

Honors Program Course Offerings

Spring Quarter 2023

Course	Description	Day/Time	Instructor
HON 100: Rhetoric and Critical Inquiry		Mon/Wed 1:00PM-2:30PM	Deborah Weiner
HON 100: Rhetoric and Critical Inquiry		Mon/Wed 9:40AM-11:10AM	Michael Raleigh
HON 100: Rhetoric and Critical Inquiry		Tues/Thurs 1:00PM – 2:30PM	Kerry Balden
HON 101: World Literature	<p>The Political is Personal</p> <p>The most personal elements of daily life—love, sex, family, gender roles, education—are shaped by deep-rooted cultural intersections and conflicts. How do history and society affect not only the way we think, but also the way we live in our bodies? The novels in this World Literature class place us inside the minds and bodies of individuals navigating both the colonizing past and the globalizing present. Our readings, from Africa, the Indian subcontinent, the Middle East, and Asia, explore new alliances and hierarchies that challenge the old dichotomies of East and West, male and female, civilized and barbaric.</p>	Mon/Wed 2:40PM – 4:10PM	Carolyn Goffman
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” (i.e.: 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>	Mon/Wed 9:40AM-11:10AM	Brian Niro

<p>HON 101: World Literature</p>	<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>	<p>Tues/Thurs 2:40PM-4:10PM</p>	<p>Eric Selinger</p>
<p>HON 101: World Literature</p>	<p>Metamorphoses & Transitions</p> <p>Metamorphosis, transformation, transition, history. A perennial philosophical problem, “change” is so pervasive and fundamental in our lives that, ironically, it can hardly be described. This course will examine works of literature and art from around the world that dramatize change in dynamic ways. We will begin with works that center overtly on physical metamorphoses from Ovid, Franz Kafka, Eugene Ionesco, and Mohsin Hamid. We will then expand on the theme with works that treat social and cultural transition, political revolution, and existential transformation broadly conceived.</p>	<p>Tues/Thurs 4:20PM-5:50PM</p>	<p>Keith Mikos</p>
<p>HON 101: World Literature</p>	<p>Justice</p> <p>Does justice sometimes require that you disobey the law? What is a just punishment? Is revenge ever justified? Great literature often concerns itself with questions of justice by presenting conflicting perspectives on the right course of action, demonstrating a moral or social injustice, or asking the reader to envision a more just world. In this section of HON 101, you will study a variety of literary works from different times and places that take up the issue of justice in all its complexity. At the same time, you will gain experience in analyzing literary works, paying close attention to their language and their structure. Readings will include works by Sophocles, Dante, Kafka, Gabriel Garcia Marquez, Ralph Ellison, Ariel Dorfman, Margaret Atwood, Ursula LeGuin, and others. (Please note that several of the works studied in this section of HON 101 contain descriptions of violence, including racial and sexual violence.)</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Rebecca Cameron</p>

<p>HON 102: History in Global Contexts</p>	<p>Rise and Fall of the British Indian Empire, 1700-1950</p> <p>The course begins with the decline of the Mughal Empire and examines the establishment of the British Indian Empire and the social and economic changes that it caused. One of the results was the emergence of anti-colonial resistance, including the great rebellion of 1857, and Gandhi's non-violent struggle, which eventually led to independence in 1947. However, the British policy of 'divide and rule' split Hindus and Muslims to such an extent that freedom came with the violent partition of British India into India and Pakistan. The central themes concern how the state, economy, culture, and society developed in the period when a European power became firmly embedded in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that India was as transformed by British imperialism, as was Britain. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society.</p>	<p>Tues/Thurs 2:40PM-4:10PM</p>	<p>Rajit Mazumder</p>
<p>HON 102: History in Global Contexts</p>	<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>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Matthew Maguire</p>
<p>HON 102: History in Global Contexts</p>	<p>Modern Japan: A Social, Cultural and Visual History</p> <p>This course will deal with modern Japan from the end of the Tokugawa Period (1600-1868) through to the 1950s. In doing so it will cover topics such as the opening of Japan to American and Western influence, its course of rapid modernization and westernization, the rise of militarism and Japanese imperial pursuits in Asia, and the postwar period of economic recovery. In covering these periods, we will pay important attention to themes/topics such as nation-state formation, colonialism, imperialism, war and war memory, gender, and visual culture.</p>	<p>Mon/Wed 9:40AM-11:10AM</p>	<p>Kerry Ross</p>

