



Honors Upper Division Interdisciplinary Seminars

SPRING 2022

Three credit hours

American culture and politics during the 1970s

Honors Interdisciplinary Seminar (HON 3260)

CRN 15754

Dr. John McMillian, History

This interdisciplinary course examines American political and cultural history during the 1970s. Political topics will include "The Hard Hat Riot," Watergate, the winding down of the Vietnam War, urban issues, the Carter Administration, and crime in New York City. Popular culture topics will include *Saturday Night Live*, disco, punk rock, and famous films from the 1970s, such as *Taxi Driver* and *Jaws*. Students will gain practice conducting oral histories, examining primary sources, and writing essays that will be graded for their content and style.

Growing Up Different: Atypical Development and Its Depiction in Popular Media

Honors Interdisciplinary Seminar (HON 3260)

CRN 16449

Dr. Seyda Ozcaliskan, Psychology

The course aims to provide a broader scientific and societal perspective on individuals growing up with different developmental profiles (e.g., autism, Down syndrome, Williams syndrome, cerebral palsy, deafness, blindness, poverty). The course outlines the historical trends and current practices in the societal treatment of individuals with different developmental profiles, identify patterns of weaknesses as well as strengths these individuals show in development, and how these patterns might or might not align with depictions of these individuals in scientific research and popular media (film, fiction, biography, news media). The course materials draw from a range of disciplines, including psychology, education, film, literature, journalism, and public policy. In this course, we will be exploring questions such as: How differently do individuals with unique developmental profiles learn about key concepts? What are the unique challenges that face these individuals in different domains of development and in their everyday lives in society? How are these individuals viewed in scientific and popular media and treated by the society at large? The course will involve weekly lectures, student presentations and group discussions based on readings in scientific, popular, and artistic media, along with viewings of films, TV series, and news media releases related to each week's course content. The course will provide students an understanding of both the historical trends and current practices in scientific and societal treatment of individuals with diverse developmental profiles.

IN RETROSPECT: The Presidency of Jimmy Carter

Honors Interdisciplinary Seminar (HON 3260)

CRN 16450

Dr. Larry Berman, Political Science

Jimmy Carter served as the 39th President of the United States from 1977-1981. He entered office amidst the ghosts of Watergate and the imperial presidency. He sought the presidency as an outsider, stressing his lack of ties to Washington special interests, wanting nothing except to serve the people. It took 100 pages to list all his campaign promises which ranged from human rights, energy, welfare reform, tax reform, national health insurance, urban aid, the Panama Canal, SALT II, and peace in the world. For the first time since the presidency of Thomas Jefferson, not a single American died in military service, no bomb was dropped, and no missile fired. He oversaw the historic Camp David Accords, Alaska Land Act, and the Panama Canal treaty. He appointed more women, Hispanics, and blacks to federal positions than any previous president. He was the environmentalist's best friend and advocate in the White House. Yet, he was convincingly beaten by Republican candidate Ronald Reagan in 1984 and his presidency is generally viewed as a failed one. No President in history has enjoyed such a productive post-presidency as a world humanitarian, monitoring elections, mediating disputes, and negotiating cease fires throughout the world. Carter used his post-presidency to continue working towards programs and policies that he believed in; he needed to make a difference. In 2002, the Nobel Peace Prize was awarded to Jimmy Carter "for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development."

This is a research seminar that takes advantage of our proximity to the Carter Presidential Library. Students will explore the Carter presidency by conducting primary source archival research in the library. You will have access to documents, oral histories, White House staff papers, presidential documents and other resources including distinguished guest speakers. The range of topics is limitless, from policy to personality to process.

Homelessness in Atlanta

Honors Service Learning (HON 3280)

CRN 17592

Dr. Joe Feinberg, Middle & Secondary Education

With a focus on service-learning, Honors College students will engage in a broad examination of the nature of homelessness through relevant literature and guest speakers. We will also learn from people experiencing housing insecurities and establish a dialogue with them rather than acting on preconceived notions and stereotypes. Students will evaluate the local homeless needs of Atlanta, learn from guest speaker presentations, and positively impact the local community through service. Hands-on service projects will engage students to serve with people experiencing homelessness at Central Outreach & Advocacy, Gateway Center, or other agencies. Each service experience can be tailored to fit with a student's major. In addition, advocacy projects are encouraged through this course.

