

**Honors Program Course Offerings****Spring Quarter 2026**

<b>Course</b>	<b>Description</b>	<b>Day/Time</b>	<b>Instructor</b>
HON 100: Rhethoric 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>Tues/Thurs 9:40-11:10 AM</p> <p>and</p> <p>Tues/Thurs 11:20 AM-12:50 PM</p>	Jen Finstrom
HON 100: Rhethoric and Critical Inquiry	<p>PUBLIC SPACE, PUBLIC ART, PUBLIC PROTEST</p> <p>In this course, we will explore how official and unsanctioned artistic expressions in public spaces both shape and challenge our ideas of identity, memory, and justice. More specifically, we will be looking at a variety of arguments and analyses about monuments, street art, and graffiti (and sometimes graffiti on monuments!). We will also explore how monuments, street art, and graffiti themselves serve as the media through which people make arguments in public. The class will read scholarly, popular, and journalistic texts in fields such as rhetoric, public memory, visual communication, and history; the class will also take a global perspective, examining differences in public expression across borders. Assignments will include informal writing, a photo-essay analysis of a public artwork/ expression, and a formal research paper on an issue related to our topic.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	Antonio Ceraso

<p>HON 101: World Literature</p>	<p>WHICH WAY WEST?: LITERATURE IN SEARCH OF A HOME</p> <p>"Western Civilization" and "Western Values" are topics often discussed across various media platforms as if they defined clear concepts or referred to an obvious space. However, in the literature that supposedly establishes these values and marks out this civilization, these terms dissolve into questions rather than firm assertions. Beginning in the European Enlightenment, we will take a journey around the world and across roughly 250 years trying to find where the West we've heard so much about begins and ends in a literature emerging from a history of revolution, colonialism, immigration, and in the case of the Americas, indigenous survival. In other words, looking at a literary map of modernity, we will see if we can still find some way West.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Dustin Lovett</p>
<p>HON 101: World Literature</p>	<p>REBELS &amp; OUTSIDERS</p> <p>"Breaking the rules" and "not fitting in" have become key features of our favorite books. We love writers and characters who think differently, who offer surprising perspectives, and who push back against social norms and cultural authorities. This course will examine the prose, poetry, drama, and art of rebels, outsiders, and nonconformists. As we do so, we will draw original connections among different works written in different places and with different motivations; we will practice strategies of both comparative and close reading; and we will combine expertise from a variety of critical disciplines. Our texts will lead us to discussions of both global and existential issues and invite us to think differently about our own world.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Keith Mikos</p>
<p>HON 102: History in Global Contexts</p>	<p>KINGS, CASTLES, AND CATHEDRALS: THE WORLD OF MEDIEVAL ENGLAND</p> <p>This course examines medieval English history from the Norman Conquest (1066) through the English reformation of the sixteenth century. You will engage a broad range of primary and secondary sources, and take a virtual tour of a gothic cathedral, and use Michael Woods, "The Story of England" documentary to trace medieval history through life in a single village. The course will be a seminar with evaluation based on graded online discussions, short papers, and participation.</p>	<p>Tues/Thurs 9:40-11:10 AM Hybrid</p>	<p>Tom Mockaitis</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 9:40-11:10 AM</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>Tues/Thurs 1:00-2:30 PM</p>	<p>Kerry Ross</p>

<p>HON 102: History in Global Contexts</p>	<p>THE AGE OF WITCH-HUNTS IN THE WEST</p> <p>This course explores witchcraft in Western history, focusing on the particularly intense period of witch-hunting in Western and Central Europe from the fifteenth to early eighteenth centuries (1400s-1700s). Students will examine important aspects of the history of religion, gender, and the law. The course also explores intersections with other developments in early modern Europe, such as the Renaissance and the scientific revolution, as well as elements of social, cultural, intellectual, and political history. Students will learn about and analyze these issues principally through primary sources (materials produced in the historical context under examination) as well as recent scholarship on witchcraft reflecting a range of methodological approaches and interpretations.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Valentina Tikoff</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, Hindu, 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>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 9:40-11:10 AM</p>	<p>Khaled Keshk</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 2:40-4:10 PM</p>	<p>Kalyani Menon</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>RACE, RELIGION, AND RESISTANCE IN VODOU AND RASTAFARI</p> <p>Issues surrounding race, religion and resistance are explored and expressed in Haitian Vodou and Jamaican Rastafari. While these two religions of the Black Atlantic are quite different from one another, they both contain deep critiques of white supremacy, of colonialism, of Christianity, and of the enslavement of African people. Before we compare and contrast these religious modes of resistance, we will wrestle with some classic and contemporary theorists of religion. After we have studied these theories, we will be equipped with some effective tools to help us interpret and analyze the histories, myths, and rituals of Vodou and Rastafari.</p>	<p>Mon/Wed 1:00-2:30 PM</p>	<p>Lisa Poirier</p>

