

Honors Program Course Offerings

Winter Quarter 2023

Course	Description	Day/Time	Instructor
HON 100: Rhetoric and Critical Inquiry		Mon/Wed: 2:40PM-4:10PM	Jennifer Finstrom
HON 100: Rhetoric and Critical Inquiry		Mon/Wed: 4:20PM-5:50PM	Jennifer Finstrom
HON 100: Rhetoric and Critical Inquiry		Tues/Thurs: 1:00PM-2:30PM	William Schraufnagel
HON 100: Rhetoric and Critical Inquiry		Tues/Thurs: 4:20PM-5:50PM	William Schraufnagel
HON 100: Rhetoric and Critical Inquiry		Tues/Thurs: 9:40AM-11:10AM	Deborah Weiner
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/Thurs: 11:20AM-12:50PM</p> <p>Online: Sync</p>	Gary Cestaro
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</p>	<p>Mon/Wed: 9:40AM-11:10AM</p>	Brian Niro

	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.		
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>	Mon/Wed: 4:20PM-5:50PM	Keith Mikos
HON 101: World Literature	<p>Tales of Political Dystopias: Storytelling after the Fall of the Berlin Wall</p> <p>This is a course exploring the literature of the “Other Europe” – Eastern Europe and the Balkans – after the fall of the Berlin Wall (1989). Through the lens of works of fiction and non-fiction written by outstanding authors (like the Nobel laureates Svetlana Alexievich and Olga Tokarczuk) we’ll reexamine the forces and ideologies, the dreams and illusions, the political utopias and dystopias shaping the region and the whole of the European continent.</p>	Mon/Wed: 1:00PM-2:30PM	Gazmend Kapllani
HON 101: World Literature	<p>Drama of Social Protest Through the Ages</p> <p>Antigone: “I disobey the law because it’s your law, not the gods’ law.”</p> <p>In this course we will survey drama from the time of Sophocles to the Modern Period, looking at a variety of ways in which written and unwritten laws are challenged by playwrights. It is my belief that, despite how it sometimes seems, literature can effect positive change in societies. This course, while outlining the history of Western drama, will focus on plays that challenge laws and challenge accepted social behavior. We will discuss the major literary periods from the Classical to the Modern. The reading list will include, but not be limited to, Antigone, a work by Shakespeare, a Neoclassical play, A Doll’s House by Henrik Ibsen, and A Raisin in the Sun by Lorraine Hansberry.</p>	Tues/Thurs: 1:00PM-2:30PM	Mike Williams

HON 102: History in Global Contexts	<p>Colonial Latin America: Discovery, Encounter, and Conquest</p> <p>This course is a survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade of enslaved people from Africa in Spanish and Portuguese colonies, and to issues of race, class, and gender during the colonial period.</p>	TBD	Ana Schaposchnik
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 understanding 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>	TBD	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>	TBD	Matthew Maguire
HON 102: History in Global Contexts	TBD	Mon/Wed: 9:40AM-11:10AM	Elena Boeck

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>	Tues/Thurs: 4:20PM-5:50PM	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>	Mon/Wed: 2:40PM-4:10PM	Kalyani Menon
HON 104: Religious Worldviews and Ethical Perspectives	<p>The Intersection of Religion and Politics</p> <p>Exploring the intersection of religion and politics from various cultural vantage points, this course will deepen our understanding of not only the concept of religion, but also the ways in which religion interacts with and influences our identities (i.e. race, gender, nationality) and ideologies (i.e. nationalism, capitalism, ecology)—the important components of ethical inquiries. The topics we examine, as well as call into question, are centered around the concept of the “other,” compartmentalized by racial, religious, gender, national, cultural boundaries.</p>	Mon/Wed: 4:20PM-5:50PM	Yuki Miyamoto
HON 104: Religious Worldviews and Ethical Perspectives	<p>Race, Religion, and Resistance in Vodou and Rastafari</p> <p>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>	Mon/Wed: 1:00PM-2:30PM	Lisa Poirier
HON 104: Religious Worldviews and Ethical Perspectives	<p>Science, Technology, & Religion</p> <p>The course is designed to introduce students to four major religious traditions as these traditions engage science, technology, and modern culture. Students will develop moral reasoning skills and hone these skills through application and analysis in real circumstances as these apply to the challenges raised by discoveries in science and developments in technology. Topics include human dignity, justice, equity,</p>	Tues/Thurs: 9:40AM-11:10AM Online: Sync	Tom O'Brien

