

Honors Program Course Offerings**Autumn Quarter 2024**

Course	Description	Day/Time	Instructor
HON 100: Rhetoric and Critical Inquiry	<p>WRITING FOR SOCIAL CHANGE</p> <p>This section of HON 100 is focused on writing for social change. Before social change involving rights and equity takes place in a community, we often write about it—or read about it—and this can manifest in many ways. We will start the quarter by seeking out examples of writing that drive social change and looking closely at the rhetorical choices that those writers make. With a greater understanding of that rhetorical toolkit, you will choose an issue involving social justice and write about it in assignments that are both informal and formal in scope, from op-eds and social media posts to an annotated bibliography and literature review. By the end of this course, you will have a nuanced understanding of genre and audience awareness, as well as informed research skills to carry through your college career and beyond.</p>	<p>Mon/Wed 2:40-4:10 PM</p> <p>AND</p> <p>Mon/Wed 4:20-5:50 PM</p>	Jen Finstrom
HON 100: Rhetoric and Critical Inquiry	<p>NATURE AND THE ENVIRONMENT</p> <p>In this section of HON 100, we will explore how language can be a powerful tool for fostering awareness, influencing change, and advocating for the health of our planet and all its inhabitants. Assignments and readings will encompass a variety of genres from research reports to creative expressions as we examine both the scientific and social aspects of environmental issues. Students will develop original research projects in topics related to environmental justice and the preservation of nature, empowering them not only as skilled writers, but also as informed advocates.</p>	<p>Mon/Wed 11:20 AM-12:50 PM</p>	Victoria Hohenzy

<p>HON 100: Rhetoric and Critical Inquiry</p>	<p>FINDING TRUTH IN A CLIMATE OF MISINFORMATION, MOTIVATED REASONING, AND POLITICAL DIVISION</p> <p>How can we create social change if no one will listen to each other? How do we know what is real in a world of AI deepfakes and hallucinations? In this course, you'll learn about the mechanisms people use to convince themselves of false information and conspiracy theories—and how to avoid falling into these traps yourself. You'll also deepen your critical inquiry skills and rhetorical abilities so that you can have more productive conversations about social and political issues. If we want to create a better world, we need to raise the level of discourse. In this class, we'll do just that: We'll do better than what we typically see in the public domain, better than our politicians, our news media, and, certainly, better than our social media feeds.</p>	<p>Tues/Thurs 9:40-11:10 AM</p> <p>AND</p> <p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Margaret Poncin</p>
<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 2:40-4:10 PM</p>	<p>Eric Selinger</p>

<p>HON 101: World Literature</p>	<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>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Carolyn Goffman</p>
<p>HON 101: World Literature</p>	<p>TALES OF POLITICAL DYSTOPIAS: STORYTELLING FROM ALBANIA TO CHILE</p> <p>This course looks at history and politics through the lens of works of fiction and non-fiction written after the fall of the Berlin Wall - from Albania to Ukraine and Angola to Chile. Through personal tales and testimonies that tell universal stories this course explores the relationship between literature and history and examines questions regarding the effects of political utopias and dystopias on people’s lives around the globe, and how literature helps us shape personal and collective narratives, as well as cope with, and resist political oppression, authoritarianism, and racism.</p>	<p>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Gazmend Kapllani</p>

<p>HON 101: World Literature</p>	<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 Loraine Hansberry.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Michael Williams</p>
<p>HON 102: History in Global Contexts</p>	<p>THE WARLORDS: HITLER, STALIN, CHURCHILL, ROOSEVELT</p> <p>This course is multilayered in content. It is intended to be a study of leadership, in the contexts of dictatorship and democracy, during the crisis of world war. It examines the interpretive questions regarding the interplay between political, economic, social and cultural forces on the one hand and individual initiative and ability on the other. It raises issues about how leaders use power and create alliances, wage war and forge peace.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Eugene Beiriger</p>

<p>HON 102: History in Global Contexts</p>	<p>ISLAM AND THE ATLANTIC WORLD 1500-1950: IDENTITIES, ENSLAVEMENT, RESISTANCE, AND LEGACIES</p> <p>The spread and consolidation of Islam in West African societies from the eleventh century contributed to the rise of important regional West African Muslim states. The disintegration of those states from the late 16th century and the beginning of the transatlantic slave system brought a number of Muslim West Africans to the Americas, creating new relationships between the Old World of Muslim West Africa and the New World where issues of identity, religion, resistance, and cultural legacy would be central. This course explores the history of Islam in West Africa and in the Americas through the individual and collective lives of enslaved Muslim Africans in the Americas and their descendants from the sixteenth through the twentieth centuries. Themes such as Muslim West African politics and the issue of enslavement, Muslim lives in antebellum and postbellum America, Islam and the civil rights movement, and the attendant issues of identity, resistance, and legacy will be explored using sources such as Slave narratives, films, and more recent historical studies on Islam in the Atlantic world.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Babacar Mbengue</p>
<p>HON 102: History in Global Contexts</p>	<p>SLAVERY, RACE, AND RELIGION IN THE UNITED STATES</p> <p>This class addresses five basic questions. How do we understand slavery as an historical phenomenon? How did transatlantic slavery underlie the formation of the English colonies and the ensuing United States? What are some of the most important historical relationships between slavery and various forms of religious thought and practice in America between 1600 and 1900? How did racial and white supremacist notions of American citizenship and Protestant Christian theology mutually reinforce each other? Last, how do we understand and explain the shift from defining slavery as a natural, but oppressive condition on a scale of unfreedoms to defining enslavement as an unnatural and evil act that is the opposite of freedom? Secondary sources written by historians and historical primary documents will comprise the course reading.</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Chernoh Sesay</p>

