Spring 2019 Honors College Special Topics Courses

UHC 397-993-35506; Colloquium: Personalized Medicine-HONR; Dr. Amanda Brodeur & Dr. Amy Hulme; TR 2:00-3:15; Professional 225

This course will take an in-depth look at Personalized Medicine in the U.S. Health Care System today from the pharmacologic and genetic perspectives. Emphasis is placed upon discussion and individual research projects through a problem or patient-based approach. Students will be required to analyze genomic information and contribute to intellectual exchange surrounding personalized health care provision.

Pre-requisite: 50 credits hours and BMS 230, 231, or BIO 235.

UHC 397-995-38899; Colloquium: Drama & Democracy-HONR; Dr. Edwin Carawan; TR 11:00-12:15; Siceluff 216

This course surveys two parallel series of texts representing dramatic performances for mass audience and contemporary political debate in ancient Athens spanning more than 100 years of democratic development. Background instruction includes history and social dynamics of the Athenian stage, along with a basic outline of democratic government at Athens. The main focus is the correspondence between recognition in drama, where protagonists struggle to understand their own failings and their fate, and the political formulation of a kindred idea, that the sovereign people must also "know themselves"—be true to their traditional values and commitments.

Pre-requisite: completion of 50 credit hours.

UHC 397-996-35017; Colloquium: Communicating Kindness-HONR; Prof. Nora Cox; TR 11:00-12:15; Craig 311

In Communicating Kindness, students will explore the history and culture of ideas of kindness, examine how they express and experience kindness and acquire new vocabulary for interpreting kindness across multiple perspectives. The course will provide opportunities for personal reflection, learning from others, and applying what they have learned in everyday life.

Pre-requisite: completion of 50 credit hours.

UHC 397-998-37387; Colloquium: The Gilded Age & Progressive Era-HONR; Dr. Worth Miller; MWF 10:10-11:00; Strong 450

This course will deal with the course of rapid industrialization during the late 19th and very early 20th centuries. America was the #4 industrial nation in 1860. By 1900, our value of manufactured goods not only put us in 1st place, but also equaled that of the three nations (Britain, France, and Germany) that we passed during the late 19th century. America’s Captains of Industry, of course, took most of the
credit. But, rapid economic development also created victims, who were more likely to view America’s industrial elite as Robber Barons because of the unsavory tactics they used to get to the top. Students will read a biography of Andrew Carnegie (the most admirable of these industrialists) and a novel by Edward Bellamy that subtly criticizes the world that the Robber Barons created.

The course will then deal with two reform movements that attempted to address the problems of late 19th century America, Populism and Progressivism. Populists called for some rather radical changes, including government banks and railroads. Progressives were more moderate in their demands. Students will be asked to ponder what exactly constitutes “Progress” – quantifiable material advance or the quality of life for those at the bottom of society. We will also debate such issues as the proper gap between rich and poor and the proper role of government – laissez-faire, regulation, or something else.

Pre-requisite: completion of 50 credit hours.

**UHC 397-999-37333; Colloquium: Law, Space, and Memory in Ancient Israel-HONR; Dr. Victor Matthews; MWF 12:20-1:10; Strong 250**

This course will center on discussion of the way that law, space, and memory contribute to the development of ancient Israelite culture and how these factors contribute to how they tell their story in the biblical text. We will concentrate on reconstructing what the text originally meant to its ancient audience in the light of its ancient Near Eastern setting rather than on what the text means for us today. You do not have to have a faith commitment in this course, nor will you be asked to abandon your faith. My purpose is to increase your knowledge and understanding of the Old Testament/Hebrew Bible, and to help you think carefully and in new ways about what it originally meant.

Pre-requisite: 50 credits hours

**UHC 410-993-37561; Seminar: Global Healthcare & Population Genetics-HONR; Dr. Amanda Brodeur, Dr. Richard Garrad, & Dr. Colette Witkowski; M 9:05-11:00, T 11:00-12:50; Professional Building 225**

As part of this course, students will engage in research to explore the role of population genetics in the delivery of healthcare in America and beyond. Students will also engage in a hands-on research study to understand how knowledgeable MSU students in healthcare majors believe they are in the practice of culturally-competent medicine.

Pre-requisites: BMS 521 and completion of 90 credit hours.

**UHC 410-994-37346; Seminar: Mirror of the Millennia 1900-2000: A Century of Artistic and Cultural Crisis in Europe & America-HONR; Dr. Amy Muchnick; TR 2:00-3:15, Strong 250**

The art forms of music, literature, dance, photography, visual art and architecture are explored through the context and backdrop of political and social currents of the century in both Europe and the United States. Students will investigate how different forms of art speak to one another and investigate how they form a “human” statement of the time in which it was created. Our modern “mirror” will be a continued comparison of past and future.

Recommended for students with 75 or more credit hours
UHC 410-995-37388; Seminar: Victorian Sexuality: Past & Present-HONR; Dr. Lanya Lamouria; TR 3:30-4:45; Siceluff 322

This course will explore Victorian writing about sexuality alongside recent literature and film that reimagines Victorian attitudes toward sex and gender. Authors covered include Charlotte Bronte, Christina Rossetti, Robert Louis Stevenson, and Oscar Wilde. Discussions address Victorian thinking about marriage, prostitution, and homosexuality, among other topics.

Recommended for students with 75 or more credit hours

UHC 410-997-37334; Seminar: Apocalypses-HONR; Dr. Leslie Baynes; TR 9:30-10:45; Strong 409

A historical and socio-rhetorical analysis of ancient Jewish and Christian apocalyptic movements and literature with some attention to modern examples. Canonical texts such as Daniel and Revelation will be examined in the context of numerous extra-canonical Jewish and Christian apocalypses.

Recommended for students with 75 or more credit hours

UHC 410-998-37272; Seminar: Ethics & Modern Sport-HONR; Dr. Larry George; TR 9:30-10:45; Siceluff 218

This course addresses ethical issues that arise in modern day sport for all its constituents, including participants, spectators, and communities. Various ethical theories will be examined to inform our discussion and guide our inquiries regarding such issues as rule violation, violence, inequality, building of character, parental actions, economic impact, drug use, spectator behavior, community involvement, child athletes, genetics testing, injury, and gambling.

Recommended for students with 75 or more credit hours

UHC 410-999-28817; Seminar: Remixing & Reimagining the Life of Alexander Hamilton-HONR; Dr. Linda Moser; TR 12:30-1:45; Siceluff 326

For this section of the Senior Honors seminar, we will investigate Hamilton: An American Musical, the hit Broadway musical that chronicles the life of founding father Alexander Hamilton (1757-1804). In particular, we will explore the way Miranda uses, adapts, and reimagines historical sources. In reimagining Hamilton’s life, Miranda draws from primary and secondary sources related and samples a variety of musical traditions including hip-hop and jazz. Rather than present an objective version of history, Miranda infuses contemporary political debates into his work while also engaging themes related to race, gender, and class. By doing so, he invites audiences to enter and participate in ongoing conversations on these themes. Through close reading and comparison of the musical to its varied sources in history and contemporary life, students will develop an understanding of the way artists use literary and musical devices (language, form, meter, to name a few) to highlight and tease out particular ideas and themes.

Recommended for students with 75 or more credit hours