<p>HON 102: History in Global Contexts</p>	<p>Germany and the Third Reich</p> <p>This course examines the rise and fall of the Third Reich from the end of the Weimar Republic to the defeat of Germany in 1945. It will examine this dark episode in human history through the eyes of those who lived it. Students will read accounts by participants and victims and secondary works by professional historians. This hybrid class will be 80% in person and 20% online. Evaluation will be based on short papers, online discussion, and participation. In addition to gaining an understanding of the Nazi period, students will learn to analyze primary and secondary sources and improve their writing skills.</p>	<p>Tues/Thurs 1:00PM-2:30PM Hybrid</p>	<p>Tom Mockaitis</p>
<p>HON 102: History in Global Contexts</p>	<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>Thursdays 6:00PM-9:15PM Online: Hybrid</p>	<p>Scott Bucking</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<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>Tuesdays 9:40AM-11:10AM Online: Hybrid</p>	<p>Allan Ding</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<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 2:40PM-4:10PM</p>	<p>Kalyani Menon</p>

<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>The Meaning of Life: Cosmology and Purpose</p> <p>The “purpose” or “meaning” that we find in life has a lot to do with our beliefs about the nature of the universe. In this course we’ll investigate the complex relationship between cosmology and ethics— between what various religious writers think is <i>real</i> and what they think about our prospects for happiness, blessedness, or virtue. We’ll examine two ancient Western traditions, Platonism and Epicureanism; between them, these traditions anticipate much of the familiar modern conversation about meaning or purpose. We’ll then turn to several different forms of Buddhism as it developed in India and China, examining ideas like rebirth, enlightenment, and emptiness that can substantially reframe this conversation.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Stephen Walker</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>Religion, the Enlightenment, and Imperialism</p> <p>What is religion and how should it be studied? How do religious worldviews and ethical perspectives relate to culture and history? How does religion relate to social conflict? To get at these questions, this course will consider ways in which religion and Enlightenment values of reason and hegemony have been intertwined in specific conflicts in the modern world. Topics will include Lakota experiences of Christianity and the expansion of the United States, attempts to define the United States as a Christian nation in relation to debates about science and the teaching of evolution, the events of 9/11, and spirits in Vietnam in the aftermath of the U.S. – Vietnam war.</p>	<p>Tues/Thurs 2:40PM-4:10PM</p>	<p>Chris Mount</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>Reason and Truth: Historical and Religious Perspectives</p> <p>Ideas about the role and nature of reason, knowledge, and truth have been the foundation that has shaped every civilization on every continent – as far as we know. These same ideas are also the basis of our understanding of morality and ethics – from the conduct of individuals to the fabric of social structure, law, and governance of peoples, states, and empires. In other words, this is a study of the most important questions for understanding both where we are, and how it is that we got here. In this course, we go behind the scenes to understand how these ideas arose out of religious systems across the world, how and why they changed in the age of Enlightenment, and how we finally arrived at the present. This is a highly interdisciplinary and multicultural course, and will involve the study of Confucian, Hindu, Christian, and Islamic ideas.</p>	<p>Tues/Thurs 11:20AM-12:50PM and 1:00PM-2:30PM</p>	<p>Faruk Rahmanovic</p>
<p>HON 105: Philosophical Inquiry</p>	<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 how knowledge relates to 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>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>David White</p>