<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>POWER AND POLITICS IN CHINESE RELIGIOUS LITERATURE</p> <p>Why do certain religious traditions endure over time? Why do some works of literature, but not others, become "masterpieces" that are read by millions of people across centuries and cultures? This course explores the intersection of religion and literature by examining some of the masterworks of Chinese Confucianism, Daoism, and Buddhism, in addition to the unnamed popular religion. We will examine how literature promoted religion and religions give rise to dynamic literary forms, and we will investigate how religious ideas in literature support and challenge views of kingship, empire, spirituality, and cultural identity. While the focus of this course is on major works and religions, we will consider how the endurance of these has skewed our view of "lesser" writings and non-canonical traditions that are often overlooked. All readings will be in English translation.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Graham Chamness</p>
<p>HON 105: Philosophical Inquiry</p>	<p>ON THE NATURE OF PHILOSOPHY</p> <p>Over the last century, following dramatic cultural changes and revolutionary developments in both natural and social sciences, philosophy has radically called itself into question. What is the epistemic status of philosophy? How can we describe the interactions of philosophy with science, politics, religion, and art? And what is the value of the classical philosophical claim of universality in the context of extreme cultural diversity? This course will consider how some of the main thinkers in the 20th century addressed these questions and interpreted philosophy's limits and tasks. We will read texts reflecting on the nature of philosophy itself and the corresponding interpretations of what a human being is.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Rocco Sacconaghi</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>and</p> <p>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Frederic Seyler</p>
<p>HON 105: Philosophical Inquiry</p>	<p>THE ONE AND THE MANY</p> <p>Assumptions we have about the one and the many shape our ideas about reality, ethics, and aesthetics. Did many things come from one? Is the one an abstraction of many things? How is change from one thing to another possible? Am I an individual whose identity never changes or am I a shape-shifting collection of influences? Should I follow a moral compass that points in a singular direction or should I navigate by circumstance? Is there one overarching Truth or are there many truths from lived experience? Is Beauty universal or in the eye of the beholder? Is there one Nature behind many cultures or are there many "naturecultures?"</p> <p>We will read philosophical and philosophy-adjacent texts from a variety of eras and cultures to explore these questions and more.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Randy Honold</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 PM</p>	<p>Eulalie Laschever</p>

<p>HON 201: States, Markets, and Societies</p>	<p><b>GLOBALIZATION AND THE ECONOMY</b></p> <p>This course charts the substantial political, economic &amp; cultural transformations that began with the Industrial Revolution in the 18th century and continue today through the phenomenon known as "Globalization." These transformations have profound implications on planetary well-being. Proponents suggest Globalization represents the only choice for countries wishing to 'modernize' while critics argue that it has given rise to extraordinary levels of inequality that are unsustainable. To understand Globalization and its consequences, we will examine a variety of case studies such as K-Pop, digital crime, emotional labor in the care industry, and the rise of populism.</p>	<p>Wednesday 10:10-11:40 AM Hybrid LOOP</p>	<p>Ramya Ramanath</p>
<p>HON 201: States, Markets, and Societies</p>	<p><b>MONEY, POWER, AND ARTIFICIAL INTELLIGENCE</b></p> <p>This course investigates the rise of Artificial General Intelligence (AGI) as a potential "event horizon" with the capacity to radically reshape political, economic, and social structures. Drawing on foundational thinkers like Marx, Polanyi, and Hayek, and contemporary voices like Shoshana Zuboff, Nick Srnicek, and Daron Acemoglu, we explore AGI not merely as a technological development but as a force for concentrating (or redistributing) power and wealth on an unprecedented scale. Key themes include the geopolitics of AGI development, algorithmic sovereignty, the ethics of automation, the privatization of intelligence, and the future of work in a post-human economy. Students will critically engage with theoretical and contemporary debates to produce a position paper that details a policy or institutional response to one of AGI's transformative challenges. No technical background is required, but an openness to cross-disciplinary inquiry is essential, as is the desire to keep up with the machines for as long as possible.</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Eulalie Laschever</p>

