HONORS FORUM COURSES Spring 2020

AN 346R-001 Material Stuff 4 Credits

S. Silva

W/F 10:10-12:00/Dana 181

An exploration of the importance of material objects in human life and the ways in which cultural anthropologists and other scholars have contributed to the study of materiality, a highly interdisciplinary field of research. In this seminar, drawing on case studies from different times and places, students learn to recognize the importance of material objects in the social world and their own lives. How do objects help people define their identity, structure their lives, remember the past, and facilitate action? What personal and collective stories do objects tell? Do we control the objects around us, or do those objects control us? Among the types of objects studied in this course are sentimental objects, collectibles, memorials, protest art, and technology.

CS 275H.002-006 Computer Science Research 1 Credit

M Eckmann

T. O'Connell

A. Prasad

D. Read

C. Reilly

Time/Location TBA

An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. Students may only take four CS 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. CS 275H may not be counted toward the CS major. Must be taken S/U.

EN 105H-001 Writing on Demand 4 Credits

L. Hall

T/Th 9:40-11:00/Ladd 107

When the essayist Joan Didion was in her twenties, she wrote editorial copy for Vogue magazine on a wide range of subjects. In her forties, she noted that it is "easy to make light of this kind of 'writing,' [but] I do not make light of it at all: it was at Vogue that I learned a kind of ease with words... a way of regarding words not as mirrors of my own inadequacy but as tools, toys, weapons to be deployed strategically on a page." Inspired by Didion's on-the-job apprenticeship, this course will ask you to undertake the work of a professional copywriter or ghostwriter. What might you be asked to compose? The introduction to the documentary "extras" for a television series. The "Our Story" blurb for the website of a local restaurant. A capsule biography for a mayoral candidate. A C.E.O.'s response to a request from Forbes: "Tell us about the biggest mistake you ever made as a leader." The instructor will furnish you with material; with her guidance, you will shape it into publishable or, as the case may be, presentable prose. Expect frequent short assignments, most of them graded. (Fulfills expository writing requirement. This is an Honors course.)

EN 105H-002 Land of Absurdity 4 Credits

M. Wiseman

M/W/F 1:25-2:20/PMH 302

This course will take us into the land of absurdity, as mapped by fiction writers, filmmakers, poets, essayists, and playwrights. We will venture into regions of dark humor, charged outrage, searing satire, and profound silliness, with the aid of such writers as Fyodor Dostoyevsky, Samuel Beckett, Franz Kafka, and Lewis Carroll and such film directors as Stanley Kubrick, Spike Jonze, and Terry Gilliam. (And don't forget Monty Python.) -- Sinister, ludicrous, surreal, irreverent, these portrayals and explorations will help us to think about and especially, to write about ways that seeming incoherence can be made coherent. We'll reckon with the limits of reason and our terror of uncertainty; we'll discover that an appreciation of paradox can deepen and free our thinking. Our writing practice will emphasize understanding and developing our own writing processes. Students will write frequent short papers—personal, analytical, persuasive, reflective—and three to four substantial essays, submitted first as drafts and then in careful revision. (This course fulfills the all-college requirement in expository writing.)

EN 222W-001

Victorian Illustrated Book

4 Credits

C. Golden

T/Th 11:10-12:30/PMH 301

Victorian Illustrated Book- What was the last book you read with illustrations? Was it a graphic novel, a comic book, or a children's book? All of these types of books have their roots in the Victorian illustrated book. This vibrant genre came into being, flourished, and evolved during the long nineteenth century and finds new expression in our time in the graphic classics, a prescient modern form of material culture that is the heir of the Victorian illustrated book. This Honors, writing-intensive course explores the evolution of the Victorian illustrated book with attention to illustration, critical analysis, and creative practice. Readings will include Charles Dickens's Pickwick Papers (1836) and Oliver Twist (1838), Lewis Carroll's Alice's Adventures in Wonderland (1865), and Beatrix Potter's Peter Rabbit (1902) series, which demonstrates how the Victorian illustrated book found a new home in children's literature at the fin de siècle. We will also study Victorian graphic classics, a hyper-modern form for twenty-first century readers. Students will engage in curatorial work in the rare book room and put on a library exhibition on an aspect of Victorian literature and culture. In addition to reading and writing frequent papers and designing a brochure to accompany the exhibit, students will become author-illustrators and create their own illustrated texts. Counts as a "Forms of Language and Literature" course.