<p>HON 105: Philosophical Inquiry</p>	<p>Philosophies of Life, Enlightenment, and Disenchantment</p> <p>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 4:20PM-5:50PM</p>	<p>Daniel Pepe</p>
<p>HON 105: Philosophical Inquiry</p>	<p>Crime and Punishment</p> <p>Much has been written by criminologists, ethicists, and psychologists about who should get punished for crimes and about the forms punishment should take. Far less has been written about whether the punishment of crime is itself legally and morally justified. In other words, what, if anything, gives the state the right to designate certain behaviors as criminal and to punish these “crimes”? What, if anything, makes us responsible for our actions, criminal or not? Is punishment morally justifiable if the policing and legal system are fundamentally biased in some way? This course philosophically explores the nature of responsibility, crime, and the various arguments that have been made to justify punishment by the state.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Daryl Koehn</p>
<p>HON 105: Philosophical Inquiry</p>	<p>Knowing Yourself and Knowing the World</p> <p>From its beginnings in Ancient Greece up to the modern day, the Western Philosophical tradition has been occupied with the twin questions ‘What am I?’ and ‘What is the world?’ These questions have almost always appeared as deeply interrelated to the extent that attempting to answer one leads us to a sense of how we must answer the other. This course will follow those questions through key moments in Western Philosophical history beginning with the writings of Plato and through to the twentieth century. We will see how these questions have influenced contemporary conceptions of ethics, knowledge, God, gender, decolonization, climate, and justice. In each of these instances, we will situate ourselves within the philosophical inheritances of these questions in order to better ask, today, what our world is and who we are in it.</p>	<p>Mon/Wed 9:40AM-11:10AM</p>	<p>Michael Peterson</p>

<p>HON 105: Philosophical Inquiry</p>	<p>Philosophy and Race</p> <p>This course introduces students to philosophical approaches to the study of race, where philosophy entails not simply the clarification of abstract concepts, but also a practical commitment to human liberation. After a short introduction to this way of doing philosophy, we will study the religious and colonial origins of modern racial categories, as seen, for instance, in Christian antisemitism and Christian justifications for African slavery and the colonization of Indigenous peoples in the Americas. From there, we will explore three contemporary philosophical approaches to the analysis of race: social and political philosophy in the contractarian tradition, phenomenology, and existentialism. Some topics that we will discuss are discrimination, difference, white supremacy, diversity, inclusion, anti-blackness, racial justice, and more. Instruction will consist mainly of classroom discussions with limited lecturing.</p>	<p>Tues/Thurs 1:00PM-2:30PM</p>	<p>Rafael Vizcaino</p>
<p>HON 180: Data Analysis and Statistics</p>	<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>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Juan Hu</p>
<p>HON 180: Data Analysis and Statistics</p>	<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>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Phil Yates</p>
<p>HON 201: States, Markets and Societies</p>	<p>Politics, Economics, and Societies at the End of the World</p> <p>This section of HON 201 will ask: What does the end of the world look like? And how will we live after the end? We'll take a close look at our current circumstances with Jarius Victor Grove's <i>Savage Ecology: War and Geopolitics at the End of the World</i>. We'll read Roy Scranton's <i>Learning to Die in the Anthropocene</i>, which is ironically about learning to live differently under radically new conditions. And finally, for inspiration we'll turn to Kim Stanley Robinson's science fiction masterpiece, <i>The Ministry for the Future</i>, which helps us imagine how life (political, social, and economic) under the new climate conditions could appear.</p>	<p>Tues/Thurs 1:00PM-2:30PM</p>	<p>Jacob Stump</p>

<p>HON 201: States, Markets and Societies</p>	<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>	<p>Tues/Thurs 2:40PM-4:10PM</p>	<p>Will Denton</p>
<p>HON 201: States, Markets and Societies</p>	<p>Capitalism, Democratization, and Populism in Post-Socialist States</p> <p>This course will deal with the problems of political, economic, and social transitions in post-socialist countries. In doing so, we will pay specific attention to the interplay between capitalism, democratization, and populism in the processes of nation-building and state-building. We will address the following questions: What role did the state play in transitioning to the capitalist economy? How did market reforms affect the prospect of democratization? What were the effects of the capitalist economy on different groups of citizens? How did globalization interact with the rise of populism? Countries studied may include Russia, Poland, and Hungary.</p>	<p>Mon/Wed 1:00-2:30PM</p>	<p>Burcu Degirmen</p>
<p>HON 201: States, Markets and Societies</p>	<p>Globalization and Democracy</p> <p>Events in recent years—including the Brexit vote and the election of Donald Trump—have inspired commentators to speak of “the rise of populism” or a “backlash against globalization.” Unfortunately, these popular debates have suffered from muddled thinking about key concepts, generating a wide range of popular misconceptions. In this course, we define and examine the relationship between globalization, democracy, and populism in the Western democracies. Along the way, we examine the arguments and evidence about the ability of democratic leaders to govern in a globalized economy, the effects of globalization on different groups of citizens, the sources and consequences of populism, and the potential for states to balance democratic responsiveness and participation in a wider global economy.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Erik Tillman</p>
<p>HON 201: States, Markets and Societies</p>	<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>	<p>Tues/Thurs 9:40AM-11:10AM</p>	<p>Rose Spalding</p>

