

## **(Draft) Honors College Course Descriptions Fall 2024**

### **Honors 176: Inquiries in the Physical Sciences (section 1, 3 credits)**

**Course Day/Time:** Tuesday 3:30-6pm

**Instructor:** David Largent

**Course Title:** **Computer Science and Algorithms to Live By**

**Course CRN:** 35666

**Course Description:** The major purposes of this course are to help you understand what algorithms are, how they work, and that they exist in your life. What you learn here can apply to virtually any activity you participate in, whether that be in your professional or private life. This course provides a broad survey of computer science including its history, applications, programming languages, and computer architecture. A strong emphasis will be placed on algorithms and the relationships of computer science to human concerns and society, including the social and ethical consequences raised by the application of technology in contemporary society. Class time will be split between small and large group discussions and small group activities that reinforce the course topics. *This course will be of particular interest to anyone curious about how algorithms exist in their life. No prior knowledge of algorithms or computer science is needed or expected.*

### **Honors 178: Inquiries in the Life Sciences (section 1, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Bridget Lester

**Course Title:** **Movement for Health and Wellness**

**Course CRN:** 35669

**Course Description:** While it is commonly recognized that regular physical activity and exercise promotes optimal health and wellness, most people of industrialized societies do not get the recommended amount of daily activity. This course will examine the science behind the extensive health benefits to a physically active lifestyle. Furthermore, we will explore the obstacles that modern day people face causing these daily physical activity recommendations to be difficult to meet. We will approach the topic of movement for health and wellness in light of evolution. For humans to thrive as a species, physical activity was essential. We will compare hunter-gatherer societies to industrialized societies to gain an understanding of how modern-day living has changed our needs to be physically active. We will discuss misconceptions about physical activity prevalent in the media. Our mission is to compassionately approach strategies to promote a physically active lifestyle. The focus is on seeking joy and meaning in this lifestyle.

### **Honors 179: Inquiries in Science and Society (section 1, 3 credits)**

**Course Day/Time:** T/Th 11-12:15

**Instructor:** Bridget Lester

**Course Title:** **The Impact of Scientific Innovation on Human Health and Longevity**

**Course CRN:** 35671

**Course Description:** Over the last 120 years, scientific innovations have allowed human lifespan to dramatically increase. This course will explore the ways that science and society converged to increase human longevity, including challenges people faced to establish new ways

of living and ethical tragedies that shaped how human research is performed. Furthermore, the course will also discuss emerging scientific innovations, such as advancements in biotechnology and artificial intelligence, that will strongly impact human health in the years to come. Finally, the impact of modern science on society will be related to the major themes of the classic novel, *Frankenstein*. *This course will be of particular interest to students who enjoy the intersection of Science and Humanities.*

**Honors 189: Inquiries in Global Studies (sections 880 and 881 [both online asynchronous], 3 credits)**

**Course Day/Time:** 2 online asynchronous sections (880 and 881)

**Instructor:** Obed Frausto

**Course Title:** **Latin American Thought and Decoloniality**

**Course CRN:** 32417 (section 880), 32418 (section 881)

**Course Description:** In this course, we will explore Latin American thought in the humanities and social sciences. First, we will study concepts such as pluriversality, which refers to the possibility of multiple worlds within our world. It emphasizes the importance of thinking about the meanings of plural and diverse viewpoints. In understanding the limits of only one world, we will be able to open it to a horizon of possibilities. In this course, in sum, we will explore how to transform reality by bringing together multiple perspectives, learning from each other, and especially listening to those hidden and dismissed voices from the indigenous cultures and the Afro-descendants in the American continent (América, Abuya Yala, Anahuac). Second, we will examine the main underpinnings of decoloniality, which posits that society's hierarchy and power are still based on race, gender, and ethnicity. Based on decoloniality, in order to transform society, we should focus on understanding and ultimately dismantling the interrelations between these categories. In this course, we will explore Latin American thinkers such as Enrique Dussel, Anibal Quijano, Santiago Castro-Gómez, María Lugones, Walter Dignolo, Rita Segato, Silvia Rivera Cusicanqui, Boaventura de Sousa Santos, Bolívar Echeverría, among others.

