

GROUP I: Capital Punishment
David Johnson, Sociology
Monday, 10:30 a.m. - 1:00 p.m.
BusAd D105

GROUP II: What Time Is It? Whose Time Is It? Time and the Arts
Laura Ruby, Art
Monday, 12:30-3:00 p.m.
Art 137

**GROUP III: Human Nutrition-the Ultimate Multi-disciplinary
Discipline**
Joannie Dobbs, Food Science & Human Nutrition
Tuesday, 1:30-4:00 p.m.
AgSci 220

GROUP IV: Cultures of Work Organizations
Ann Auman
Wednesday 12:30-3:00 p.m.
TBA

HON 491 COURSE DESCRIPTIONS, FALL, 2004

GROUP I Capital Punishment

Capital punishment is one of the most contentious social issues in America today. This course will explore the topic from a variety of inter-disciplinary perspectives in order to learn what makes the death penalty so controversial and in order to discern what makes America retain this practice when almost every other industrialized democracy has abolished it (Japan is the only other rich-democratic exception).

There is no government power greater than the power of life and death. In fact, the philosopher and political theorist John Locke once went so far as to say that political power consists precisely of "the right of making laws with the penalty of death." If this is true, then along with the right to wage war, the death penalty is one of the best indicators of the character of a state and of the sovereignty of a people.

Although capital punishment is commonly regarded as a necessary

mechanism for controlling crime, it is much more than just that.

Indeed the death penalty is also a "window" onto many matters of major importance, including blame, responsibility, pain, vengeance, forgiveness, fairness, justice, human nature, democracy, redemption, and beliefs about life after death. Thus, to study capital punishment is to confront the perennial questions of philosophy in a way that simultaneously requires engagement with many practical questions of public policy.

Students who enroll in this course will be required to think, talk, and write about the connections between the ultimate criminal sanction and these other matters of ultimate significance. Because studying the death penalty exposes many core values and raises countless hard questions, this course will be of interest to students in a wide variety of fields, and it should have especially wide appeal to students in social sciences and humanities.

GROUP II

What Time Is It? Whose Time Is It? Time and the Arts

This colloquium will explore some cultural views of time and how concepts of time influence and shape various works in the arts: to heighten awareness of the contemporary temporal world, and to explore the temporal dimensions of the arts -- film, literature and the visual arts.

In the first section of the course we will discuss the characteristics of time (measurement, duration, direction, order/sequence, and change) and its inextricable link to motion.

Four major theories of time will be introduced: the cyclical, mechanical, biological and chaotic theories. We will focus primarily on how Twentieth Century physics theories of relativity and quantum mechanics, as popularly known and popularly understood, relate to visual, literary, cinematic, architectural works of art. (There will also be brief references to music and dance.)

A few examples of artworks related to particular theories of time include: Stonehenge (cyclical); Brunelleschi architecture (mechanical); and concepts of the avant-garde (biological/evolutionary).

Other topics include discussion of synchronic (simultaneous, occurring at the same time, contemporaneous) and diachronic (lasting through time, passing through time) time; relative time scales, such as cosmic to geologic to nanoseconds; among many

others.

In the middle section we will discuss the time art of film; and in the last section we will discuss postmodern artworks including film, literature, architecture and the visual arts.

GROUP III

Human Nutrition-the Ultimate Multi-disciplinary Discipline

The focus of this course is to learn how foods and human nutrition have affected people and civilizations from the beginning of time to the present. Students who enroll in this seminar will investigate how food and nutrition affected the very survival of civilizations, as well as how food and nutrition plays a crucial role in their personal lives today.

There are two goals for this class: 1) to understand and internalize the important difference between critical thinking and gathering information for a grade and 2) to learn how to organize those thoughts and express them in writing.

Possible student topics: Human Nutrition and: archeology and anthropology; biology, zoology, and evolution; chemistry and biochemistry; health, medicine, and medical biotechnology; pharmacology and alternative health practices; genetics, environmental toxicology, and immunology; philosophy and religion; psychology and sociology; geography, culture and tradition; food science, agricultural sciences, and economics; history, political science and law; education; computers; art, advertising, journalism and the mass media; etc.

GROUP IV

Cultures of Work Organizations

"What's it like to work here?" is a question we might ask an employee of an organization we are interested in learning more about. In this class, students will examine an organization of their choice to find out "how things are done around here" and gain an understanding of the culture of that organization.

Students from a variety of fields can choose what kind of organization they would like to study. For example, a business student might like to study a department in the Back of Hawaii or a retail store. A psychology student might like to explore the culture of a hospital. A communication student could study a television station, and a political science major could examine the culture of a government office.

The field of organizational culture is complex because it is multidisciplinary, drawing from anthropology, sociology, psychology, political science, management science, semiotics and communication. Students will be able to draw on their varied backgrounds and perspectives in the discussions and in their individual studies and presentations. As they share and discuss these different frames, they will come to a clearer understanding of how research questions are formed, perspectives are utilized in conducting studies, and which methods are appropriate. The overall class objective is for students to gain this multiple insight, which will in turn help them later in their Honors research project.