**HON Course Descriptions for Fall 2018**

Updated 22 Oct. 2018

**HON 1515: Honors First Year Seminar (General Education: First Year Seminar)**

**HON 1515-101: Harry Potter and the Quest for Social Justice**

Angela Mead and Jacob Reeves

This course will examine social justice issues in historical and contemporary society through the lens of the J.K. Rowling’s Harry Potter series. We will integrate examples of social justice (or lack thereof) in the Harry Potter universe with examples we can observe in our Muggle world. Examples include: the legal system and criminal justice (Sirius’ illegal incarceration, laws favoring purebloods, bribery to escape prosecution, etc.); media and propaganda (Rita Skeeter and the Daily Prophet’s crusade against Harry); issues regarding socio-economic status (contempt for the less wealthy Weasley family); and discrimination (against Muggleborns, part-creature individuals, lycanthropy, etc.). Students will select one area of interest and write a research paper for the final project of the course.  Throughout the course, students will write short and medium length papers regularly, some of which will assist in focusing the final research paper.  Class participation is an extremely important component of this course, and students will be evaluated on their attendance, participation and preparation for the course in addition to written papers and projects. **Note**: we will not be reading the books or watching the Harry Potter film series in class, and the expectation is that students will be very familiar with all 7 books and all 8 films prior to the course.

**HON 2515: Honors Sophomore Inquiry Seminar (General Education: Liberal Studies Experience)**

**HON 2515-101: Art and the Brain**

Mark Zrull

We can sculpt and paint, compose and make music, choreograph and dance. Brain processes allow us to do these things. We see and appreciate collages and watercolors, hear and “are moved by” concertos and rock-and-roll, watch and appreciate ballet or modern. Our brain processes produce these experiences. So, we will ask about the process of making “art” as well as learn about and discuss brain processes that let people do art. We’ll also consider the process of perceiving and appreciating art as well as investigate and talk about neural processes that let people have those experiences. In the style of a seminar, I hope we can gain and assess firsthand information about doing and experiencing some of the arts as well as make a serious effort to investigate and discuss some of the related brain structures and neural processes.

**HON 2515-102: The (Mis-) Education of the Negro Revisited**

Louis Gallien and Nickolas Jordan

In 1933, the famed African American author and scholar Dr. Carter Woodson wrote a book that is widely considered by many as one of the “classic” works on African American education in the United States: *The Mis-Education of the Negro*. What is remarkable about the book is that it is still assigned as required reading in some academic circles for those who intend to teach in minority-serving institutions. The issues that Woodson raised in this book after the Depression remain relevant to the current generation of African American students.

We will discuss the following issues embedded in the book: a) institutional racism; b) systemic (cultural) racism; c) false assumptions about African American culture and its students; d) curricular choices that ignore or trivialize or commodify African American culture; e) popular pedagogical strategies that are individualistic, singular, and based on objective assessment; f) the causes behind the failure of majority institutions to offer African Americans a fair and equitable education.

Considerable attention will be given to the epistemological roots of African-centered education over against the tenets of colonizing pedagogical practices found in Western Civilization and why their systemic values are at conflict with those of many non-assimilated African Americans. Finally, how do educational institutions reinforce these conflicted values by their collective ignorance of African American culture?

W.E.B. DuBois. *The Souls of Black Folks*, Asa Hilliard. *The Reawakening of the African Mind*. Carter Woodson. *The Miseducation of the Negro*. Joyce King, *Black Education*, Tim Wise. *We Can’t Teach What We Don’t Know.*

**HON 2515-103: The Art and Science of Communicating in Secret**

Richard Klima

Cryptography is the art and science of communicating in secret, considered from the perspective of both the originator and intended recipient of secret information, as well as unintended recipients who would like to determine the information. Cryptographic methods have been utilized by humans out of necessity for thousands of years, and over the centuries have grown in complexity naturally and in step with human society as it has itself grown in complexity. Students in this class will study a variety of cryptographic methods that have been used throughout history, as well as the issue of personal privacy vs. societal security as it inevitably arises. Students in this class will also be offered the opportunity to participate in an optional trip to visit related sites in the Washington, DC area, including the National Cryptologic Museum at the headquarters of the National Security Agency, and the International Spy Museum.

