

Honors Program Course Offerings, Updated as of 9/27/2021

Winter Quarter, 2021-2022

| | Course | Day/Time | Instructor |
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| HON 101 World Literature | <p>Queer Reading/Queer Writing</p> <p>This section will take queer reading and writing as its theme. We use the word “queer” here as deployed in activist and academic discourse over the past few decades to signal resistance to the heteronormative. Some of the texts on our syllabus are by avowedly queer writers and focused on issues of personal or political identity around sexuality or gender: masculine/feminine, non-binary, trans, gay/straight, LGBTQ. Others appear to have nothing particularly queer about them or may even be trans- or homophobic. Here we will be interested in queer as a critical practice: what might a queer reading of this text look like? Our reading list spans centuries, nations, identities, genders and genres: Shakespeare, Chimamanda Ngozi Adichie, Alison Bechdel, Toni Morrison and Tony Kushner.</p> | <p>Tues/Thur 9:40 AM-11:10 AM Online: Synchronous</p> | Gary Cestaro |
| HON 101 World Literature | <p>The Human Condition</p> <p>Through readings and discussions of fascinating texts, this course will explore how works of world literature portray and think through complex existential problems characterizing the global human condition. Together, we will draw original connections among different works written in different places and, in some cases, centuries apart; we will practice strategies of both comparative and close reading, and we will combine expertise from a variety of critical disciplines. Additionally, we will consider how we define “world literature” in the first place, and what it means to study “world literature” today. Works covered will reflect diverse cultures and regions, including Europe, Asia, Africa, Latin America, the Caribbean, the Middle East, and more. Genres will include fiction, graphic fiction, poetry, film, and works of visual art.</p> | <p>Mon/Wed 11:20 AM-12:50 PM</p> | Keith Mikos |
| HON 101 World Literature | <p>Tragicomedy</p> <p>This course takes Art Spiegelman’s declaration that “disaster is my muse,” as an invitation to explore two quintessential aspects of the human condition: the seemingly biological need to tell stories, and the twin offspring of that need - tragedy and comedy. What do these tragicomic narratives tell us about our human condition that other art forms can/do not? In what ways can we understand a diverse assembly of narratives from across both generations and cultural experience as thematically/structurally distinct or indebted to other literary forms? And what precisely makes these narratives a fundamentally human attribute? We will work to identify and familiarize ourselves with the structure, rules, conventions, terminology, and concepts that will allow us to appreciate the tragicomedy as a literary genre and a classification of the human experience. We are going to stretch beyond our “threshold interests” (ie: what happens) into an appreciation based upon the global and organic logic of literature, of literary genres, and pure, heartrending joy of the works themselves.</p> | <p>Mon/Wed 9:40 AM-11:10 AM</p> | Brian Niro |

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| HON 101 World Literature | <p>Love: Songs and Stories</p> <p>This course will explore the relationships between love and lyric (song) and love and narrative (story) in works of world literature both ancient and modern. How do authors enact their ideas about the nature of love--sacred or secular, chaste or erotic, romantic or familial / communal--in their most intimate compositional decisions about genre, form, phrasing, and diction? How do these texts complicate any effort to divide high art from popular culture? How do love songs and love stories invite us to cross the great divides of language, culture, historical distance, gender, and sexual orientation, and how can we, as readers, navigate the shoals of xenophilia (a recent word for love of the Other, often including a problematic tinge of exoticization) while developing our qualities of curiosity, openness, and philoxenia (an ancient word meaning something like "hospitality"—the opposite of xenophobia)? Our texts will include lyric poems, literal song lyrics, fiction, and perhaps some drama or film.</p> | Tues/Thurs 1:00 PM-2:30 PM | Eric Selinger |
| HON 101 World Literature | <p>The Supernatural and the Fantastic</p> <p>In this course we will read texts that incorporate the supernatural or fantastic. We will focus on texts that contain fantastic transformations of the body or texts in which a supernatural, often satanic figure disrupts everyday life. In Kafka's <i>Metamorphosis</i>, for example, a man awakes to find he has changed into an insect. In Bulgakov's <i>Master and Margarita</i> the devil himself appears on the streets of 1930s Moscow. How do authors depict these disturbing supernatural eruptions in specific historical and cultural contexts? What narrative strategies create their impact on the reader? What meanings do these stories hold for us and how do they continue to hold our interest? How do definitions of Fantastic and Supernatural literary genres help us understand each text? We will focus on the specific features of each text and its historical and literary context in order to address these and other questions. Texts may include: Kafka's "Metamorphosis," Gogol's "The Nose," Toni Morrison's <i>Beloved</i>, Mikhail Bulgakov's <i>Master and Margarita</i>, Bram Stoker's <i>Dracula</i> and other works.</p> | Tues/Thurs 11:20 AM-12:50 PM | Laura Urbaszewski |