<p>HON 102: History in Global Contexts</p>	<p>LATIN AMERICA, 1910-2022</p> <p>This course highlights the challenges and failures the Latin American republics faced. Due to the diverse historical experiences, cultures, economic and political systems, the course will focus on the main issues that shaped Latin America during the past century. These issues include the changing notions of national identities, the reproduction of social inequalities, the struggles to create democratic societies, the success and failures of social revolutions, political violence and repression, and North (United States) and South (Latin America) relations. All these issues cut across the modern histories of all Latin American peoples.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Juan Mora-Torres</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>REALITY, POWER, CULTURE, VIOLENCE, AND POLITICS IN THEIR RELIGIOUS GARB</p> <p>In this course we will be looking at the beliefs, practices, ethical values and history of the following religious movements: Buddhism, Christianity and Islam. The course will look at violence and religion and examine how so-called religious violence can be perceived as neither by both adherents and opponents. The course will ask students to examine and discuss three movies and one documentary that look at and utilize 'religion' in very different ways.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Khaled Keshk</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<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>	<p>Monday 6:00-9:15 PM</p>	<p>Yuki Miyamoto</p>

<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>RELIGION AND SOCIAL CONFLICT</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, 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 2:40-4:10 PM</p>	<p>Chris Mount</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>SELF, COMMUNITY, AND COSMOS</p> <p>What am I, what are other people, and what is it possible for us to do? What combinations of feelings, rules, personal virtues, and cultural practices consistently make life better for us—if any? Does the universe that we inhabit place certain moral demands on us? Do the existing structures of society and personal life reflect some kind of deep cosmic necessity, or can we radically remake them? If the latter, how should we go about doing so? In this course we'll think through these and related questions with the help of influential texts from the Confucian, Daoist, and Buddhist traditions.</p>	<p>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Stephen Walker</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>Mon/Wed 1:00-2:30 PM</p>	<p>Faruk Rahmanovic</p>
<p>HON 105: Philosophical Inquiry</p>	<p>THE NATURE OF EVIL</p> <p>This course will philosophically explore the nature of evil (assuming that evil has a “nature”). We will be thinking about questions along the following lines: Is everyone actually or potentially evil? Or can we get to the point where we no longer need fear acting evilly or becoming evil? We also will consider the exact nature of “evil”: Must it always be intentional? Conscious? Does so-called “radical evil” exist? Finally, we will explore whether we can avoid becoming evil or doing evil? Would a single evil act make us an evil person? Does repentance lessen the evilness of an act?</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Daryl Koehn</p>
<p>HON 105: Philosophical Inquiry</p>	<p>INTRODUCTION TO PHILOSOPHY</p> <p>The course will provide an introduction to philosophical inquiry by focusing on five major philosophers throughout the history of philosophy: Plato, Descartes, Hume, Kant and Bergson. With each of these philosophers we will learn about essential questions that are at the heart of the philosophical adventure: What is knowledge? What can I be certain of? How do we know what we know? What should I do? What is the function of art? Thus, we will not only study philosophy, but already start to philosophize.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Frederic Seyler</p>

<p>HON 105: Philosophical Inquiry</p>	<p>PHILOSOPHY IN A TIME OF POLYCRISIS</p> <p>“If you've been feeling confused and as though everything is impacting on you all at the same time, this is not a personal, private experience,” says historian Adam Tooze. “This is actually a collective experience.” Tooze calls this situation a polycrisis. In this course we will investigate what philosophy can do to help us not only endure, but thrive amidst, multiple challenges and provocations such as: systemic racism and sexism; wealth inequality; post-truth epistemology; suspicion of political legitimacy; and the gamut of environmental apocalypses. We will read contemporary and legacy philosophers from around the world and practice philosophical thinking through frameworks of aesthetics, epistemology, ethics, and metaphysics.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Randy Honold</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 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>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>David White</p>
<p>HON 105: Philosophical Inquiry</p>	<p>EXISTENTIAL PHILOSOPHY: MEANING AFTER THE DEATH OF GOD</p> <p>Is there an ultimate meaning to life? What does it mean to live authentically? This course exposes students to philosophical thinking about the meaning of existence, using concepts such as freedom, authenticity, responsibility, alienation, faith, death, transcendence, and more. We will study the major historical foundations that have influenced existential philosophy (Kierkegaard, Nietzsche, and Heidegger), its principal mid-20th century exponents (Sartre and de Beauvoir), as well as (if time allows) some of its lesser-known figures (Jaspers and Tillich). Instruction will consist of brief lectures and classroom discussion.</p>	<p>Mon/Wed 4:20-5:50 PM</p>	<p>Rafael Vizcaino</p>

