

Fall Term 2019 Honors Courses

Important notes to consider when registering for courses:

1. Honors Colloquia = Only HNRS 301 or 302 satisfies the colloquium/colloquia graduation requirement.

HNRS 301 SECTIONS 001-010 = HUMANITIES

HNRS 301 SECTIONS 011-020 = ART & CREATIVITY

HNRS 302 SECTIONS 001-010 = SOCIETY AND CULTURE

HNRS 302 SECTIONS 011-020 = SCIENTIFIC INQUIRY

2. HNRS T480 courses do not satisfy the colloquium/colloquia graduation requirement but do count toward Honors credit.

Honors Colloquia

HNRS 301-01 Shakespeare and the Challenge to Empathy (CRN 16022)

Instructor: Paula Marantz Cohen

Day/Time: Tuesday and Thursday 11:00-12:20

Credits: 3

Description: Shakespeare was adept at creating characters who, though different from us, nonetheless inspire identification and empathy. Yet in some of his later plays, he set himself the challenge of creating characters and situations that make this more difficult—that require a repositioning of our conventional attitudes and values to understand the motives and feelings represented. The plays covered in the course have been labeled “problem plays.” I see their “problem” as connected to this challenge to empathy.

We will read various essays about empathy both as it relates to the plays and as it relates to our current polarized culture. We will also plumb our reactions to the characters and situations in these plays while discussing what we think Shakespeare intended to relay when he wrote them.

HNRS 301-02 Knowledge on Trial: Intersections of Inquiry from Socrates to South Africa (CRN 16023)

Instructor: Elliot Ratzman

Day/time: Wednesday 6:00-8:50

Credits: 3

Description: This course examines a range of famous trials for the purpose of introducing students to the practices of inquiry itself. This course examines the use of the disciplines of science, history, literature, communications, politics,

philosophy, sociology, and the humanities to establish truth in the contexts of the hearing, the courtroom, and the ruling. Beginning with Socrates and Shakespeare, travelling to post-Genocide societies, and the American twentieth century, Knowledge on Trial also introduces students to a range of social and political forces—such as race, class, gender, and ideology—that help shape, or distort, knowledge. Each week, students will watch a documentary on that week’s trial and read different academic experts attending to issues of knowledge raised by that trial.

HNRS 302-01 Places of Justice (CRN 16024)

Instructor: Cynthia Rickards

Day/Time: Monday 2:00-4:50

Credits: 3

Description: We often debate the theory and praxis of justice and do not analyze the very places and spaces that encourage (or discourage) justice. Throughout this course, students will practice justice by engaging with faculty, students, and community. This course will begin by analyzing classic and contemporary theories of justice. Upon the development of a theoretical foundation, students will explore and engage with the built environment and other social structures that support justice or create unjust places and practices. Topics include the built environment and infrastructure, climate, housing, education, the economy, and correctional facilities.

This is a Side-by-Side course and will be comprised of half Drexel students and half community students. Collectively the two groups of students will utilize their life experiences to inform and create definitions of justice. The goal of this course is to create its own place of justice in education.

HNRS 302-02 Photography and the City (CRN 16025)

Instructor: Brent Luvaas

Day/Time: Tuesday and Thursday 2:00-3:20

Credits: 3

Description: Paris. New York. Tokyo. Philadelphia. These are all modern metropolises that never looked at themselves the same way after the invention of the camera in the mid-nineteenth century. Photography and the industrialized city developed in tandem, the former supplying the visual and conceptual models through which the latter was planned and built. This course examines the role that photography has played in the way we imagine, move through, and construct the cities we live in. The first part of the course will be a history of urban photography. Students will survey the street, portrait, and urban landscape photographers who helped create the image of the modern city. They will also learn to analyze the work of these photographers through a critical, aesthetic, and social theoretical lens. The second part of the course will be a hands-on introduction to the photographic techniques of today’s urban photographers, with a special emphasis on candid “street photography” and posed “street portraits.” Students will go out onto the streets of Philadelphia, camera in hand, and discover for themselves how photography transforms the way they see and

experience their city.

HNRS 302-03 Eyewitness to World History Events (CRN 16026)

Instructor: Thomas Ricks

Day/Time: Tuesday 6:30-9:20

Credits: 3

Description: This course is an investigation into the issues surrounding historical authenticity or truth of six (6) eyewitness accounts of major world historical events in 1917 Ireland, 1937 England, 1941 Germany, 1942 North Africa, 1950s Vietnam, and 1970s Iran.

The course will examine the social, cultural and political events behind each event as reported by two American investigatory journalist and war correspondent, by an Irish militant, a British reporter/activist, a Vietcong militant, and an Iranian lawyer.. The course is interested in the ways the eyewitness “saw” the event, the ways in which the eyewitness reported the event, and the ways that the social and cultural events of the day contributed to the telling of these event as an historical record.

HNRS 302-04 Urban Spaces Between (CRN 16027)

Instructor: Blaise Tobia

Day/Time: Monday and Wednesday 3:30-4:50

Credits: 3

Description: Urban spaces are meant to be experienced. At their best, they can give those passing through, or spending some time, a sense of the both of their own particular characteristics and of the larger urban entity that they are part of. They can convey grandeur or intimacy, efficient function in passing or an invitation to linger and be entertained. They can bring elements green and natural into the midst of gray and hard surfaced expanses. They can affirm community or feed isolation and alienation.

