

Honors Program Course Offerings			
Spring Quarter 2025			
Course	Description	Day/Time	Instructor
HON 100: Rhetoric 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>	Tues/Thurs 1:00-2:30PM	Antonio Ceraso
HON 100: Rhetoric and Critical Inquiry	<p>THE POWER OF "NORMAL"</p> <p>This section of Honors 100 interrogates conceptions of normality through an antiracist lens to unearth the unsaid and systemic ways in which oppression is perpetuated. In this class, we will examine texts from multiple disciplines, including sociology, anthropology, law, economics, and rhetoric to interrogate the ways that normality is maintained to serve the interests of ruling ideologies. This class functions in an actively antiracist manner, not only through texts, but in grading, feedback, class organization, and philosophy. We will engage a variety of media including films, podcasts, traditional scholarly articles, and instructional texts to strengthen the writing and research skills of our students while simultaneously examining issues of privilege, class, race, gender identity, sexuality, and disability status.</p>	Mon/Wed 11:20AM-12:50PM	Michael Gallaway

<p>HON 100: Rhetoric and Critical Inquiry</p>	<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 1:00-2:30PM</p>	<p>Jen Finstrom</p>
<p>HON 100: Rhetoric and Critical Inquiry</p>	<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 2:40-4:10PM</p>	<p>Jen Finstrom</p>

<p>HON 101: World Literature</p>	<p>REBELS & 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 9:40-11:10AM</p>	<p>Keith Mikos</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 2:40-4:10PM</p>	<p>Eric Selinger</p>

<p>HON 101: World Literature</p>	<p>JUSTICE</p> <p>Does justice sometimes require that you disobey the law? What is a just punishment? Is revenge ever justified? Great literature often concerns itself with questions of justice by presenting conflicting perspectives on the right course of action, demonstrating a moral or social injustice, or asking the reader to envision a more just world. In this section of HON 101, we will study a variety of literary works that take up the issue of justice in all its complexity. At the same time, you will gain experience analyzing literature, paying close attention to language, tone, and structure. Readings include works by Sophocles, Dante, Kafka, Ralph Ellison, Ariel Dorfman, Ngūgī wa Thiong’o, Margaret Atwood, and Bessie Head, among others. (Please be advised that several of these literary works include controversial material and/or violence.)</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Rebecca Cameron</p>
<p>HON 101: World Literature</p>	<p>FRANCOPHONE VOICES</p> <p>In this course, students will engage with a diverse corpus of modern texts from all over the world - Europe, Africa, Asia, the Caribbean, and North America. The common thread that connects these first-person narratives is the French language, as all primary texts are translations from French into English. We will explore the literatures and cultures of the Francophone world in their historical contexts, with a special focus on questions of postcolonial identity and belonging.</p>	<p>Tues/Thurs 9:40-11:10AM</p>	<p>Polly Mangerson</p>

<p>HON 102: History in Global Contexts</p>	<p>IBN BATTUTA: THE GREATEST WORLD TRAVELER</p> <p>Ibn Battuta (d. 1368 CE) was a young Moroccan scholar who left home in 1321 and began an unplanned tour of the eastern hemisphere which lasted for much of the rest of his life. His travels across Africa and Eurasia from the west to east and back again far exceeded those of any other pre-modern travelers. Indeed, it took the advent of modern modes of transportation centuries later before anyone could exceed his achievements. We know all this because Ibn Battuta left behind a travelogue. This book, <i>The Rihla</i>, received some fame in Morocco during his lifetime but soon thereafter was dismissed by many as idle boasting. Centuries later that book became the basis of an international interest in his travels and the worlds they reveal, and the author emerged as an important symbol of pre-modern globalization. This man and his book are at the center of this course. We will explore both through translated excerpts, works of scholarly analysis, popular treatments, and even modern attempts to recreate his travels. His extensive voyages also provide an overview of the developments within the entire eastern hemisphere. As a result, sections of our course will be organized geographically—following the routes of his travels—and others chronologically as we move from his life to modern day.</p>	<p>Tues/Thurs 2:40-4:10PM</p>	<p>Warren Schultz</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 1:00-2:30PM</p>	<p>Matthew Maguire</p>