<p>HON 201: States, Markets, and Societies</p>	<p><b>DEBATING CAPITALISM</b></p> <p>This class focuses on a single question: to what extent should our economy and society be organized through self-regulating markets? In essence, this is a question about the costs and benefits of free market capitalism. We will investigate the debates over capitalism by reading some of the most influential works in political science, economics, and sociology. You will learn how famous authors such as Adam Smith and Karl Marx offered competing views about the proper relationship between the state, market, and society. Later in the course, we will turn attention to the modern variant of the debate with a focus on globalization.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Phillip Stalley</p>
<p>HON 201: States, Markets, and Societies</p>	<p><b>FREEDOM, PROSPERITY, AND THE FREE MARKET</b></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 203: Seminar in Multiculturalism</p>	<p><b>RACE, ETHNICITY, RELIGION, AND THE CONSTRUCTION OF DIVERSITY</b></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 9:40-11:10 AM</p>	<p>Michelangelo Giampaoli</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p><b>DOMESTIC IDENTITIES: RACE, GENDER AND COSMOPOLITANISM</b></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>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>June Chung</p>

<p>HON 203: Seminar in Multiculturalism</p>	<p><b>PRIDE AND PROTEST: LGBTQ+ ACTIVISM IN AMERICA</b></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 1:00-2:30 PM</p>	<p>David Goldberg</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p><b>JAPANESE POPULAR CULTURE IN GLOBAL CONTEXT</b></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>Monday 6:00-9:15 PM</p>	<p>Ryan Yokota</p>

<p>HON 205: Interdisciplinary Arts</p>	<p><b>PILGRIMAGE AND CRUSADE</b></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><b>THE SIXTIES: PROTEST SONGS AND THE BEATLES IN A REVOLUTIONARY MUSICAL LANDSCAPE</b></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) it was the best of times--it was the worst of times, and (2) everything changes--nothing changes. Throughout the class, we will do record pulls 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 1:00-2:30 PM</p>	<p>Cathy Elias</p>

<p>HON 205: Interdisciplinary Arts</p>	<p>STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE</p> <p>This course is an interdisciplinary introduction to Italian fashion from the early-modern period to the present, with an emphasis on understanding fashion through literature in which dress is centrally featured. The word "style" is derived from the Latin stilus or writing tool, an etymology that invites us to investigate the shared language of the discourse on the arts. We will thus learn to appreciate the formal qualities of dress (the lines, shapes, proportions, fabrics, colors, patterns and decorations) that identify the style of a period or designer, and the linguistic choices, tropes and figures of writers of the period who incorporated fashion in their writing and how the two may interact on the page. Our analysis of costume books and literary sources, from Baldassarre Castiglione's Book of the Courtier to Elena Ferrante's Troubling Love, will be complemented by the study of paintings, prints, sketches, drawings, photographs, and film. Critical texts will help us unveil the complex aesthetic, political, and social functions that dressmakers, writers, artists and society as a whole attributed to fashion as they pursued beauty or another aesthetic experience, but also exerted power, challenged definitions of gender, expressed sexuality, or displayed wealth. Some of the questions we will ask are: what is a style? Is fashion art or a language? How does the literary representation of fashion change through the centuries? When and how does satire operate? What can we learn about a period's aesthetics through descriptions of gendered clothing in literature or its depictions in art? How does a color or fabric function as a tool for identity building or disguise, as a symbol of emancipation and revolution or conformism? Do ethics have a role in the production and consumption of fashion as a commodity? Taught in English.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Caterina Mongiat-Farina</p>
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<p>HON 205: Interdisciplinary Arts</p>	<p>MODERNIST EXPERIMENTATION</p> <p>"Make it new" was the advice Ezra Pound gave to aspiring poets, encouraging them to try out new techniques suitable for the modern age. The modernist movement of late-nineteenth- and early-twentieth-century Europe is marked by its conscious attempt to experiment with new subjects and artistic techniques, often resulting in disorienting or shocking works of art. The period saw an explosion of new artistic movements--including Vorticism, Expressionism, Cubism, Surrealism, and Absurdism. This course will examine key examples of European modernism in several different art forms within a cultural context that includes two World Wars, major technological developments, and rapidly shifting social structures.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Rebecca Cameron</p>
<p>HON 225/225L: 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>Lecture: Tues/Thurs 11:20 AM-12:50 PM Lab: Thursday 1:00-2:30 PM</p>	<p>Chris Milan</p>