<p>HON 105: Philosophical Inquiry</p>	<p>DEATH AND MOURNING IN PHILOSOPHY</p> <p>This course introduces students to philosophical modes of thinking about death and mourning. How do we respond, individually and collectively, to the certainty of death—both of others and of ourselves? How have philosophy and literature approached this radical limit, this “undiscovered country, from whose bourn no traveler returns”?</p> <p>How has death shaped practices of grieving? What happens when the state imposes death on a convict? In this class, we will examine ancient and modern texts, from both Western and non-Western traditions, on mortality, mourning, and our being-towards-death. The syllabus may include works such as Plato’s Apology, Sophocles’ Antigone, the Sanskrit Upanishads, writings by Michel de Montaigne and Jean-Paul Sartre, Albert Camus’s The Myth of Sisyphus, and Krzysztof Kieślowski’s film A Short Film about Killing.</p>	<p>Tues/Thurs 4:20-5:50 PM</p>	<p>Tuhin Bhattacharjee</p>
<p>HON 110: Honors Discover Chicago</p>	<p>CHICAGO'S ARCHITECTURE</p> <p>Chicagoans are justifiably proud of our city's buildings. People come from all over the world to see Chicago's architecture and to learn how and why it developed. Many famous architects have not only worked here but also made Chicago their home: Louis Sullivan, Daniel Burnham, Frank Lloyd Wright, Ludwig Mies van der Rohe. The skyscraper was invented and perfected here, and even though we can no longer lay claim to the world's tallest building, the current record-holder was designed by the same Chicago firm whose innovative engineering (due to Bangladeshi-born Fazlur Khan) gave us the Sears Tower and the John Hancock Center. While Chicagoans have also embraced contributions by notable out-of-towners, from Henry Hobson Richardson in the 19th century to Frank Gehry, Rem Koolhaas, and Renzo Piano in the 21st, the city has continued to produce new generations of acclaimed architects, such as, most recently, Jeanne Gang, whose impact has spanned the globe.</p>	<p>Friday 1:00-3:40 PM</p>	<p>Michael Edwards</p>

<p>HON 110: Honors Discover Chicago</p>	<p>DYING TO UNDERSTAND: LOSS AND THE CITY</p> <p>The purpose of this course is to examine the different types of loss that we are likely to experience throughout our lives. The types of loss that may be addressed in this course include: the death of a loved one (e.g., family member, pet), the loss of a relationship (e.g., divorce, breakups), and the loss of identity (e.g., traumatic life events, transition to adulthood). From a life course perspective, this course will examine beliefs and spirituality, loss legacies, healing, and resilience. Experiential components of the course may consist of trips to various Chicago institutions such as museums, cemeteries, a funeral home, an animal shelter, sites of famous deaths, and other locations around the city that offer a unique perspective on loss in society.</p>	<p>Monday 1:00-3:40 PM</p>	<p>Leah Bryant</p>
<p>HON 110: Honors Discover Chicago</p>	<p>MODERNIST MOVEMENT IN CHICAGO</p> <p>Using Chicago as a base, this course will look at the international artistic movement of modernism, known for its rule-breaking experimentation with style and its shocking subject matter. The modernist arts are exceptionally well represented in Chicago: modern artists including Picasso, Chagall, and Miro created several of the public sculptures displayed in the Loop; major modernists are featured in the Art Institute of Chicago; and the city features buildings designed by influential modern architects such as Frank Lloyd Wright and Mies van der Rohe. Chicago also provided an infrastructure and an inspiration for several modernists: Harriet Monroe's groundbreaking Poetry: A Magazine of Verse published major modernist poets; Jane Addams' Hull House provided a Chicago venue for several controversial modernist plays, at times even provoking death threats; and Bronzeville's "Black Metropolis" served as base for several important African American writers, artists, and musicians. As we study works of modernist art across the city, we will consider how the artists were responding to cultural, historical, and social developments taking place in the first decades of the twentieth century, including the Great Migration, the feminist movement, the entertainment boom of the 1920s, and the Great Depression of the 1930s. We will see how these modern developments were felt throughout the city, from the vibrant jazz scene on the South Side and the dance halls and picture palaces in Uptown, to immigrant communities on the west side and the 1933-34 Century of Progress International Exposition on the lakefront.</p>	<p>Tuesday 2:40-5:20 PM</p>	<p>Rebecca Cameron</p>

