

**Honors Program Course Offerings****Autumn Quarter 2026**

<b>Course</b>	<b>Description</b>	<b>Day/Time</b>	<b>Instructor</b>
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>	Mon/Wed 2:40-4:10 PM	Antonio Ceraso
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>	Mon/Wed 9:40-11:10 AM  and  Mon/Wed 11:20 AM-12:50 PM	Jennifer Finstrom

<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 11:20 AM-12:50 PM</p> <p>and</p> <p>Tues/Thurs 2:40-4:10 PM</p>	<p>Margaret Poncin</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 9:40-11:10 AM</p>	<p>Gazmend Kapllani</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>COLONIAL AND POSTCOLONIAL LITERATURE</p> <p>This course examines the global movement of colonialism during its late phase, the 19th and 20th centuries, and our current postcolonial period. We will examine colonialism and postcolonialism through the lenses of 20th-century British and Anglophone literature: novels, two plays, a movie, and four poems. "British" here is broadly defined. Thus, we will read works by Caribbean, South African, Nigerian, Anglo-Pakistani, and cosmopolitan English writers.</p>	<p>Mon/Wed 1:00-2:30 PM</p>	<p>James Fairhall</p>

<p>HON 102: History in Global Contexts</p>	<p>THE GREAT WAR AND THE DAWN OF THE 20TH CENTURY</p> <p>The First World War was the ultimate "cataclysm" -- the "apocalypse" and "Armageddon" itself. It ushered in the "age of extremes" and the "century of violence." How was this violence among nations comprehended in human, social, and individual terms? How was the war understood by those who lived through it (or died as a result of it)? How do we remember, memorialize, and imagine war in general (and this one in particular)? Was this war the culmination of long-term forces at work in Europe and the world? Or, was it the birth of the modern age--the unavoidable and necessary condition for creating a "new world order"?</p> <p>This is not a battle-by-battle history of the First World War. Instead, it is a study in historical understanding and "collective memory." Specific consideration is given to the influence of key writers on how we comprehend and understand war. Additional consideration will be given to the role of the beliefs, values, and ideas of these writers and how they reflect, defend or challenge those of their societies at large.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Eugene Beiriger</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 2:40-4:10 PM</p>	<p>Rajit Mazumder</p>

<p>HON 102: History in Global Contexts</p>	<p>OLD REGIME AND REVOLUTIONARY FRANCE</p> <p>The French Revolution is among the most fascinating and consequential events in modern history. In this course, you will enter an age of stark contrasts: the Revolution juxtaposes calls for universal human liberation with shocking acts of terror, fervent nationalism with idealistic internationalism, feminism with patriarchy, militant opposition to religion with acts of profound religious devotion, monarchy with democracy and dictatorship, and aspirations toward peace and fraternal solicitude with two decades of pan-Continental war. The Revolution decisively inaugurates the modern age, and inspired revolutionary movements around the world for generations. Few historical events make for such a gripping story, and yet few moments in history-- if any-- have been the subject of such careful theoretical argument and speculation.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Matthew Maguire</p>
<p>HON 102: History in Global Contexts</p>	<p>COLONIAL LATIN AMERICA: DISCOVERY, ENCOUNTER, AND CONQUEST</p> <p>This course is a survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade of enslaved people from Africa in Spanish and Portuguese colonies, and to issues of race, class, and gender during the colonial period.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Ana Schaposchnik</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>Mon/Wed 9:40-11:10 AM</p>	<p>Khaled Keshk</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>RELIGION AND THE ENVIRONMENT</p> <p>Religions today are often blamed for contributing to ecological crises or celebrated as promoting harmony with nature. But how do world religions actually shape and become shaped by their natural environments? What role does religion play in contributing to, mediating, and responding to ongoing environmental degradation? This course explores the interrelation between religious communities and their environments by examining how religious traditions have been constructed and mobilized to justify the human exploitation of nature and to inspire critique, resistance, and environmental activism. We will consider the extent to which religious ideas have an impact on the material world, how religions are invoked in the current climate discourse, and whether religious thought and practice have the potential to alter the course of our environmental futures. This course takes as its departure point discussions of religious ecology by scholars of Christianity and delves into East Asian religions--including Buddhism, Daoism, Confucianism, Fengshui, and Shinto.</p>	<p>Tues/Thurs 9:40-11:10 AM</p> <p>and</p> <p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Graham Chamness</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 1:00-2:30 PM</p>	<p>Kalyani Menon</p>
<p>HON 105: Philosophical Inquiry</p>	<p>INTRODUCTION TO PHILOSOPHY</p> <p>Today we have come to expect radical, revolutionary change from politicians (across the political spectrum), artists, tech entrepreneurs, CEOs, and scientists in nearly every domain. But if we wish to change the world and to, hopefully, do so for the better, shouldn't we FIRST understand what the world is like and how it works? This course will serve as an introduction to the basic problems of philosophy by considering the following questions: What are the basic components of reality? What really exists? What laws, if any, govern reality and nature? How do humans fit into this picture? How can we come to know things about ourselves and reality? And how can this knowledge, in turn, help us to shape the world around us?</p>	<p>Mon/Wed 9:40-11:10 AM</p> <p>and</p> <p>Mon/Wed 11:20 AM-12:50 PM</p>	<p>David Maruzzella</p>