<p>HON 102: History in Global Contexts</p>	<p>NATIVE NORTH AMERICAN HISTORY</p> <p>Through primary source readings, lectures, and scholarly essays, we will grapple with how Native people have been affected by colonialism, and how they have both adapted to and resisted social, political, economic, or cultural changes, broadly tracing changes over time from the 18th century to the present. Themes covered will include but not be limited to sovereignty, international relations, and self-determination.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Alexis Guilbault</p>
<p>HON 102: History in Global Contexts</p>	<p>RISE AND FALL OF THE BRITISH INDIAN EMPIRE, 1700-1950</p> <p>The course begins with the decline of the Mughal Empire, and examines the establishment of the British Indian Empire and the social and economic changes that it caused. One of the results was the emergence of anti-colonial resistance, including the great rebellion of 1857, and Gandhi's non-violent struggle, which eventually led to independence in 1947. However, the British policy of 'divide and rule' split Hindus and Muslims to such an extent that freedom came with the violent partition of British India into India and Pakistan. The central themes concern how the state, economy, culture, and society developed in the period when a European power became firmly embedded in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that India was transformed by British imperialism, as was Britain. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society.</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Rajit Mazumder</p>
<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>DEATH/AFTERLIFE</p> <p>This course intends to help students understand theories and practices concerning death and afterlife in different religious contexts. It introduces students to a selection of religious literature, scholarly approaches, and relevant contemporary interpretations. With a comparative lens, we discuss the concept of death and afterlife, ideas about how to transcend death, the grieving process, and funerary rituals.</p>	<p>Mon/Wed 9:40-11:10AM</p>	<p>Yi (Allan) Ding</p>

<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>MIND IN ZEN</p> <p>The mind, celebrated for its purported capacity to attain enlightenment, occupies a central place in Zen theories and practices. This course delves into various dimensions of Zen in East Asia, with three core components: Buddhist meditation, the evolution of Zen as a distinct tradition, and its dialogue with contemporary philosophy. Key topics include the nature of mind, meditative experiences, Zen literary devices, and Zen aesthetics.</p>	<p>Mon/Wed 2:40-4:10PM</p>	<p>Yi (Allan) Ding</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 9:40-11:10AM</p>	<p>Khaled Keshk</p>

<p>HON 104: Religious Worldviews and Ethical Perspectives</p>	<p>RELIGION AND POPULAR CULTURE</p> <p>This course addresses the question, Do the many forms of popular culture in the U.S. replace the role organized religions once played when it comes to responding to people’s ultimate concerns? In other words, does popular culture bring people together in a “space” in which questions of love, truth, life, death, etc., be wrestled with? This multi-disciplinary class will introduce students to the study of religion, cultural analysis, and methods for identifying, defining, and explaining religious archetypes, purposes, and dynamics. Specifically, aspects of Judaism, Christianity, Islam, Hinduism, and Buddhism will be described as these aspects appear in popular films, streaming series, music, and fashion. As a result of spending time with the course material and its activities, participants will be able to interpret examples of popular culture and draw their own conclusions regarding the relationship between religions and popular culture.</p>	<p>Tues/Thurs 8:00-9:30AM</p>	<p>Fr. Christopher Robinson</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 11:20AM-12:50PM</p>	<p>Stephen Walker</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 1:00-2:30PM</p>	<p>Lisa Poirier</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 9:40-11:10AM</p>	<p>David White</p>

<p>HON 105: Philosophical Inquiry</p>	<p>LOVE: FROM PLATO TO FREUD</p> <p>This course is designed to provide an introduction to philosophy as a mode of inquiry. We will explore a few of the important questions that have inspired traditional and non-traditional philosophers alike. We will begin with the examination of an issue that is of fundamental importance to human beings: love. We will spend the first three weeks reading Plato's discussion of love in the Symposium where Diotima (Socrates' teacher) defines love as "the desire to possess the good forever." We will discuss the Socratic model of philosophy, the nature of philosophy and its role in human society. Following this, we will turn to Rousseau's Second Discourse and consider various issues in social ethics. Finally, we will focus on the philosophical reading of a psychoanalytic text that addresses problems of hate, jealousy, and ambivalence. We will explore how psychoanalysis inaugurates a new understanding of Eros and how this understanding raises further, ethical and political questions for philosophy.</p>	<p>Mon/Wed 9:40-11:10AM ONLINE:Sync</p>	<p>Elizabeth Rottenberg</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 2:40-4:10PM</p>	<p>Rocco Sacconaghi</p>