<p>HON 203: Seminar in Multiculturalism (Cross-listed with HON 301 Seminar in Multiculturalism)</p>	<p>Domestic Identities: Race, Gender, and Cosmopolitanism</p> <p>This course introduces students to changing ideals about relations with nonwestern civilizations at the turn of the twentieth century as innovations in economics and transportation and communication technologies began to proliferate. We will focus on the popularity among middle-class women of orientalism (representations of Asian peoples and cultures in the arts) and evolving views about otherness and race when these women sought such arts to escape the confines of the home and move beyond the limited travel opportunities available to them. We will use contemporary fiction, paintings and popular magazine illustrations, and theatrical performances along with postcolonial and gender theory to consider the ways these increasingly global contacts at the beginning of the twentieth century shaped interfaces between personal and public identities with each other.</p>	<p>Mondays 11:20AM-12:50PM Hybrid</p>	<p>June Chung</p>
<p>HON 203: Seminar in Multiculturalism (Cross-listed with HON 301 Seminar in Multiculturalism)</p>	<p>What is “Latin” about Latin America?</p> <p>This course critically investigates the social, political, and cultural meaning of “Latin America.” We will start by studying the world-historical events that led to the development of a specifically “Latin” America. This is a story of colonization and imperial domination that dates back to the year 1492, as well as one of racial and nationalist ideologies. We will examine both contemporary scholarship and primary historical texts from the 19th and 20th centuries. The course will conclude with an exploration of alternative articulations of <i>latinidad</i> that aim to overcome its racist and colonialist origins. Some topics that we will discuss are: the influence of colonization in the creation of cultural differences, white supremacy, anti-blackness, indigeneity, racial mixture, decolonization, ethnicity, nationality, and more.</p>	<p>Tues/Thurs 4:20PM-5:50PM</p>	<p>Rafael Vizcaino</p>
<p>HON 203: Seminar in Multiculturalism (Cross-listed with HON 301 Seminar in Multiculturalism)</p>	<p>Japanese Popular Culture in Global Context</p> <p>This course focuses on Japanese popular culture from the 20th century to the present, with a particular focus on post-WWII popular culture. In discussing this history, this course will focus on a number of issues, including the spread of Japanese consumer electronics, automobiles, and other technologies, the history of Japanese manga, the rise of Japanese cinema and anime, Japanese video game culture, and other aspects of "soft power" in the rise of Japanese "cool". Key themes will include the role of the US-Japan economic relationship, postwar class issues, issues of gender and sexuality, minority representations, and other inquiries into material culture and cultural studies. Prior study of Japanese history and knowledge of the Japanese language is encouraged, but not required.</p>	<p>Mon/Wed 9:40AM-11:10AM</p>	<p>Ryan Yokota</p>