<p>HON 110: Honors Discover Chicago</p>	<p>NONVIOLENT CHICAGO</p> <p>What would Chicago look like if violence were not as stubbornly pervasive as it is? A growing number of organizations across the city are determined to find out -- by building a culture of nonviolent options. In Chicago this potential nonviolent culture (where every person matters and where this respect, compassion, and commitment to the well-being of all can spark effective alternatives to personal, interpersonal, and structural violence) is potentially emerging piece by piece through the work of numerous Chicago organizations. These include the South Austin Coalition, Su Casa Catholic Worker, Voices for Creative Nonviolence, Interfaith Youth Core, Kairos Community, and American Friends Service Committee. This course will study and experience the work of these groups to illuminate what a nonviolent culture might look like and how a more "Nonviolent Chicago" could emerge through education, community-building, social movements, awareness campaigns, and nonviolent design, which this class will engage in methodically and creatively. This course begins with an Immersion Week, where we will visit and engage with the organizations across Chicago listed above.</p>	<p>Tuesday 11:20 AM-2:00 PM</p>	<p>Ken Butigan</p>
<p>HON 110: Honors Discover Chicago</p>	<p>PHOTOGRAPHING CHICAGO</p> <p>"Photographing Chicago" is designed to examine the city by venturing into its many diverse neighborhoods using the camera as a tool of observation and inquiry to develop a personal relationship to the city through the act of photographing it. In addition to making photographs, we will learn how other Chicago photographers have pictured the city by looking at their photographs and meeting them to ask questions about how and why they make their work. We will think about how neighborhoods are structured and how each of these neighborhoods has a distinctive history and architectural, social, and cultural imprint. This we will do with our cameras in hand, asking questions and letting the images stand in for answers (and sometimes prompting further questions). That's all in Immersion Week. During the Autumn Quarter proper, everyone will conduct research and write about either an historical or contemporary Chicago photographer, reflect on the neighborhoods we visit, and make a photo book. Although the use of a camera is required, no prior photographic experience is needed.</p>	<p>Thursday 2:40-5:10 PM</p>	<p>Randy Honold</p>

<p>HON 110: Honors Discover Chicago</p>	<p>COMMUNITY HEALTH IN CHICAGO</p> <p>What does health mean to you? This course introduces students to a wealth of community health resources afforded to Chicagoans while pondering the true meaning of health. Through strategically selected readings, films, site visits, and course discussions of topics that compare societal health agendas at the national, state, and local levels, students will gain a more nuanced understanding of the ways in which health disparities are approached at the community level. During immersion week, students will visit community health organizations in various prominent neighborhoods within Chicagoland and review the diverse nature of health issues, often dictated by community access to resources and need. Finally, students will explore the roles of communication in outreach services through some of the city's current health initiative by reviewing various media forms, including billboards, mass transit, social media, and more.</p>	<p>Thursday 11:50 AM-2:30 PM</p>	<p>Sydney Dillard</p>
<p>HON 111: Honors Explore Chicago</p>	<p>CHICAGO'S TREES AND THEIR ADVOCATES</p> <p>This course introduces you to Chicago's trees and those who advocate for them. We will first learn about trees as scientifically studied entities, including how to identify the major species in the city, how trees benefit human and non-human individuals and communities, and how the benefits of trees are inequitably distributed across the city. We will then expand our sense of life with trees, exploring a possible range of tree-human relationships as expressed in different ecological and philosophical traditions. Finally, will meet Chicagoans who steward and advocate for trees, exploring key sites and cases of tree-linked advocacy in Chicago. Stand on most any Chicago street and you will see trees -- trees with their leaves, their bark, their histories, their advocates, and their possible futures; the goal of this course is to help you feel more connected to the city by learning about these nearly four million arboreal residents.</p>	<p>Monday 1:30-5:30 PM</p>	<p>Lisa Dush</p>

<p>HON 111: Honors Explore Chicago</p>	<p>PUNK IN CHICAGO</p> <p>Although not as (in)famous as other cities, the punk and hardcore scene in Chicago has its own unique character and contributions. More than most other cities, these music scenes are rooted heavily in the ethnic populations and associated politics of Chicago. We will study the migrations and settlements of various communities in Chicago showing how the city's unique cultural makeup created a unique contribution to popular music. From the Celtic-punk of The Tossers and Flatfoot 56 to the Spanish language hardcore of Los Crudos and Si Dios Quiere to the antiracist hardcore of Racetractor, Chicago's scene proudly wears its culture and politics on its sleeve. This course explores the political and cultural history of Chicago as reflected through these musical genres, starting with the integral role that Chicago blues record labels played in the nascent genre of rock and roll. This exploration continues with the early punk scene centered around venues like La Mere Vipere, O'Banion's and OZ, following with the hardcore scene of the 90s and 00s, and exploring the scene today.</p>	<p>Wednesday 1:30-5:30 PM</p>	<p>Michael Gallaway</p>
<p>HON 111: Honors Explore Chicago</p>	<p>RADICAL TRADITION IN CHICAGO</p> <p>Chicago has a rich tradition of radicalism. In this class, we will explore a few of the city's radical movements and people from the last 140 years -- German-American anarchists, African-American communists, Puerto Rican activists, and socialist feminists. As a system of belief, it is notoriously hard to pin down and assign a consistent meaning to the term radicalism. We will explore the varied ideas and actions of our chosen subjects so that we can ultimately explain what we mean when we label all of these groups as radical. This course will focus on four topics -- the Haymarket riot, Richard Wright and African-American communism, the Young Lords in Lincoln Park, and the Chicago Women's Liberation Union of the late 1960s and early 1970s. We will use a variety of different sources -- web pages, primary source documents, novels, cemetery monuments, and videos -- to explore these topics. In addition, students will do a variety of different types of writing exercises -- informal individual journal writing, small group projects, and more formal individual papers.</p>	<p>Tues/Thurs 10:00 AM-12:00 PM</p>	<p>Colleen Doody</p>

