

## Spring 2010 Course Descriptions

### **IDH 3100-001 Honors Art and Humanities, Marc Powers (T/R 9:30 – 10:45)**

**Theatre as a Catalyst for Social Change:** Theatre, as a reflection of the world we live in, often is as much proactive for a particular point of view as it is reflective. On occasion, the art of that theatre achieves a level of excellence that leads to it reaching the masses rather than only the elite. In those cases, the power of the social message can be transformational for society. In this course we will examine this effect through the reading of four plays, conducting background research on events or ideas presented, and reading reviews of the original productions. The plays:

*Sizwe Bansi is Dead* by Athol Fugard

*We Won't Pay! We Won't Pay!* by Dario Fo

*The Memorandum* by Vaclav Havel

*Twilight: Los Angeles* by Anna Deavere Smith

We will also read from Augusto Boal's Theatre of the Oppressed and using his approach, imagine the plays we think need to be written.

### **IDH 3100-002 Honors Art and Humanities, John Omlor (T/R 2:00 – 3:15) Strange Love – The**

**Films:** Since the beginning of cinema, the movies have offered us love stories of every style, shape, size and type. And yet we still don't know what "love" is. In this Arts and Humanities course we will examine a series of films that offer strange or unusual or slightly twisted versions of the conventional love narrative. Perhaps by looking at the odd and somewhat crazy versions of love on film we might begin to get a sense of just how the trope of "love" functions at the edges of meaning, and that might tell us something about the role it plays in the history of cinematic mythology, a history which has played such a large role in the creation of our culture. We will watch, critically analyze, discuss, and write about films including *The Apartment*, *The Graduate*, *Bad Timing: A Sensual Obsession*, *Brazil*, *Moulin Rouge*, *The Hudsucker Proxy*, *Wild at Heart*, and *Eraserhead*. No doubt, by the time we are finished, we still won't know what love is. But at least we'll have had an interesting journey around its limits. The course will require a number of shorter papers and long final research paper as well as in-class discussion.

### **IDH 3100-003 Honors Art and Humanities, Paul Schneider (T/R 12:30-1:45)**

**Life After Death in Western Religions:** This course will be survey of the ideas and texts about life after death in the major western religions (Judaism, Christianity and Islam), as well as archaic religions that were foundation to the western view of afterlife: Mesopotamian and Greece. In addition, there will also be a discussion of 'non-religious' points of view and topics. The classes will be both lecture and discussion of the primary and secondary readings.

### **IDH 3100-004 Honors Art and Humanities, Georg Kleine (TR 9:30 – 10:45) Leadership in a**

**Dark Age: Charlemagne (r. 768-814) and Alfred the Great (r. 871-899):** Europe during the 8th and 9th centuries was confronted with some of the toughest challenges in her history. The very survival of "civilization" was at stake. Primarily because of the rule of two exceptional leaders, Charles the Great of the Franks and Alfred the Great in England, Western Europe emerged from near catastrophe to the threshold of a new civilization, the Christian Middle Ages. The course will explore in detail the personalities of these two towering figures, place them in the context of their chaotic times and fragmented societies, and attempt to learn from tougher generations what it takes to meet adversity head-on.

### **IDH 3100-005 Honors Arts and Humanities, Natasha Liebig (TR 3:30 – 4:45) The Western**

**United States: Wonder of Open and Finite Existence:** In this course we will explore the wonder of openness and finitude of existence through a conversation with the land and people of the Western United States. The peaks and valleys; dry deserts and fertile plains; lush forests and rushing waters share a language of limitless discoveries and a reality of unforgiving conditions that offer an analogy to what it means to be human. We will travel through the land by engaging with texts that range from cultural studies; biographies of historical figures, such as Theodore

Roosevelt; Native myths and art; poetry; first hand accounts of survival; creative writing; and artworks from authors and artists such as Edward Abbey, perhaps Seth Kantner, Norman MacClean, Ansel Adams and others to be selected. Through these texts we will also hope to foster an awareness of the unavoidable industrial development and consumer culture that threatens the precious and majestic land of the West. The intention of the course will be to recognize our own relationship and responsibility with the land, while striving to cultivate a stewardship towards this land. The objective of the course is also to become familiar with this extraordinary region of the United States and to expand our perspectives and insight into our own open and finite existence. The students will be exposed to and expected to practice various forms of expression through techniques such as creative writing, exploratory essays, and creative artwork. The class will be structured through open philosophical discussions which will strengthen creative thinking, communication skills, and writing skills. It is a hope that this course will inspire students to want to personally experience such a graceful and rugged land.

**IDH 3100-006 Honors Arts and Humanities, Samar Jarrah (T 11:00 – 1:50) Islam-- Religion and Culture:** One in four people in the world is a Muslim yet "no religion in the modern world is as feared and misunderstood as Islam. It haunts the popular imagination as an extreme faith that promotes terrorism, authoritarian governments, female oppression, and civil war." This introductory course to Islam will study the religion in its historical, religious, and political dimensions and assists in the understanding of its contemporary vitality and attraction as a faith, a culture and a way of life.