<p>HON 203: Seminar in Multiculturalism (Cross-listed with HON 301 Seminar in Multiculturalism)</p>	<p>Race, Ethnicity, Religion, and the Construction of Diversity</p> <p>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.</p>	<p>Tues/Thurs 9:40AM-11:10AM</p>	<p>Michelangelo Giampaoli</p>
<p>HON 203: Seminar in Multiculturalism (Cross-listed with HON 301 Seminar in Multiculturalism)</p>	<p>Pride and Protest: LGBTQ+ Activism in America</p> <p>On the street, in courtrooms, and at the ballot box, LGBTQ+ communities and activists have waged defiant protest movements against the “straight state” by forming vibrant queer social spaces in neighborhood enclaves, engaging in direct-action campaigns for equal rights, and demanding public and cultural visibility in the name of sexual and gender identity. In short, the fight for LGBTQ+ equality represents one of the most sweeping and remarkable social movements in recent history. Through an examination of these historical inflection points, including the Stonewall Riots, the 1970s sexual revolutions, AIDS epidemic, and recent political and legal campaigns for marriage equality and Transgender rights, students will evaluate the strategies and tactics that LGBTQ+ activists employed, and in particular, investigate how participants and leaders of these movements experienced, harnessed, and promoted “PRIDE!” To do so, we will take a deep dive into the primary source documents of groups like the Gay Activist Alliance, the Radicalesbians, and ACT UP, as well as the pivotal role that social media organizing sites like @translawcenter and @lgbt_history currently play in archiving the activist queer past and spearheading current efforts for civil rights and social justice.</p>	<p>Mon/Wed 2:40PM-4:10PM</p>	<p>David Goldberg</p>
<p>HON 205: Interdisciplinary Arts</p>	<p>The Sixties: Protest Songs and the Beatles in a Revolutionary Musical Landscape</p> <p>Our study centers on the music of the Beatles and the British Invasion during a tumultuous period (1960-1970) in the United States. We will also explore popular music reflecting the spirit of the times including civil rights and the Vietnam War. The two themes of this class are (1) <i>it was the best of times—it was the worst of times</i>, and (2) <i>everything changes—nothing changes</i>. Throughout the class, we will do <i>record pulls</i> allowing you to present your favorite songs that reflect topics in the class. Students are allowed/encouraged to substitute some assignments by approved creative projects, such as writing a fan magazine with songs that mirror an event, a narrative work that places you in the sixties, designing album covers and playlists, or making videos using songs from the past to tell a story today.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Cathy Elias</p>

<p>HON 205: Interdisciplinary Arts</p>	<p>Subversion in Cinematic Adaptation</p> <p>The adaptation of existing intellectual property (IP) has overtaken original screenplays and television pilots as the primary engine behind Hollywood storytelling. As screenwriters and filmmakers seek to exploit studio, network, and public interest in IP, they often find that simply adapting a period story for the screen or updating a revered classic to a modern setting fails to capture the eye of decision makers. Beyond that, some IP, such as the work of H.P. Lovecraft, was long considered inaccessible for adaptation due to the deeply problematic views of the writer and the racist, homophobic, xenophobic, and misogynistic elements of the storytelling itself. And yet, behind the talent of Misha Green, HBO bought and produced the series <i>Lovecraft Country</i> based on the novel by Matt Ruff. Why? How? This course will examine adapted film and television projects that seek to subvert common Hollywood tropes, themes, structures, and characterizations to create a fresh take on old source material, but also reframe and highlight outdated or problematic elements within that material. In addition to <i>Lovecraft Country</i>, we will look at <i>A League of their Own</i>, <i>Arrival</i>, <i>Moonlight</i>, and other projects to explore how some adaptations not only make old IP feel new, but also work to undermine the elements and intentions of the original IP itself.</p>	<p>Mon/Wed 10:10AM-11:40AM LOOP</p>	<p>Brad Riddell</p>
<p>HON 205: Interdisciplinary Arts</p>	<p>Ornament of the World: Arts and Cultures of Medieval Spain</p> <p>This course examines the complex and dynamic forms of interaction between Jewish, Christian, and Muslim communities in medieval Spain (700-1492) primarily through the visual arts and literature. For centuries the Iberian Peninsula was both a contested space and a conduit for valuable cultural exchange. In spite of centuries of division between Christian kingdoms in the north and Muslim principalities in the south, coexistence and cultural contact were commonplace. The culture of Catholic Spain was profoundly shaped by exposure to the cultures of Muslim Spain. The court culture was so compelling and its palaces so stunning, that even Christian conquerors emulated their adversaries in royal style, fashion, and architecture. To this day many works of art produced during that period defy clear categorization. Readings and discussions will explore the rise and fall of one of the world's most compelling multicultural societies in the pre-modern period, and examine cross-cultural currents in art, architecture, literature, intellectual life, and court culture.</p>	<p>Tues/Thurs 9:40AM-11:10AM Online: Synchronous</p>	<p>Elena Boeck</p>
<p>HON 225: Honors Lab Science Topics</p>	<p>Archaeology</p> <p>Archaeology spans the academic worlds of the physical sciences and the social sciences. In this course, the physical science qualities of the discipline are introduced. Throughout the quarter students will look at datasets modeled after work done in South America, in order to introduce students how archaeologists collect data through survey, excavation, and artifact analysis to reconstruct past human experiences. For a final paper, students will have to write a research paper detailing the research method of their choosing and the way that this type of research allows us to understand the past better. This course includes one hour and a half lab.</p>	<p>Tues/Thurs 9:40AM-11:10AM Lab: Thursdays 11:20AM-12:50PM</p>	<p>Chris Milan</p>