**Honors 189: Inquiries in Global Studies: (sections 2 and 3, 3 credits)**

**Course Day/Time:** Tuesday/Thursday, 8-9:15 (section 2) and Tuesday/Thursday, 9:30-10:45 (section 3)

**Instructor:** Galit Gertsenzon

**Course Title:** **The Intertwined Relationships Between Music & Politics Around the World**

**Course CRN:** 26963 (section 2), 25544 (section 3)

**Course Description:** Throughout history and across the globe, the human impulse toward music-making has engendered continuing controversies over its use in times of peace and conflict. From Beethoven to Beyoncé, music is an expression of power, persuasion, resistance, and revolt. This course examines the role that music plays in our individual and collective experiences and considers the intersectional relationship between music and politics. We look at national anthems and identity, protest music, propaganda, and war (past and present). With particular emphasis on regions outside of North America and Western Europe, we aim to broaden the scope of global inquiry beyond the familiar: presenting cultural and socio-political landscapes in China, North and South Korea, the Middle East (Afghanistan, Egypt, Iran), Russia, and Ukraine.

*This course will be of particular interest to College of Fine Arts students and any students with an interest in music and performance.*

**Honors 189: Inquiries in Global Studies (section 4, 3 credits)**

**Course Day/Time:** T/Th 12:30-1:45

**Instructor:** Jane Anyango and Kalyn Renbarger

**Course Title:** **Rural Healthcare in Uganda and Implications on Community Health**

**Course CRN:** 26639

**Course Description:** This course provides an interprofessional overview of major aspects of rural healthcare in Uganda. In this course, we will explore the systems in place to address rural health care in Uganda with a focus on community health. We will explore the rural healthcare needs of the people of Bwindi, how those healthcare needs are being addressed, and what needs to be further addressed. Based on scholarly research, primary texts, guest speakers, and media from Uganda, this course examines the Bwindi School of Nursing & Bwindi Community Hospital's historical background, language, religious beliefs, customs, medical practices, health care provider training programs, and social practices. This course explores the different aspects (i.e., social, geographical, economic, and political settings) that contributed to the development of the Bwindi School of Nursing & Bwindi Community Hospital. We aim to expand global inquiries to investigate rural healthcare in a non-Western culture. *Students in the College of Health who complete this course may be eligible to apply for a Study Abroad experience in Bwindi, Uganda. Students in Nursing, Pre-Med, African American Studies, Anthropology, and any student with global and community health interests.*

**Honors 189: Inquiries in Global Studies (section 6, 3 credits)**

**Course Day/Time:** MWF 12-12:50

**Instructor:** Molly Ferguson

**Course Title:** **Folklore and the Power of Stories**

**Course CRN:** 22239

**Course Description:** Folklore and the power of stories: This course will take an interdisciplinary approach to folklore and the ways in which cultures make meaning through storytelling. We will explore how folktales and urban legends are adapted to express contemporary anxieties and build community values. Beginning with Irish folklore traditions such as the banshee, the selkie, and the changeling, this course will move on to student projects that research folklore in other cultures, such as African, Scandinavian, and Caribbean folktales. We will read literature adapting folktales for today, watch films, and reach out to elders to record tales from our own communities. Students will do archival research in the Irish Folklore Collection online (on [duchas.ie](http://duchas.ie)), and we will visit the [IU Folklore Collection](#). By the end of the course, each student will be able to synthesize research on a folktale as emergent from a specific cultural context, and to interpret why it persists in that culture. *This course will be a good fit for students interested in world cultures, history, anthropology, gender studies, and literature.*

**Honors 199: Inquiries in Contemporary American Civilization (section 1A, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Gabriel Tait

**Course Title:** **Introduction to African American Studies**

**Course CRN:** 22243

**Course Description:** In Lerone Bennett Jr.'s *Before the Mayflower* he observes, "Historians and history books are historical. They are products of history. They are born at a certain time." This