**IDH 3100-007 Honors Arts and Humanities, Paul Reller (M 8:35 – 11:05) Electroacoustic Music Composition:** This course is a project-based composition course that deals with the transformation of recorded sounds and the use of software synthesizers. Small assignments will familiarize the student with basic concepts in the field, while two larger assignments will have the student creating substantial works with student critiques being addressed in the process. Some limited studio time may be provided, but students are encouraged to purchase software that will allow them to work at home or on a laptop. (For example, the powerful Mac software, Logic, is available to students for a greatly reduced price, \$150, through the USF Computer Store)

**IDH 3100-008 Honors Arts and Humanities, John Omlor (T/R 11:00-12:15) Strange Love – The Films:** Since the beginning of cinema, the movies have offered us love stories of every style, shape, size and type. And yet we still don't know what "love" is. In this Arts and Humanities course we will examine a series of films that offer strange or unusual or slightly twisted versions of the conventional love narrative. Perhaps by looking at the odd and somewhat crazy versions of love on film we might begin to get a sense of just how the trope of "love" functions at the edges of meaning, and that might tell us something about the role it plays in the history of cinematic mythology, a history which has played such a large role in the creation of our culture. We will watch, critically analyze, discuss, and write about films including *The Apartment*, *The Graduate*, *Bad Timing: A Sensual Obsession*, *Brazil*, *Moulin Rouge*, *The Hudsucker Proxy*, *Wild at Heart*, and *Eraserhead*. No doubt, by the time we are finished, we still won't know what love is. But at least we'll have had an interesting journey around its limits. The course will require a number of shorter papers and long final research paper as well as in-class discussion.

**IDH 3100-010 Honors Arts and Humanities, Dell DeChant (M/W 3:05 – 4:20) Religion and Popular Culture in America:** This course is designed to introduce the student to the academic study of religion with a focus on issues and questions related to religion in popular culture. Areas to be considered include: the definition and meaning of both religion and popular culture, the impact of secularization on traditional religious systems, and the widely diverse expressions of religion in contemporary popular culture. **Course Objectives:** This course aims to develop the student's ability to: (1) think critically about religion, (2) understand the relationship between religion and culture, (3) recognize the modifications that have occurred in religious belief and practice due to the rise of secularization, and (4) inquire into specific manifestations of religion in contemporary popular culture in an intelligent and academically sophisticated manner.

Ultimately, the objective is (5) to develop the student's ability to communicate meaningful insights germane to the subject of this course both orally and in writing.

**IDH 3100-011 Honors Arts and Humanities, Charles Guignon (TR 3:30-4:45, and T 5:00-5:50 – Honors students will meet an hour after class on Tuesdays for discussion) Ideas in**

**Literature and Film:** We will explore different ways of understanding the self and its relation to the world as these appear in a wide range of literary works and films. The presentation will be roughly historical, tracing outlooks and conceptions of reality as they evolve from traditional and theocentric, views through modern, secularized Enlightenment, romantic and naturalist views, to postmodern and post-postmodern outlooks. Philosophical themes include: conceptions of the good life, different conceptions of cosmic order, our relation to nature, the limits of science, the question of free will, the distinctive characteristics of human life, time, space, and issues concerning commitment, personal identity, community, faith, gender, authenticity, the significance of death, and the loss of meaning in the modern world. The ideas of major philosophers will be discussed as a background for understanding the works. Readings from Dostoevsky, Tolstoy, Rilke, and Margaret Atwood, among others, and such films as "The Piano," "American Beauty," "Equus" and "The Unbearable Lightness of Being."

**IDH 3100-014 Honors Arts and Humanities, Silvia Fiore (T/R 11:00 – 12:15)**

**Brainstorms: Geniuses of the Italian Renaissance:** This course surveys, through comparative and interdisciplinary approaches, the lives, stories, and contributions of several geniuses of the Italian Renaissance, including Dante (1265-1321), Petrarch (1304-74), Boccaccio (1313-75), Brunelleschi (1377-1446), Leonardo da Vinci (1452-1519), Machiavelli (1469-1527), Castiglione (1478-1529), and Artemisia Gentileschi (1593-1653). Readings will include primary works, biographies, and critical writing. Central to this inquiry is the identification of various qualities of genius. The major course outcome is to provide a way of knowing genius and invention during a period of cultural history that produced works of genius. The inquiry will consider how genius was defined culturally and viewed socially in the early modern period and what our contemporary understanding of genius is. The focus of the course will be to acquire a broad, comfortable, and usable knowledge of the well known works of these writers and artists as a basis for a more enriched understanding of the early modern period, known as the Renaissance, as the foundation for our contemporary world.

**IDH 3100-015 Honors Art and Humanities, Wade Weast (M 5-6:50) The Honors band/orchestra lives on!! This special section of Arts and Humanities is for those of you who want to "make music". This course will be offered both semesters.** The first hour will be "content"; the second hour will be for music. The course will be one credit in the fall and two credits in the spring. To get full Arts and Humanities credit ***you must, of course, take both semesters. If you are interested in playing but not in taking the course, you may do so; contact Dr. Silverman.*** In that case, you'll only need to come for the second hour.