<p>HON 105: Philosophical Inquiry</p>	<p><b>BETWEEN MEDITATION AND REVOLUTION</b></p> <p>What is the point of philosophy? This course surveys some of the most influential answers to this question in the Western world: philosophy as meditation, philosophy as science, and philosophy as critique. Accordingly, most of the course will be focused on reading primary texts from canonical figures in the history of Western philosophy, such as Plato, Marcus Aurelius, René Descartes, David Hume and Karl Marx. Then we will turn to our present to connect philosophy to some of the most pressing questions of today, such as climate change, feminism, and decolonization. This is a seminar-style course with limited lectures in which student participation is central.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Rafael Vizcaino</p>
<p>HON 201: States, Markets, and Societies</p>	<p><b>THE POLITICAL CONSEQUENCES OF ECONOMIC INEQUALITY</b></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>Mon/Wed 11:20 AM-12:50 PM</p>	<p>Clement Adibe</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 201: States, Markets, and Societies</p>	<p><b>POLITICS, ECONOMICS, AND SOCIETIES AT THE END OF THE WORLD</b></p> <p>What does it mean that we are living at "the end of our world"? This course examines how the interaction of States, Markets, and Societies has brought us to a critical moment in human history. We'll explore the Anthropocene as a 500-year epoch marked by colonialism, capitalism, and environmental destruction. Through examining climate science, ethical and religious perspectives, international relations, political, economic, and social theory, we'll study how certain ways of life dealt death to many worlds before threatening their own collapse.</p>	<p>Tues/Thurs 1:00-2:30 PM</p>	<p>Jacob Stump</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 11:20 AM-12:50 PM</p>	<p>Eulalie Laschever</p>
<p>HON 203: Culture and Community</p>	<p><b>LATIN AMERICAN CINEMA</b></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: Culture and Community</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 1:00-2:30 PM</p>	<p>Annie Randall</p>
<p>HON 203: Culture and Community</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 1:00-2:30 PM</p>	<p>David Goldberg</p>

<p>HON 203: Culture and Community</p>	<p><b>O BRAVE NEW WORLD: TRANSATLANTIC MULTICULTURALISM</b></p> <p>In this course, we will take up the question of identity in an age of (im)migration, focusing on the changing face and self-conceptions of North America and Europe as they rapidly diversify and the tensions and possibilities new hybrid identities present. We will approach this thorny question by analyzing works of literature and cinema that provide unique perspectives into its complex history and present reality. Beyond questions of ethnicity, we will also address how other aspects of identity including gender and sexuality further enrich and complicate our analysis. Throughout the course, we will explore the variety of styles, genres, and forms artists and thinkers have employed to illuminate the ways in which changing populations have changed our conceptions of the world and ourselves but also to interrogate what we mean by words like "diversity" and "multiculturalism." However, this is not a course meant to focus just on conflict and tension but also on the creativity and possibility of this "brave new world."</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Dustin Lovett</p>
<p>HON 203: Culture and Community</p> <p>Crosslist: LSP 301: HumanitiesX FILM 380 and 480 INT 388 and 404</p>	<p><b>FINDING HOME: NARRATIVES AS TOOLS OF BELONGING</b></p> <p>Personal histories of migration and displacement are powerful tools for belonging. In partnership with the Indo-American Center, students will interview first-generation South Asian immigrants about their experiences with migration, displacement, and belonging and craft short documentary films for the organization.</p>	<p>Thursday 2:00-5:15 PM</p>	<p>Ambarien Alqadar and Shailja Sharma</p>

