

Honors College Seminars
Spring 2018

Course and Instructor	Instructor-supplied Abstract	Time/Place	Attributes
<p>HON 480 – 202</p> <p><i>Alexander Hamilton: The 18th Century Inspiration for 21st Century Hip-Hop on Broadway</i></p> <p>Professor Patricia Proctor, Political Science</p>	<p>More than any other founder, Alexander Hamilton imagined the United States of today. No matter what he did, he usually did it spectacularly, for better or worse: he was a rebel, a patriot, a soldier, a writer, a lawyer, an economist and a creator. He was a lover and a fighter and was both loved and hated. We will explore Hamilton’s story – the quintessential immigrant’s story – and the forces that shaped him and consider why he “walked through time” to inspire Lin Manuel Miranda to tell his story using hip-hop, making this 18th Century “bad boy” the hottest cultural phenomenon on Broadway in years. We will delve deeply into Hamilton’s accomplishments and epic failures as we consider Miranda’s portrayal of his life in <i>Hamilton: An American Musical</i>, including the show’s societal impact as well as its effectiveness in telling the story.</p>	<p>T-R 2:00 – 3:15</p> <p>HH 137</p>	
<p>HON 480-203</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 – 204</p> <p><i>Eating Identity: Food, Culture, and Politics</i></p> <p>Dr. Zelideth Rivas, Modern Languages</p>	<p>How do you interpret the old saying, "You are what you eat"? Is food simply how we nourish our bodies? Does food have to taste good? Can food also be a symbolic marker of identity? What are the ethics of eating? How do the production and consumption of food in media such as cookbooks and television shows color how and what we consume? How can the creation of fusion dishes become markers of new glocal pathways that allow us to expand from the local to the global? This course will explore these questions as we venture to understand the interdisciplinary narratives of Food Studies through films, short stories, novels, television series, and cookbooks.</p>	<p>T- R 5:00 – 6:15</p> <p>HH 137</p>	<p>Writing Intensive</p> <p>Multicultural (will apply)</p>
<p>HON 480 – 205</p> <p><i>Reading Infinite Jest</i></p> <p>Dr. John Young, English</p>	<p>The one thing that most people know about <i>Infinite Jest</i>, the 1996 novel by David Foster Wallace, is that it's very long (1,079 pages, including 388 footnotes. On the other hand, <i>Infinite Jest</i> is the equivalent of four "regular" books, which probably doesn't sound so bad.) But the reason to read <i>Infinite Jest</i> is that it's one of the most important and influential American novels of the 20th century. We will spend the semester working our way through Wallace's masterpiece, slowly and carefully, while also journeying down various tangential paths. Because <i>Infinite Jest</i> is about (among many other things): addiction (both to drugs and entertainment), celebrity culture, terrorism (in the form of wheelchair-bound Québécois separatists), free will, North American politics, film history, the corporatization of contemporary society (every year has a sponsor, like "The Year of the Whopper"), wargames, family history, tennis, Shakespeare, and Fourier transforms, we will have faculty visitors from film studies, history, mathematics, philosophy, politics, and psychology. And remember, "It is easier than you think" (pg. 175).</p>	<p>M 4:00 – 6:20</p> <p>CH 354</p>	<p>Writing Intensive</p>
<p>HON 480 – 206</p> <p><i>Psychological Impacts 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>HH 402</p>	

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<p>HON 480 – 207</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>W 4:00 – 6:20</p> <p>SH 530</p>	<p>Writing Intensive</p>
<p>HON 480 – 208</p> <p><i>Responding to Trauma</i></p> <p>Dr. Barbara Ladner, English, WVSU</p>	<p>The grief and terror of traumatic experiences have been powerfully represented for millennia, but they have become almost commonplace in the last century. This course will explore theories and historical examples of traumatic experiences and recovery from them. We will examine and compare various historical examples of trauma, including private dramas, wars, genocides, epidemics, and disasters, along with post-traumatic responses and disorders stemming from them. Students will respond in writing and in discussions to attempts to represent traumatic horrors in fiction, drama, film, visual art, and nonfiction. How can they portray wounds which draw much of their psychic power from being hidden from conscious language and memory? To what extent do these works repeat the horror, or aid in recovery from it? Assignments will include reflections, responses to class material, short papers, and a significant written project and class presentation on a topic chosen by the student.</p>	<p>R 4:00 - 6:20</p> <p>SH 263</p>	<p>Writing Intensive</p>