**HON 2515-104: The Lives of Animals**

Michael Dale

As Martha Nussbaum reminds us, we *homo sapiens* do not live alone on the planet. We share the world and its resources with a wonderful variety of flora and fauna, including other intelligent and emotional creatures. The nature of communal living requires that we be attentive to the moral questions and issues that relationships between living beings demands. What should be the nature of our human relationships with the non-human animals with which we share this world? Should non-human animals be seen as part of the community of human beings? What, if any, are the moral demands that non-human animals make upon us if they are seen as a part of our community? What does it mean to be a human being in a moral relationship with other living, non-human beings?

**HON 2515-105: Evolution and Society: Concord or Conflict?**

Kadija Fouad

This course takes an interdisciplinary look at the reception of the theory of evolution in society.  We explore the theory of evolution from an historical biological perspective to learn how people in the past conceived of evolution, including how people reacted to the publication of Darwin’s book, *On the Origin of Species by Means of Natural Selection*.  We investigate how evolution is viewed in differing religious traditions, and by the new atheist movement.  We examine the differing approaches people take in negotiating the relationship between science and religion.  We also follow the creationist movement in the United States and its impact on people’s conceptions of evolution both in the U. S. and in other countries.

**HON 2515-106: Narratives and the Caring Professions**

Chris Osmond

Being a professional in the 21st century means being “scientific”: seriously data-driven, and all about outcomes. But our most serious profession – medicine – has begun to realize that science leaves a lot of what matters most out, and that paying attention to stories has as much to do with being a great doctor as all the double-blind studies in the world. This course will explore the important insights that “narrative medicine” offers to both those preparing to work in a caring profession (e.g., physicians, teachers, nurses, social workers) and to anyone who is interested in bringing who they are to what they do. We’ll read theory and research, as well as fiction, poems, and patient narratives about the experience of giving and receiving care; you’ll leave with knowledge, skills and attitudes that will help you sustain yourself and those you work with, whatever field you end up working in.

**HON 2515-107: Sustainability Leadership and Agents for Change**

Lee Ball

Sustainability Leadership and Agents for Change is a course designed to help future leaders create solutions for many of the social and environmental challenges existing today. The course prepares future leaders to problem-solve through the lens of sustainability. The course also focuses on the development of leadership skills that emphasize local to global connections by allowing students the opportunity to engage in sustainability-focused service opportunities that make differences in our community and beyond. Students will also have the opportunity to work closely with Office of Sustainability staff to learn about and support campus sustainability programs such as the campus food pantry and zero waste activities.

Leadership through the lens of sustainability can provide solutions to some of the world’s most complex problems. Leaders who use a sustainability framework can provide their communities and organizations the necessary tools to help make them thrive socially, economically and environmentally. Current and future leaders face very complex problems and this course is designed to help students understand the importance of leading with collaborative and selfless spirits that can help bring people together in an effort to make positive and impactful differences both locally and globally.

**HON 2515-108: Take My Picture! Photography in Theory and Practice**

Garrett McDowell

What does photography have to do with the way people connect? In this course we will explore the theory, practice, and role of contemporary photography from an interdisciplinary perspective. Students will read and critically analyze theory examining photography as communication, collaboration, truth, and connection. We will focus on the cultural spaces between photographer, subject, and viewer. Readings will come from multiple disciplines including: art, journalism, visual anthropology, history, and cultural studies. The course will be experiential; students will make photographs as an exercise in relating to other humans and as contemplative practice. Students will learn and employ basic photographic techniques using single-lens reflex (SLR) and/or digital cameras, including smartphones. Additionally, we will examine the role of photography in research. *Note****:*** *no prior training in photography necessary.*