<p>HON 205: Interdisciplinary Arts</p>	<p>RELATIONAL AESTHETICS: ART IN THE SOCIAL SPHERE</p> <p>We often hear the term "social practice art", but what exactly is it? With early 1960s Conceptual and Performance art as their precedents, many artists in the early 1990s presented open-ended, interdisciplinary projects that required direct audience participation, foregrounding the "relations" formed between participants. In this course we will study contemporary visual art in relation to French critic Nicolas Bourriaud's groundbreaking 1998 book Relational Aesthetics. Bourriaud's series of essays were the first to articulate a definitive characterization and cultural context for these challenging new models of artistic productivity that continue to resonate today.</p>	<p>Tues/Thurs 2:40-4:10 PM</p>	<p>Jeff Carter</p>
<p>HON 205: Interdisciplinary Arts</p>	<p>ART FOR ART'S SAKE?</p> <p>The end of the nineteenth century was a time of intense anxiety about the future in Victorian England. Scientific theories, social policies, and the media all manifested a sense of impending doom and the potential for societal collapse. This class will explore the artistic movements that responded to the apocalyptic outlook by embracing beauty and focusing on the importance of getting the most stimulating experience out of every moment. Through learning about Aestheticism, Decadence, and their associated movements in art, design, and literature, we will question the purpose of art for society and for the individual. Works studied will likely include William Morris's News from Nowhere, several plays and The Picture of Dorian Gray by Oscar Wilde, short fiction by "New Woman" writers, paintings by DG Rossetti and Edward Burne-Jones, drawings by Aubrey Beardsley, and HG Wells's novella The Time Machine. We will also visit the Driehaus Museum to experience what it was like for Chicagoans in the 1890s to live an Aesthetic lifestyle.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Jennifer Conary</p>

<p>HON 205: Interdisciplinary Arts</p>	<p><b>POSTMODERNISM</b></p> <p>Irony, uncertainty, simulacra, paranoia. It's hard to define postmodernism, but odds are any definition will involve one of these terms, along with relativism, cynicism, or skepticism. Tied to trends of literary and cultural theory, postmodernism has been used to describe an historical era (c. 1950s-1990s), a social state (defined by global capitalism, advanced technology, and instability), and an outpouring of genre-defying works of art and literature (from Andy Warhol, Yoko Ono, Thomas Pynchon, Toni Morrison, and many more). This course will introduce students to aesthetic 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 Performance Art, and view films and TV shows 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 postmodernism today. Working together, we will practice interpreting, analyzing, and writing critically about art, literature, and culture, both in terms of this era and more broadly conceived.</p>	<p>Mon/Wed 9:40-11:10 AM</p>	<p>Keith Mikos</p>
<p>HON 205: Interdisciplinary Arts</p>	<p><b>ART, PROPAGANDA AND EMPIRE IN MODERN JAPAN</b></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 9:40-11:10 AM</p>	<p>Kerry Ross</p>