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| HON 102 History in Global Contexts | <p>Digital Ancient Egypt</p> <p>This course will introduce you to the application of digital geospatial techniques to address historical questions about ancient Egypt. Utilizing these techniques, we will interrogate the complex relationship between environment and culture and the dynamism of landscapes as they relate to understanding developments in Egypt during the so-called Pyramid Age of the pharaohs, ca. 2500-2000 BCE. Our work together will highlight the interconnectedness of the disciplines of archaeology and history and foster a perspective on how scholars grapple with the challenge of reconstructing ancient cultural landscapes. The geospatial program we will be using is Google Earth Pro, which offers easily accessible satellite imagery that will allow us to explore the main issues of the course. Through hands-on work in Google Earth Pro, you will develop competencies in reading and interpreting features in the digital landscape and how they relate to the understanding of key developments in ancient Egyptian civilization – most notably in association with pyramid cemeteries. You also will complete a series of instructional modules that will provide you with essential background on the historical geography and topography of Egypt.</p> <p>This course will generally meet on Zoom only one day per week. Specific Zoom meeting dates will be announced at the beginning of the quarter.</p> | Tues/Thur 11:20 AM-12:50 PM Online: Hybrid | Scott Bucking |
| HON 102 History in Global Contexts | <p>Old Regime and Revolutionary France</p> <p>The French Revolution is among the most fascinating and consequential events in modern history. In this course, you will enter an age of stark contrasts: the Revolution juxtaposes calls for universal human liberation with shocking acts of terror, fervent nationalism with idealistic internationalism, feminism with patriarchy, militant opposition to religion with acts of profound religious devotion, monarchy with democracy and dictatorship, and aspirations toward peace and fraternal solicitude with two decades of pan-Continental war. The Revolution decisively inaugurates the modern age, and inspired revolutionary movements around the world for generations. Few historical events make for such a gripping story, and yet few moments in history— if any— have been the subject of such careful theoretical argument and speculation.</p> | Mon/Wed 9:40 AM-11:10 AM | Matthew Maguire |
| HON 102 History in Global Contexts | <p>The First Crusade</p> <p>This course will focus on the history and historiography of the period of the First Crusade, roughly from 1095 (when the first crusade was “called”) to 1101, by which point four Crusader states were established in the Middle East. After our introductory sessions, we will spend the next seven weeks of the course exploring the narrative of these events using primary sources in translation produced by the Latin Crusaders, by Jews from Europe and the Middle East, and by Muslims from the Middle East.</p> | Tues/Thur 9:40 AM-11:10 AM | Andrew Miller |

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| HON 102 History in Global Contexts | <p>Love and Marriage in Medieval and Early Modern Europe</p> <p>This course will focus on the evolution over time of marriage, love, and various other kinds of emotional experiences and ideas about feeling in Europe between 1000 and 1600. Though love and marriage did occasionally coincide in the past, very often they did not. We'll explore that disjunction. During the Middle Ages and the Renaissance, what were the multiple possible meanings of the words that we translate today as "love"? How was "love" expressed, who could "love," and what or who could be "loved"? How were the pre-modern or the early-modern concepts and practices of love connected, for example, to adultery, bigamy, and the flourishing of extended and nuclear families? How did love and other emotions connect people to God, selfless service of others, and virtue; to honor and social class; to self-love and ideas about self, soul, nature; to one's village, neighborhood, city, court, or other secular or religious communities; to feudal lords, church leaders, and the broader society? How did people view love and other feelings in relation to romance, passion, sexual desire, and suffering; to friends and family, enemies and foreigners? And, when marriage was not about love, what then was it about?</p> | <p>Mon 4:20 PM-5:50 PM Online: Hybrid</p> | Karen Scott |
| HON 104 Religious Worldviews and Ethical Perspectives | <p>Death/Afterlife</p> <p>This course intends to help students understand theories and practices concerning death and afterlife in different religious contexts. It introduces students to a selection of religious literature, scholarly approaches, and relevant contemporary interpretations. With a comparative lens, we discuss the concept of death and afterlife, ideas about how to transcend death, the grieving process, and funerary rituals.</p> | <p>Tues/Thur 2:40 PM-4:10 PM or Tues/Thur 4:20 PM-5:50 PM</p> | Allan Ding |
| HON 104 Religious Worldviews and Ethical Perspectives | <p>Religion and Conflict</p> <p>The three sections of this course focus on the theme of religion and conflict in different parts of the world. We will look at the ways in which religious ideas, ethical perspectives, images, narratives, identities, and practices are mobilized in political conflict: in India, in Vietnam, and in the United States. We will pay attention to the ways in which culture, history, and politics shape religious worldviews and ethical perspectives. We will analyze how the cultural politics of gender, race, class, caste, and nation intersect with religious discourses to inform and shape religious violence in particular contexts.</p> | <p>Mon/Wed 4:20 PM-5:50 PM</p> | Kalyani Menon |