The End of Art

Honors Forum (HON 3750)

CRN 21003

Dr. Jessica Berry, Philosophy

In 1964, in an essay of the same name, the American philosopher Arthur Danto declared "The End of Art." The officially sanctioned works presented in our museums, galleries, and public spaces had become nothing so much as obscure commentaries on themselves, challenging and puzzling their spectators, and leaving the public feeling frustrated, mocked, and sometimes appalled: Marcel Duchamp famously defaced the Mona Lisa with a moustache and exhibited a factory-produced porcelain urinal signed with a fake name. Kasimir Malevich inaugurated a new movement in Modernism by putting a flat black square of oil paint on canvas. In our own century, the conceptual artist Jenny Holzer began projecting cryptic slogans in light on the sides of public buildings at night. Such objects seem capable of communicating little more than the question, "Why is *that* art?"

Art is dead, it seems. Yet artworks proliferate, arguably at a faster pace than ever before. Our world is saturated with images, patterns, icons, narratives, melodies, rhythms, ornaments, embellishments, mass-produced knickknacks, entertainment, and trash. This course will explore the conceptual category 'artwork' by engaging some of its most questionable modern incarnations: street art and graffiti, digital media and video games, anime and kawaii ("cute") culture, decorative and "craft" objects, and political and protest art. Students will engage the work of contemporary philosophers of art in writing, film, and discussion with the authors, and, through a series of site visits to museums, installations, and the studios of artists and craftspeople, will gain new perspectives on the nature of art and of value, on the urban environment they inhabit, and on the visual, digital, political, and cultural economy we contribute to—whether we intend to or not.

Patience/ Impatience: Religious, Political, and Cultural Dimensions of Time

Honors Enduring Questions (HON 4500)

CRN 18507

Dr. Mario Feit, Political Science

This Time is central to human experience. Accordingly, there are many approaches to considering time in a variety of fields of inquiry. This course focuses on patience and impatience to study the religious, political, and cultural dimensions of time. Patience and impatience are particularly helpful concepts for understanding human actions because they describe our willingness—or lack thereof—to wait, to endure, or to strive. Critically, we will ask: When is patience called for? Conversely, when might impatience benefit human actors?

As this is an interdisciplinary seminar, we will study im/patience from a variety of perspectives. The first section of the course explores Buddhist, Christian, Jewish and Muslim perspectives. The second section examines uses of patience and impatience in the pursuit of political justice. Mahatma Gandhi calls for patience to pursue decolonization, whereas Martin Luther King, Jr. and Sara Ahmed rely on impatience to seek racial respectively gender equality. In the final section of the course, we ask whether the increasing speed of contemporary life and global climate change our relationship to im/patience?

The Right to Health: Inalienable or Not? You Decide!

Honors Enduring Questions (HON 4500)

CRN 19977

Dr. Kim Ramsey-White, Health Policy and Behavioral Sciences

This course is designed to allow students to explore the enduring question of “Is Health a Human Right?” This interdisciplinary course will leverage the expertise, resources and experiences proximate to the GSU campus and surrounding areas that will engage students in meaningful inquiry about the complexities associated with understanding what health is and its association with human rights. Extending the traditional classroom experience into the civic, medical and social spaces in the Atlanta area via field trips, invited speakers, focused readings and cross-discipline discussion, will result in a relevant and engaging, course where students and faculty will develop and sharpen critical thinking while also allowing them to evaluate the value of being an informed and independent thinker. The course requires active participation, deep thinking, careful writing and respectful discussion by all involved. Students should know that participation in activities outside of the scheduled course time will be required.

What is Animal Ethics?

Honors Enduring Questions (HON 4500)

CRN 18657

Dr. Megan Wilson, Psychology

Animal ethics is a complex and controversial subject. Few would argue that animals play a crucial role in our wellness (e.g., biomedical research), but the issues surrounding the ethical treatment of animals transcend the laboratory environment. This course will introduce students to current scientific thinking and research (when possible) about animal ethics using a balanced approach. Topics will include. but are not limited to: animals in zoos and aquariums; non-invasive research with animals; the difference between animal welfare and animal rights; wildlife management; euthanasia; animals as pets; service animals; ecotourism; animal actors; and whether our opinions on ethical treatment change based on the involved species. Students will be required to spend a considerable amount of time thinking about their own views, as well as the views of others, to fully understand the complexity of ethics at it relates to animals, and how these views inform the decisions that they make in their daily lives.