**HON 2515-109: Speaking Peace in Conflict**

PJ Nelsen

Have you ever been frustrated because you want to connect with someone despite your having different core beliefs?  Is it possible to resolve conflict without giving in or sacrificing a core principle? Have you ever wanted to work through a fight with an enemy and feel good about it in the end?  In this course, we will explore ways to do just that: engage across difference in ways that bring us closer together despite our having different ideas about what is right and good. Drawing from the traditions of nonviolence, conflict mediation, and mindfulness, this course will explore both theoretical resources and practical strategies for engaging across difference in a variety of contexts. We will use innovative processes to help us develop the understanding and the skills to facilitate conflict between others, ourselves and others, and amongst groups. This course will involve experiential engagement both in and outside of classroom time to help us to develop the skills got bring peace to conflict wherever we find it.

**HON 2515-110: Media Landscape**

Mollie Peuler and Scott Rice

This course will provide opportunities to discuss and analyze news production, consumption, and evaluation. Students will develop the critical thinking skills necessary to be an informed citizen; understand how their worldview affects their interpretation of the news; and create a personal strategy for fact-checking and evaluating the news.

**HON 3515: Honors Junior Inquiry Seminar (General Education: Liberal Studies Experience)**

**HON 3515-101: Critical Perspectives on Race and Whiteness**

Brandy Bryson

Racial literacy offers a dynamic framework for understanding the ways in which race and racism implicitly and explicitly manifest and function in American society. It entails critically examining and continually questioning how race and racism, power, and supremacy inform our individual and cultural beliefs, practices, and our institutions. This course stands on the belief that in order to change the way racism and supremacy manifest, race has to be directly addressed rather than ignored. Consequently, this course requires a commitment to break the taboos of talking about race by grappling with and appreciating diverse and unfamiliar experiences and recognizing that there is much to learn.

**HON 3515-102: Tycoons, Titans, and Blaggards**

Leigh Dunstan

This course is anchored in the idea that the well-informed person should be familiar with the broad business history of America. The format for the course is to utilize select portions of the biographies of the most impactful persons in American business history. Through those lives and stories the student will learn the principles and history of business as it evolved in America and tangentially in the world from 1770 through 2008. This will be a broad overview focusing on the exploits, successes, failures and the ethical and leadership challenges of persons such as *Alexander Hamilton, Thomas Jefferson, Abraham Lincoln, John D. Rockefeller, Andrew Carnegie, Jay Gould, Diamond Jim Brady, J.P. Morgan, Henry Ford, Franklin Roosevelt, Ronald Reagan, Paul Volcker, Alan Greenspan, Warren Buffett, Sandy Weill, Bill Gates, Jack Welch,* and *Steve Jobs* in an effort to provide a broad contextual framework within which to begin to know, understand and appreciate the history of the most dynamic business environment in the history of the world.

**HON 3515-103: My Place or Yours?**

Cara Hagen Gelber

Have you ever wondered where worlds of creativity, geopolitics, economics, identity, and environmentalism intersect? *My Place, or Yours?* is a course that explores these concepts through a long-distance collaborative philosophy and practice called *Artistic Surrogacy*. Through theoretical discourse and live collaboration with our partner institutions Gonzaga University in Spokane, Washington, and Yongin University in Yongin, South Korea facilitated by both digital and analog tools, students will gain an understanding of how cross-cultural, creative endeavor can create space to reframe how one considers local space, global space, acts of translation, and true collaboration. Students in this course will have the opportunity to present work alongside the *My Place, or Yours?* exhibition at the Turchin Center, opening in the Spring of 2019, running through November 2019. \*\*All are welcome who wish to engage in creative activity! No prior creative or artistic experience necessary! ***\* Provides Honors College international education requirement credit. \****

**HON 3515-104: We Are Water**

Kristan Cockerill

All things are water. —Plutarch quoting Thales

Water is a focal topic in many disciplines ranging from art to zoology. This interdisciplinary course will look at water and the many places it touches our lives. We will discuss the ways we use it, abuse it, revere it, ignore it, and fight over it. We will cover scientific aspects of water as well as cultural attitudes toward this elemental resource. Our quality of life is entirely dependent on cheap, plentiful, clean water. We use it in vast amounts to produce power, grow food, and ensure our health. As a group we will explore the historical and contemporary water policy that has created our hydraulic society.

