

**Fall 2014 Honors E-series Courses  
Liberal Studies  
Area III History/Social Science**

Course Nbr	Section Nbr	Class Nbr	Professor Department	Course Title	Credit Hr.	Day/Time/ Room Nbr
<i>IFS 2004</i>	<i>1</i>	<i>13951</i>	<i>Deanna Rohlinger (Sociology)</i>	<i>E-series: Hunger Games</i>	<i>3 W</i>	<i>Mon 9:00-12:00 HSF 2008</i>
<i>IFS 2006 (Augmented)</i>	<i>1</i>	<i>14494</i>	<i>Jessica Clark (Classics)</i>	<i>E-series: Citizenship &amp; Debate</i>	<i>3 W</i>	<i>TuTh 9:05-10:20 DOD 2051</i>
<i>IFS 2010</i>	<i>1</i>	<i>14685</i>	<i>Guenter Piehler (History)</i>	<i>E-Series: American GI in World War II</i>	<i>3 W</i>	<i>TuTh 11:00 – 12:15 BEL 2010</i>
<i>IFS 2011</i>	<i>1</i>	<i>14733</i>	<i>Alexander Avina (History)</i>	<i>E-series: Cold War Latin America</i>	<i>3 W</i>	<i>MoWe 2:00-3:15 BEL 0003</i>
<i>IFS 2012</i>	<i>1</i>	<i>14426</i>	<i>Tingting Zhao (Geography)</i>	<i>E-series: Sustainable Society</i>	<i>3 W</i>	<i>MoWe 3:35-4:50 BEL 0114</i>
<i>IFS 2019</i>	<i>1</i>	<i>14629</i>	<i>Adam Gaiser (Religion)</i>	<i>E-Series: Heretics, Rebels And Militants</i>	<i>3 W X</i>	<i>TuTh 9:30-10:45 Landis 101</i>
<i>IFS 2020 Augmented</i>	<i>2</i>	<i>14803</i>	<i>Mickey Damielo (Education)</i>	<i>E-Series: The Blindness Experience</i>	<i>3 W</i>	<i>MoWe 3:35-4:50 STB 3203</i>
<i>IFS 2034</i>	<i>1</i>	<i>14687</i>	<i>Kathryn Tillman (Sociology)</i>	<i>E-Series: Exploring Racial Inequality in the U.S.</i>	<i>3 W</i>	<i>TuTh 11:00-12:15 HSF 2009</i>
<i>IFS 2060</i>	<i>1</i>	<i>14835</i>	<i>George Boggs (Education)</i>	<i>21<sup>st</sup> Century Literacies</i>	<i>3 W</i>	<i>MoWe 1:00-2:15 SAN 115</i>
<i>IFS 3016</i>	<i>1</i>	<i>14654</i>	<i>Lisa Weinberg (Sociology)</i>	<i>E-series: Examining Achievement Gap</i>	<i>3 W,Y</i>	<i>TuTh 11:00-12:15 BEL 519</i>

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**IFS 2004**

**Honors E-series: The Hunger Games Trilogy: Collective Action and Social Movements**

**Instructor: Deana Rohlinger**

This course is an introduction to the sociological study of collective behavior and social movements. This course is organized to highlight themes in the Hunger Games series by Suzanne Collins as they relate to social movement theory. The course covers theories related to collective behavior, revolutions, and social movements in order to better understand contemporary change.

**IFS 2006(Augmented)**

**Honors E-series: Citizenship and Debate: Models from the Ancient World**

**Instructor: Jessica Clark**

In this class, we will explore current controversial issues in American society through their counterparts in ancient Greece and Rome. Many of the same topics that divide us today were also the subject of intense debate in the past, such as capital punishment, voting rights, the use of military force, sexualities, religion, and the relationship between individual rights and collective interests. We will extract selections of debates from great works of Classical literature, explore the strengths and weaknesses of opposing arguments, and engage with the parallels that have ensnared political culture in our own day. Throughout, we will be concerned with the question of whether political conflict is integral, or an obstacle, to the embodiment of democratic principles.

**IFS 2010**

**Honors E-series: The American GI in War and Peace in World War II**

**Instructor: Guenter Piehler**

This seminar will focus on the social history of the American GI in World War II by reading their letters, diaries, and other documents they created. It will consider the demographic profile of the men and women who served in the American military, why they fought, and how they coped with the experience of total war. Special attention will be given to the religious experiences of the GI at war and issues of race, ethnicity, and gender. This seminar will also examine the reintegration of the American GI into American society after 1945. It will explore the impact of the GI Bill of Rights, as well as issues of physical disability and post-traumatic stress that afflicted millions of veterans.

The issues examined in this course address persistent issues and real world problems that still impact the US and the FSU community. Today, American men and women continue to fight in war and they face many of the challenges faced by the World War II generation.