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| <p>HON 104 Religious Worldviews and Ethical Perspectives</p> | <p>The Problem of Evil In this class we will examine the problem of evil, or what is commonly called “theodicy,” from the perspective of philosophical theology and the philosophy of religion. Through the examination and critical analysis of texts that contemplate the nature of evil and suffering, students will consider such questions as the nature of evil; the distinction between natural, moral, and metaphysical evil; the problem of pain and suffering; and the question of whether evil calls into question the goodness or existence of God. Is evil a relative term? Or is it a universal absolute? Does evil exist independently, or is it a result of the absence of good? How do religious traditions deal with the notion of evil? After we look at the religious, philosophical, and historical conceptualization of evil and how different religious traditions deal with it, the class will look at evil in popular culture (anthropological understanding of evil). How does the popular imagination understand evil? How do we depict and imagine evil in film and in literature? Are these universalities or are they cultural relativism? How has popular culture dealt with evil? Finally, the course tries to see if there is any connection with the popular imagination and religious traditions when it comes to evil.</p> | <p>Tues/Thurs 11:20 AM-12:50 PM</p> | <p>Scott Paeth</p> |
| <p>HON 104 Religious Worldviews and Ethical Perspectives</p> | <p>Race, Religion, and Resistance in Vodou and Rastafari Issues surrounding race, religion and resistance are explored and expressed in Haitian Vodou and Jamaican Rastafari. While these two religions of the Black Atlantic are quite different from one another, they both contain deep critiques of white supremacy, of colonialism, of Christianity, and of the enslavement of African people. Before we compare and contrast these religious modes of resistance, we will wrestle with some classic and contemporary theorists of religion. After we have studied these theories, we will be equipped with some effective tools to help us interpret and analyze the histories, myths, and rituals of Vodou and Rastafari.</p> | <p>Wed 1:00 PM-2:15 PM Online: Hybrid or Wed 3:00 PM-4:10 PM Online: Hybrid</p> | <p>Lisa Poirier</p> |
| <p>HON 105 Philosophical Inquiry</p> | <p>Philosophies of Life, Enlightenment, and Disenchantment What is the purpose of humanity? Is there some defining task that we inherit from either God or nature? If not, how should we evaluate what it means to be human? These are the questions that will guide this course, as we examine the history of philosophy for resources and answers. We will read thinkers at the very origin of Western Philosophy in antiquity up through the modern era, including WWII and the Holocaust. In this exercise, students will learn about the story of philosophy, its arguments for the power of human reason, its promises of rational and moral enlightenment, along with the failures and disappointments that leave us wondering, today, if those promises still mean anything at all. How we decide to respond to these problems will, in the end, define our living place in the philosophical tradition.</p> | <p>Mon/Wed 11:20 AM-12:50 PM or Mon/Wed 2:40 PM-4:10 PM</p> | <p>Daniel Pepe</p> |