<p>HON 105: Philosophical Inquiry</p>	<p>THE SELF AS PROJECT - PHILOSOPHICAL REFLECTION AS THINKING OTHERWISE</p> <p>What does it mean to reflect on one's own experiences? How do we make sense of our sense of self, given our personal history as well as situatedness in a shared, communal world? What would it mean to interrogate our present through the lens of the past with an eye for the future – a future open to new possibilities? How do we engage others? How do we experience surprise, difference, the unfamiliar? How do we give meaning to our personal and communal lives? What is the relationship between the personal and the political? What makes possible self- and world-transformation? What would give value and normative weight to such a project of transformation in the first place? Through a close reading and engagement with thinkers such as Plato, Sextus Empiricus, Augustine, Michel de Montaigne, David Hume, Friedrich Nietzsche, Frantz Fanon, Walter Benjamin, Emil Cioran, Luce Irigaray, and bell hooks as well as writers such as Virginia Woolf, Franz Kafka, Jorge Luis Borges, and Milan Kundera and Krzysztof Kieślowski's filmmaking, more specifically his Decalogue, we will engage these questions and consider their import in our lives today.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Andreea Smaranda Aldea</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 11:20AM-12:50PM</p>	<p>David White</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 1:00-2:30PM</p>	<p>Eulalie Laschever</p>
<p>HON 201: States, Markets, and Societies</p>	<p>GLOBALIZATION AND DEMOCRACY</p> <p>Events in recent years—including the Brexit vote and the election of Donald Trump—have inspired commentators to speak of “the rise of populism” or a “backlash against globalization.” Unfortunately, these popular debates have suffered from muddled thinking about key concepts, generating a wide range of popular misconceptions. In this course, we define and examine the relationship between globalization, democracy, and populism in the Western democracies. Along the way, we examine the arguments and evidence about the ability of democratic leaders to govern in a globalized economy, the effects of globalization on different groups of citizens, the sources and consequences of populism, and the potential for states to balance democratic responsiveness and participation in a wider global economy.</p>	<p>Mon/Wed 1:00-2:30PM</p>	<p>Erik Tillman</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>Mon/Wed 2:40-4:10PM</p>	<p>Will Denton</p>

<p>HON 201: States, Markets, and Societies</p>	<p>THE POLITICAL CONSEQUENCES OF ECONOMIC INEQUALITY</p> <p>This course examines the global character of the political and economic forces that are shaping our lives with varying degrees of uncertainty in the twenty-first century. In this regard, we shall focus on the local and global contexts of economic inequality and its impact on politics. We shall pay particular attention to the relative impact of the economic, cultural, geographic and political aspects of globalization and the various forms of resistance that they have generated with a view to understanding the tensions generated within and between states by the growing disparities in global wealth, economic opportunities and the erosion of political freedom.</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>Clement Adibe</p>
<p>HON 201: States, Markets, and Societies</p>	<p>POWER, CAPITALISM, AND THE OCEANS</p> <p>This course explores how blue economy, i.e., economic activities associated with the oceans and seas, is studied by different political theories that analyze the intersection of capitalism and power in the exploitation of marine resources. We will pay a particular attention to how Feminist, Queer, Black, Marxist, and Native studies address sea mining, deep sea oil extraction, underwater public work, maritime cargo transportation and undersea internet cable systems. By doing so, you will learn about how the intersection of race, gender and class historically shaped how capitalist societies conceived and used sea environments. You will also engage with how these uses of marine resources lead to the further marginalization of vulnerable populations and the destabilization of marine ecosystems, but also to subsequent forms of resistance, resilience, and conservation in the rise of alternative economies.</p>	<p>Tues/Thurs 4:20-5:50PM</p>	<p>Julie Patarin-Jossec</p>