	<p>participation, self-determination, transparency, common good, human rights and liberation. The course will also examine hermeneutical concerns that raise questions about the ways issues and cases are interpreted and whose interests are being accounted for by any given interpretation. Students will be asked to identify their own particular standpoint in the religious and moral landscape, and acknowledge biases associated with that standpoint.</p>		
HON 105: Philosophical Inquiry	<p>Philosophy as a Way of Life This course investigates the origins of philosophy, born in Greece some twenty-six centuries ago, as a capacious form of human intelligence and as an answer to how to live. We will read Aristotle, Epicurus, and Marcus Aurelius as representatives of the great schools of antiquity. Each school was founded in reason and proposed a specific way of life, in its own conception of the cosmos and of the human person, and proposed a corresponding method for molding the self in one’s pursuit of happiness. The plurality of these schools allows us to readily compare the trajectories and implications of the different possible attitudes of reason, thus offering us a “privileged field of experimentation” (Hadot, <i>Philosophy as a Way of Life</i>, 273). Reaping what we can from these ancient treasure troves, we work as philosophical apprentices honing and developing our own practice of philosophy.</p>	Tues/Thurs: 1:00PM-2:30PM	Sheryl Overmyer
HON 105: Philosophical Inquiry	<p>On the Nature of Philosophy 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: 11:20AM-12:50PM	Rocco Sacconaghi
HON 105: Philosophical Inquiry	<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</p>	Tues/Thurs: 4:20PM-5:50PM	Daniel Pepe

	decide to respond to these problems will, in the end, define our living place in the philosophical tradition.		
HON 105: Philosophical Inquiry	TBD	Mon/Wed: 2:40PM-4:10PM	Michael Peterson
HON 105: Philosophical Inquiry	<p>Love: From Plato to Freud</p> <p>This course is designed to provide an introduction to philosophy as a mode of inquiry. We will explore a few of the important questions that have inspired traditional and non-traditional philosophers alike. We will begin with the examination of an issue that is of fundamental importance to human beings: love. We will spend the first three weeks reading Plato's discussion of love in the Symposium where Diotima (Socrates' teacher) defines love as "the desire to possess the good forever." We will discuss the Socratic model of philosophy, the nature of philosophy and its role in human society. Following this, we will turn to Rousseau's Second Discourse and consider various issues in social ethics. Finally, we will focus on the philosophical reading of a psychoanalytic text that addresses problems of hate, jealousy, and ambivalence. We will explore how psychoanalysis inaugurates a new understanding of Eros and how this understanding raises further, ethical and political questions for philosophy.</p>	Mon/Wed: 9:40AM-11:10AM Online: Sync	Elizabeth Rottenberg
HON 105: Philosophical Inquiry	<p>Introduction to Moral and Political Philosophy</p> <p>This introduction to philosophy will focus on moral and political philosophy as represented by three traditions: Ancient Greek (Plato), Early Christianity (St. Augustine), and twentieth-century psychoanalyst, Sigmund Freud.</p>	Mon/Wed: 11:20AM-12:50PM	David Williams
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: 1:00PM-2:30PM Online: Hybrid	Nandhini Gulasingam
HON 201: States, Markets and Societies	TBD	Tues/Thurs: 9:40AM-11:10AM	John French
HON 201: States, Markets and Societies	Capitalism and Inequality	Mon/Wed: 9:40AM-11:10AM	Martha Martinez