<p>HON 111: Honors Explore Chicago</p>	<p>REPRESENTATIVES AND REPRESENTATION IN CHICAGO</p> <p>This course examines the representation of Chicago's diverse neighborhoods. Students investigate the demographic characteristics of Chicago's wards, the concerns of constituents, who represents them in city, state and national legislatures, and what those representatives do locally and in Chicago, Springfield, and Washington DC. We explore some of the most important challenges facing Chicago, Cook County and the state of Illinois. We will visit Aldermanic, state legislator and congressional district offices in various parts of the city. In addition to field trips, we will meet various elected officials from a diversity of Chicago backgrounds who will discuss their districts and their careers with us.</p>	<p>Tuesday 8:50 AM-12:50 PM</p>	<p>Wayne Steger</p>
<p>HON 111: Honors Explore Chicago</p>	<p>NATURAL HISTORY OF CHICAGO</p> <p>Natural history is a scientific study of organisms and natural objects, especially their origins, evolution, and ecological roles. As the third most populous city in the nation, Chicago is rich in ecology and evolution-related resources, such as the Field Museum of Natural History, Shedd Aquarium, Lincoln Park Zoo, Peggy Notebaert Nature Museum, and our very own DePaul campus. This course provides students some insights into the types of natural history-related activities and conservation efforts carried out by people who work at those organizations. The course explores issues such as the structure and dynamics of ecosystem, biodiversity and its conservation, and the Earth and Chicago's geologic history by utilizing these resources.</p>	<p>Friday 1:00-5:00 PM</p>	<p>Ellen Schaal</p>

<p>HON 111: Honors Explore Chicago</p>	<p>CHICAGO LITERATURE AND ART</p> <p>This course will examine Chicago-based authors and artists who have shaped the city's artistic identity. We will read, view, and discuss a wide range of expressive forms -- novels, short stories, poetry, drama, painting, sculpture, architecture -- to gain a deeper understanding of how Chicago has been artistically conceived. More importantly, we will explore the city that inspired these artists, traveling in their footsteps and visiting landmark institutions important for Chicago artists. Ultimately, this course will sharpen your ability to interpret, analyze, and write critically about literature, art, history, and culture. You will evaluate important and complex works while broadening your understanding of Chicago's status as a cultural epicenter.</p>	<p>Monday 1:30-5:30 PM</p>	<p>Keith Mikos</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 1:00-2:30 PT</p>	<p>Eulalie Laschever</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 1:00-2:30 PM</p>	<p>Burcu Degirmen</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 11:20 AM-12:50 PM</p>	<p>Will Denton</p>

<p>HON 201: States, Markets and Societies</p>	<p>FREEDOM, PROSPERITY, AND THE FREE MARKET</p> <p>Since the eighteenth century, many economists, philosophers, and other thinkers have argued that a free market— a system in which individuals can make economic choices with as little interference from the government as possible— is the best way to assure both collective prosperity and individual freedom. This course will explore the debates over these claims, placing them in historical context, and consider why arguments for the free market have been especially prominent or successful in particular times and places. We will also examine the value judgments that may be embedded within arguments about the free market, and consider how other ways of structuring economic activity may promote or prioritize different sets of values.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>John French</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 9:40-11:10 AM</p>	<p>Jacob Stump</p>

<p>HON 203: Seminar in Multiculturalism</p>	<p>LGBTQ WRITERS OF COLOR</p> <p>In this course students will explore the rich literary tradition of Lesbian, Gay, Bisexual, Transgender, and Queer writers of color, including the novels, poems, short stories, creative non-fiction, and critical essays of Gloria Anzaldua, Kay Barrett, James Baldwin, Sharon Bridgforth, Mia Mingus, Audre Lorde, Achy Obejas, and Justin Torres. Using the framework of interlocking identities of race, sexuality, and gender, students will consider the ways that literature has become a powerful tool of critique, community building, survival, the expression of freedom and self-knowledge. Students can expect to explore how and who people love and what else is involved in the concepts of sexuality and sexual identity. They will examine how and why sexuality has been split from other aspects of who we are, including race, and how invisible bodies and erased voices can be heard.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Francesca Royster</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p>LATIN AMERICAN CINEMA</p> <p>This course will examine contemporary cinemas produced in Latin America from the nineties to the present. We will view a range of films from Chile, Argentina, Brazil, and Mexico —films that are achieving a level of distribution and circulation never anticipated— and investigate how social, economic and political forces are influencing and transforming national cinemas and their industries. Questions of identity and cultural difference, particularly in relation to immigration, nation, youth, culture, class, gender, sexuality, race and ethnicity, will be central to the discussions. We will talk about the diversity of styles and topics and of discursive and theoretical frameworks that are now redefining the cinema of the region. Therefore, taking into consideration films from previous decades, as well as the theories of cinema that emerged during the sixties and seventies, will give us a necessary frame of comparison for our analyses.</p>	<p>Tues/Thurs 10:10-11:40 AM LOOP</p>	<p>Luisela Alvaray</p>