<p>HON 205: Interdisciplinary Arts</p> <p>Crosslist: LSP 301: HumanitiesX AMS 295 HAA 397</p>	<p>SEARCHING FOR DEMOCRACY IN CHICAGO'S PUBLIC SCULPTURE</p> <p>In partnership with the Chicago Parks Foundation, students will explore how Chicago's public art and monuments engage ideas about democracy and rights. The course culminates in a student-created public event and tour in one of the city's parks.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Mark Pohlad</p>
<p>HON 302: Seminar in Social Justice</p>	<p>DECOLONIZATION</p> <p>This course addresses the topic of decolonization, focusing on modern forms of colonialism in the West, and more narrowly emphasizing what it might mean, for us in the classroom, to engage in decolonization. After an overview of recent scholarship on the relation between modernity, colonialism, and decolonization, we will turn to the modern institution of the university as a bastion of coloniality, investigating how disciplines, methodologies, curricula, and pedagogies have all advanced colonial dynamics in various ways. Lastly, we will explore contemporary attempts to challenge these forms of coloniality, within the university and beyond, ultimately considering the real possibility of decolonization as an immediate action and a potential future.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Rafael Vizcaino</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 9:40-11:10 AM</p>	<p>Ivan Bujan</p>
<p>HON 302: Seminar in Social Justice</p>	<p>OCEAN EQUITY AND JUSTICE</p> <p>Recently, the term "ocean equity" has widely proliferated within transnational non-governmental, philanthropic, business, and academic organizations to emphasize the power structures that create injustice and oppression in, on, and around the seas. Through discussions, group activities, readings, and multimedia materials, this course will discuss examples of injustice and oppression in the context of maritime environments -- including how fishery industries reinforce social and racial inequalities; the colonial politics of ocean pollution; how coastal environmental disasters disproportionately affect marginalized populations; and how US post-war State capitalism shapes the commodification of marine "non-human" life. We will pay particular attention to how critical race theory, postcolonial theory, and queer theory, analyze these examples and can help foster social justice through marine conservation.</p>	<p>Tues/Thurs 9:40-11:10 AM</p>	<p>Julie Patarin-Jossec</p>

<p>HON 302: Seminar in Social Justice</p>	<p><b>THE POLITICS OF LEARNING: COMMUNITIES, YOUTH, AND URBAN EDUCATION</b></p> <p>This course offers a critical examination of the intricate relationships between urban youth, educational institutions, and the systems that structure their daily experiences. Through a multidisciplinary lens drawing from sociology, public policy, history, and community engagement, we explore how urban educational contexts are affected by where people live, the quality of their environment, government decisions, and the narratives society constructs about certain groups. This course explores how schools in urban areas can both uphold and disrupt larger social systems, especially those tied to inequality and division. Students who will be engaging in this course will formulate qualitative problem statements and research questions to develop a digital research story map on identified pressing issues in education, government, community, and society at large.</p>	<p>Mon/Wed 2:40-4:10 PM</p>	<p>Desmond Kemp</p>
<p>HON 302: Seminar in Social Justice</p> <p>Crosslist: LSP 301: HumanitiesX CRIM 390</p>	<p><b>PRISON ACCOUNTABILITY AS DEMOCRACY IN ACTION</b></p> <p>This course examines prisons as critical sites for testing the strength of democracy, accountability, and human rights. Students will evaluate the roles of courts, government agencies, advocacy groups, and impacted communities in overseeing prisons. In partnership with the John Howard Association, the class engages with the lived experiences of those incarcerated and will culminate in a public event.</p>	<p>Wednesday 2:40-5:55 PM</p>	<p>Kayla Freemon</p>