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| HON 105 Philosophical Inquiry | <p>On the Nature of Philosophy: 20th Century Perspectives</p> <p>Over the last century, following dramatic cultural changes and revolutionary developments in both natural and social sciences, philosophy has radically called itself into question. What is the epistemic status of philosophy? How can we describe the interactions of philosophy with science, politics, religion, and art? And what is the value of the classical philosophical claim of universality in the context of extreme cultural diversity? This course will consider how some of the main thinkers in the 20th century addressed these questions and interpreted philosophy's limits and tasks. We will read texts reflecting on the nature of philosophy itself and the corresponding interpretations of what a human being is.</p> | Tues/Thurs 11:20 AM - 12:50 PM | Rocco Sacconaghi |
| HON 105 Philosophical Inquiry | <p>Revolution, Resistance, and Power</p> <p>This course introduces students to philosophical inquiry through a critical investigation into the interlocking concepts of revolution, resistance, and power. We will focus on how thinkers and revolutionaries from various traditions, including Black Radicalism, Black Feminism, African and Latin American Decolonial Thought, and Marxism, have worked to craft counter-hegemonic ideologies and movements for radical social change and liberation.</p> | Tues/Thurs 1:00 PM-2:30 PM or Mon/Wed 9:40 AM-11:10 AM | James Walker |
| HON 105 Philosophical Inquiry | <p>Knowledge and Being Human</p> <p>We will read representative works by Descartes, Hume and Plato. The principal topics covered include the nature of knowledge, the relation between the mind and the body, the limits of knowledge, and knowledge and moral issues. Students will be asked to develop critical responses regarding these philosophical areas of concern, all of which are classic in importance throughout the western tradition.</p> | Tues/Thur 9:40 AM-11:10 AM | David White |
| HON 180 Data Analysis and Statistics | <p>Data Analysis and Statistics</p> <p>Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning and critical thinking skills to understand, solve and represent data symbolically, visually, numerically, and verbally. Students will also use industry standard statistical software to generate, analyze, retrieve, record, and summarize data including understanding the strengths and limits of inferences drawn using statistical tools.</p> | Mon 1:00 PM-2:30 PM Online: Hybrid | Nandhini Gulasingam |
| HON 201 States, Markets and Societies | <p>International Political, Social, and Economic Systems</p> <p>In this course, we will explore a variety of political and economic paradigms and theories that attempt to explain the international society in which we live. We will analyze the structure of the international political, economic, and social systems and the interaction among these three systems. We will also examine the rise of globalization and its impact on political, economic and social systems. Finally, we will examine the effects of globalization on domestic political, economic, and social behavior in the United States and developing states.</p> | Mon/Wed 2:40 PM-4:10 PM | Will Denton |

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| HON 201 States, Markets and Societies | <p>The Modern Settler State</p> <p>This course studies the contemporary world order through the production of permanent minorities in a modern settler state. We explore questions of migration, liberalism, indigeneity, and decolonization in order to develop an analysis of our contemporary conjuncture. We also use political and social theory to investigate how others imagine possible futures beyond the modern settler state.</p> | Tues/Thurs 11:20 AM-12:50 PM | Shiera Malik |
| HON 201 States, Markets and Societies | <p>Capitalism and Inequality</p> <p>This course concentrates on the systems that States, Markets and Societies use to produce, distribute, and redistribute wealth among their members, as they create a social order with varying degrees of inequality in opportunity, income, wealth, power, prestige, health, self worth and other resources.</p> | Mon/Wed 11:20 AM -12:50 PM | Martha Martinez |
| HON 201 States, Markets and Societies | <p>Globalization and Changing Trends in Investment and the Labor Market</p> <p>This course charts the economic transformation beginning with the Industrial Revolution in the 18th century through to the economic restructuring programs of the 21st century by examining global trends in investment and labor market changes. The course is structured in two parts: -- Theoretical frameworks explaining the organization of the economy and society. -- Contemporary themes in the global economy using case studies.</p> | Tues/Thur 2:40 PM- 4:10 PM | Maureen Sioh |
| HON 201: States, Markets and Societies | <p>Capitalism and Socialism in Debate</p> <p>Debate about free market capitalism versus democratic socialism fuels one of the grand political struggles of the 21st century. Does capitalism pave the way for enhanced freedom, innovation, efficiency, and human advancement, as its proponents contend? Or does it produce concentrated wealth, democratic erosion, deterioration in human connections, and environmental destruction, as its critics allege? This course places you in the middle of this time-honored discussion, as we weigh the social and economic forces that shape our lives.</p> | Tues/Thur 9:40 AM -11:10 AM | Rose Spalding |
| HON 201 States, Markets and Societies | <p>Debating Capitalism</p> <p>This class focuses on a single question: to what extent should our economy and society be organized through self-regulating markets? In essence, this is a question about the costs and benefits of free market capitalism. We will investigate the debates over capitalism by reading some of the most influential works in political science, economics, and sociology. You will learn how famous authors such as Adam Smith and Karl Marx offered competing views about the proper relationship between the state, market, and society. Later in the course, we will turn attention to the modern variant of the debate with a focus on globalization.</p> | Mon/Wed 9:40 AM-11:10 AM | Phillip Stalley |