<p>HON 302: Seminar in Social Justice</p>	<p><b>PUBLIC SCHOOLS AND THE HIDDEN CURRICULUM OF POWER</b></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 1:00-2:30 PM</p>	<p>Horace Hall</p>
<p>HON 302: Seminar in Social Justice</p>	<p><b>THE INTERSECTIONS OF PUBLIC POLICY AND COMMUNITY ORGANIZING</b></p> <p>This honors undergraduate seminar course focuses on the intersections between public policy and community organizing, activism, and social movements in the United States and abroad. The course will review the fundamental theories and practices of community organizing and activism from the United States and the role both play in developing policy in the 20th and 21st centuries. As part of the course students will complete in-depth community organizing case studies. The course will also look at international examples of community organizing and social movements. This course is intersectional in nature and will draw on theories from political science, sociology, and history to fully contextualize the intersections of policy and organizing.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>James Rudyk</p>

<p>HON 302: Seminar in Social Justice</p>	<p><b>SOCIAL JUSTICE AND IMMIGRATION</b></p> <p>This course focuses on recent immigration experiences in the United States and tackles the roiling debates about citizenship, documentation, legalization, and deportation that have divided the country. Drawing on first person accounts, conversation with immigrant-serving community partners, economic impact assessments, and transnational analysis, this course tracks the ways that racial constructions and legacies of neocolonialism have shaped U.S. immigration historically and documents their continued influence on current policy contention. Giving special attention to migratory flows from Mexico, Central America, Venezuela and the Caribbean, the course examines the ways that war, violence, and climate change intersect with migrant criminalization, raids and deportation to create critical conditions that demand an innovative response. Students will consider alternative approaches to addressing these conflicts and creating a more inclusive society.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Rose Spalding</p>
<p>HON 302: Seminar in Social Justice</p>	<p><b>GENDER, SEXUALITY, AND SOCIAL JUSTICE</b></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>Mon/Wed 1:00-2:30 PM</p>	<p>Ivan Bujan</p>

<p>HON 300: Research Seminar</p>	<p><b>FULBRIGHT BOOTCAMP</b></p> <p>Have you thought about applying for a Fulbright award to do research, get an MA, or teach English abroad? If so, this course is for you. We will investigate the complex landscape of Fulbright offerings, helping students understand which program is best for them. Students will then be introduced to the main components of the application which they will work on over the quarter. By the end of the course, students will have drafts of their Fulbright applications. Fulbright applications are due early in the Autumn quarter, so this will give juniors and seniors a jump on finalizing their applications. If you are a sophomore thinking ahead, you're welcome to join us too. And if you are planning to apply for another national scholarship (Marshall, Truman, etc.), we can help with those applications as well.</p> <p>This course is a two-credit, online synchronous course, that will have 4 group meetings (on Zoom) and 4 individual meetings. The group meetings will be held on:</p> <ol style="list-style-type: none"> <li>1. Friday, April 10th, 10:00 am - 12:00 pm</li> <li>2. Friday, April 17th, 10:00 am - 12:00 pm</li> <li>2. Friday, April 24th, 10:00 am - 12:00 pm</li> <li>4. Friday, May 1st, 10:00 am - 12:00 pm</li> </ol> <p>Zoom attendance is required.</p> <p>The course is open to both Honors and non-Honors students. Student who are not in the Honors program should contact Professor Avery Goldman (agoldman@depaul.edu) to enroll.</p>	<p>Friday 10:00 AM-12:00 PM Online: Sync</p>	<p>Avery Goldman</p>
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<p>HON 350: Honors Senior Seminar</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>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Jason Schneider</p>
<p>HON 350: Honors Senior Seminar</p>	<p>TBA</p>	<p>TBA</p>	<p>Michael Gallaway</p>
<p>HON 351: Honors Senior Seminar in Service Learning</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>This course fulfills the university's requirement for Experiential Learning.</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Jesse Mumm</p>

<p>HON 351: Honors Senior Seminar in Service Learning</p>	<p><b>COMMUNITY SERVICE: ALTRUISM TO ACTIVISM</b></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).</p> <p>This course fulfills the university's requirement for Experiential Learning.</p> <p>Class 1 and Class 10 will meet for the full class session: 6:00-9:15 PM Classes 2-9 will meet 6:00-8:00.</p>	<p>Tuesday Class 1 and 10: 6:00-9:15 PM Class 2-9: 6:00-8:00 PM</p>	<p>Nancy Grossman</p>
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