	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.		
HON 201: States, Markets and Societies	<p>A Global Health Perspective</p> <p>This course explores the entanglements of personal, community, and global health as features of <i>states, markets, and societies</i> (SMS). In connecting political economic forces to uneven geographical development, SMS: Global Health explores health policy and governance and the ways that local, international, and global decisions and structures impact human health. Health disparities and healthcare imbalances occur globally, within nations, between and across cities, sometimes even within households, and of course inside the intimate architectures of healthcare institutions. We'll examine health systems, licit and illicit health markets, and global health economies. In SMS: Global Health we will connect these structures, policies, practices, and disparate experiences to social analyses, micro and macro structures, cultural phenomena to understand how societies shape global health and global health shapes societies. SMS: Global Health engages mixed methods analyses to address the disparate scales across which states, markets, societies and health (or illness) collide.</p>	Mon/Wed: 1:00PM-2:30PM Online: Sync	Laura Gilchrest
HON 201: States, Markets and Societies	TBD	TBD	TBD
HON 201: States, Markets and Societies	TBD	TBD	TBD
HON 205: Interdisciplinary Arts	<p>Stage to Screen to Streaming</p> <p>The Musical Across Stages and Stages From Cole Porter and Rogers and Hammerstein to Green Day and ABBA; from Grease and The Wiz to Hamilton and Dear Evan Hansen; 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 Show Boat to West Side Story to The Prom, 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: 10:10AM-11:40AM LOOP	Kelly Kessler
HON 205: Interdisciplinary Arts	<p>Style Matters: Italian Fashion through Literature</p> <p>This course is an interdisciplinary introduction to Italian fashion from the early-modern period to the present, with an emphasis on understanding fashion through literature in which dress is centrally featured. The word "style" is derived from the Latin stilus or writing tool, an etymology</p>	Tues/Thurs: 2:40PM-4:10PM	Caterina Mongiat Farina

	<p>that invites us to investigate the shared language of the discourse on the arts. We will thus learn to appreciate the formal qualities of dress (the lines, shapes, proportions, fabrics, colors, patterns and decorations) that identify the style of a period or designer, and the linguistic choices, tropes and figures of writers of the period who incorporated fashion in their writing and how the two may interact on the page. Our analysis of costume books and literary sources, from Baldassarre Castiglione's <i>Book of the Courtier</i> to Elena Ferrante's <i>Troubling Love</i>, will be complemented by the study of paintings, prints, sketches, drawings, photographs, and film. Critical texts will help us unveil the complex aesthetic, political, and social functions that dressmakers, writers, artists and society as a whole attributed to fashion as they pursued beauty or another aesthetic experience, but also exerted power, challenged definitions of gender, expressed sexuality, or displayed wealth. Some of the questions we will ask are: what is a style? Is fashion art or a language? How does the literary representation of fashion change through the centuries? When and how does satire operate? What can we learn about a period's aesthetics through descriptions of gendered clothing in literature or its depictions in art? How does a color or fabric function as a tool for identity building or disguise, as a symbol of emancipation and revolution or conformism? Do ethics have a role in the production and consumption of fashion as a commodity? Taught in English.</p>		
<p>HON 205: Interdisciplinary Arts</p>	<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>	<p>Mon/Wed: 11:20AM-12:50PM</p>	<p>Cathy Elias</p>
<p>HON 208: Topics in Sociocultural Inquiry (Cross-listed as HON 302 Seminar in Social Justice)</p>	<p>The Makings of Justice in Chicago</p> <p>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</p>	<p>Mon/Wed: 2:40PM-4:10PM</p>	<p>Jesse Mumm</p>

	anthropology, sociology and history, balancing social theory and research with declarations and writings by and about activists and organizers directly involved in their communities.		
HON 208: Topics in Sociocultural Inquiry (Cross-listed as HON 302 Seminar in Social Justice)	<p>Racial Justice, Law, and Capitalism</p> <p>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>	Tues/Thurs: 1:00PM-2:30PM	Gil Gott
HON 208: Topics in Sociocultural Inquiry (Cross-listed as HON 302 Seminar in Social Justice)	<p>Social Justice in Education</p> <p>This course examines the historical, political, and social components affecting the United States public education system through an exploration of policy, an investigation of practice, and development of a personal philosophical statement.</p>	Tues/Thurs: 11:20AM-12:50PM	Deborah Weiner
HON 208: Topics in Sociocultural Inquiry (Cross-listed as HON 302 Seminar in Social Justice)	<p>Race & Urban Public Policy</p> <p>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 century. 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>	Mon/Wed: 1:00PM-2:30PM	Darry Powell-Young
HON 225: Honors Lab Science Topics	<p>Environmental Science</p> <p>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>	TBD	Ellen Schaal