**HON 3515-105: The Future of Human Civilization**

Howard Neufeld

An examination of current trends in global population growth, how these influence global change, and whether or not human civilization can be sustained in the long-term. Students will examine both primary and secondary literature, view documentaries, participate in the Climate Stories Project, and engage in discussions about the definition of civilization and what it means when a civilization collapses. The course ends with a discussion of whether humans can create a sustainable civilization, and if so, what that civilization might look like.

**HON 3515-107: Animal Planet**

Jeanne Dubino

This course explores the ways globalization is affecting human-animal encounters. We will examine many kinds of encounters, including those resulting from travel (e.g., safaris), companionship (pets), science (animals in the lab), food and consumption (livestock), fashion (fur), hunting, artistic and visual representations (shows like *Animal Planet* and its spin-offs), and more.  We will look at a range of media from around the world that address how globalization affects and informs human-animal encounters: travel literature, fiction and non-fiction, TV series, movies, cartoons, stuffed animals, and more. We will consider the interchanges between the local and the global; that is, some of the ways that local cultural attitudes toward animals are being affected by globalization, and how globalization is affecting localized beliefs and practices.

**HON 3515-108: African American Epistemology and Pedagogy**

Louis Gallien

The grand narratives of this country (USA) and continent (North America) are usually written by colonist-historians who have great empathy and appreciation for the men who subjugated these continents in previous centuries. These early colonial contests were centered on an exclusively founded belief in God’s Providence and Divine Will along with the nebulous idea that all freed white men were to enjoy life, liberty, and the pursuit of happiness. This meta-narrative runs at odds with enslaved, subjugated, and colonized peoples’ experiences across these two continents.

We will examine the counter-narratives to these iconic and indelible images based on images of freedom and self-determination through the multiple lenses of minority authors—both past and nearly recent. Through the writings of Asa Hilliard, W.E.B. Dubois, Carter Woodson, Paula Giddings, and Harriet Jacobs we will read (from both primary sources and secondary sources) narratives that stand in direct contrast and, at times, in stunning rebuke to the traditional historical narratives that have been passed down through our textbooks in American schools. In the end, we will examine how these writings and stories form an alternative narrative to American and United States History.

Asa Hilliard. *The Reawakening of the African Mind*. W.E.B. Dubois. *The Souls of Black Folks*. Carter Woodson. *The Miseducation of the Negro*. Paula Giddings. *When and Where I Enter.* Harriet Jacobs. *Incidents in the Life of a Slave Girl.* Vanessa Siddle Walker*. Their Highest Potential.*

**HON 3515-109: Cuba Libre**

Joe Gonzalez

This course will explore the Cuban Revolution from a variety of disciplinary perspectives, including history, political science, music, literature, film, and dance, while making connections to other post-colonial struggles in the Americas and beyond. Students will design their own research projects, integrating knowledge from different disciplinary approaches, and present their research at the semester’s end using a variety of media.

***\* Provides Honors College international education requirement credit. \****

**HON 3515-110: Interpersonal Violence**

Elicka Sparks

The purpose of this seminar course is to explore current issues in interpersonal violence in order to provide a more accurate understanding about these serious social problems. Sexual assault, intimate partner violence and homicide, expressive homicide, and law enforcement-related violence will be addressed in the course with an emphasis on dispelling myths about these offenses, evaluating current responses to these crimes, and examining their impact on attitudes about public safety and the criminal justice system.

**HON 3515-111: Physiology, Culture, and Health**

Jonathon Stickford

This course is a discussion-based class which is open to honors students only. Topics to be discussed are in the broad fields of physiology, culture, and health-related issues, and other related topics which are of interest to participating students. Previous topics discussed include regional health disparities across the U.S., indices of health in Appalachia, obesity and body image, healthcare systems around the world, etc. Evaluation will be based on class participation and discussion, attendance, and coursework assignments including presentations, written reports and preparing for and leading a class discussion.