Generally, architects design buildings and not the spaces between buildings. City planners do well at insuring the functionality of the spaces between, but often not so well at understanding how they will be experienced by those moving through them. Some designers have taken hybrid approaches in attempting to understand cities at an experiential level putting forward novel ideas such as the negative space of the built environment.

In this course, we will study cities from architectural, urban planning and hybrid design viewpoints, and also through the insights and projects of visual and media artists. We will go to a variety of spaces around Philadelphia to judge them experientially, and to represent them in a variety of media: visual, aural, written, and various combinations of these.

HNRS 302-05 Waste and the City (CRN 16028)

Instructors: Jennifer Ayres & Katrina Johnston-Zimmerman

Day/Time: Monday 2:00-4:50

Credits: 3

Description: Waste and the City is a co-taught interdisciplinary course dealing with the nature of garbage and refuse in the urban environment, drawing from the disciplines of environmental justice, anthropological assessment, and cultural geography. The course will focus not only on the physical Product of waste, but also the Processes and Power dynamics that distribute and misplace waste in our cities. Students will be exposed to creative and hands-on learning exercises through a course field trip to North Philly's Revolution Recovery recycling facility for the Recycled Artist in Residency program, as well as outdoors site observations to explore relationships between human behavior the city's waste stream.

HNRS 302-11 The Art and Science of New Products (CRN 16029)

Instructor: Louis Padulo

Day/Time: Monday 6:00-8:50

Credits: 3

Description: If you have ideas for a new product, or new features for a product you already own, how would you actually make those ideas a reality? If you don't have such ideas, how would you go about getting some? In this project-based, highly-experiential course, student teams explore the relationship of representation to reality by researching a new product idea, generating product concepts, developing a product prototype, and participating in a product Design Fair at the end of the term. Emphasis is placed on conceptual thinking, creativity, risk-management, and aesthetics. We are particularly interested in the front end of the design process where we frame the questions: "What should we create?" How can we identify the desirable, check for the feasible, and develop the valuable? Ultimately, is what we develop worth doing and is it sustainable?

The course presents the basic steps that are necessary for moving from a "cool idea" to a product sufficiently mature to launch an entrepreneurial start-up. Students will be exposed to a number of tools and ideas necessary for creating and managing product development processes. This includes cases, lectures, and exercises on topics such as identifying customer needs and developing a product concept as well as effective prototyping strategies. Key principles will be learned via team and individual assignments. Several in-class interactive exercises will also be used to vividly demonstrate these principles.

HNRS 302-940 The Scientific Creative Process in Historical Context (CRN 16030)

Instructor: Lloyd Ackert

Credits: 3

*Online course

Description: Biography is a powerful way to explore the history of science—it is a

flexible method for understanding the creative process of science in its proper context. Using the 'Lives' of some of its most influential practitioners: e.g. Darwin, Einstein, Lavoisier, Pasteur, and McClintock, we will investigate the creative process in science. Drawing on a combination of biographical materials—monographs, films, and websites—and primary scientific publications, we will interrogate the development of scientific ideas and their relationship to their social, cultural, and political context. This course will address the novelty of scientific creativity in a number of sciences: physics, genetics, chemistry, and evolution from the 17th to 20th century.

At the heart of this course are the contributions each scientist made to their respective scientific fields. Since these scientists defined themselves by the research they conducted and the ideas they introduced, we will study their work. The ultimate aim for the course will be to understand these developments as part of their lives—e.g. their upbringing, social standing, political commitments, education, and perhaps their "dark sides." Biographies are written for a broad range of purposes and come in a wide variety of styles. Course participants will read or view psychological, hagiographic, scientific, and feminist treatments of major personalities in the history of science. They will engage this literature and film as a historical exercise in their study of the role of personality in intellectual creativity.

Honors Great Works Courses

HNRS T480-01 Anthony J. Drexel and the Art of Biography (CRN: 16031)

Instructor: Dan Rottenberg

Day/Time: Wednesday 2:00-2:50

Credits: 1

Description: This course will examine the life of Anthony J. Drexel, Drexel University's founder (1826-1893), based on Drexel's biography, *The Man Who Made Wall Street*, written by Dan Rottenberg.

Title: HNRS T480-02 The Symptom I – From Biology to Philosophy (CRN: 16032)

Instructor: Jennifer Yusin

Day/Time: Monday 2:00-2:50

Credits: 1

Description: A symptom is generally defined as a bodily or mental phenomenon that arises from a condition while also being the sign of something. Early uses of the word symptom indicate that it expressed that something like an accident or misfortune had fallen upon an individual. What today constitutes a symptom? This course will explore the ways a range of disciplines—from biology, to physics, to political science, to psychology, to philosophy—define the symptom and use it to establish their specific fields of knowledge. In so doing, we will consider how

the symptom shapes our relations to our different types of bodies (physical bodies, body politics, cultural bodies, etc.).

Title: HNRS T480-03 Harry Potter and the Deathly Hollows (CRN: 16033)

Instructor: Jaya Mohan

Day/Time: Wednesday 5:00-5:50

Credits: 1

Description: In this course, students will read the 7th book in the Harry Potter series, *Harry Potter & the Deathly Hallows*, alongside selections from the remainder of the series to allow an exploration of the final book as it relates to the whole of the series, as well as themes that permeate the entire series.