

# HONORS 193 SEMINARS

SPRING 2024

## WHAT ARE HONR 193 SEMINARS?

This is the second, discussion-based, interdisciplinary seminar in the honors curriculum and is taken spring semester of your first year in the program. Every three-credit seminar has a different topic, so pick one that sounds most interesting to you.

## HONR 193 SEMINAR OPTIONS

### WILD THINKING - CREATIVITY IN ART, SCIENCE, AND BUSINESS

Instructor | Francie Glycenfer

193.001 | MWF 9:00 - 9:50 | CRN: 20753

Is creativity the exclusive domain of artists? Or does the creative process occur in other fields such as science and business? This course will demonstrate the value of creativity in our lives, in our work and within the broader context of culture. Each individual will be given the opportunity to access their own creative potential as well as enhancing creativity in others. A creative interdisciplinary approach will emphasize discovering the relationships that can be built in both the classroom and culture. Creative explorations in art, science and business will enhance the understanding and experience for students.



### WATER: THE MYTH, MAGIC, AND HISTORY OF AN ESSENTIAL (AND LIMITED) RESOURCE



Instructor | Alyson Huff

193.002 | MWF 10:00 - 10:50 | CRN: 16027

Great speculation of what lay beyond the ocean waters spanned cultures and regions, from Swedish Vikings to Spanish explorers to Babylonians. World maps depict land mass surrounded by terrifying and unnavigable seas, sea monsters, and gods of the sea. Stories of healing waters in Lourdes and mystical waters of the River Ganges coupled with modern baptismal rituals and quests for mountain springs, speak to a gentler view of water. Through lenses of legend and literature, this historical and mythical journey leads us to current controversies surrounding water such as water rights in Colorado, the Flint Michigan and Mexico City water crises, and the expansion of desalination plants around the world. The words of Loren Eiseley capture the essence of this seminar, "If there is magic on this planet, it is contained in water."

### WOMEN AND GENDER IN THE MIDDLE EAST AND NORTH AFRICA (MENA)

Instructor | Gamze Cavdar

193.015 | TR 11:00 - 12:15 | CRN: 12899

Women and gender relations in the Middle East and North Africa (MENA) are little known and understood especially in the United States. In this course, students are introduced to the subjects of women and gender in the MENA region by mainly utilizing movies/documentaries. Students will explore various dimensions of daily life influenced by gender in the region, diversity among these experiences, the change over time and the broader political contexts within which these gender stratification takes place. While the course will highlight the diversity at a given time and the change over time, it will also emphasize the common characteristics of patriarchal relations around the globe, trying to avoid the misperception that MENA is an exception.



## GETTYSBURG: AMERICA'S REBIRTH

Instructor | Pam Vaughan Knaus

193.005 | MWF 12:00 - 12:50 | CRN: 10560

On November 19, 1863, in the wake of the gruesome battle in Gettysburg, PA, President Abraham Lincoln's remarks cleansed the ground, air, and soul of America. Using fewer than 270 words, Lincoln simultaneously consecrated the soldiers' sacrifice, purified the country's mythos, and fostered hope and unity among the American people. Timeless and enduring, the Gettysburg Address provides both retrospective and prospective frames through which to view America's past, present, and future. What cultural or societal patterns were transmitted between the North and South as a result of the events in Gettysburg, PA in 1863? In what ways did this three-day battle (July 1-3, 1863) provide the blueprint for modern warfare? What were the impacts of the decisions—military, political, and governmental—made in Gettysburg, and how did they spread across the country? In surveying one crucial moment within

American history, we seek to capture the nation's atmosphere during the Civil War, analyze the changing meaning of the speech over time, and recognize the remarkable ways in which it has been garbled, misquoted, and woefully and willfully misunderstood.