<p>HON 225: Honors Lab Science Topics</p>	<p>Biological Anthropology</p> <p>This course will examine the evolution of the human species and explore the nature of human biological variation in the modern world. Students will consider the fossil evidence for human evolution using comparative data from nonhuman primate ecology to help reconstruct prehistoric lifeways. Particular attention will be given to how human populations utilized biological and behavioral mechanisms to adapt to their environments throughout evolutionary history.</p>	<p>Mon/Wed 1:00PM-2:30PM Lab: Wednesdays 2:40PM-4:10PM</p>	<p>Rachel Scott</p>
<p>HON 225: Honors Lab Science Topics</p>	<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>	<p>Mon/Wed 11:20AM-12:50PM Lab: Mondays 1:00-4:10PM</p>	<p>Alfredo Gomez-Beloz</p>
<p>HON 300: Research Seminar</p>	<p>Research Grants and Scholarships</p> <p>This 2-credit seminar helps students apply for prestigious national scholarships such as the Boren, Fulbright, Marshall, and Truman awards. These fully funded scholarships typically provide students with living and travel allowances so they can reside abroad while learning languages, teaching English, or carrying out an independent research project.</p>	<p>Tuesdays 2:40PM-4:10PM 2 credits</p>	<p>Rachel Scott</p>
<p>HON 302: Seminar in Social Justice (Cross-listed with HON 208 Topics in Sociocultural Inquiry)</p>	<p>Health Disparities in the United States: Is It a Matter of Life or Death?</p> <p>Health disparities are preventable differences in the burden of illness, disease, or opportunities for achieving optimal health that are experienced by socially disadvantaged populations. These preventable differences are rooted in the historically unjust and unequal distribution of power, resources, and agency. Despite decades of research and well-documented evidence of health disparities, inequities in health persist and, for many disenfranchised populations, are worsening. In this class, students will explore and critically analyze social, political, and systemic factors that contribute to and perpetuate health disparities like poverty, barriers to accessing care, environmental exposures, and racism. In addition to developing knowledge and demonstrating skills around these concepts, students will strategize steps towards dismantling the systems that propagate health disparities in the U.S.</p>	<p>Tues/Thurs 9:40AM-11:10AM</p>	<p>Cricel Molina de Mesa</p>