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| HON 205 Interdisciplinary Arts | <p>Brazilian Music and Dance</p> <p>Samba, the archetypical Brazilian song form, and Carnival dances have become part of the common national cultural heritage and helped form the self-image of Brazilians. This course will explore the evolution of this culture from the beginning of the 20th century to current times. Topics include music and choreography of syncretic religious practices, capoeira (a martial art disguised as ritual dance), regional folk traditions of Brazil, and 19th century European dance music as the root components that grew into the current manifestations of samba and Carnival.</p> | Mon/Wed 1:00 PM-2:30 PM | Cathy Elias |
| HON 205 Interdisciplinary Arts | <p>Stage to Screen to Streaming: The Musical Across Stages and Screens</p> <p>From Cole Porter and Rogers and Hammerstein to Green Day and ABBA; from <i>Grease</i> and <i>The Wiz</i> to <i>Hamilton</i> and <i>Dear Evan Hansen</i>; and from Broadway to Hollywood to TV to Disney+, the musical has been an integral part of American culture. It drove record and sheet music sales for the first half of the 20th century. It shifted to match in vogue styles of song and dance from decade to decade. And from <i>Show Boat</i> to <i>West Side Story</i> to <i>The Prom</i>, it told stories that wrestled with shifting norms of American culture, ones exploring issues like race, ethnicity, sexuality, and politics. This course will explore this foundational genre in form, finance, and function across stages and screens. Just why and how has the musical survived and why should we care?</p> | Mon/Wed 10:10 AM-11:40 AM (Loop) | Kelly Kessler |
| HON 205 Interdisciplinary Arts | <p>Relational Aesthetics: Art in the Social Sphere</p> <p>We often hear the term "social practice art", but what exactly is it? With early 1960s Conceptual and Performance art as their precedents, many artists in the early 1990s presented open-ended, interdisciplinary projects that required direct audience participation, foregrounding the "relations" formed between participants. In this course we will study contemporary visual art in relation to French critic Nicolas Bourriaud's groundbreaking 1998 book <i>Relational Aesthetics</i>. Bourriaud's series of essays were the first to articulate a definitive characterization and cultural context for these challenging new models of artistic productivity that continue to resonate today.</p> | Tues/Thurs 2:40 PM-4:10 PM | Jeff Carter |
| HON 205 Interdisciplinary Arts | <p>Telling the Story of Climate Change</p> <p>How can the tools of dramatic storytelling be used to combat the climate crisis? How do theatre artists and filmmakers subvert binaries such as man versus nature or destruction versus salvation? How do artists utilize a climate justice lens to create nuanced, riveting narratives on ecological themes? This course will explore theatrical and cinematic approaches to telling the story of climate change using examples ranging from Chekhov's <i>The Cherry Orchard</i> to Pixar's <i>WALL-E</i>.</p> | Tues/Thurs 1:00 PM-2:30 PM | Kristin Idaszak |

