**Silences: From Silencing, Secrets, and Taboos to Listening, Persuading, Worshiping, and Healing**

CRN 13629  
Tuesday – Thursday 11:00 – 12:15  
Dr. Kris Acheson-Clair, Applied Linguistics

In this interdisciplinary course we will draw on the fields of communication, linguistics, anthropology, sociology, gender studies, law, politics, medicine, art, architecture and music to examine a range of meanings for and uses of silence around the world. Readings for this course will be mostly primary research articles focusing on diverse cultures around the world, including Finnish, Japanese, Native American, Chinese, and US American, among others. Key issues that we will explore are the positive and negative perceptions different cultures have of silence; the relationship between silence and language; the ways in which silence is used to maintain, resist, or gain power; and the various social and communicative functions of silence, such as expression of emotion, relational control, rhetoric, performance of identity, and enculturation. Through this exploration, students will be called upon to examine their own deeply held beliefs about the meanings and uses of silence in their own cultures.

**What is Religious Toleration? Ethical Perspectives from Jewish, Christian, Islamic and Secular Perspectives**

CRN 13852  
Wednesday 11:00 – 1:30  
Dr. Andrew Altman, Philosophy

This seminar will examine the meanings of religious tolerance and intolerance through the ethical perspectives provided by Jewish, Christian, Islamic, and secular traditions. We will study historical and contemporary issues, focusing on texts by major thinkers, including Augustine, Aquinas, Al-Ghazali, Ibn Tamiyya, Luther, Castellio, Locke, Bayle, Spinoza, Mendelssohn, An Na’im, Rawls, and Nussbaum. Among the questions to be addressed are: What explains the prominence and persistence of religious intolerance in human history? What justifications have been offered for religious intolerance? What arguments have been made against intolerance and in favor of tolerance? How did tolerance become an accepted value in some societies? What do different religious traditions say about the tolerance of other religions and of differing doctrines and practices within their own traditions? What does the value of tolerance tell us about how to deal with religious differences in today’s world?

**The Political Philosophy of Ownership**

CRN 17857  
Tuesday – Thursday 2:30 – 3:45  
Dr. Peter Lindsay, Political Science

This course is designed to show students how fundamental ownership is to all matters of politics. Readings will demonstrate the extent to which ownership permeates every aspect of our lives, determining how free we are, how just our society is, and what level of equality we attain. A large part of the course will focus on debates about what sort of ownership a good and just society should have. Students will learn and develop a number of skills, such as how to find, read, comprehend, dissect and assess academic books and journal articles, how to discuss them in groups, how to work on problems and writing assignments in groups, how to think and write critically, how to construct an argument, and how to compose an academic paper.
American Political Rhetoric in Depression and War

CRN 15488
Monday 2:00 – 4:30
Dr. Mary Stuckey, Communications

The period between 1929-1945 was an enormously important one for the US and the world. During these years, Americans argued over the place of government in their lives and their economy; the extent to which the nation should be considered a collection of states or a united political entity; and the role the US should properly play in the world. To a surprising extent, these debates are with us still. Franklin D. Roosevelt contended with challenges from the American Liberty League, for instance, which have much in common with the current arguments made by members of the Tea Party. He was also castigated from the Left for failing to live up to the promise of his first campaign. And he led the nation into the bloodiest conflict in human history, creating a consensus about the goals of that conflict that continue to influence American actions abroad. Roosevelt presided over the nation during these tumultuous years, and left his stamp indelibly upon it. But the era is not reducible to FDR. There were numerous other important people who lived, worked, and argued—with and for the president. This is not, therefore, a class on FDR and his rhetoric, although both are central to the course, but on the various contestations and developments from the years of depression and war. It’s a class about the era and how that era continues to affect the world we live in today.

Uncovering Forgotten Legacies in the Civil Rights Movement

CRN 18427
Wednesday 9:00 – 11:30
Dr. Sarah Cook, Psychology
Dr. Karcheik Sims-Alvarado, History

The Georgia State University Honors College occupies a historic building, built by Alonzo Herndon, slave-born founder of the Atlanta Life Insurance Company. This interdisciplinary history seminar examines the long struggle for civil and human right in America and specifically, the role that Atlanta Life Insurance Company, and other businesses played. Class sessions include trips to local historic sites, museums, and historic neighborhoods in downtown Atlanta, plus local guests. This course is also a production crew. Participants are expected to contribute skills or stretch themselves to learn new technology, business, or event planning, and presentation skills. The course culminates in a public presentation on the legacy of the Herndon Family.

Translational Science: Non-Human Primates and Human Mental Health

CRN 15394
Tuesday 1:00 – 3:30
Dr. Robert Latzman, Psychology

This course will provide an overview of individual differences research in human and nonhuman primates (i.e., apes, monkeys) from a current scientific perspective considering the way in which this research contributes to our understanding of the development of mental illness. Further, we will consider the way in which this work links to the current National Institute of Mental Health (NIMH) strategic plan vis-à-vis the Research Domain Criteria (RDoC) initiative. We will explore individual differences across various neurobehavioral processes via readings, discussions, and course assignments. As the instructor, I will strive to make the course as skills-based and personally relevant as possible in service of providing value to students inside and outside of the academic setting. In addition, as the class will be a seminar style class, the majority of students’ grades will be based on weekly writing assignments and participation in class discussions rather than on exams or quizzes. Given the style of the class, I hope that we will be able to create a classroom atmosphere where respect for opinions of everyone in the classroom will be honored, and students will feel comfortable contributing to class discussion.