**IDH 3100-016 Honors Art and Humanities, Kathleen Paul (MW 12:55 – 2:10) Who Do the British Think They Are?:**

The Royal Family. The Tower of London. Bowler Hats. Wartime Allies. Crazy Soccer Teams. Funky music. History and Heritage. A Nation of Tea-drinkers. The Mother of Parliaments. These are some of the images that are sometimes brought to mind when people think of Britain and British People. What about you? What do you think of when you think of Britain? In this course we will explore the construction and use of the many and varied notions of national identity and Britishness in modern Britain. Analyzing aspects of identity such as gender, race, class, religion, ethnicity, as well as some specific issues pertaining to the making and un-making of national identity such as empire, migration and war, we will attempt to understand something of the contested terrain of citizenship and national identity in Britain. By the end of the course we might hope to have reached some conclusions about not only who the British really are, but who they think they really are.

**IDH 3350-001 Honors Natural Sciences, Marcus Kilpatrick (T/R 11:00 – 12:15)** This course will focus on the mental health consequences associated with acute and chronic participation in physical activity. Student interest will influence content coverage for the course, but likely topics include the influence of exercise on: anxiety, mood, stress reactivity, sleep, cognition, depression, body image, self-esteem, exertion, and pain. Significant attention will be directed towards developing an understanding of how each content area relates to underlying psychophysiology. Additionally, attention will be directed towards understanding modern culture's resistance to active living and discussion of a new national initiative declaring that "Exercise is Medicine." **For Fall 2009 admits, this course will satisfy a Life Natural Science for the Foundation of Knowledge and Learning. For students following previous catalog years, the course will fulfill a General Education Natural Science.**

**IDH 3350-002 Honors Natural Sciences, Bill Lee (T/R 11:00-12:15) Food: Basic science & technology, and contemporary issues (Note: Dr. Lee worked in Food Product Development for several years before coming to USF):** This course will focus on human food, including basic science, technology, the food system, food products and product development, nutrition basics, and associated contemporary issues. As such, there will be a strong science component along with critical thinking skills development through an analysis of current issues. Topics to be addressed include: food basic chemistry (carbohydrates, fats, proteins, etc.); food product development; the food system including agricultural basics, food processing, and food safety; basics of human nutrition; and current issues related to food and nutrition, such as sweeteners (sucrose, HFCS, artificial), trans-fats, genetically engineered foods, food irradiation, food as medicine, obesity, "junk food", dietary choices (including an analysis of the "American diet"); and the politics of food and agribusiness. **For Fall 2009 admits, this course will satisfy a Life Natural Science for the Foundation of Knowledge and Learning. For students following previous catalog years, the course will fulfill a General Education Natural Science.**

**IDH 3350-003 Honors Natural Sciences, Jeffrey Ryan (M/W 9:40 – 11:30)** In this class you'll learn how planetary scientists find out about our Solar System, by doing what they do. The first part of the course will center on the investigation of a set of rock samples, which are purported to be meteorites by those who provided them - our job is to figure out whether they are from outer space, or not. Along the way, expect to learn something about the colorful history of meteorites and their scientific study, the various kinds of meteorites, where we think they are from, and why we think that; and (by way of context) about the geological makeup of the Earth and its common rock types. In the second part of the class we'll visit Mars, by virtue of the vast accessible data resources made available to us by recent Mars exploration missions (Mars Pathfinder, Global Surveyor, the Mars Rovers, Mars Odyssey, and the new Mars Reconnaissance Orbiter). Here we'll do exactly what NASA scientists do - examine and interpret a wide range of spectral imagery to discover the history of another planet. Along the way, you'll also learn a bit about optical and infrared spectroscopy, some geomorphology, and a useful thing or two about geographic information systems (GIS). **For Fall 2009 admits, this course will satisfy a Physical Natural Science for the Foundation of Knowledge and Learning. For students following previous catalog years, the course will fulfill a General Education Natural Science.**

**IDH 3350-004 Honors Natural Sciences, Peter Harries, (M/W 3:05 – 4:20 Examining Evolution from Theoretical and Temporal Perspectives:** Using Robert T. Pennock's "Intelligent Design, Creationism and its Critics" as a springboard, this course will initially examine the nature of evolution and the debates surrounding one of the most contentious issue in science. This portion of the course will serve as the conceptual foundation with which to examine the fossil record of life, with a focus on the role of mass extinctions. These events, including the so-called 'Modern Biodiversity Crisis' or 'Sixth Extinction' will be examined relative to the implications of the conflict between evolution and ID/Creationism and their perspectives on the interpretation of biotic changes in Earth history. **For Fall 2009 admits, this course will satisfy a Life Natural**

**Science for the Foundation of Knowledge and Learning. For students following previous catalog years, the course will fulfill a General Education Natural Science.**

**IDH 3400-001 Honors Social/Behavioral Sciences, Lisa Brown (T/R 11:00 - 12:15) Seasonal, Avian, and Swine Flu: Historical, Biological, and Social Perspectives:** Media reports of the potential threat of H1N1 to our personal well-being are growing. Are these concerns based on fact or fiction? During the 1918-1919 flu pandemic, the avian flu mutated into a highly infectious and deadly influenza A virus strain of subtype H1N1, which killed more than 675,000 Americans and resulted in significant societal disruption. Could a similar flu pandemic occur today in America? What are the consequences of a mild, moderate, or severe flu pandemic? This course will examine historical documents as well as recently published government reports by agencies overseeing the response effort. Students will learn about the potential impact of a flu pandemic on personal health, society, and infrastructure (i.e., food, power, medical, government, financial). Learning teams will be established to facilitate research on issues pertaining to rationing of care, health literacy, and methods to mitigate loss of life.