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| <p>HON 208 Topics in Sociocultural Inquiry (Cross-listed with HON 302)</p> | <p>Racial Justice, Law, and Capitalism This course explores global capitalism as a system that develops political and social hierarchies through intersectional “race-making” processes. Racialized and intersectional hierarchies have been a central feature of wealth accumulation, historically, and they continue to shape social and economic relations of exploitation, expropriation and exclusion under neoliberal globalization. Crises of student debt, policing or climate change and solutions, from carbon trading to microfinance and surveillance, are contemporary cases considered in the course. Public, private, domestic and international law have been constitutive of such global systems of racialized accumulation, but have sometimes also flashed moments of relative autonomy from power. Students are invited to consider whether and how law may contribute to the pursuit of social justice under global capitalism.</p> | <p>Mon/Wed 4:20 PM-5:50 PM</p> | <p>Gil Gott</p> |
| <p>HON 208 Topics in Sociocultural Inquiry (Cross-listed with HON 302)</p> | <p>The Makings of Justice in Chicago Social justice has been described by Cornel West as “what love looks like in public.” It involves any concerted social action within a defined human group, through a vista of popular movements and organizations, ranging from direct service to radical grassroots social change. This course approaches social justice from an American historical perspective, with particular attention to Chicago, community organizing traditions, cultural citizenship and belonging, and discourses on the meanings and responsibilities of community. A core part of this course targets key local issues like gentrification, immigrant rights, and police violence, where we examine the visions, strategies and struggles of particular organizations and leaders on the rise in Chicago. We read social science research in anthropology, sociology and history, balancing social theory and research with declarations and writings by and about activists and organizers directly involved in their communities.</p> | <p>Mon/Wed 2:40 PM-4:10 PM</p> | <p>Jesse Mumm</p> |
| <p>HON 208 Topics in Sociocultural Inquiry (Cross-listed with HON 302)</p> | <p>Race & Urban Public Policy This course analyzes the intersection of race and public policy in the United States. We will begin with an in-depth look at different ways to consider race and political representation in America and how race has been intertwined with policy development in the 20th and 21st centuries. Then, we will study case-by-case examinations of several modern public policy areas such as education, policing and mass incarceration, income inequality, public housing, and immigration. This course will primarily be taught from a Political Science lens, but will also incorporate other social science disciplines, such as Sociology, History, and Economics, to critically assess race and public policy.</p> | <p>Tues/Thurs 9:40 AM-11:10 AM</p> | <p>Darry Powell-Young</p> |

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| <p>HON 208 Topics in Sociocultural Inquiry (Cross-listed with HON 302)</p> | <p>Race, Education, and Black Youth The lives of African-American children and adolescents—particularly the challenges they face—are a fixture in the media and in educational discourse. But beyond the headlines, what can rigorous scholarship teach us about Black youth? On the other hand, how have research and theory historically failed or fallen short, often by omitting the voices of Black youth themselves? This course will draw on sociological lenses to provide a theoretical, historical, and empirical overview of issues affecting the education of Black youth in America. Through discussion-based sessions, we will first explore sociological frameworks for understanding structural racism, in tandem with examining links between policies affecting African-American youth and associated life outcomes. Next, we will explore the relationship between policy and public discourse as it relates to Black youth—that is, how does the way we talk about these young people relate to policies, and how can policies in turn shape our language and assumptions? We will then shift our conversation to classroom life, considering the way that racism can impact students’ everyday experiences. Finally, we will look toward potential interventions and counternarratives in research, policy, art, and activism that have the potential to upend such trends. This course is intended to equip students with the background knowledge to think critically about issues of racism and antiblackness that they can carry with them into the field as researchers, policymakers, or practitioners.</p> | <p>Tues/Thurs 1:00 PM-2:30 PM</p> | <p>Darry Powell-Young</p> |
| <p>HON 225 and 225L Honors Lab Science Topics</p> | <p>Environmental Science This course provides an overview of the interrelationships between humans and their environment from a scientific perspective focusing on the application of scientific methodology to understanding, evaluating, and solving environmental issues. This interdisciplinary course is designed to provide an understanding of ecological principles and their relation to human populations and how cultural and societal institutions influence the availability and use of resources.</p> | <p>Mon/Wed 11:20 AM-12:50 PM Lab: Wed 1:00-4:15 PM</p> | <p>Ellen Schaal</p> |
| <p>HON 301 Junior Seminar in Multiculturalism (Cross-listed with HON 203)</p> | <p>Queer Intersections: Creative Nonfiction Literature and LGBTQ Existence In this class we will read beautiful and engaging books by an array of LGBTQ creative nonfiction authors —writers who create literary works such as memoir, lyric essay, and creative criticism that use the strategies of fiction, poetry, drama, and even manifesto to tell first-person stories. These are works that explore the deep passion, trauma, anger, resistance, and joy of queer existence. LGBTQ+ history is multicultural and intersectional; queer identity is made of individual history and community experience; no one queer narrative can stand in for all queer narratives. In Queer Intersections we will read and explore the many patterns, angles, entry points, and excavations of LGBTQ creative nonfiction literature and work together to determine what it means for nonfiction writers to address race, class, gender, sexuality, and social power while viewing themselves and their worlds from a queer point-of-view.</p> | <p>Tues 2:40 PM-5:50 PM Flex</p> | <p>Barrie Borich</p> |