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## VIETNAM & AMERICA: AN INTRODUCTION



Instructor | Pam Vaughan Knaus

193.007 | MWF 1:00 - 1:50 | CRN: 10562

193.008 | MWF 2:00 - 2:50 | CRN: 10563

America's lengthy war in Vietnam was--by most accounts--it's most divisive. As U.S. troop levels swelled to more than a half million by 1968, American society split sharply over the legitimacy and efficacy of the war effort. The war's inconclusiveness and unpopularity spawned not only a broad-based antiwar movement, but also a reexamination of America's purpose as wrenching as any other since before or after the grueling Civil War. Neither Richard Nixon's 1969 decision to ultimately eliminate U.S. ground forces, nor the 1975 fall of Saigon did much to resolve the debate or to ease the traumas that it unleashed. Our class explores the larger boundaries of that debate by focusing on questions such as: Why did America intervene in Vietnam; what did America seek to accomplish

there? Were these goals attainable? What domestic events played out; often resulting in lasting and compelling change? Who were America's enemies? Allies? Can U.S. actions there be characterized as moral—or immoral? How did an unindustrialized, rural region ultimately dominate the world's leading authority? Much reading and even more discussion will allow us to travel back and re-live this conflict and its ascendant chaos, perhaps with new-found appreciation for Vietnam's American legacy.

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## WHAT UNITES US: MUSIC AS HUMAN EXPRESSION

Instructor | Megan Lanz

193.009 | TR 9:30 - 10:45 | CRN: 14057

Humans use expressive activities and creative outlets for a variety of purposes, including building community and a sense of individual identity, expressing happiness or grief, and influencing political and social change. Listening to and creating music has been a function of human expression, community-building, and validating a sense of identity and belonging for as long as we have recorded history. This course will direct students to engage with music on a deeper level beyond noticing whether something is enjoyable or not. Listening to music beyond the superficial aesthetic requires a knowledge of technical musical components in addition to those that are extra-musical – what you, as a listener, experience that is not the actual sound. Through writing, presenting, and discussing, this course encourages students to consider what associations or memories they have with types of music, to explore how other cultures express these concepts, and to consider how that experience connects each of them with other humans around the planet.



# ISSUES IN INTERNATIONAL TRAVEL AND TOURISM: THE GLOBAL TO LOCAL NEXUS

Instructor | Jana Raadik Cottrell

193.010 | TR 12:30 - 1:45 | CRN: 10564

"Travel is fatal to prejudice, bigotry, and narrow-mindedness", said Mark Twain. The world is an open book to discover through travel, to learn about other people and places, and about ourselves. It is less important where we travel, but how. Are you a traveler or a tourist, an eco- or an ego- tourist? Are you aware of the impacts of your travel? Responsible travel values and celebrates diversity of natural and cultural heritage as a product of geography and history. Responsible travel is an inspiration and a challenge to the industry. This course provides an overview of the principles and criteria for responsible travel with a broad overview of the challenges and issues associated with the travel industry.



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## CHILDREN'S LITERATURE AND CULTURE



Instructor | Aparna Gollapudi

193.011 | TR 9:30 - 10:45 | CRN: 12575

Talking rabbits that take you down a hole, wicked witches that melt away, rivers of chocolate, magic everywhere – this is the stuff of children's literature. Works meant for young audiences are usually considered light-hearted entertainment that teach children simple life lessons. Rarely are they considered worthy of serious scholarly attention. However, literature meant for children is as much a product of complex cultural forces and ideologies as the most revered canonical "classic" novels. Books meant for children are often very much engaged with contemporary social, political, and ethical issues, whether it be Lewis Carroll's critique of aristocratic privilege in *Alice in Wonderland* or Roald Dahl's subversion of capitalistic acquisition in

*Charlie and the Chocolate Factory*. In addition, some works meant for children have incredibly long-lasting lives in popular culture – including adult popular culture -- as they are re-read, reworked, adapted into films, referenced in songs, or turned into consumer merchandise over decades and even centuries. With each new version, children's works absorb contemporary ideologies or perpetuate the cultural agendas of their specific historical moment. This course will explore the some very popular children's works as cultural phenomena that take on different nuances as they are remade to suit new markets. Focusing on 'classics' of children's literature such as *Alice in Wonderland*, *The Wizard of Oz*, *Charlie and the Chocolate Factory* and *Harry Potter* (I), this course will use rigorous critical interpretation tools to analyze these children's books and/or movies as powerful cultural phenomena offering important insights into the adult world, even as they reveal how the child is constructed in various historical contexts. Welcome to the class!