<p>HON 350: Honors Senior Seminar</p>	<p><b>MISINFORMATION IN AN AGE OF UPHEAVAL: CROSS-CULTURAL AND DIGITAL CONTEXTS</b></p> <p>From miracle cures to election conspiracies, our media and political landscape is rife with false claims and inaccurate information, often with far-reaching consequences. Misinformation exploits cracks in some of the most vital pillars of engaged democratic citizenship, undermining informed reasoning, critical thinking, and good-faith debate. This course features a virtual exchange component that partners students with peers at Birmingham City University in England. Through cross-cultural dialogue and collaborative engagement, students will examine how misinformation circulates across media, political, and social contexts, drawing on interdisciplinary research and real-world case studies to analyze its impacts on individuals and communities and to evaluate strategies for countering it.</p>	<p>Tues/Thurs 11:20 AM-12:50 PM</p>	<p>Stefanie Demetriades</p>
<p>HON 350: Honors Senior Seminar</p>	<p><b>MEANINGFUL RELATIONSHIPS</b></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>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>Mon/Wed 1:00-2:30 PM</p>	<p>Caterina Mongiat Farina</p>
<p>HON 350: Honors Senior Seminar</p>	<p>THE ATOMIC AGE</p> <p>This course explores the intersection between disaster and culture -- the way in which an incident of disaster is represented through literature, fictive narratives, and documentaries. We will also examine how such representations constitute memory and shape group (national, ethnic, familial) identity. This investigation of disaster and culture is centered upon our time of atomic age, and offers historical information and theoretical framework to prepare students to explore individual topics related to the field of study.</p>	<p>Tuesday 6:00-9:15 PM</p>	<p>Yuki Miyamoto</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 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: 2:45-6:00. Classes 2-9 will meet 2:45-4:45.</p>	<p>Tuesday Weeks 1 and 10 2:45-6:00 PM Weeks 2-9 2:45-4:45 PM Hybrid</p>	<p>Nancy Grossman</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>THIS COURSE IS PART OF THE INSIDE-OUT PRISON EXCHANGE PROGRAM AND TAKES PLACE INSIDE THE COOK COUNTY JAIL</p> <p>INSIDE-OUT PRISON EXCHANGE PROGRAM</p> <p>The Inside-Out Praxis:  The Inside-Out premise is the belief that society is strengthened when higher education and learning is made widely accessible and, at the same time, when it allows participants to encounter each other as equals, often across profound social barriers. The practice of bringing incarcerated (inside) and non-incarcerated (outside) people together for engaged and informed dialogue allows for transformative learning experiences that invite participants to take leadership in addressing issues of social concern.</p> <p>COURSE DESCRIPTION</p> <p>We explore ways of doing mathematics for personal growth and social change. We draw from our identities to make meaning from authentic problems that require basic skills with mathematics. We compare individual approaches to, and strategies for, doing mathematics based on our prior experiences and personal applications of mathematics.</p>	<p>Monday  9:00 AM-1:00 PM  Inside-Out</p>	<p>Mindy Kalchman</p>
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<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>However, this course is not simply about brick, stone and terra cotta, glass, steel and concrete. Learning about architecture will afford us the opportunity to get to know the city's history, its geography, its culture, and the people who have designed, built, demolished, preserved, lived in and worked in Chicago's buildings. In the course of our excursions around the Loop and Lincoln Park, south as far as Bronzeville and north to Uptown, we will also consider how class, race and politics have influenced urban planning and the distribution of greenspace and city resources.</p>	<p>Friday 1:00-3:40 PM</p>	<p>Michael Edwards</p>
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<p>HON 110: Honors Discover Chicago</p>	<p><b>INTERNATIONAL CHICAGO</b></p> <p>This course explores Chicago as a global city where worldwide movements of people, ideas, and histories are reflected in everyday urban life. Through visits to neighborhoods such as Chinatown, Devon Avenue, and Pilsen, students will examine how communities shaped by migration maintain, negotiate, and transform their identities, and how different groups experience belonging, exclusion, and change within the same city.</p> <p>The course also considers how global histories and ethical questions are interpreted through local institutions. Visits to the Illinois Holocaust Museum and Education Center, the DuSable Black History Museum and Education Center, and the National Museum of Mexican Art will prompt reflection on historical memory, identity, and narratives of justice and responsibility.</p> <p>Through discussion, observation, and reflective writing, students will analyze how global processes take shape in specific places and consider their own perspectives in relation to Chicago's diverse communities.</p>	<p>Monday 10:10 AM-12:50 PM</p>	<p>Burcu Degirmen</p>
<p>HON 110: Honors Discover Chicago</p>	<p><b>ONE HEALTH CHICAGO</b></p> <p>This course will introduce students to a ONE HEALTH perspective: that, in order to optimize human health and well-being, we must recognize the interconnection between people, animals, plants, and their shared environment. This is most possible when we use collaborative and transdisciplinary approaches to solve problems like the effects of climate change, environmental contamination, and population/habitat imbalance. We apply this to the City of Chicago, where health equity is a critical consideration, and explore these ideas within five components of our worlds: green spaces, water, air, temperature, food. In immersion week, we will explore Chicago spaces and perspectives, taking time for reading and reflections. Then, during autumn quarter, we will continue our reading and discussion to broaden our understanding of these ideas more widely to other places and the fields of study necessary to find solutions.</p>	<p>Wednesday 1:30-4:10 PM</p>	<p>Margaret Bell</p>

