HONR 290-080
Engaging the Dramatic Imagination
Leslie Reidel
Why the theatre? What accounts for a form lasting thousands of years? What does it mean to engage the dramatic imagination? What is the unique nature of the dramatic form and how is that form made manifest in the theatre? What distinguishes the theatre from television, film, and other mediated performance forms? Working in collaboration, we will explore these and other questions in depth as we read about theatre, see theatre, make theatre, and speculate about the possibility of the theatre in our media age.

HONR 290-081
Morality for Millennials
Richard Hanley
Google "morality and millennials," and you'll find that millennials stand accused of having different or inferior moral beliefs from their predecessors. Is this true? Or are millennials facing new challenges? In the light of philosophical theory we will examine topics selected by students, such as: race, sex, gender, reproduction, the environment, immigration, globalization, drugs, internet behavior, privacy, health care, and cybernetics.

HONR 290-082
The Art of Medicine
Ray Peters
We will explore connections between the arts and medicine by looking at the patient-doctor relationship, the interpretation of illness, the duties and responsibilities of medical professionals, bioethics, death and dying, and other topics in medicine. Using stories, plays, films, essays, memoirs, poems, and the visual arts, we will examine the many challenges faced by medical professionals and patients as they deal with birth, death, health, illness, suffering, treatment, and recovery. We will study works by doctors and nurses who are also accomplished authors (such as Anton Chekhov, William Carlos Williams, Atul Gawande, Richard Selzer, Oliver Sacks, Cortney Davis, Jeanne Brynner, and David Hilfiker) as well as provocative works on medical themes, such as *Wit* and *Equus*. Students will write brief response papers, analytical essays, and a research paper analyzing the connection between medicine and the arts by focusing on an author or artist of their choice.

HONR 290-083
Social/Science/Fiction
Jenny Lobasz
The notion that science fiction might provide insight into the study of social and political life is not as far-fetched as it initially sounds. Indeed, for a genre purportedly focused on the future, sci-fi has long been recognized for its ability to speak to concerns of the present, from cautionary dystopias of *1984*, *Brave New World*, and *The Handmaid's Tale* to the startling prophetic *Neuromancer* and *Snowcrash*. In Social/Science/Fiction we will explore one theme in particular: the cultural politics of alien encounter. “Alien encounter” in this case refers not to the actual or potential existence of extraterrestrial life, but to encounters with the Other—those marked as outsiders, as less-than-human. The required reading for the course include novels such as *Ender's Game* by Orson Scott Card, *The Left Hand of Darkness* by Ursula Le Guin, and *Wild Seed* by Octavia Butler. In reading works of science fiction in conjunction with those of social science, our purpose will be less to seek out new worlds than to strive for a nuanced understanding of our own, and of the fear and wonder that accompany, in the words of astronomer and science fiction author Carl Sagan, *contact*. We will explore these themes together through class discussion, a course blog, and the writing, workshopping, and revising of a long essay.
**HONR 290-085**

**Popular Culture and High Culture: Analyzing and Evaluating Taste**

Steve Tague

We make many decisions and choices every day, choices about what to watch, wear, listen to, read, which team to root for and generally, how to spend our dollars and our free time. These choices make up our taste. Our taste has been formed over many years and it could be said that our taste describes us, expresses who we are as an individual and who we are in groups, large and small. Your taste and our taste will be examined in this class through culture that is defined variously as high, popular, folk, and mass. It will include, but not be limited to, the subjects of visual art, theater, newspapers, music, visual media, fiction and sports. The issues we look at inside of those subjects and others will be as contemporary as we can make them, in some cases unfolding as the semester goes. There will be four papers for this class. Two of them will be examinations of a cultural debate of today-gender issues in sports, the culture of “hooking up,” drinking in college, core curriculum, the pressure to decide everything early, etc., issues the student finds upsetting, interesting or confusing. The third will be a response paper to a cultural encounter during the semester. This encounter could be a production at the REP or a visit to the Mechanical Gallery on campus, both part of this course. The fourth will be an examination of the student’s personal taste in cultural consumption. All of the papers will be in the genre or style of creative nonfiction or personal nonfiction.