Honors 199/African American Studies 100 takes an interdisciplinary approach to guide students as we examine and discuss this complex history and those who have made significant contributions to *Black Culture in America*. In this introductory course, students will explore the Black Cultural contributions to history, literature, music, art, and a myriad of other significant areas while gaining a foundation to appreciate the importance of Black Culture and its contributions to America. *For students pursuing the African American Studies minor, this course counts as AFAM 100: Introduction to African American Studies and HONR 199. This course is also open to students; no prior knowledge is necessary.*

**Honors 199: Inquiries in Contemporary American Civilization (section 2, 3 credits)**

**Course Day/Time:** MWF 9-9:50

**Instructor:** Bruce Geelhoed

**Course Title:** **From the Ball Family to the Kennedys: American Families in the Modern Age**

**Course CRN:** 22244

**Course Description:** For this semester, the course will revolve around a theme of family and history where we will try to reach an understanding of how the family has influenced American social, political, and economic life. In that respect, we will discover how the actions of several prominent families, including the Ball family, the family of Audrey Hepburn, and the Kennedys, as well as the families of Dorothy Vaughn, Katherine Goble Johnson, and Mary Jackson from Margot Shetterly's book *Hidden Figures* have played major roles in the unfolding of recent American history. We will focus on the importance of brothers and sisters in each family and how their interactions influenced the wider society. Finally, we will also discover a more important fact: that the family, our culture's most basic social unit, is also a vehicle for the transmission of power throughout the various institutions of modern society. *This course will be of particular interest to History majors and minors.*

**Honors 199: Inquiries in Contemporary American Civilization (section 4, 3 credits)**

**Course Day/Time:** T/Th 2-3:15

**Instructor:** Robin Blom

**Course Title:** **The Honors of the Nobel Peace Prize**

**Course CRN:** 22246

**Course Description:** Martin Luther King Jr., Jane Addams, Barack Obama, and Jimmy Carter all have in common that they were awardees of the Nobel Peace Prize, one of the world's most prestigious honors. It is awarded annually "to the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." The Norwegian Nobel Committee receives hundreds of nominations each year. Students in this class will decide who they will nominate for the next Nobel Peace Prize. The course will first examine the history of the Nobel Peace Prize, including all American recipients of the Prize, as well as some of the committee's most controversial decisions. Afterward, students develop criteria to assess the prospects of potential nominees from the United States and abroad. On December 10, the anniversary of Alfred Nobel's death, after the 2024 Nobel Peace Prize recipient(s) is (are) announced earlier that day, the class will decide upon its nominee for next year's honors.

**Honors 199: Inquiries in Contemporary American Civilization (section 5, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Brandon Waite

**Course Title:** 1968

**Course CRN:** 22247

**Course Description:** The year 1968 is widely considered to be one of the most turbulent and traumatic years of the 20<sup>th</sup> century. It was marked by historic achievements, shocking assassinations, a devastating war, and a spirit of rebellion that swept the world. In this course we explore the issues, people, organizations, events, and cultural artifacts of 1968. Our purpose is not only to better understand the events that took place during that tumultuous year, but also to reflect on how the motifs that defined 1968 – liberation, egalitarian inclusiveness, and participatory openness – continue to affect our current political climate and cultural zeitgeist.

**Honors 199: Inquiries in Contemporary American Civilization (section 6, 3 credits)**

**(Signature Experience for First-Year Students; permission only)**

**Course Day/Time:** MW, 3-4:15

**Instructor:** Jim Buss

**Course Title:** Death and Disease in American History

**Course CRN:** 26845

**Course Description:** This course examines the ways in which death and disease have had major influences on social, legal, economic, and cultural practices within the Americas and, later, the United States. We will explore cultural differences related to death between indigenous peoples and European settlers, the influence of smallpox during the American Revolution, the history of gross anatomy in the development of American medical practices, the role of death during the American Civil War in reshaping American concepts of good governance, and the Influenza Pandemic of 1918-1919. In each of these cases, students will gain a better understanding about how American ideas and ideals, as they relate to death and disease, have shaped the past and continue to influence the present. While the focus of the class concludes in the 1920s, a study of these past events certainly resonates in recent times.