<p>HON 201: States, Markets, and Societies</p>	<p>GLOBALIZATION AND THE ECONOMY</p> <p>This course charts the substantial political, economic & 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>Tuesday 10:10-11:40AM Hybrid: LOOP</p>	<p>Ramya Ramanath</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p>DOMESTIC IDENTITIES: RACE, GENDER AND COSMOPOLITANISM</p> <p>This course introduces students to changing ideals about relations with nonwestern civilizations at the turn of the twentieth century as innovations in economics and transportation and communication technologies began to proliferate. We will focus on the popularity among middle-class women of orientalism (representations of Asian peoples and cultures in the arts) and evolving views about otherness and race when these women sought such arts to escape the confines of the home and move beyond the limited travel opportunities available to them. We will use contemporary fiction, paintings and popular magazine illustrations, and theatrical performances along with postcolonial and gender theory to consider the ways these increasingly global contacts at the beginning of the twentieth century shaped interfaces between personal and public identities with each other.</p>	<p>Tues/Thurs 11:20AM-12:50PM</p>	<p>June Chung</p>

<p>HON 203: Seminar in Multiculturalism</p>	<p>JAPANESE POPULAR CULTURE IN GLOBAL CONTEXT</p> <p>This course focuses on Japanese popular culture from the 20th century to the present, with a particular focus on post-WWII popular culture. In discussing this history, this course will focus on a number of issues, including the spread of Japanese consumer electronics, automobiles, and other technologies, the history of Japanese manga, the rise of Japanese cinema and anime, Japanese video game culture, and other aspects of "soft power" in the rise of Japanese "cool". Key themes will include the role of the US-Japan economic relationship, postwar class issues, issues of gender and sexuality, minority representations, and other inquiries into material culture and cultural studies. Prior study of Japanese history and knowledge of the Japanese language is encouraged, but not required.</p>	<p>Tuesday 6:00-9:15PM</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 1:00-2:30PM</p>	<p>David Goldberg</p>

<p>HON 203: Seminar in Multiculturalism</p>	<p>BLACK ATLANTIC BEATS: FROM PAGE TO TURNTABLE</p> <p>“The times are always contained in the rhythm,” Paul Gilroy insists in <i>The Black Atlantic: Modernity and Double Consciousness</i>. In this seminar on Black Atlantic literature and music, we will endeavor to listen accordingly, attuning ourselves to everything from the jazz beats of Langston Hughes and Toni Morrison to the turntable scratch aesthetics of Kamau Brathwaite and Tracie Morris. New York City, Kingston, London, and Lagos are a few of the cultural hubs we will consider as we engage the Black Atlantic’s audible histories of diasporic exchange and cultural flow. Students will use close reading and listening to deepen their exploration of collective memory and identity.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Jeremy Lowenthal</p>
<p>HON 203: Seminar in Multiculturalism</p>	<p>MUSIC IN AMERICAN LIVES: FROM SHAKERS TO HIP HOP</p> <p>“Simple Gifts” and “Swing Low, Sweet Chariot” are among America’s most revered folk songs, yet they originated among groups that are now largely forgotten—utopian Shakers of the U.S. northeast and enslaved men and women of southern plantations—whose memory and belief systems have survived chiefly through music. This course looks at communities in U.S. history, past and present, who have crafted distinctive bodies of song intended to assert a particular worldview, to preserve ancestral heritage, to project a social stance, or to claim political enfranchisement. By exploring musical legacies from different eras of U.S. history—including Shaker hymns, African American spirituals, the Shoshone ghost dance, the Sacred Harp, songs of liberation movements, and hip hop—we will see how each sustained its identity against the mainstream’s powerful currents. Harnessing music’s potent connections to emotion, memory, and identity formation, these groups secured a lasting place for themselves and their beliefs in American cultural history.</p>	<p>Tues/Thurs 1:00-2:30PM</p>	<p>Annie Randall</p>