<p>HON 203: Seminar in Multiculturalism</p>	<p>MULTICULTURALISM CHALLENGE IN POST-1945 EUROPE</p> <p>This course illuminates the history of multiculturalism in post-World War II Europe from two different angles. We will look at both the historical developments connected to multiculturalism as well as the ways in which scholars have made sense of them. Students will explore such issues as the legacies of fascism and post-war occupation, colonialism and post-colonialism, national identity, citizenship, issues of gender equality and sexuality, and religion.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Julia Woesthoff</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p>ASIANS IN LATIN AMERICA AND THE CARIBBEAN</p> <p>This is an undergraduate level course focusing on the experiences of Asians in Latin America and the Caribbean, as interpreted broadly. The purpose of this course is to expand the notions of both Asian American Studies and Latin American Studies to look at the cross-sections of ethnicity, race, migration, and nationality as seen through the diverse histories of Asians in Latin America. Main themes include the interplay between Asian migrants with other immigrant and indigenous communities, interaction and conflict between Asian communities, historical reactions to anti-Asian sentiment, and changing conceptions of race and community for sending and receiving countries.</p>	<p>Wednesday 6:00-9:15 PM</p>	<p>Ryan Yokota</p>

<p>HON 203: 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 2:40-4:10 PM</p>	<p>David Goldberg</p>
<p>HON 205: Interdisciplinary Arts</p>	<p>VICTORIAN FEMINISM IN LITERATURE AND ART</p> <p>This course will explore how authors and artists in the Victorian period contested restrictive views of femininity in an attempt to imagine new roles for women and to forward causes central to a nascent feminist movement. We will also look at the impact middle-class ideals of domesticity and femininity had on working-class women and women of color living in British colonies. In addition to reading novels, nonfiction, plays, and poetry that highlight some of the most important points of contention in the debate that came to be known as the “Woman Question,” we will analyze visual representations of women from famous painters such as Dante Gabriel Rossetti and John Singer Sargent, portraits of Queen Victoria, early photographs of and by women, and images of women of color in an effort to understand how Victorian femininity was visually constructed. Throughout the quarter, we will question how Victorian literature and art created, challenged, and propagated ideas about women and consider how those strategies of representation are still influential today.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Jennifer Conary</p>

<p>HON 205: Interdisciplinary Arts</p>	<p>PILGRIMAGE AND CRUSADE</p> <p>This course looks at the art of pilgrimage and crusade during the Middle Ages, two phenomena that motivated the mass movement of people, facilitated the exchange of ideas, and inspired the creation of a distinct body of literary and visual culture. These phenomena will be explored in terms of the religious, social, and political forces that shaped and aligned them, and in terms of the exigencies that distinguished them. Such a study will depend on a variety of resources—things like pilgrimage accounts, romances, prayer books, relics, maps, fortifications, and ecclesiastical architecture—and on a body of scholarship capable of bringing their makers, their consumers, and their historical contexts to life.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Lisa Mahoney</p>
<p>HON 205: Interdisciplinary Arts</p>	<p>POSTMODERN PERSPECTIVES</p> <p>Irony, uncertainty, simulacra, ... paranoia! These are among the terms typically used to characterize postmodern literature and art, along with relativism, cynicism, and skepticism (of truth claims, metanarratives, and political authorities). Thought to have emerged shortly after WWII and tied to trends of literary and cultural theory, “postmodernism” can describe variously an historical era, a set of ideas, an artistic style, and a social state defined by global capitalism, technological dependency, and ideological instability. This course will introduce students to art, literature, and theoretical concepts often labeled “postmodern.” We will read poetry, prose, and graphic fiction from postmodern writers, examine movements such as Abstract Expressionism, Neo-Dada, Pop Art, and Afrofuturism, and view media (film and TV) that convey a wide range of postmodern ideas. We will consider the philosophical thinking that underlies and responds to postmodern art, and we will assess the status and value of postmodern productions for audiences today.</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Keith Mikos</p>

<p>HON 205: Interdisciplinary Arts</p>	<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 Isben's Enemy of the People to Pixar's WALL-E</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Kristin Idaszak</p>
<p>HON 302: Seminar in Social Justice</p>	<p>SOCIAL JUSTICE ORGANIZING</p> <p>When you identify an injustice that motivates you to act, you may ask: what is going on here, why is this happening, and what can we do about it? In this class, we answer these questions by applying insights from scholarship on historic social movements to current collective action. Identify a campaign to join, connect with fellow supporters, navigate a shifting political and cultural terrain, communicate with different audiences, prepare for opposition, and plan for success. The final paper for this class is an application of a concept you learn from the existing research to an observation you make in your own social justice organizing</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Eulalie Laschever</p>