**Honors 199: Inquiries in Contemporary American Civilization (section 7, 3 credits)**

**Course Day/Time:** MWF 8-8:50

**Instructor:** Jason Powell

**Course Title:** American Consumerism

**Course CRN:** 26966

**Course Description:** Much of American society is defined by consumerism. We consume money, things, relationships, status, ideas, performance, busyness, worldviews, etc. But is consuming the best way to live? What are the perils of unbridled consumerism that we face as a country? As individuals? This course looks at the historical, economic, and cultural structure of American consumerism and also seeks to offer alternative ways to understanding what it means to be an authentic individual in a consumer-based society.

**Honors 201: Inquiries in Earliest Cultures to ca. 500 CE (section 1, 3 credits)**

**Course Day/Time:** MWF 9-9:50

**Instructor:** Jason Powell

**Course Title:** **Ancient Selves and Societies**

**Course CRN:** 22248

**Course Description:** Please join us in this course as we explore some of the foundational personal, social, religious, and cultural ideas of the ancient world. We will traverse beauty, honor, and family in *The Ramayana*, look at the problem of suffering and enlightenment with The Buddha, examine the richness of the moral life in the ancient Hebrew Bible, and pay attention to the Greeks and Romans regarding what it means to live well, indeed, what it means to live tragically and beautifully. All of these ideas are still with us today, and the goal of this course is to weave these separate threads together into a rich tapestry of what it means to be a human being, then and now.

**Honors 201: Inquiries in Earliest Cultures to ca. 500 CE (section 2, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Alex Kaufman

**Course Title:** **Food and Feast**

**Course CRN:** 22250

**Course Description:** This course focuses on the literature, culture, religion, and art of the ancient world. Two key elements of the human experience then and today are the food and feasting. What we eat and how we eat it says much about ourselves and our place in the world. For this section of HONR 201, we will examine the ways in which food and feasting play a significant role in the cultures that the texts, authors, and subjects inhabit. Over the course of this class, we will explore food and feasts as symbolic entities, ritualistic objects and events, instruments of ideology and power, markers of class and etiquette, and as examples of material culture. *This course will be of particular interest to students who enjoy global literature, art, philosophy, religions, and food cultures.*

**Honors 201: Inquiries in Earliest Cultures to ca. 500 CE (section 3, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Beth Dalton

**Course Title:** **Golden Ages**

**Course CRN:** 22252

**Course Description:** In this class, we will read literature and discuss art from the earliest flowerings of civilization in Sumeria, Greece, Rome, India, and China. Each of these ancient civilizations experienced a golden age of cultural and technological excellence that reverberates through our lives even today. We will read, discuss and write about a selection of epics, lyric poetry, and drama. In addition, we will explore the visual arts produced by each of these civilizations. As we do so, we will continue to ask those Enduring Questions: What is the purpose of art and literature? Who is it for? What does it reflect about the original culture, and what does it mean for us today? *This course will be of particular interest to students who love stories and storytelling, creative writing, history, classics, and the visual arts*



**Honors 201: Inquiries in Earliest Cultures to ca. 500 CE (section 4 and 5, 3 credits)**

**Course Day/Time:** T/Th 11-12:15 (section 4); 12:30-1:45 (section 5)

**Instructor:** Bart Huelsenbeck

**Course Title:** **Wisdom and her daughters**

**Course CRN:** 22254 (section 4); 22255 (section 5)

**Course Description:** “It is bad when one thing becomes two.” The focus of these sections of HONR 201 is wisdom. Ancient stories often communicate hard-won lessons. They aim to teach. They pass down knowledge for the ages. In early antiquity, this kind of wisdom is all-embracing—touching on subjects as diverse as philosophy, science, religion, and the arts. Over time, the pursuit of wisdom becomes more systematic and specialized. A wisdom that was once one thing becomes many. In this course, we will explore the evolution of wisdom as expressed in stories, religious and philosophical texts, and other media. Some of our themes and questions: What are the results, both positive and negative, of wisdom’s evolution? How do we define knowledge? How should it be used and communicated? *This course will be of particular interest to students who love stories and storytelling, poetry, philosophy, creative writing, language, history, anthropology, classics.*