**IDH 3400-002 Honors Social/Behavioral Sciences, Laurence Branch (M 2:00-4:45) Introduction to Social Science:** The purpose of this course is to introduce honors students to the application of social science theories and research methods to the circumstances of people who have aged into the post-retirement stage of life. Gerontology, or the study of aging, is a multidisciplinary field, with contributions from the social sciences including psychology, sociology, economics, and demography, the biological sciences, and the medical and health services sciences to name but a few. The thrust of this course will be to introduce the students to the older person and the health care system, primarily from a U.S. perspective. Theories of aging, understanding successful aging, and the changing population trends in aging will be discussed. Approaches to meeting the health and social needs of older people, including Medicare, Medicaid, and the Social Security System will also be discussed.

**IDH 3400-003 Honors Social/Behavioral Sciences, Lori Roscoe (T/R 9:30 – 10:45)** This course will use the historical landmark cases of Terri Schiavo, Karen Ann Quinlan, Nancy Cruzan, Dax Cowart and others, as well as narratives on other current cases, to discuss family communication and conflict at the end-of-life. We will discuss how relationships, perspective, and point of view influence how we decide what is ethical and appropriate regarding end-of-life decisions, and how these values and experiences serve as resources for confronting our own mortality and that of others.

By the end of the course, students will:

- Be able to discuss the facts and controversies surrounding landmark cases that have established current legal, medical and ethical guidelines for end-of-life care and decision making;
- Be able to discuss controversial issues in ways that respect people whose opinions, values, beliefs and conclusions differ from their own;
- Have a basic understanding of bioethical concepts and case analysis techniques;
- Understand how family relationships and roles influence how situations and decisions are perceived and acted upon at the end-of-life; and
- Be able to discuss the ways in which values, experience and societal expectations affect perceptions and acceptance of our own mortality.

**IDH 3400-004 Honors Social/Behavioral Sciences, Ed Renner (MWF 11:50 – 12:40) Forums for a Future:** This class is based on my iTunes podcast “Forums for a Future” in which I have suggested that the Pre-Modern Era lasted about 5,000 years, the Modern Era we have just concluded about 500 years, and that the Post-Modern Era we are just entering will last about 50 years. Thus, for the first time in human history a single lifetime will span an Era, and it is the lifetime of the youth of today – the Age of the Millennials. What an exciting (and challenging) time to be alive! In this class we will examine the new political (world order), economic (globalization),

social/cultural (beliefs, values and lifestyle), and psychological (human capacity for change) forces that are re-defining the quality of life in the 21<sup>st</sup> Century. This is a “paperless” class that makes extensive use of Blackboard, e-books, e-reserve and documentary videos. All assignments and resource materials for every class for the entire semester will be on Blackboard and available for student access starting with the first day of the class. Students may work ahead, at their own pace, but no work may be completed for credit after the due date. This requires everyone to be up-to-date and prepared in advance for each class. Your instructor will moderate your class discussions and interactive assignments; in-class lectures are limited and short. The scheduled class on Friday will be a “virtual” class for which on-line participation is required. Monday and Wednesday classes will be “live” in the scheduled classroom. Structural Features of the Course: **The material on Blackboard is a self-contained electronic course. This section will be delivered in a live classroom (as oppose to a remote location), in real time (as oppose to virtual time) except for the Friday class which will be virtual, with the added value of face-to-face contact with the professor (rather than electronic), for credit through formal USF registration (as opposed to free as public domain material).**

- Formal lectures are available as audio or video Podcasts, or as PDF files.
- Primary reference and resource material are available in multiple formats, including documentary videos, e-reserve, e-books, and PDF, mp3 and mp4 files.
- There is 24-hour, 7-day per week electronic access to all materials and requirements.
- Class discussions will be focused through micro-lectures, pictures, cartoons and brief video clips.
- Student’s contributions to each weekly scheduled topic will be as electronic postings in advance of the class meeting on a discussion forum that is evaluated (graded) by the instructor.
- The discussion forums are the formal mechanism for interactive feedback among and between fellow classmates.
- All formal class materials and discussions are archival and may be downloaded into the student’s own computer (a complete record of the course and all course materials without taking formal notes).
- Attendance at the “live” Monday and Wednesday class meetings is required (1 point per class attended) and will provide an opportunity for social comparison and dialogue through face-to-face interaction under the moderation of the instructor. This is a “value added” component.

**IDH 3400-005 Honors Social/Behavioral Sciences, Shawn Bingham (T/R 9:30 – 10:45)** How do companies market “cool” and rebellion to teenagers? Why are Americans obsessed with shopping? What is “branding” and how are brands used to communicate our status? How do we use what we buy to measure our own happiness? What role does product marketing play in American culture? Are *quality of life* and *standard of living* always correlated? How is shopping part of “being an American”? And how to marketers and retailers attempt to create desires and fulfill our needs through buying. Is being a “real man” connected to what you purchase? If you are interested in these questions sign up for **Consumer Culture**. Through the lenses of sociology, psychology, history and economics we will examine the role that consumer values play in American life and the global society. Since this is a social sciences-oriented course, not a business course, we will take a critical look at the important role that consumption plays in our lives.

