

## HNRS Courses for Spring 2019

**HNRS 120** is open only to students admitted to the Honors Program

**HNRS 240-271** are open to all Honors Program students as well as to any student with a GPA of 3.2 or higher.

**HNRS 300** is open only to students admitted to the Honors Program who have completed all 100- and 200-level requirements.

HNRS-112-A	Portfolio Seminar I	M 02:20PM-03:20PM	Morris, Chad T.
HNRS-112-B	Portfolio Seminar I	M 02:20PM-03:20PM	McGraw, Kenneth W.
HNRS-112-C	Portfolio Seminar I	M 02:20PM-03:20PM	Hakkenberg, Michael
HNRS-114-A	Portfolio Seminar II	T 09:00AM-10:00AM	Morris, Chad T.
HNRS-114-B	Portfolio Seminar II	TH 01:10PM-02:10PM	Anderson, Kelly E.
HNRS-114-C	Portfolio Seminar II	M 02:20PM-03:20PM	Poli, DorothyBelle
HNRS-120-A	True Freedom	MWF 09:40AM-10:40AM	Adkins, Brent A
<p>How might we live? In order to allow you to begin answering this question we will examine the work of 17<sup>th</sup> century philosopher Benedict de Spinoza. The task is not simply to reproduce Spinoza's answer, but through reading, writing, and class discussion formulate and argue for your own answer.</p>			
HNRS-120-B	Beyond Sustainability	TTH 02:50PM-04:20PM	O'Neill, Katherine P.
<p>Sustainable development asks that we find a balance between the often-competing goals of environmental integrity, economic prosperity, and social equity (the 5 Ps of people, planet, peace, partnership, and prosperity). At its most fundamental level, sustainability implies persistence over time and the ability to meet today's needs without limiting the ability of future generations to meet their own needs. Yet, this vision of sustainability suggests that we both know what needs to be sustained and that there is some stable baseline towards which we can direct our efforts. On a planet where climate and the fundamental cycles of the Earth itself are shirting-where continual change has become the new normal-are these viable goals? Or is it possible to push our thinking beyond sustainability and innovate pathways forward that support ecological function, promote resilience, and enhance our ability to respond and adapt to changing conditions?</p>			
HNRS-120-C	2050: Ten Billion	TTH 08:30AM-10:00AM	Pysh, Leonard D
<p>By 2050, ten billion people may inhabit the Earth, all needing access to essential but limited resources, such as water, food, and medicine. Unfortunately, not all of those people will have equal access to these resources, as they are not distributed evenly around the planet. In this section of HNRS 120, we will ask the question – given these facts – “Can ten billion people live ‘good lives’ when resources are limited?”</p>			
HNRS-241-A	Mathematics in Art	TTH 02:50PM-04:20PM	Minton, Jan Garner
<p>How can mathematics deepen our understanding of art? How can art illuminate mathematical concepts? These twin questions launch an investigation of the interplay of two subjects typically considered to be disjoint. The first question leads to an exploration of pattern, symmetry, and dimension. The companion question seeks an alternative to the use of standard mathematical symbols and notation as the means of engaging mathematics. Use of color opens the door to more visual representations of mathematics, facilitating “Aha!” moments to a broader audience.</p>			
HNRS-250BI-A	From Microbe to Meal	MWF 01:10PM-02:10PM	Crozier, James Brooks

HNRS-250BIL-1	From Microbe to Meal Lab	T 01:10PM-04:10PM	Crozier, J. Brooks
<p>From Microbe to Meal will build on the idea that agriculture is critically important to our existence, that we must be wise in the use of one of our most fragile resources, soil, and that microorganisms literally run the planet. Answering questions about soil and agriculture will require examining how science works, including an understanding of what cells are, how organisms make and use energy, how populations change, and how organisms interact with the environment. Biology, like all sciences, relies on inquiry and critical thinking to discover the nature of the universe. The lab component of this course will focus on how science is conducted, through observing and generating hypotheses, experimentation, data collection, and analysis. Students will also offer a significant solution to a problem in agriculture and present the solution in the form of a poster session and panel discussion.</p>			
HNRS-260SO-G1	Gendered Poverty-Global	MWF 08:30AM-09:30AM	Mehrotra, Meeta
<p>"Women are half of the world's population, yet they do two-thirds of the world's work, earn one-tenth of the world's income, and own less than one percent of the world's property." This statement is often cited in books and websites on women in developing countries. While the accuracy of this statement has been questioned, it nevertheless references an important issue and will be the focus of our inquiry in this course: how does gender shape the experience of economic inequality? This course is an examination of men's and women's experiences of economic inequality around the world AND in the United States through the lens of sociology.</p>			
HNRS-270-A	Ancient Heroes & Heroines	MWF 10:50AM-11:50AM	Rosti, Jennifer O.
<p>Achilles' heel, Trojan horse, Penelope's patience--figures from ancient and classical literature continue to play important roles in our lives. This literature spawned the first heroes, and the world needs heroes. Through reading original tales of Mesopotamian, Greek, and Roman heroes and heroines together with considering more modern treatments in films and literature, we will explore types of heroism, the relationship of heroes and heroines to their societies, the personal costs of heroism, and the reasons women so rarely were portrayed heroically. Who were these heroes? What did they represent? Why were they admired by their producing cultures? How did the idea of a hero change over time? How do they compare to our modern ideas about heroes and heroines? How and why do they constitute such a significant role in human cultures--including our own? And why do their stories continue to engage, to entertain, and even to shock us?</p>			
HNRS-271-A	Science Fiction	TTH 10:10AM-11:40AM	Mallavarapu, Srikanth
<p>The focus of inquiry of this course is a critical exploration of how the alien worlds of science fiction are related to our own, even when they seem to be very different on the surface. The idea of estrangement or alienation is seen as being central to science fiction; after all, this is a genre that explores worlds that are different from ours. However, influential theorists of the genre have made the claim that science fiction offers ways of engaging with the present while appearing to be focused on the future. According to Darko Suvin's definition of science fiction, a tension between the familiar and the strange is built into this genre. This course will explore how science fiction offers us ways of re-conceptualizing and representing the present, even in texts set ostensibly in the future and on strange worlds</p>			
HNRS-300-A	Liberal Arts Advocacy	TTH 08:30AM-10:00AM	Hanstedt, Paul S
<p>It's a tough time out there for liberal arts colleges: worried about the rising costs of higher education, parents, students, and even some politicians are looking for ways to cut corners, to make things cheaper. In the post-Great Recession economy, the liberal arts (and liberal arts colleges) have taken a hit, overshadowed by cheaper, and seemingly more efficient state universities. So why bother going to a</p>			

liberal arts college? Why take classes outside of your major? This course tackles this real-world problem head on, asking students to research all elements of this question—social, educational, and cognitive—and develop in a team setting actual proposals for better communicating the value of the liberal arts to involved parties: parents, professors, politicians, and, most importantly, students and potential students.