**Honors 201: Inquiries in Earliest Cultures to ca. 500 CE (section 6, 3 credits)**

**Course Day/Time:** MWF 9-9:50

**Instructor:** Beth Dalton

**Course Title:** **Golden Ages**

**Course CRN:** 26503

**Course Description:** : In this class, we will read literature and discuss art from the earliest flowerings of civilization in Sumeria, Greece, Rome, India, and China. Each of these ancient civilizations experienced a golden age of cultural and technological excellence that reverberates through our lives even today. We will read, discuss and write about a selection of epics, lyric poetry, and drama. In addition, we will explore the visual arts produced by each of these civilizations. As we do so, we will continue to ask those Enduring Questions: What is the purpose of art and literature? Who is it for? What does it reflect about the original culture, and what does it mean for us today? *This course will be of particular interest to students who love stories and storytelling, creative writing, history, classics, and the visual arts.*

**Honors 202: Inquiries in Cultures from ca. 500 to ca. 1800 CE (section 1, 3 credits)**

**Course Day/Time:** T/Th 3:30-4:45

**Instructor:** Brent Blackwell

**Course Title:** **“Conquerors and the Conquered: ‘Could it ever have been different?’”**

**Course CRN:** 22260

**Course Description:** This section of 202 will explore the evolution of the western Enlightenment—the multicultural, multi-century spanning ideology that championed individual liberty and religious tolerance. While certainly a noble goal, the mixed effects of the Western Enlightenment ultimately created systems of conquest, oppression, and intolerance as well. This course will explore this *grand récit*, as Jean-François Lyotard calls it, in art, architecture, music, literature, philosophy, astronomy, religion, economics, criminal justice, and even mathematics and from its closeted origins in medieval monasteries to its eventual rebirth in the Renaissance to its triumph in the Baroque idea of *quadratura*. But we will also explore the margins and

footnotes of this “major” narrative to uncover the many “minor” narratives that became lost and buried under the weight of the former, including the work of marginalized groups like women, Jews, homosexuals, indigenous peoples, and heretics—groups one and all who were sacrificed in some significant way in this crucible of reason. *The course will be of particular interest to students interested in diversity, equity, and inclusion (DEI), especially with regards to race, sex, and/or sexual orientation. Also, this course will be of particular interest to students who feel an affinity for many different disciplines at once, from art to science and from music to mathematics.*

**Honors 202: Inquiries in Cultures from ca. 500 to ca. 1800 CE (section 3, 3 credits)**

**Course Day/Time:** MWF 9-9:50 [pending English schedule]

**Instructor:** Matt Hartman

**Course Title:** **Journeys and the Meaning of Life**

**Course CRN:** 28928

**Course Description:** I've organized this course around the theme of journeys, both actual and imagined. Journeys not only provide occasions for self-discovery and encounters with others, they can serve as metaphors for life itself. Throughout the course, we will compare texts from different cultural traditions and time periods. For instance, we will compare the spiritual journeys recounted in *The Conference of the Birds* by the Sufi poet Farid ud-Din Attara (Persia) and *The Narrow Road to the Deep North*, by the Japanese poet Basho. We will also compare the heroic journeys recounted in the Germanic epic *Beowulf* (England) and the West African epic of *Sunjata* (Mali Empire). Our academic journey will extend beyond literature to include a musical sojourn through the classical symphonies of Mozart and Beethoven, as well as a virtual journey into the past through a role-playing game about art, architecture, and humanism in Renaissance Italy.

**Honors 202: Inquiries in Cultures from ca. 500 to ca. 1800 CE (section 4, 3 credits)**

**(Signature Experience for First-Year Students; permission only)**

**Course Day/Time:** T/Th 11-12:15

**Instructor:** Beth Dalton

**Course Title:** **Visions of Heaven and Hell**

**Course CRN:** 35727

**Course Description:** The spread of two monotheistic faiths, Christianity and Islam, shaped the Middle Ages, the Renaissance, and all that came after. During this semester, we will look at the literature and art produced during those middle centuries between the classical world and the modern one. A tumultuous time rife with disease and warfare, this time period also includes such technological innovations as moveable type and the telescope. We will read, discuss, and write about a selection of poetry, fiction, drama, and art from the time period as we continue to ask those Enduring Questions, such as what is justice? What is truth? What is the human's place in the universe?