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## GOT AFFLUENZA? CONSUMERISM AND THE ENVIRONMENT

Instructor | Anne Marie Merline

193.014 | TR 11:00 - 12:15 | CRN: 12677

Affluence and over consumerism are important parts of the cultural understanding of Post-Modern America. Today's generation stands on the shoulders of two generations that have lived in Post-World War II America. This course will examine the questions of over consumption based on global and social history. The first is how did the United States get to this point of abundance? What are the expectations of American citizens? Do we have too much? What can be done to reverse the trends of over- consumption? What effect do we have on the Earth due to industrialization, continued production, and a collection of wealth? Most importantly we try to assess how we can mitigate climate crisis.



## MUSIC IN HOLLYWOOD FILMS

Instructor | Dan Obluda

193.012 | TR 9:30 - 10:45 | CRN: 12576

The cinema has long been a place where we confront our biggest questions: Who are we? What will the future be like? What are we afraid of? Who are our heroes and heroines? What things lie beyond the physical world we inhabit? Filmmakers tackle these questions by creating evocative and relatable stories that explore the many facets of humanity we all share. For many of us, movies shape the way we see the world and our place within it. Unlike other mediums, film utilizes multiple art forms to immerse viewers in these stories, and music is a powerful tool that filmmakers use to guide our interpretation of ideas and emotions. Part historical survey and part analytical methodology, this class is designed to help students understand how they interpret film and music, and encourage them to explore the conventional gestures and cultural symbols that filmmakers use to communicate meanings. In addition to weekly reading assignments taken from contemporary scholarship, students will watch a movie from a curated list of Hollywood films produced over the last century. Together we will examine these films and discuss how they express ideas and influence our culture and identity. This will culminate in a formal speech and argumentative paper where each student will analyze and evaluate a Hollywood film of their choice. This class will give students a deeper appreciation and new perspective on films they know and love



## DIVERSITY AND SOCIAL JUSTICE



Instructor | Toni Zimmerman

193.013 | TR 9:30 - 10:45 | CRN: 12676

In this course we will explore racism, classism, religious oppression, ableism, youth and elder oppression, sexism, heterosexism, and trans oppression as well as intersectionality of these social identities. This exploration will include exposure to the data and scholarship of equity, diversity, and inclusion as well as listening to the voices of those who have experienced oppression through first account essays. We will learn about next steps toward social justice by studying examples of organizations, coalitions, policy change, and activism that have had impact on oppression and social change. We will explore our own identities, implicit bias, and the complexities of how we came to know what we know through socialization and social construction of difference.

We will discover the ways in which ideological, institutional, interpersonal, and internalized oppression create a cycle that reinforces oppression and learn ways to dismantle these in our lives and in our professions. These topics will include a US and global examination.

## IMAGINATIVE OBSESSIONS: PERSISTENT INQUIRY & LITERARY INVESTIGATIONS

Instructor | Joanna Doxey

193.017 | MWF 12:00 - 12:50 | CRN: 14058

We often think of obsessions as limiting, but in this seminar, we'll discuss how each writer's singular topic can be exponentially expansive and reveal new truths and tendrils of knowledge as we explore the obsessional research and pursuits of interdisciplinary thinkers. Too, this obsessional research and imaginative explorations can offer new perspectives and insight into climate crises, social inequities, and our own collective humanity. We will join in the exploration of subjects as focused as mushrooms, ice, the body, even tears – and how one subject scrutiny can open creative possibilities. In academia, we often keep different disciplines in their respective fields, but interdisciplinary thinkings and collaborations between science and art can create new understandings as well. How do these writings connect and effectively decenter disciplinary authority? We will examine creative nonfiction, anthropological reading, essay, hybrid genre, and poetry.