**IDH 3600-001 Honors Seminar in Applied Ethics, Manoug Manougian (M/W 3:05 – 4:20)** The Israeli/Palestinian conflict continues to present a major challenge and a serious problem for world peace. For well over sixty years innocent people on both sides of the divide have paid the ultimate price. Is there a peaceful resolution of the conflict? The course will cover a brief history of the Holy Land, the creation of the State of Israel, and the wars that have been fought. The role played by the various nations and the United Nations will be examined. What impact has this conflict had on the Middle East in particular, and the world in general, will be studied. On a weekly

basis, topics will be assigned for reading and research. Students will be required to write summaries and reports, and make oral presentations. Participation in classroom discussions and debates are an integral part of the course. Each student will then present a final written report that offers a peaceful resolution of the conflict.

**IDH 3600-005 Honors Seminar in Applied Ethics, Inge Wefes (T/R 9:30 – 10:45)**

**Biotechnology and Bioethics:** This course is designed to introduce the students to selected applications of modern biotechnology, their impacts on society and the ethical concerns they bring about. Topics include: in vitro fertilization (IVF), reproductive cloning, informed consent and privacy, genetic testing, gene therapy and stem cell therapy, reflections on being human, value systems in different cultures and religious traditions, genetically manipulated food, aging and dying. Students are expected to read the assigned literature and to participate actively in class discussions. **7-Year Med students interested in this class must apply for a permit by 10/30.**

**IDH 3600-006 Honors Seminar in Applied Ethics, Michael Dow (M 2:00-4:45)**

**Poverty and Self-Sufficiency:** This course will encourage participants to think comprehensively about the problem of poverty and to identify real and perceived barriers to self-sufficiency. The course will examine strengths and weaknesses of current public policy, especially governmental programs, and will also consider personal decision-making and ethics. Students will be encouraged to gain real world experiences that will paint a human face on the problem of poverty and also develop familiarity with selected human service programs. Some class sessions will meet at local human service agencies. Graded assignments will include a five-page policy paper advocating for some specific change in the status quo, a log of personal “eye-opener” experiences related to the course, and a creative project (group or individual). Students will also be encouraged to reflect on personal choices regarding materialism, consumption of natural resources, and consumer culture. The course will be interdisciplinary. Students will be encouraged to contribute insights from their own field of study, especially: psychology, sociology, economics, literature/film studies, biology, political science, philosophy, and religion.

**IDH 3600-007 Honors Seminar in Applied Ethics, Christian Wells (R 2:00-4:45)**

**Sustainability: People, Planet, Prosperity: Shrinking USF’s Environmental Footprint**  
This course considers how social, environmental, and economic aspects of student life at USF intersect on the university campus to frame problems in sustainability. After an introduction to the historical and contemporary context of sustainable development as well as research methods and ethics, students will design and carry out original, research-based, service-learning projects on campus. The greater goal of these efforts is to construct positive policies and action plans that advocate best practices for sustainability in the campus environment. Students will emerge from this course as USF citizen-scholar activists with the skills needed to think holistically about socio-natural problems in creating sustainable, healthy communities in higher education.

**IDH 3600-008 Honors Seminar in Applied Ethics, William Koch (T/R 2:00 – 3:15) Ethics in the Arts:**

This course will explore the primary ethical issues applicable to the contemporary practices of creating, showing, patronizing, viewing, sharing, selling, buying, collecting, and displaying art and design in various media. We will work together to develop responses to the ethical issues that arise from artists', designers' and spectators' interactions with the art and entertainment world, with family, friends and collaborators, and with the public. The course is thus a group inquiry into how professional artists and designers can practice their craft, and art enthusiasts enjoy that craft, in a way that gives heed to our mutual responsibilities to one another, locally and worldwide, and to our planet.

**IDH 3600-013 Honors Seminar in Applied Ethics, Michael Funke (T/R 11:00 – 12:15)**

**Business Ethics:** This course provides an opportunity to confront the moral dimensions of business ethics theory and practice. Throughout the semester we will read and discuss a mixture of articles and case studies, which offer some perspective on the controversies in contemporary business. As the course proceeds it should become clear that the material presented applies not

only to those who self-identify as business people, but to all of those who live in a business oriented society. The scope of this sort of life will be examined, as will the nature and strategies of competition and the management of people. Strategies for personal development will be emphasized alongside the development aims of business.