**HONR 291-080**

**Food, Glorious Food: Challenges for the 21st Century**

Rolf Joerger

“Food production must double by 2050 to meet the demand of the world’s growing population and innovative strategies are needed to help combat hunger, which already affects more than 1 billion people in the world” experts told the United Nations General Assembly in 2009. Are we likely to achieve these goals? What are the challenges facing food producers and consumers now and in the future? Videos and reading materials will introduce students in the course to our food system. Food insecurity, sustainability, impact of climate change, genetic engineering, vegetarianism, animal rights, obesity and other food-related issues will be topics to be researched and discussed in this course. Students will write about challenges and possible solutions to problems with our current and future food system and create a video documentary on a food-related topic of their choice.

**HONR 291-081**

**Plantations and the Public: Gentility, Slavery, and Memory**

Jennifer Van Horn

The plantation has become the iconic image of the South, from the white pillars in Gone With the Wind to those in Django Unchained. Why do we continue to be fascinated with these sites? This seminar will investigate plantations: complexes of mansion houses, fields, and slave quarters built before the Civil War. Through study of art, architecture, and material artifacts we will uncover the physical reality of plantation life from the 17th to the 19th centuries for both elite planters and plantation mistresses, as well as the men, women, and children they enslaved. A primary component of the course will be talking about museums’ interpretation of plantations to the general public: whose stories are told at these sites, how, and why? We will also consider the mythology of the plantation as formed by films and fiction. Through a trip to a local Delaware plantation and guest lectures from museum professionals, students will evaluate museums’ decisions about what to preserve and how to interpret these places and landscapes. Students will write a final research paper on a topic of their choice, as well as short response papers, analytical essays, and a review of their site visit.

**HONR 291-082**

**Race, Ethnicity, and “the other” in ancient Greece and Rome**

Marcaline Boyd

In this course, we will consider ancient Greek and Roman conceptualizations of race, ethnicity, and “the other” and explore if that thinking remains relevant to our lived experiences today. This course will thus provide a broad conceptual framework of ancient attitudes toward race and ethnicity by investigating how Greek and Roman myth, literature, and art present categories of racial and ethnic differentiation. We will rely on a wide range of texts, such as the medical writings of Hippocrates, Aristotle’s philosophical treatises, the historical works of Herodotus, Caesar, and Tacitus, the tragedies of Aeschylus and Euripides, poems by Horace and Juvenal, as well as documentary evidence (e.g. inscriptions and papyri). Among the topics covered will be: racial formation and origin, ancient theories of ethnic superiority, and linguistic, religious, and cultural features as a means of ethnic differentiation. Finally, we shall also examine the nexus between ancient racism and the numerous social institutions and processes related to it, such as slavery, colonization, migrations, imperialism, assimilation, native revolts, and genocide.
HONR 291-083
Old Myths and New Discourses: Cinematic Representation of the Holocaust
David Winkler
This course examines cinematic representations of the Holocaust from the end of the Second World War to the present day. Through an examination of films by several master directors (Spielberg, Lanzmann, Resnais, Hitchcock, Rossellini, DeSica, Visconti, Benigni), as well as their critical receptions, we will explore how public conceptions of the Holocaust have been colored (and even distorted) by the political and ideological leanings of those who have narrated it. We will deconstruct each film so as to identify the ways in which Holocaust narratives indirectly tell us as much about the concerns of the individuals, cultures, and historical moments that produced them as they do about the Holocaust itself. We will consider and debate the ethical challenges inherent to the representation of an episode as cataclysmic as the Holocaust.