<p>HON 302: Seminar in Social Justice</p>	<p>BIPOC, QUEER, AND FEMINIST RESISTANCE IN AMERICA</p> <p>This course takes an interdisciplinary and intersectional approach to examine, explore, and critique BIPOC liberation movements in the United States, mostly post-1960. Considering Audre Lorde’s proposition that “The Master’s Tools Will Never Dismantle the Master’s House,” we will ask why and how various groups of people found other tools to dismantle the “house” of an America in which they did not or could not live. We will ask why and how “the master” takes radical movements down (e.g., COINTELPRO) and/or absorbs them (e.g., the non-profit industrial complex) into “the master’s house.” Finally, we will ask where radical America is to be found today in light of current legislative attacks on critical race theory, affirmative action, and criminal justice reform and abolition.</p> <p>Course materials will grapple with historical movements and put them in conversation with current political issues, personal narratives of gendered lives, and classic and contemporary scholarship across disciplinary boundaries. This class is an effort to bridge academic and activist worlds— bridging practical, material knowledge of the American (in)justice system with theoretical understandings of gender and sexuality, race and ethnicity, religion, work and class, body image and ability, citizenship and the law, trans/nationalism, and activism and countercultural resistance.</p>	<p>Wednesday 6:00-8:00 PM Hybrid</p>	<p>Sonnet Gabbard</p>
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<p>HON 302: Seminar in Social Justice</p>	<p>RACE AND POLICING IN CHICAGO</p> <p>This course investigates the history of race in American policing by exploring a number of related phenomena, including the use of excessive force, racial profiling, failure to punish those who kill or otherwise abuse Black people, excessive policing, mass incarceration, the militarization of police forces, and the widespread construction of Black people as criminals or not fully human. This class aims to address these issues in full historical depth and topical scope. We will begin with a discussion of the origins of urban policing and slave patrols, moving through the construction of Black criminality and the convict leasing system in the years after the Civil War, lynching (especially but not only in the south), racially inflected policing in the pre-civil rights era, police and judicial repression of the civil rights movement, racial profiling, excessive use of force, police militarization, and police killing.</p>	<p>Mon/Wed 11:20 AM-12:50 PM Online: Sync</p>	<p>Michael McIntyre</p>
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<p>HON 302: Seminar in Social Justice</p>	<p>GENDER, SEXUALITY, AND SOCIAL JUSTICE</p> <p>This course takes an interdisciplinary and intersectional approach to explore significant social movements in U.S. history and their contributions to social justice in the realms of gender, race, ability, health, and sexuality. In addition to surveying the major characteristics of historical movements—such as the gay and lesbian liberation movement, diverse feminist movements, the disability and fat pride movement, the movement for Black lives, the health equity movement, and decolonial movements—students will reflect on current politics by examining how representations of past liberation struggles have evolved. Course materials will connect scholarly writings pertinent to these historical movements with contemporary political issues, art, activism, and organizing, providing practical knowledge rooted in social (in)justice and lived experiences. This approach will not only allow students to investigate the underlying structures that create injustice and perpetuate inequality and oppression in contemporary U.S. society, but also enable them to become familiar with various strategies for resistance and community-building.</p> <p>Dr. Ivan Bujan works at the intersections of performance studies, critical gender, race, and sexuality studies, health humanities, and queer of color critique. His research is dedicated to advancing social justice and eradicating health disparities among populations facing systemic barriers. His work is forthcoming or has appeared in edited volumes such as <i>Viral Dramaturgies: HIV and AIDS in Performance in the 21st Century</i> (Palgrave Macmillan, 2018) and <i>Sexual Racism & Social Justice</i> (Oxford University Press, 2024), as well as in journals including <i>Sexualities</i>, <i>Masculinities: A Journal of Identity and Culture</i>, and <i>Theatre Journal</i>.</p>	<p>Mon/Wed 1:00-2:30 PM</p>	<p>Ivan Bujan</p>
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<p>HON 302: Seminar in Social Justice</p>	<p>PUBLIC SCHOOLS AND THE HIDDEN CURRICULUM OF POWER</p> <p>This course investigates through an interdisciplinary framework sociological and historical issues associated with the relationship between American schools and public life. Emphasis will be placed upon public education as a tool of cultural power, addressing its ideological underpinnings and political impacts. Students will study the economies, histories, purposes and curricula of schools, as well as the ways in which they reflect and engage with broader political, social and economic dynamics. From this, students will develop a deeper understanding of how groups and identities juxtaposed against schooling institutions experience a range of benefits, privileges, inequalities and injustices relative to race, ethnicity, class, gender, religion, and sexual orientation.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Horace Hall</p>
<p>HON 350: Honors Senior Seminar</p>	<p>HISTORY, CULTURE, AND POLITICS OF FOOD: ITALY AND BEYOND</p> <p>How does food contribute to a community's national, regional, and local identities? How does gender impact power and labor in domestic and professional kitchens? What does food represent for an artist, a writer, or a political activist? In this course, we will attempt to answer these and other questions by exploring the modern and contemporary history of Italian food in Italy and the United States, and reflecting on the material, symbolic, and political implications of this global commodity. Through a variety of primary sources, both textual and visual, and multidisciplinary critical sources, students will discuss the symbolic and material forces that shaped access to food from Italy's Unification to the present; food choices in Italy and the US between tradition and innovation; and the production, marketing, preparation, and consumption of meals.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Caterina Mongiat-Farina</p>