HON 203: Seminar in Multiculturalism	<p>REPRESENTATION MATTERS: MEDIA, CULTURE, AND DIVERSITY</p> <p>This course explores workplace diversity issues, using media development as a key tool for exploration. Students will analyze documentaries, movies, television shows, social media, and advertising that shape the contexts of American society through a multicultural lens. The course will examine the relationship between cultural norms, media representation, multicultural initiatives, and legal frameworks, emphasizing on how diverse cultural narratives are presented, consumed, and interpreted across various media platforms. Through engaging lectures, discussions, and media reviews, students will gain a comprehensive understanding of the role of media in promoting inclusivity and equity in the workplace and society.</p>	Tues/Thurs 2:40-4:10PM	Desmond Kemp
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<p>HON 205: Rhetoric and Critical Inquiry</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 1:00-2:30PM</p>	<p>Caterina Mongiat-Farina</p>
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<p>HON 205: Rhetoric and Critical Inquiry</p>	<p>AZTEC ART AND ITS AFTERLIVES</p> <p>The story of Aztec (Mexica) art follows a riveting trajectory from the moment of production in the context of a native empire on the eve of the Spanish invasion of Mexico (1519) to its legacy as a Rorschach for an array of modern concerns. In this course, we will examine key works of monumental sculpture as expressions of Aztec cultural and imperial ideologies before considering their post-Columbian histories. Scholarship and other texts will help reveal a variety of afterlives for Aztec visual expression as the manifestation of issues like nationalism, modernism, feminism, Chicano/Latinx identity, cultural patrimony, and aesthetic inspiration. Meanwhile, we will bear in mind the range of political, social, and artistic contexts in which Aztec art has helped to create specific meaning for different people, at times negotiating an interesting balance between admiration and exoticism.</p>	<p>Mon/Wed 9:40-11:10AM</p>	<p>Delia Cosentino</p>
<p>HON 205: Rhetoric and Critical Inquiry</p>	<p>FILM, PHOTOGRAPHY, TIME, AND MEMORY</p> <p>With the unveiling of the photographic process in the early 19th century, followed by the moving photographic image at the end of that century, our conceptions of time and memory were resolutely shaken. Suddenly time seemed to become malleable, able to be frozen, elongated, and repeated. This plasticization of time offered by photographic processes also altered notions of memory. Students in this course will consider a number of texts in which issues of time and memory intertwine with photographic methods, while exploring how these processes point to the elusiveness and subjectivity of memory.</p>	<p>Mon/Wed 11:20AM-12:50PM</p>	<p>Steven Harp</p>

<p>HON 205: Rhetoric and Critical Inquiry</p>	<p>THE SIXTIES: PROTEST SONGS AND THE BEATLES IN A REVOLUTIONARY MUSICAL LANDSCAPE</p> <p>Our study centers on the music of the Beatles and the British Invasion during a tumultuous period (1960-1970) in the United States. We will also explore popular music reflecting the spirit of the times including civil rights and the Vietnam War. The two themes of this class are (1) 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 1:00-2:30PM</p>	<p>Cathy Elias</p>
<p>HON 205: Rhetoric and Critical Inquiry</p>	<p>ART, PROPAGANDA AND EMPIRE IN MODERN JAPAN</p> <p>Japanese woodblock print artists and photographers were critical interpreters of the rapid transformation of Japan from a feudal state in the early 19th century to a modern nation-state by the early 20th century. Students will study the techniques of producing woodblock prints and early forms of photographic images in order to become literate readers of images in the historical context in which they were produced and in terms of the aesthetic and technical standards that inform these specific art forms.</p>	<p>Tues/Thurs 9:40-11:10AM</p>	<p>Kerry Ross</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>Tues/Thurs 8:00-9:30AM Lab: Tues/Thurs 9:40-11:10AM</p>	<p>Chris Milan</p>
<p>HON 300: Research Seminar</p>	<p>FULBRIGHT BOOTCAMP</p> <p>Have you thought about applying for a Fulbright award to do research, get an MA, or teach English abroad? If so, this is the course 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 essay components of the application (the personal statement and the research proposal) 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're a sophomore thinking ahead, you're welcome to join us too. And if you're planning to apply for another national scholarship (Rhodes, Marshall, Truman, etc.), we can help with those applications as well.</p> <p>This course is a two-credit, hybrid course, that will have 4 group meetings (in-person and on Zoom) on April 4th, April 11th, April 25th, and May 2nd. There will also be 5 individual meetings.</p>	<p>Friday 10:00-11:30AM Hybrid</p>	<p>Avery Goldman</p>