EN 229H-001 K. Greenspan T/Th 12:40-2:00/BO 100

4 Credits

From the saintly to the sinful: a sampling of the treasures of medieval English literature, presented in the context of the rich material and intellectual culture of the 12th through the 15th centuries. Our recurring theme, "Visions of Life and Death," will lead us to examine such topics as resurrection and immortality, heaven, hell, and purgatory, penance and pilgrimage, death, relics, and remembrance, ghosts and otherworld journeys. We will read all works in their original dialects, giving enough attention to Middle English grammar and vocabulary to make the readings easily accessible. (Counts as a "Language and Literature in Context" course. Counts towards the Early Period requirement.)

Intro to Medieval Lit

HF 200-001

PLTL for CH 125 Princ of Chemistry

1 Credit

W. Kennerly

Sat/Sun 6:00-8:00/PMH 302

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students.

W. Kennerly

Sat/Sun 7:00-9:00 pm/BO 101

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students.

HF 200-003

PLTL for CH 125 Princ of Chemistry

1 Credit

W. Kennerly

M 7:00-9:00 pm/BO 102

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students.

HF 200.004-008 - HF Uncertainty Clusters

J. Cholnoky

HF 200-004 Cluster I Hidden Data

1 Credit

S. Mulligan

E. Halstead

C. Talley

J. Sullivan

W 12:20-1:40/Zankel 215

In order to ask sophisticated questions about the world, we must build theories in the absence of observable data. For example, in the field of astrophysics, our beliefs about dark matter don't come from direct observation: we can't see the data that we would need to see in order to measure it directly. Similarly, young children have the daunting task of learning about other people's beliefs, but can never actually get access to the contents of others' minds. Or, drawing from the world of international business and politics, cyberwar operations are often conducted anonymously, responding to unknown actors and employing imperfect knowledge, with cybersecurity approaches relying on dynamic resilience strategies. Finally, in the world of literature, we confront the difficulties of choosing between competing frameworks to interpret data we can't see and deciding which story to tell based on the little information we have. How do we learn from the world when we don't have access to the data we need to directly test our theories? In this course, we will ask how and what we can learn from hidden data. We will consider test cases from astrophysics, psychology, international affairs, and literature.

HF 200-005 Cluster II

Mind the Gap

1 Credit

J. Dvm

J. Cholnoky

B. Bogin

J. Fawcett

W 2:30-3:50/Harder 203

Imagine what is outside a photograph's frame, the words not written into a diary, misremembered events, the space between moments or thoughts, the missing layers of rock and partial fossils of the geologic record. How can we learn from and about what is not there? Most academic arguments build on observed or researched evidence to develop hypotheses, or models, to explain reality. Although we can do our best to identify and evaluate alternate explanations, many factors -- from incomplete evidence to cultural bias -- can influence our conclusions. In this one-credit Honors Forum course, we invite you to 'mind the gap,' as we learn to find and listen to the silences, identify and evaluate assumptions, and welcome the opportunity to learn from what is missing.

HF 200-006 Cluster III Truth, Mystery & Getting it Done

1 Credit

A. Ernst

T. Freiermuth

M Estapa

K. Baustian

Th 12:20-2:00/Dana 171

How do you establish your understanding of a subject or a principle when you don't have all the information? What is the point of the scientific enterprise? How do we know what we know, and how do we act when we don't know but still need to get things done? Join us for an all-you-caneat smorgasbord of intellectual delight addressing these questions. Dishes will include geobiological primordial soup, archeological casserole, a 17th C French soufflé of science and faith, and for dessert, is the scientific proof in the political pudding?