<p>HON 350: Honors Senior Seminar</p>	<p>MEANINGFUL RELATIONSHIPS</p> <p>This course will examine the relational processes of meaningful interpersonal connection. Humans have an innate need to connect with others. Yet there is an epidemic of loneliness affecting over half of the US population (Surgeon General, 2023). The CDC raised the alarm of declining adolescent mental health and the contributing role of social media (2022). And with a more remote workforce, many employees report a sense of uncertainty and alienation from their colleagues (NYT, 2024). Feeling disconnected impacts mental, physical, and societal health. The ability to form meaningful and satisfying close relationships is a communicative process that requires interpersonal skills and effort. Through an interdisciplinary lens, this course will explore how communication affects the quality and meaning of relationships, to promote resilience and a sense of connection. The culminating final research project will examine an aspect of relationship meaning.</p>	<p>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Leah Bryant</p>
<p>HON 350: Honors Senior Seminar</p>	<p>ON THE POLITICS OF KNOWLEDGE</p> <p>In this class, we will query the intricacies of our approach to research: How are research questions developed? What counts as knowledge and how is it utilized? How does our thinking and our work impact the development of rich analyses and vice versa? The assigned readings will help in this re-orienting process as we trace the intellectual history of the idea of extermination, the production of history, and the impact of these questions on our scholarly work. The readings will raise more questions than answers and bring together our academics, our ethical positions, our conceptions of plausible futures (no distinction between theory and practice here!).</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Shiera Malik</p>

<p>HON 351: Honors Senior Seminar in Service Learning</p>	<p>LITERARY SERVICE: HOW TO MAKE A BOOK THAT SERVES THE COMMUNITY</p> <p>The DePaul English department’s press, Big Shoulders Books, is starting a new publishing imprint, Little Shoulders Books. Its mission will be the same as its parent organization—to disseminate, free of charge, books by and about Chicagoans whose voices might not otherwise be shared. However, instead of making books by/for adults, Little Shoulders will make books by/for Chicago’s kids. Students in HON 351 will help create Little Shoulder’s first book, series, or anthology. Students will interview elementary school teachers and students in the Chicago Public School system to see what type of book might be most interesting and useful in the classroom; they will also research trends in children’s literature. Students will explore the topic of “literary service,” how Big Shoulders Books has served Chicago in the past, and how they might use their liberal arts education to eventually create their own projects that give back to their communities. The class will include an excursion to one or more schools and will feature guest speakers with expertise in book design and children’s literature. The course will be taught by Chris Solis Green, co-founder of Big Shoulders, and editor of three of its anthologies.</p>	<p>Tuesday 9:40 AM-12:50 PM</p>	<p>Chris Green</p>
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<p>HON 351: Honors Senior Seminar in Service Learning</p>	<p>DOING MATH WITH AGENCY: SOCIAL CHANGE AND PERSONAL GROWTH</p> <p>An Inside-Out class balances enrollment between DePaul students (outside) and students who are either incarcerated or being detained (inside students) in local correctional facilities. With a maximum of 12 inside and 12 outside students, the program, and this course, aim to bring experiences to a space for listening, understanding, and collaborating on ways to find and name what is common, what is needed for deeper understanding of one another, and ways to walk together with a mission to build social justice-oriented dialogue for empowering individual and community voices.</p> <p>In HON 351, we will connect with Inside students about the ways traditional mathematics education has marginalized those who strive to understand concepts and make meaning of mathematics for personal application over memorized formulas and teacher-directed purposes. Through the identification of our local communities' needs, we will use mathematics and personal and collaborative problem-solving techniques to build autonomy and find agency within decision-making over local project initiation, management, and completion that require mathematical thinking.</p> <p>More information can be found here: https://resources.depaul.edu/steans-center-community-based-service-learning/for-students/community-service-studies/Pages/Inside-Out-Prison-Exchange.aspx</p> <p>and here: https://www.insideoutcenter.org</p> <p>Transportation to Cook Country Correctional Facility will be provided.</p> <p>Students interested in registering for this course should email Nancy Grossman at ngrossma@depaul.edu for more information. Registration is by permission only.</p>	<p>Friday 9:00 AM-12:30 PM Inside-Out cross-list with EDU</p>	<p>Mindy Kalchman</p>
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