**IFS 2011**

**Honors E-series: Empire and Revolution in Cold War Latin America**

**Instructor: Alexander Avina**

This course explores the history of Cold War Latin America through two analytical lenses that fueled much of the political and socio-economic struggles of the era: Empire and Revolution. Students will analyze why and how Latin Americans used revolutionary methods to change their everyday lives—and the imperial responses of the United States government.

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**IFS 2012**

**Honors E-series: Sustainable Society**

**Instructor: Tingting Zhao**

Students will have opportunities to observe and inquire about sustainable practices through field studies at local organic farm, hydro-power station, new urbanism community, and recycling facilities etc. as well as through interactions with community-based programs. Students will be engaged in critical thinking about sustainability of human society and environment from various aspects that include producers, consumers, public service sectors, and policy makers. This course also offers opportunities to learn and use qualitative and quantitative research methods commonly adopted in social science disciplines.

**IFS 2019**

**Honors E-series: Heretics, Rebels and Militants in the Islamic World**

**Instructor: Adam Gaiser**

Over the centuries the Islamic community has fragmented into sects, denominations and schools who have disagreed and fought with each other over who preserves the truest and most correct form of Islam. How did this variety come about? How did different Muslims come to view the questions of “orthodoxy” and “heresy”? How can scholars account for the many Islamic outlooks within the Islamic world? How does militancy play a role in the manifestation of sectarianism? In recent years these questions have taken on an even more urgent tone as sectarian and Islamist violence affects different parts of the globe.

This e-series honors seminar addresses some of these questions about the variety of Islamic religious perspectives. We will evaluate the topics of Islamic sectarianism and denominationalism by tracing the main sectarian movements among medieval and modern Muslims. Students will engage in broad, critical and creative thinking about the creation of “orthodoxy” and “heresy,” the development of religious differences, the interaction between politics, culture and religion, and the issue of religious violence. They will gain knowledge and critical thinking skills that will assist them as they navigate a range of perspectives and trajectories related to the world’s many different Muslims.

**IFS 2020 -2 (Augmented)**

**Honors E-series: The Blindness Experience**

**Instructor: Mickey Damielo**

Blindness, of all disabilities, arguably generates a powerful emotional reaction in our society. There are many misconceptions, myths, fears, and expectations associated with blindness. In this course, we will explore blindness, talk with people who are intimately familiar with blindness (both blind themselves, and also those in a family or relationship with someone who is blind) and experience adventure under blindfold. We'll explore our society's reaction to blindness, probing its roots, and take a closer look at how views of blindness are shaped when experienced through the lenses of gender, race, class, religion, and ethnicity. Through blindfold experiences, students will have opportunities to learn about braille and the activities of daily life necessary for achieving independence. Through writing, students will explore their own reactions and thoughts of blindness, and will reflect on the many questions that arise from delving deeper into the blindness experience.

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In the Blindness Experience participants will meet many people with a visual impairment, learn about their lives and personal stories, as well as have opportunities to experience being visually impaired themselves, learning that blindness does not change the ability to be independent, and that disability doesn't prevent anyone from being an equal player in our society.

**IFS 2034**

**Honors E-series: Exploring Racial Inequality in the U.S.**

**Instructor: Kathryn Tillman**

Racial inequality has been a persistent problem since the beginning of our history as a nation. Despite a move towards greater equality since the Civil Rights Movement, we continue to see significant and enduring racial/ethnic gaps in employment, education, and health outcomes, as well as many other indicators of well-being. In this E-series honors seminar we will explore the issue of contemporary racial inequality and the social factors that influence relations between and among different ethnic and racial groups in our country. Specifically, this course has been designed to provide students with information about trends and patterns of racial inequality in the U.S. today, allow them to explore competing explanations for continuing racial inequality, and challenge them to propose and critically assess ideas about potential mechanisms for change.

**IFS 2060**

**Honors E-series: 21<sup>st</sup> Century Literacies**

**Instructor: George Boggs**

It is commonly accepted that the internet has fundamentally changed how people learn and communicate, but how? How do these new forms of communication such as Twitter, Facebook, and other online exchanges change how you prepare for your eventual career(s), success in your academic discipline, or gaining expertise in your passion? In IFS 2060 we will explore new ways of using commonly used social media to help develop your expertise in areas you select for exploration, by learning how to effectively interact with experts in each of our fields.

**IFS 3016**

**Honors E-series: Examining the Educational Achievement Gap**

**Instructor: Lisa Weinberg**

Social science courses should help us to understand where we have been, where we now stand, and possibly, where we are heading as a society. A wide range of theories have been posited to explain the Achievement Gap in Education, while educational programs have been developed and strategies have been employed to close it. However, the educational achievement gap persists and its effects are far reaching. This course will empower students to critically examine the Achievement Gap in Education by exploring how personal, political, cultural, economic and social experiences and structures shape the educational landscape.