**Honors 203: Inquiries in Cultures from ca. 1800 CE to the Present (section 1, 3 credits)**

**Course Day/Time:** MWF 12-12:50

**Instructor:** Amy Bosworth

**Course Title:** **You're Reading What?**

**Course CRN:** 22265



**Course Description:** What makes a particular work of fiction “great art,” a story worth celebrating with accolades and awards? Why do critics and society often ignore “popular” books and movies, relegating them to mindless entertainment with no cultural value? This semester we will explore several often-maligned literary genres - science fiction, horror, and romance. The course will start with two 19th-century classics, Mary Shelley’s *Frankenstein* and Jane Austen’s *Pride and Prejudice*, and then explore a variety of contemporary works (written and visual) that consider themes such as identity, humanity, love, friendship, and family but through the lens of non-prestige media. (Think “Pride and Prejudice and Zombies” rather than BBC’s 6-episode miniseries “Pride and Prejudice.”) Can we grapple with issues of gender and class while also fighting the undead? Is it possible to find your true self while also fighting malicious AI in the farthest reaches of space? *This course will be of interest to those students with an interest in popular literature and/or film, majors in the humanities, and Women’s and Gender Studies, and anyone who loves to read and/or watch movies.*

**Honors 203: Inquiries in Cultures from ca. 1800 CE to the Present (section 2 and 3, 3 credits)**

**Course Day/Time:** MWF 9-9:50 (section 2); MWF 10-10:50 (section 3)

**Instructor:** Timothy Berg

**Course Title:** **Creative Acts/Creative Lives**

**Course CRN:** 35728 (section 2); 22267 (section 3)

**Course Description:** This course examines a range of creative acts by creative people who were, for various reasons, at odds with their cultures or who felt out of step with their times. Whether creating as a means of self-understanding, social commentary, resistance, or for obscure personal reasons, their creations – in visual art, literature, music, and other arenas – offer insights into how to be truly human. Both provocative and inspiring, the artists we’ll explore challenge our notions of how the world is, what it should be, and how we should be in it. These artists, inhabiting a wide variety of social identities and positions (race, gender, sexual-orientation, class, nationalities, etc.), offer us examples of creative survival in good times and bad, with lessons for us all about what matters and why and how we should live. We will utilize a variety of approaches – close looking, creative writing, and intense discussion, along with space to explore our own personal interests and connections in order to help us build our own strategies for creative work and life. *This course is especially suited for students with interests in art and design, literature, exploring frequently marginalized voices, and in nurturing their own creativity.*

**Honors 203: Inquiries in Cultures from ca. 1800 CE to the Present (section 5, 3 credits)**

**Course Day/Time:** MWF 10-10:50

**Instructor:** Pete Davis

**Course Title:** **Death Match: Science vs. The World!!!**

**Course CRN:** 22269

**Course Description:** As we move into, and through, the 20th century, the sociological and philosophical conflicts that are created by the continued advancement of the scientific method only intensify. In addition to reading some of the major works of this era, we will have a particular focus on horror movies from the middle of the 20th century and explore the ethical concerns and fears that are illuminated by the struggle created between science and a world

previously dominated by less rigorous systems of thought. *This course will be of particular interest to students interested in the ways scientific thought is represented through the humanities, as well as students interested in early horror films and the philosophical implications of fictional monsters.*