HF 200-007 Cluster IV

Uncertain Nature

1 Credit

K. Nichols

R. Overbey

T. Alemu

T 3:40-5:00/Dana 165

How do we know where we are? How do we know what happened in the past? How do we predict what will happen in the future? In this interdisciplinary course we investigate the models humans use to understand the world, and the techniques we use to navigate uncertainty. We will begin by considering key questions about measurement and uncertainty in the geosciences. How do we measure and forecast natural hazards like earthquakes or volcanic eruptions? How do we address accuracy, precision, and error in location measurement? How do measurements without reported uncertainty affect ways of life and decision-making? We will then compare Maori indigenous knowledge and western science to understand how each epistemology addressed past uncertainty in nature and how they have been blended together to address the future. We will also use the debates of the Anthropocene to view the uncertain future of how we interact with the planet.

Turning to religion in East Asia, we will see how kings used oracular divination to predict the future and avoid disasters, and how Buddhist theories of karma created radical new uncertainties about the past, present, and future.

Throughout the course we will be thinking about how we measure, how we predict, and how our ways of knowing and systems of value affect our encounter with uncertainty.

HF 200-008 Cluster V Are You Sure? 1 Credit

3 Credits

A. Frappier

J. Pitera

M Korre

W 2:30-3:50/LIB Rm GIS

HF 215-001 J. McDonald Tues 10:00-11:50 Th 5:40-6:30

Peer Health Education

An introduction to the concepts, principles, theory, and practice of health education, health promotion, and peer-based education. Students will engage with a variety of topics surrounding health, wellness, community health promotion, theories of behavioral change and leadership skill building through readings, class discussions, and opportunities for experiential learning. Throughout the semester students will research, plan, execute and evaluate educational

[&]quot;Are you Sure?" Communicating Science and Thinking Critically about Claims

outreach materials and programs on various health and wellness topics relevant to college-aged students. Not for liberal arts credit.

HF 300-001

Paleoclimatology Practicum

1 Credit

A.Frappier

T 2:40-3:30 or W 11:40-12:30 or W 4:00-4:50

This optional 1-credit Add-on complements the GE-311 seminar by providing an applied, hands-on experience in paleoclimate research methods. Under the instructor's guidance, enrolled students form a research team focused on a local project of interest. We select appropriate methods, perform analyses, and interpret results. By the end of the semester, students develop a presentation and write an abstract for submission to the Geological Society of America's Annual or Northeastern Section meeting. This year's project may explore new a paleo-oceanography tool using geochemical analyses of enigmatic fossils of animals that lived in warm tropical seas above the mysterious dead zones that now form New York State's Marcellus Shale. An organizational meeting for interested students will be held during the first week of classes, to select one of the following classtimes: Tu 2:40-3:30 or W 11:40-12:30 or W 4-4:50pm.

HF 315.001-008

Adv. Peer Health Education

1 Credit

J. McDonald

An expansion of concepts covered in Peer Health Education by allowing students to fine tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health related issues.

Prerequisites HF 215 and permission of the instructor.

Not for liberal arts credit. May be repeated for credit.

MA 126H-001 (Fr), 226H-001 (So), Honors Problem Solving 326H-001 (Jr./Sr.)

1 Credit

R. Roe-Dale

W 4:00-5:20

Students at all three levels will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

Prerequisites: QR1.

May be repeated for credit. Must be taken S/U.

MA 275H.001-011

Mathematics Research

1 Credit

M. DiMaio

J. Douglas

S. Ederer

M. Hofmann

R. Hurwitz

L. Oremland

R. Roe-Dale

C. Szabo

R. Trousil

D. Vella

M Huibregtse

Time/Location: TBA

Exploration of a research topic in mathematics. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of mathematics which may be related to the faculty member's research program. Students may only take four MA 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. MA 275H may not be counted toward the mathematics major. Must be taken S/U.

MA 326H-001 Hon: Prob Solving (Jr/Sr) 1 Credit

R. Roe-Dale

W 4:00-5:20/Harder 201

Students at all three levels will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

Prerequisites: QR1.

May be repeated for credit. Must be taken S/U.

SO 211H Hon: Sociologic Imagin 4 Credits

J. Brueggemann

T/Th 11:10-12:30/Ladd 207

A review of "great works" that have made an impact in the field of sociology. This course will examine a number of classic and contemporary social scientific books. Students will investigate the content and perspective of sociology, the defining questions of the discipline, and the "sociological imagination." This will entail exposure to important sociological ideas and arguments as well as some sense of the intellectual history of the field. This course will emphasize informed and engaged discourse about the big ideas of these great works.