**IDH 3600-016 Honors Seminar in Applied Ethics, Bill Marshall (T 6:00 – 8:50) PERMIT REQUIRED! Cross-registered with GMS 6094 Biomedical Ethics for Business and Entrepreneurship:** The course focuses on the various ethical issues related to the development, production and marketing of biomedical, biologic and pharmaceutical products. In particular, topics will focus on the current status of medical devices and human health care products. It is further designed to examine the issues that arise and evolve from ethical standpoints in Life Sciences entrepreneurship. Finally, the course is designed to assist in the development of insight and understanding of advanced problem solving skills and critical decision-making processes using an ethical framework. This is NOT a Medical Ethics class focused on the ethical issues faced by physicians and other healthcare providers in the provision of clinical healthcare; nor is it a business ethics class. This class is designed to assist the student begin to understand those ethical principles and issues that cross the disciplines of business, engineering, and medicine and are of significant and critical importance in the Life Sciences and Healthcare Industries (and usually in society generally). **YOU MUST APPLY FOR THIS COURSE:** Email Dr. Kleine ([kleine@honors.usf.edu](mailto:kleine@honors.usf.edu)), please tell him why you want the course and your qualifications.

**IDH 3600-018 Honors Seminar in Applied Ethics, Henry Jeanty (T/R 2:00 – 3:15)**

**Course objectives:** To discuss the challenges and implications of computer technology and the responsibilities of professionals who design and use computer systems. Topics include privacy (data-collection and surveillance technologies and issues), freedom of speech, computer failures, intellectual property, hacking, critics of technology, and more. Recurring themes are: Controversies and alternative points of view such as privacy versus law enforcement, Freedom of speech versus restricting content on the internet, Intellectual property protection versus access to information, Banning tools that have beneficial and harmful impacts.

**IDH 4000 Major Works/ Major Issues**

This course is offered on **Mondays from 9:40-11:30 (ref. 11495)** or **Tuesdays from 2-3:45 (11496)** – if you're interested in either of those times, request a permit for the main section. At the first meeting, Dr. Kleine will explain the sections available and you will sign up for the individual sections at that time. **Remember, you are now required to have 75 credits to take this course and you must apply for a registration permit on the Honors website in order to register. ALSO,** there is 1 separate section, listed below, which can be registered for directly instead of through the Main Monday or Tuesday sections – **you will still need to request a permit, including the specific course section, in order to register.**

**The Monday topics are:**

**Jack Garrett (001) Investigating Homelessness and Poverty: Conceptual issues, service dilemmas and innovative solutions**

**Mayor Pam Iorio (002) Multi-modal Transportation Initiative**

**Emanuel Donchin (003) The Mind and the Brain**

**Steve Permuth (004) Student Rights**

**Lisa Brown (005) Give it a Shot: Developing a Social Marketing Program to Increase H1N1 Flu Vaccination Rates among USF Students**

**Judge Patricia Kelly (015) Overcriminalization**

**Joel Momberg (016) Non-Profit Organizational Funding**

**The Tuesday Topics are:**

**John Evans (008) You as US Healthcare Trustee**  
**Steve Tauber (009) Moot Court**  
**Nagwa Dajani (011) Clinical Nutrition**  
**Andy Huse (012) Foodways in Florida and Beyond**

#### **INDIVIDUAL REGISTRATION SECTIONS:**

**IDH 4000-013 Tuesday 9:40 – 11:30, Johnny El Rady: Microbes: Friend or Foe?:** The great French scientist Louis Pasteur once said: "The role of the infinitely small in nature is infinitely large!" Simply put, this course will focus on the microorganisms that we cannot live with, and those that we cannot live without. **Please apply for a permit to take this class.**

**IDH 4000-014, Major Works/Major Issues, Reggie Lucien and Arnie Mejias, (W 2:00 – 4:45) Trip to Panama:** Take yourself beyond the classroom. Learn in 3-D by living your curriculum. Panama: Beyond the Classroom is a Geographical Perspective course which will include a voyage to the City of Knowledge in Panama. This course is designed to give students a hands-on, global experience to enhance their understanding of topics such as Panamanian culture and current issues facing developing countries, research opportunities, the principles of service-learning, as well as beginning dialogue about philosophies of personal and global leadership & service. Students will synthesize their academic knowledge and immersion experience as a means to learn about the social, political, and economic situation in the developing world. This course should appeal to students with a strong sense of adventure, a curiosity about our expanding global society and a desire to make a difference.

Students will engage in 8 weeks of coursework both prior to and following a 9 day immersion experience to Panama. The pre-trip coursework introduces students to the principles of research and service-learning, as well as Panamanian culture and current issues. While in Panama, students will participate in approximately 15 hours of volunteer service with malnourished babies. In addition, students will hear from community guest speakers, take part in a community meal and visit sites of cultural interest. It is expected that students participate in the daily reflection activities coordinated by the program leaders. The program will be based in Panama City with opportunities to explore and understand life in smaller, surrounding rural communities.

Through analytical essays, reflective journals and group discussion students will synthesize academic knowledge and service experiences in their coursework following their immersion experience. Students will use their immersion experience as a means to learn about the social, political, and economic situation in the developing world. **YOU MUST APPLY FOR THIS COURSE BY MEETING WITH MR. LUCIEN or MR. MEJIAS in the HONORS COLLEGE. There is a cost for this course as it involves a trip to Panama.**

#### **IDH 4200-001 Honors Geographic Perspectives, Samar Jarrah (T 2:00 – 4:45)**

The geographic location of the Middle East has been both a blessing and a curse. This class will look into the Geographic significance of the Middle East, how and why it still attracts foreign powers, and how does all of this affect and will affect the livelihood of the people of the region and the world. The emphasis will be on current history but there will be an overview of the history of colonialism in the region.