<p>HON 301: Seminar in Multiculturalism (Cross-listed as HON 203 Seminar in Multiculturalism)</p>	<p>Language and Identity in the US In this course, we will consider the relationship between language and social identity, and explore how we use language to construct “self” and “other.” The course introduces students to the concepts, theories, and methods used to analyze language and its role in the definition and construction of individual and group identity. We will look specifically at how social and individual factors may influence linguistic structure and vice-versa. The course will explore the interaction between language and speakers’ membership in various groups and linguistic variation across groups.</p>	<p>Mon/Wed: 2:40PM-4:10PM</p>	<p>Lourdes Torres</p>
<p>HON 301: Seminar in Multiculturalism (Cross-listed as HON 203 Seminar in Multiculturalism)</p>	<p>Identity, Race, and Gender Students will explore the issues of identity, including the impact of gender, race and ethnicity, nationality, religion, sexuality, and the cultural politics that influence all of these. The course will move from a strong experiential focus to a study of the theories concerning identities and racialized groups, addressing the ways in which we all live as implicit theorists within our cultures. Student teams present on history, legal decisions, and current status for all ethnic-racialized social groups in the U.S. and the course concludes with student proposals for social action, given their choice of working on gender/class/LGBTQ/national origin/ethnicity-"race" or other groups and in reflection on discussions of privilege, marginalization, Whiteness, and multicultural realities of current life.</p>	<p>Mon/Wed: 11:20AM-12:50PM</p>	<p>Mary Jeanne Larrabee</p>
<p>HON 301: Seminar in Multiculturalism (Cross-listed as HON 203 Seminar in Multiculturalism)</p>	<p>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.”</p>	<p>Mon/Wed: 9:40AM-11:10AM</p>	<p>Laura Kina</p>
<p>HON 301: Seminar in Multiculturalism (Cross-listed as HON 203 Seminar in Multiculturalism)</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>Thurs: 2:40PM-5:50PM</p>	<p>Barrie Borich</p>

<p>HON 301: Seminar in Multiculturalism (Cross-listed as HON 203 Seminar in Multiculturalism)</p>	<p>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.</p>	<p>TBD</p>	<p>Ryan Yokota</p>
<p>HON 350: Capstone</p>	<p>Agency, Identity, and Learning In this course we will consider traditional and modern, theoretical and practical, models for how people learn. As we explore these models, we will consider their application to advanced education, to career choices and pathways, to understanding socio-political attitudes and decision-making, and to personal fulfillment. We will read, think, and talk about how these theories support or conflict with how we have historically seen ourselves as learners up to and throughout our college experiences. We will regularly deliberate how a new lens on learning can support more comprehensive and satisfying engagements with peers, professors, bosses, family members, and the like.</p>	<p>Tues/Thurs: 9:40AM-11:10AM</p>	<p>Mindy Kalchman</p>
<p>HON 350: Capstone</p>	<p>Irony and Its Limits Historically, irony has been used as a sharp critical tool to cut through negative situations, expose flaws, and comment on crises. Today, the privileged place that irony holds in our culture allows it to parade as sophisticated discourse without critical content. Through readings, discussion, and field trips, students will explore irony as a literary device, philosophical model, and historical form.</p>	<p>TBD Online: Hybrid</p>	<p>Matthew Girson</p>
<p>HON 351: Capstone with Service Component</p>	<p>Achieving Global Impact Through Local Engagement This course is designed for those students who are seeking ways to have an impact on global health issues by engaging in local programs and organizations that are addressing these global health challenges. Students will study global and local mechanisms and patterns of the circulation of disease, and their relation to environmental, cultural, socio-economic and political influences. Students will explore roles and programs of global and local public, private and civil society sectors in addressing specific health</p>	<p>TBD</p>	<p>Michael Diamond</p>

	issues. During the quarter, students will devote a minimum of three hours each week to service work at one of the sites offered through this course. (This course fulfills the university requirement for Experiential Learning.)		
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