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| HON 301 Junior Seminar in Multiculturalism (Cross-listed with HON 203) | Mixed Race Art and Identity Using the visual arts and cultural studies, this course will critically examine images of miscegenation and mixed race and post-ethnoracial identity constructs. Students will learn about the history and emergence of the multiracial movement and will reflect upon our present moment and the increasingly ethnically ambiguous generation that has been dubbed “Generation Mix.” | Mon/Wed 11:20 AM-12:50 PM | Laura Kina |
| HON 301 Junior Seminar in Multiculturalism (Cross-listed with HON 203) | Race, Ethnicity, Religion, and the Construction of Diversity In this course, students will study the aftermath of immigration as well as interethnic, interreligious, and interclass relations in cities in the U.S. and around the world, from Brazil to Mexico, from Italy to France. Making use of anthropological and historical perspectives, students will explore and analyze the meanings of multiculturalism, ethnicity, culture, race, community, and segregation, as well as the use of demographics in political debate and in the construction of public opinion. The goal is to understand that multiculturalism is not just a matter of political or academic interest, nor just a beautiful and complicated word; rather, it is something relevant to all of us, having a considerable impact on our daily lives and on our future. | Tues/Thurs 1:00PM-2:30PM | Michelangelo Giampaoli |
| HON 301 Junior Seminar in Multiculturalism (Cross-listed with HON 203) | Ethnic Minorities in Modern China and Japan This course introduces students to transnational, comparative ethnic and racial studies by looking at the issue of minorities and the “other” in Modern China and Modern Japan. In terms of Modern China, this course will describe the process of ethnic recognition within the nation, and look at the particular issues facing ethnic and religious communities such as the Uyghur and Tibetan communities, among many others. In terms of Modern Japan, communities such as the indigenous Ainu and Uchinanchu will be discussed, along with zainichi Koreans and Hisabetsu Burakumin, to deal with the broader question of the “other” in Japanese history, and the particular history of discourses surrounding questions of “uchi (inside, self)/soto (outside, other)” and “pollution” in Japanese modern history. In general, this course will deal with themes related to issues of colonialism, class, race, ethnicity, gender, identity, nationalism, and indigeneity. | Mon 6:00 PM-9:15 PM | Ryan Yokota |
| HON 350 Capstone | 21st Century World Literature - Fiction in an Age of Extreme Inequality This course will center on recent fiction from around the world that attempts to describe contemporary globalization and climate change. We will also examine the place and power of the English language in a massively connected, but very unequal, 21st century. | Tues 6:00 PM-9:15 PM | John Shanahan |
| HON 350 Capstone | Dreams and Dreamers Dreaming is an activity that happens everywhere, possibly to everyone. The course questions the nature and relevance of this activity. It will look at writings from the early Greeks to contemporary writers, drawing from philosophers, religious studies scholars, neuroscientists, anthropologists, and psychological theorists in order to study the many different explanations of why we dream. The course will also raise the question concerning the nature of dreamers, given one’s understanding of dreams: For instance, if we consider dreams to be the result of biochemical events in the brain, does this mean human beings are nothing but biological organisms? | Mon/Wed 9:40 AM-11:10 AM | Mary Jeanne Larrabee |

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| HON 350 Capstone | <p>Language and Community</p> <p>In this course students will explore the relationship between language and community by reading texts from the fields of sociolinguistics, literacy studies, and linguistic anthropology. Through this work, students will develop a rich understanding of how communities—including social, professional, and academic communities—develop unique linguistic practices in order to build identity, create solidarity, and define group membership. For the final project, students will carry out first-hand research on the linguistic practices of a community of their choice and then present that research in an online portfolio.</p> | Tues/Thurs 11:20 AM-12:50 PM | Jason Schneider |
| HON 351 Capstone with Service Component | <p>Community Service – Paths To And Away From Incarceration</p> <p>This course will explore the beginnings of mass incarceration in America, as well as the current crisis in criminal justice. Students will complete three hours per week of service to an organization which works to keep people at risk of prison from incarceration, and people who have been incarcerated from returning to the prison system. In the classroom students will discuss issues surrounding mass incarceration while reflecting on their service experience. (This course fulfills the university requirement for Experiential Learning.)</p> | Mon/Wed 11:20 AM-12:50 PM | Noel Barker |