**IDH 4200-002 Honors Geographic Perspectives, Kevin Archer (MWF 10:45 – 11:35)** This course covers the history and contemporary nature of Latin American society. Particular focus is put on how the historical legacy of European colonialism has shaped, and continues to shape, the political and economic development of the region.

**IDH 4200-003 Honors Geographic Perspectives, Carol Kim (T/R 12:30 – 1:45)** This course will provide students with an excellent opportunity to gain insight into Korean society and understand how people live in this modern day of Korea. All aspects of contemporary Korean society and its historical, political, economic and cultural perspectives will be discussed. This course will also

provide knowledge on significant turning points in modern Korean history like the Korean War, economic development and proliferation, the Korean wave (recent surge of popularity of South Korean pop culture in other countries) as well as pre-modern Korean society and culture.

**IDH 4200-006 Honors Geographic Perspectives, Gurleen Grewal (M/W 3:05 – 4:20) India:**

This course aims to acquaint students with the geography, history, and heterogeneous culture of modern India. The course will introduce students to the religious, artistic and philosophical traditions that comprise the civilizational heritage of India. Examining the political and social challenges in modern Indian society, the course will enable a more nuanced understanding of contemporary India and its place in the global economy. The course includes lectures, discussions, field trips, screening of films, and guest speakers.

**IDH 4200-008 Honors Geographic Perspectives, Tony Erben (R 2:00 – 4:45)** Australia is far enough away from the rest of the world to hold a certain level of mystery for the uninitiated. The distances, the animals, the geography and history of the largest island continent have over the past 200 years framed its people and guided the development of an innovative creative and oftentimes brash people. While Australia, the country, is relatively young, the continent is ancient. This course will introduce students to all aspects of Australian life, culture, flora and fauna. More importantly, this course will raise student' awareness and appreciation through the perceptive and amusing tales of an American tourist who has re-visited Australia numerous times over the past decade and has learned something new with each visit. His tales shall be the starting point for our collective discovery of this fascinating continent called Australia. The text that will be used is Bill Bryson's "In a Sunburned Country". The professor for the course is Australian....so expect this course to be brash, uplifting and creative!

**IDH 4200-012 Honors Geographic Perspectives, Reggie Lucien/Arnie Mejias (W 2:00 – 4:45)**

**Trip to Panama:** Take yourself beyond the classroom. Learn in 3-D by living your curriculum. Panama: Beyond the Classroom is a Geographical Perspective course which will include a voyage to the City of Knowledge in Panama. This course is designed to give students a hands-on, global experience to enhance their understanding of topics such as Panamanian culture and current issues facing developing countries, research opportunities, the principles of service-learning, as well as beginning dialogue about philosophies of personal and global leadership & service. Students will synthesize their academic knowledge and immersion experience as a means to learn about the social, political, and economic situation in the developing world. This course should appeal to students with a strong sense of adventure, a curiosity about our expanding global society and a desire to make a difference.

Students will engage in 8 weeks of coursework both prior to and following a 9 day immersion experience to Panama. The pre-trip coursework introduces students to the principles of research and service-learning, as well as Panamanian culture and current issues. While in Panama, students will participate in approximately 15 hours of volunteer service with malnourished babies. In addition, students will hear from community guest speakers, take part in a community meal and visit sites of cultural interest. It is expected that students participate in the daily reflection activities coordinated by the program leaders. The program will be based in Panama City with opportunities to explore and understand life in smaller, surrounding rural communities.

Through analytical essays, reflective journals and group discussion students will synthesize academic knowledge and service experiences in their coursework following their immersion experience. Students will use their immersion experience as a means to learn about the social, political, and economic situation in the developing world. **YOU MUST APPLY FOR THIS COURSE BY MEETING WITH MR. LUCIEN or MR. MEJIAS in the HONORS COLLEGE. There is a cost for this course as it involves a trip to Panama.**

**IDH 4200-016 Honors Geographic Perspectives, Amal Hakki (T/R 11:00 – 12:15)** The course is constructed to present two aspects of the Kurds: a historical review of their origin, ethnic groupings, as well as their cultural background covering social make up and economic conditions. The second aspect covers the Kurds modern history, their current status in the context of

geopolitical constructs that resulted in political turmoil and unrest of the Middle East region which affected them in all aspects of their life.

In addition, there will be an emphasis on the major Kurdish events together with major figures involved in the Kurdish struggle for their rights to exist and to be recognized as a nation.

The course is aimed to raise awareness to the Kurdish dilemma which, if not resolved, will have a great impact on the political stability in the Middle East.

Hence, in an attempt to shed some light on the Kurds ongoing struggle in the pursuit of their freedom and sovereignty, a comprehensive study of the Kurds tragic history and sufferings ranging from oppression and torture to genocide will be covered properly in depth.

Furthermore, the focus will be geared towards the impact of the local and global political influences, concerning the Middle East, that affected the Kurds directly or indirectly and resulted in the formation and shaping of the governing systems in the region.