<p>HON 110: Honors Discover Chicago</p>	<p>ETHNIC BAKERIES AND CULTURAL TRADITIONS (?)</p> <p>Chicago is replete with neighborhood bakeries. From Cermak Road (where Chinatown is located) to Devon Avenue (Chicago's South Asian cultural hub), one can sample a taste of many cultures and nations in a span of less than twenty miles. On foot and using the CTA, members of this class will explore the diversity of Chicago through the history and traditions of its ethnic neighborhood bakeries. We will compare Latin American, Chinese, Filipino, African American, and Middle Eastern baked goods, learn about the people behind those creations, and examine their respective origins. Finally, we will explore how baked goods might have evolved and been re-interpreted from generation to generation due to local, national, and international contexts.</p>	<p>Tuesday 8:30-11:10 AM</p>	<p>Julia Woesthoff</p>
<p>HON 110: Honors Discover Chicago</p>	<p>CHICAGO ACTIVISM</p> <p>Activism with roots in Chicago has changed the country. If you want to make a difference, Chicago is the place. Power is the central question. Who has it? How did they get it? What do they do with it? And how can you get some? In this class, you learn from the answers that classic Chicago activists like Ida B. Wells, Jane Addams, Saul Alinsky, Fred Hampton and Harold Washington found to these same questions. We'll explore Bronzeville, visit the Hull House Museum, and learn from organizations that are actively working to make Chicago a better place. This course asks you to think seriously about what successful activism requires, what it costs, and how Chicago's distinctive conditions can serve as a laboratory for progress in the rest of the country. Each unit pairs a historical figure with a contemporary Chicago organization carrying that tradition forward, connecting the past to the present and inviting students to take part in shaping Chicago's future.</p>	<p>Wednesday 10:10 AM-12:50 PM</p>	<p>Eulalie Laschever</p>

<p>HON 110: Honors Discover Chicago</p>	<p><b>CHICAGO YOUTH STORIES</b></p> <p>This course explores how young people in Chicago experience schools, neighborhoods, public transit, policing, joy, struggle, and possibility. Students will learn oral history methods, engage with youth-serving organizations, and analyze how structural forces shape everyday life. The city of Chicago becomes both the text and teacher. To develop oral history projects, students will explore the contexts of youth experiential learning opportunities through the Chicago Park District, After School Matters, and other community-based organizations. Students will also have the opportunity to embrace Chicago's rich history through excursions to the Chicago History Museum, the Museum of Science and Industry, and the DuSable Museum. As a final project, students will collaborate to develop an oral history project centered on local youth programs and activities. They will be taught interviewing and archiving techniques, as well as how to use oral history software for project organization. Students will additionally develop personal reflections on their coming-of-age experiences and how those experiences can shape their future careers.</p>	<p>Monday 5:00-7:40 PM</p>	<p>Desmond Kemp</p>
<p>HON 110: Honors Discover Chicago</p>	<p><b>CHICAGO AND ITS SISTER CITIES</b></p> <p>What does Chicago have in common with cities around the world?</p> <p>In this course, "Chicago &amp; Its Sister Cities: Power, Inequality &amp; the Global City," we explore Chicago through its global connections, using its 28 sister cities to understand how issues like inequality, migration, poverty and political power play out across different places. Rather than studying these topics from a distance, we begin with a one-week immersive experience in Chicago, visiting neighborhoods, community organizations and key sites across the city. We will focus on real-world issues such as segregation, belonging, economic survival and civic action. We will see what connects Chicago to cities such as Paris, Accra, Delhi and Kyiv. Who benefits from a "global city"? Who gets left out? And how do communities benefit? The course continues with weekly discussions that build on these experiences, helping you see Chicago, and other cities, in a new way. You'll leave with a deeper understanding of how social challenges connect across borders, and why Chicago is part of that global story.</p>	<p>Thursday 3:10-5:50 PM</p>	<p>Sharon Riggle</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>Tuesday 4:20-7:00 PM LOOP</p>	<p>Randall Honold</p>
<p>HON 111: Honors Explore 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 1:30-5:30 PM</p>	<p>Leah Bryant</p>

<p>HON 111: Honors Explore Chicago</p>	<p><b>PUNK IN CHICAGO</b></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><b>QUEER CHICAGO MEMORIES</b></p> <p>0</p>	<p>Friday 12:00-4:00 PM</p>	<p>Barrie Jean Borich</p>
<p>HON 111: Honors Explore Chicago</p>	<p><b>CHICAGO LITERATURE AND ART</b></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>Tuesday 1:30-5:30 PM LOOP</p>	<p>Keith Mikos</p>