<p>HON 302: Seminar in Social Justice (Cross-listed with HON 208 Topics in Sociocultural Inquiry)</p>	<p>Communication, Social Movements, and Climate Justice</p> <p>This seminar is designed to study social movements for environmental and climate justice through a communication lens. The study of communication is at its core the study of power dynamics within the public sphere. How we as individuals, and collectively, understand and make sense of social movements and seek to answer questions of justice are rooted in communication processes. Together we will examine the legacies of settler colonialism and environmental racism within society that continue to impact communities in the present-day. We will take an environmental justice approach to the study of the unequal burdens of environmental toxins across communities and the resultant impacts on human health. Through case studies we will examine the rhetoric of environmental and climate justice movements. We will cover theoretical background on environmental communication and social movements to equip students to develop an independent research project on a topic related to an environmental or climate justice movement to confront environmental inequities.</p>	<p>Mon/Wed 2:40PM-4:10PM</p>	<p>Jill Hopke</p>
<p>HON 302: Seminar in Social Justice (Cross-listed with HON 208 Topics in Sociocultural Inquiry)</p>	<p>Politics and Social Justice in the US</p> <p>This course will cover the broad concept of social justice in the U.S. We will interrogate the meaning of that concept through exploring various public policies: housing, voting and representation, employment, health care, and criminal legal systems. We will examine the political origins and development of such policies, and how the implementation of them has both promoted and impeded a just society. Finally, we will learn how these policies illustrate the problematic intersections of race, ethnicity, and class in the U.S. The overarching question of this course is the Vincentian question of "what must be done" to achieve justice and humanism in our time, through various public policies. The overarching lens of this course is mass incarceration. This is for two reasons. First, the criminal legal system threads through all the policy areas we'll explore in this course. Second, St. Vincent ministered to incarcerated people for 40 years. Hence, this lens will familiarize us with this important but often-overlooked aspect of his legacy.</p>	<p>Mon/Wed 1:00PM-2:30PM</p>	<p>Christina Rivers</p>
<p>HON 302: Seminar in Social Justice (Cross-listed with HON 208 Topics in Sociocultural Inquiry)</p>	<p>Gun Culture</p> <p>Why do race and intersectionality need to be examined in the context of gun culture and gun violence? Social, economic, colonial history, and geopolitical policies are deeply connected to gun culture and gun violence, and race and intersectionality are inseparable elements in American culture. Consequently, gun policies, which were driven by racial and economic tensions for the capitalization of labor and lands during the U.S colonial history, affect all Americans today. By examining these issues, students will gain a fuller, more complete understanding of how specific social and racial factors interconnect with the history of gun culture and violence in the U.S. Students will also compare gun ownership, gun manufacturers, and gun violence in a global context. The goal of this course is for students to have a deeper understanding of themselves as human beings living in a community deeply affected by the threat of gun violence.</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Chi Jang Yin</p>

<p>HON 350: Capstone</p>	<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>	<p>Tues/Thurs 1:00PM-2:30PM</p>	<p>Jason Schneider</p>
<p>HON 351: Capstone with Service Component</p>	<p>Community Service- Altruism to Activism</p> <p>This is a class about action and reflection, and about coming to terms with one’s responsibilities to community. During the quarter, students will engage in service, at one of the sites offered through the course, to learn about and from others, to gain experience in the service sector, and to consider the role that service will play in their life after DePaul. Through a combination of reading, action, and reflection, we will define altruism and activism, studying their contributions and limitations as means of delivering service and bringing about change. Students will also consider where they fit on the continuum between two poles – the moral imperative to do good (altruism), and the political imperative to create change (activism). <i>This course fulfills the university’s requirement for Experiential Learning.</i></p>	<p>Wednesdays 6:00-7:30PM Hybrid</p>	<p>Nancy Grossman</p>
<p>HON 351: Capstone with Service Component</p>	<p>Barrio Building</p> <p>Latinos have remade US cities, with vibrant murals, food, music and celebrations located in specific places -- a process sometimes called “magical urbanism.” They developed thriving business corridors, dense networks of community organizations, and a wealth of cultural and countercultural institutions and venues, many of them revolving around self-reliance and a claim to place. This is an Experiential Learning course that requires you to travel through Latino communities, walk the streets, conduct your own observations, and talk with residents in these ports of entry from Latin America. Twice during the quarter we will meet in Chicago neighborhoods, and students are to visit on their own for direct participant observation and to conduct interviews. Student field notes and transcriptions will form the data base of an ethnography—a word meaning “writing culture”—weaving together real-life experience and scholarly works, to carry to completion a final project in the form of a research article, creative nonfiction, or artwork.</p>	<p>Tues/Thurs: 2:40PM-4:10PM</p>	<p>Jesse Mumm</p>