:00</p> <p>SH 261</p> <p>CRN 2462</p>	<p>Film Studies Minor</p>