HONR 291-084
Reading the Classics
Steve Sidebotham
We will read selections of some of the most noteworthy authors who lived and wrote in the classical Greek and Roman world. These documents will include prose and poetry on a wide range of topics and produced over about an 800 to 900 year period. In doing so, we will examine who the intended audiences might have been, how the views of these writers developed over the centuries and how we can measure the impact they had on their contemporaries, later readers and on us today. How many people living in the Greco-Roman world knew these important literary works and how did they learn about them? Did they actually read them or did they learn them through oral transmission only? These questions raise the issue of how literate was the population in those times and how does one define “literacy?” We will examine how recent scientific and archaeological investigations have confirmed some of the observations of these ancient writers and, in other instances, have led us to question who the authors really were and when they wrote. Did any use pen-names/pseudonyms and if they did, why would they do so and how can we determine this? A critical question to start with is the example of Homer and his reputed authorship of both the Iliad and the Odyssey. These modern scientific and investigative methods have as much to tell us about these authors and their works as does any traditional literary criticism. Students will write brief response papers, analytical essays, and a research paper.

HONR 292-080
Our Ocean Planet
Carolyn Thoroughgood
The ocean covers nearly three quarters of our planet, provides 70 percent of the oxygen in the atmosphere and houses about 20 percent of the known species on Earth. The ocean regulates climate and weather and provides food and energy resources for humans worldwide. Water in every stream or river on the planet eventually ends up in the ocean, and all life on Earth is dependent upon its health. More than half of all Americans live within 50 miles of the coast, but whether near or far our lives are inextricably linked to the ocean. Society’s increasing demands on marine and coastal resources have placed ocean issues at the forefront of public concern. As a result, there are growing calls for improved governance to promote the wise use of ocean resources. This course will examine both the natural science and human dimensions of such issues as global climate change, ocean pollution and dead zones, dying corals, overfishing, sea level rise, and oceans and human health. Come learn more about “our ocean planet” through discussions of specific ocean processes and how they are intertwined with human survival and quality of life. Topical reports that present overviews of each of these topics will serve as the bases for discussion and students will be evaluated on their ability to think critically and analyze approaches designed to address complex, multiple use demands on ocean resources.
HONR 292-081
Mindfulness, Social Media, and Brain Power
Carolyn Bartoo
Most teenagers would rather lose their sense of smell than give up their cell phone. Half of all first year college students feel stressed out most of the time and think that their high school prepared them academically but not emotionally for college life, according to a recent national survey. Why do we get stressed-out over and over again? And then why do we grab our phones to scroll through our Snap-Chat feed? This class explores the relationship between contemplative or mindfulness practices, the impact of our culture’s rapid adoption of social media on our personal lives, and the recent explosion of scientific research about both. Throughout the semester will read, talk, debate, write, walk, reflect, eat, sit, think and do nothing together. Students will be required to adopt a five to ten minute daily mindfulness practice and to “turn in” some homework through social media (e.g. Twitter, Instagram, Snapchat) during the semester. Our class content will draw from a broad swath of American culture including: neuroscience, mass media, social media, entertainment industry, consumer behavior, social psychology, and ancient philosophical texts. Some work will delve into the empirical evidence showing the benefits of mindfulness practices such as resiliency, feelings of well-being, tolerance for ambiguity or conflict, and even improved academic performance. Other work will look at: the neurochemical responses in the brains of Tibetan monks during meditation, Emily Dickinson’s poems describing flowers on a summer’s day, Google’s mindfulness program “Search Inside Yourself”, techniques for maximizing social media followers and for minimizing #FOMO, and how to be fully present in this moment . . . right . . . now.

HONR 292-082
Social Moods, Decisions and Markets
Peter Atwater
Donald Trump is in and Hillary Clinton is out. England is exiting the European Union while populism is rising across the continent. Meanwhile Wonder Woman is back in the movie theaters. At the same time, Congress can’t get along; the engineering program at UD is booming; marijuana is being legalized; and Snapchat is booming! Random, unrelated events? Hardly. These are just a few of the topics we’ll look at as we explore socionomics and how changes in social mood and our level of confidence shape the decisions we make every day individually and the events in politics, economics, science and culture that we see around us. Using current news stories and examples from real life, along with Daniel Kahneman’s “Thinking, Fast and Slow,” the class will look at the choices we make and the situational logic that we routinely apply. Students should expect to have their preconceptions of cause and effect seriously challenged and come prepared to explore history in a new light. Three papers with an emphasis on clear and compelling writing will be required.