# SAVING EARTH'S BIODIVERSITY FROM OURSELVES THROUGH ETHICS, POLICY, AND PERSONAL ACTION

Instructor | Nicole Vieira

193.003 | MWF 10:00 - 10:50 | CRN: 10549

193.006 | MWF 1:00 - 1:50 | CRN: 10561

Welcome to the Anthropocene! For the first time in Earth's history, one species (that's us) has unprecedented, widespread impacts on wildlife and biodiversity. In this course, we will delve into the historical development of environmental ethics, and we will explore ethical value systems we place on animals and ecosystems. We will also discuss national and international environmental policies and consortiums that have attempted to curtail our negative impacts on Earth. Ultimately, we will tackle tough questions on how to move forward in the Anthropocene: what shifts in values, ethics and policies will we need to protect wild animals and their habitats? Should we count on international cooperation and regulations to maintain global biodiversity, or should we focus on changes in our own, individual lifestyle? To complement the philosophical readings, we will explore global examples



of where wildlife, biodiversity or whole ecosystems are caught up in ethical conflict. We will also explore ways to take personal action throughout the course, such as trying "lifestyle changes" to reduce our impact and engaging with community initiatives on environmental issues and education. This class will encourage you to formulate your personal ethics related to wildlife conservation, and to discover how you can positively contribute to Earth's biodiversity for future generations!

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## FOLK TALES, MYTHS, AND ROMANCE: MAKING SENSE OF OUR WORLD THROUGH TRADITIONAL STORIES



Instructor | Anne Scott

193.004 | MWF 10:00 - 10:50 | CRN: 10550

We've all grown up with some version of traditional stories in our midst: folk and fairy tales, myths about how the world (and its inhabitants) have come to be, even romances depicting knights in shining armor who win the hands of damsels in distress. These stories appeal not just to children but to those of us wanting to understand our world and how it works. By reading, conversing, and writing about this literature, we will shed light on the following questions: how are heroes made, and what makes behavior heroic (or not)? What roles do women play in our traditional stories, why these roles and not others, and to what extent can female characters be heroes of their own narratives? What do these traditional stories have to say about good and evil, gender, relationships, leadership, communities, religious doctrine and spirituality, love, power, fear,

and human failings or strengths? What can we learn from these traditional stories to understand, and even address, the problems (large and small) facing our beautiful but fraught world? Finally, what can the disciplines of cultural criticism, psychology, anthropology, sociology, feminist theory, and history add to our understanding of these traditional stories? Through lively discussions, several writing assignments, a research paper, weekly readings, and group work, you will hone your skills in analytical writing, critical thinking, close reading, oral participation, and presentations. Welcome to the fun, inviting, and complex world of traditional stories! Your paragraph text

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## SEX, DRUGS, AND ROCK N' ROLL IN THE ANCIENT WORLD

Instructor | Emily Wilson

193.018 | MW 12:30 - 1:45 | CRN: 14265

193.019 | MW 2:00 - 3:15 | CRN: 15221

This class aims to familiarize the student with the broad trends of the Ancient Mediterranean World (Ancient Egypt, Mesopotamia, Greece, Rome) as well as the basic sets of evidence to any Classically-oriented scholar (archaeology, epigraphy, texts, etc.) through the themes of sex, drugs, and rock 'n roll. We will examine both our own preconceptions about sex, drugs, and rock 'n roll and how they could bias the modern scholar, as well as consider how the ancients experienced and thought about these topics, in what contexts (domestic, funerary military, diplomatic, etc.) they appeared, and how each category of evidence should be handled by the modern scholar.