<p>HON 302: Seminar in Social Justice</p>	<p>GUN CULTURE</p> <p>Why do race and intersectionality need to be examined in the context of gun culture and gun violence? Social, economic, colonial history, and geopolitical policies are deeply connected to gun culture and gun violence, and race and intersectionality are inseparable elements in American culture. Consequently, gun policies, which were driven by racial and economic tensions for the capitalization of labor and lands during the U.S colonial history, affect all Americans today. By examining these issues, students will gain a fuller, more complete understanding of how specific social and racial factors interconnect with the history of gun culture and violence in the U.S. Students will also compare gun ownership, gun manufacturers, and gun violence in a global context. The goal of this course is for students to have a deeper understanding of themselves as human beings living in a community deeply affected by the threat of gun violence.</p>	<p>Mon/Wed 10:10-11:40AM LOOP</p>	<p>Chi-Jang Yin (Jang Sender)</p>
<p>HON 302: Seminar in Social Justice</p>	<p>COMMUNICATION, SOCIAL MOVEMENTS, AND CLIMATE JUSTICE</p> <p>This seminar is designed to study social movements for environmental and climate justice through a communication lens. The study of communication is at its core the study of power dynamics within the public sphere. How we as individuals, and collectively, understand and make sense of social movements and seek to answer questions of justice are rooted in communication processes. Together we will examine the legacies of settler colonialism and environmental racism within society that continue to impact communities in the present-day. We will take an environmental justice approach to the study of the unequal burdens of environmental toxins across communities and the resultant impacts on human health. Through case studies we will examine the rhetoric of environmental and climate justice movements in the United States. We will cover theoretical background on environmental communication and social movements to equip students to develop an independent research project on a topic related to an environmental or climate justice movement to confront environmental inequities. For a final research project, students will develop an original research project to investigate the rhetorical tactics used by a contemporary, or historical, environmental or climate justice social movement.</p>	<p>Tues/Thurs 11:50AM-1:20PM LOOP</p>	<p>Jill Hopke</p>

<p>HON 302: Seminar in Social Justice</p>	<p>SOCIAL JUSTICE AND IMMIGRATION</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>Tues/Thurs 1:00-2:30PM</p>	<p>Rose Spalding</p>
<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>Mon/Wed 1:00-2:30PM</p>	<p>Ivan Bujan</p>

<p>HON 302: Seminar in Social Justice</p>	<p>THE INTERSECTIONS OF PUBLIC POLICY AND COMMUNITY ORGANIZING</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 9:40-11:10AM</p>	<p>James Rudyk</p>
<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 1:00-2:30PM</p>	<p>Jason Schneider</p>
<p>HON 350: Honors Senior Seminar</p>	<p>#N/A</p>	<p>Mon/Wed 2:40-4:10PM</p>	<p>David Williams</p>

<p>HON 350: Honors Senior Seminar</p>	<p>INTERNATIONAL TERRORISM</p> <p>This interdisciplinary seminar examines terrorism (domestic and international) from a variety of perspectives. Following an historical overview of the phenomenon, students will examine terrorist groups and organizations, tactics, incidents, and ideologies as well as strategies to combat the threat. They will complete a research project examining the subject from the perspective of their particular disciplines and to share their work with the seminar.</p> <p>This is an in-person hybrid course. We will meet in class approximately 80% of the time. There will also be individual meetings with the instructor, and students will participate in other out of class activities the remainder of the time.</p>	<p>Tues/Thurs 9:40-11:10AM Hybrid</p>	<p>Tom Mockaitis</p>
<p>HON 351: Honors Senior Seminar in Service Learning</p>	<p>COMMUNITY SERVICE: ALTRUISM TO ACTIVISM</p> <p>This is a class about action and reflection, and about coming to terms with one's responsibilities to one's community. This course will consider the theory and practice of service and the relationship between altruism and activism. During the quarter, students will engage in service to learn with their community, to gain experience in the service sector, and to consider their own identities and roles in their communities. 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 their current involvement in community service, what form that might take after DePaul, and where they fit on the continuum between two poles – the moral imperative to do good on the one end (altruism), and the political imperative to change things on the other (activism).</p>	<p>Tuesday 9:40-11:10AM Hybrid</p>	<p>Eulalie Laschever</p>