#### **IDH 4200-017 Honors Geographic Perspectives, Philip Bishop (T/R 3:30 – 4:45) China:**

This course will survey the cultural, intellectual and historical past of China which has spanned an enormous geographical area (3,705,000 sq. miles) over an immense period of time (more than 3,036 years of accumulated history). This exploration will utilize historical contexts and cultural findings to ground an examination of the philosophy generated by Chinese academics over the course of this vast history in order to better understand a Chinese perspective. Various guest-lectures will be invited to discuss their areas of expertise in relation to Chinese scholarship and culture due to the interdisciplinary nature of this course. Students will be expected to explore a narrow area of interest, ideally from their current field of study, as it relates to contemporary or historical China. Additionally students will be expected to present the findings of their exploration with the class in the form of a poster-board presentation.

#### **IDH 4200-018 Honors Geographic Perspectives, Jacob Ravid (T/R 2:00 – 3:15)**

**THE PALESTINIAN - ISRAELI CONFLICT: CAUSES AND SOLUTIONS:** The course will consist of three parts: The first part of the course will cover the origins of the Israeli - Arab conflict including:

- The birth, growth, characteristics, and goals of modern Zionism.
  - The British “Balfour Declaration” of 1917, the years of the British Mandate over Palestine from 1919 to 1939, and the 1936 Arab revolt.
  - World War II, the impact of the Jewish Holocaust in Europe, and the U.N. decision to partition the land.
  - The declaration of Israel's independence, the 1948 Arab - Israeli war, Arab & Jewish refugees, the 1956 war.
  - The Middle East after 1956, the birth of the PLO & Fatah, the 1967 war between Israel and a coalition of Egypt/Syria/Jordan/Iraq and its aftermath.
  - The involvement of the Superpowers in the Middle East conflict, the 1969/70 war of attrition, the 1970 war between Jordan and the Palestinian organizations.
  - The 1973 war between Israel and a coalition of Egypt/Syria/Iraq. Disengagement agreements, Peace between Israel and Egypt,
  - 1982 war between Israel and the PLO in Lebanon, the creation of Hizbollah, and Palestinian Islamic Jihad and Hamas, the first Palestinian uprising (intifada).
  - The 1993 Israeli - PLO peace accord, causes and its implementation.
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- The collapse of the peace process, Camp David II, the Al-Aqsa intifada, Security barrier, and the unilateral Gaza withdrawal.

The second part of the course will consist of analysis and discussions of the various political views expressed within the Israeli democratic system concerning the Palestinian - Israeli conflict. The third part of the course will attempt to find and propose solutions to some of the central issues of the Israeli - Palestinian conflict such as the status of Jerusalem, refugees, future borders, Jewish settlements, Peace between Syria and Israel.

#### **IDH 4200-020 Honors Geographic Perspectives, Sheila Woodward (webcourse)**

This non-synchronous distance learning course aims to examine an overview of geographical, historical, social, political, economic and cultural perspectives of [South Africa: World in One Country](#). Text, multimedia presentations, films, and internet searches will provide the catalyst for student research and presentations.

**IDH 4930-001 Special Topics in Honors, Dr. Jose Beltran, DMD, MD (R 4:10 – 5:00) PERMIT REQUIRED: Preparing for and Succeeding in a Health Professions Program**

Dr. Jose Beltran is a Honors College alum who earned his dental degree at Harvard University and medical degree at the University of Texas. He will be teaching this one-credit seminar to assist students in preparing for programs in the health professions. Topics will include, but are not limited to: preparing an academic resume, the application process (including how to write a personal statement and how students can effectively communicate their role in extracurricular activities and research), preparing for interviews (mock interviews will be incorporated), how to approach standardized tests, the importance of letters of recommendation, and what happens once students receive acceptances.

In order to be considered for this seminar, students must have junior-standing (60 credits) and be following a health professions track. Permits must be submitted through the Honors College website and approved by Ms. Amy Sturrock.

**IDH 4930-006 Film-making course, Kleine/Sarah Wilson and others (F 9:40 – 11:30)**

**Narrative Filmmaking:** An overview of the elements of narrative filmmaking including screenwriting, pre-production, production, and post-production. Students will learn essential techniques and skills, then collaboratively undertake their own film projects. The class will encourage students to reach imaginative heights through new experiences, off-the-wall exercises and inspiring challenges. The instructors aim to not only equip students with the basic skills, tools, and resources needed to complete a video production, but to provide them with the opportunity to discover and/or develop new and old passions, diversity, interpretations, and vantage-points so that each student can leave the class with a resolved confidence to experiment...and enjoy each step of the journey.

**Be advised:** While this is a 2 credit hour pass/fail course, the instructors encourage students sign up for the class ONLY if they have time and the drive to go well beyond the work level that the 2 credits imply. The class requires a large amount of out of class work, and while some time will be given to work on films in class, the majority of shooting and editing will be completed outside of class hours. YOU MUST APPLY FOR THIS COURSE by emailing Dr. Kleine: [kleine@honors.usf.edu](mailto:kleine@honors.usf.edu) . Please tell why you want to take the course and what prior experience you may have.

**ENC 1101-100 Honors English Composition I, John Omlor (T/R 9:30 – 10:45) Please fill out a permit request on the Honors website.**

**ENC 1102-200 Honors English Composition II, John Omlor (T/R 9:30 – 10:45) Please fill out a permit request on the Honors website.**