**Honors 390 (section 1, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Jason Powell

**Course Title:** **Phenomenology of Selfhood**

**Course CRN:** 26507

**Course Description:** We don't know who first asked, "Who am I?" but it has been one of the most profound questions in the history of questions. It strikes at the heart of how we engage the world: our dreams, hopes, visions, despairs, and desires; how we work, play, think, treat others, etc. Who we are is at the center of life's other big questions: Why am I here or what is the meaning of my life? How do I perceive and engage others? What is my relationship to my body? To the natural world? We will address these and many other questions. This course is steeped in the western tradition of *philosophical anthropology* (the official term for this kind of study) and will derive most of its content from twentieth and twenty-first-century European and American Phenomenology. *This course will be of particular interest to those in the social sciences and humanities, but I invite anyone who is interested in tackling the big questions of who we are.*

**Honors 390 (section 2, 2 credits)**

**Course Day/Time:** MW 2-2:50

**Instructor:** Nicole Etcheson

**Course Title:** **The Civil War in American Memory**

**Course CRN:** 26505

**Course Description:** In this colloquium, we will discuss how Americans have remembered the Civil War, the bloodiest event in this country's history. After an overview of the narrative of the Civil War and Reconstruction and the themes historians have found important, we will examine what aspects of the war white Northerners, white Southerners, and African Americans have emphasized from the late 1800s to the present day. In politics, religion, artwork, and popular culture, Americans have given meaning to the sacrifices and results of the war. We will examine what those meanings have been, how they have changed over time, and consider how the Civil War should be represented today. Some of the material in the course is offensive and disturbing, yet we cannot understand the memory of the Civil War without confronting it. Please be prepared to discuss difficult material in an open, yet civil and respectful manner. *This course will be of particular interest to anyone interested in the Civil War and current controversies over its commemoration. No previous knowledge of the Civil War is necessary.*

**Honors 390 (section 3, 3 credits)**

**Course Day/Time:** MWF 11-11:50

**Instructor:** Beth Dalton

**Course Title:** **Jane Austen's England**

**Course CRN:** 26614

**Course Description:** Virginia Woolf described Austen as "the most perfect artist among women," and more recently, Robert Rodi, author and critic, argues that readers and critics have

often overlooked the subversive ideas and biting wit in Jane Austen's writing. As an author, she was much more than a witty woman with a hobby, or a writer of romantic fiction in which well-behaved young women are rewarded with weddings after learning their lessons. A keen observer of Regency-era manners and locales, Austen's legacy to Western literature is undeniable. For a comprehensive look at Austen's England, the class will read Austen's completed, published fiction, paying special attention to Austen's use of setting (in the larger sense, this includes time period and social issues as well as geographic location) in her fiction. In addition, students will look at criticism of her fiction and influence as a writer. By the end of the semester, students' familiarity with Austen's work and the settings within which she set her stories will help them reach some conclusions about the significance of her fiction. *This course will be of particular interest to students interested in classic literature, women's studies, history, and the role of storytelling in culture.*

**Honors 390 (sections 4 and 5, 3 credits)**

**Course Day/Time:** MWF 12-12:50 (section 4); MWF 1-1:50 (section 5)

**Instructor:** Tim Berg

**Course Title:** **Photography**

**Course CRN:** 26510 (section 4); 26511 (section 5)

**Course Description:** In this colloquium we'll take a close look at photography as a means of understanding and engaging the world. This is not a history of photography but rather a more thematic look at some of the major issues and ideas in photography and visual culture.

Photographs create an alternate universe that collapses time and space. We'll be asking some heavy questions about that universe. In what ways does the making and viewing of photographs and visual images shape how we understand reality, our world, ourselves? What does it mean to be the *subject* of a photograph? How does that change our conception of reality? We'll examine such themes as documentary photography, visions of the self, historical memory, photography and the art world, photography as witness, photography and fiction, and other issues. We'll also think about the larger topic of visual culture, exploring what it means to know the world through images. In addition to readings and discussions, we are going to take photographs. Students will produce their own photographic work that intersects with some of the larger course themes.

We'll be doing a range of photographic assignments. Prior experience with a camera is NOT a prerequisite for the course, nor is owning a camera. Cameras can be borrowed from the library for the assignments. Smartphone cameras can work, too. Please note that this course is NOT a "how-to" course in manipulating the camera, developing film, using Photoshop, etc. though I can answer many questions about those things. Instead, this colloquium is about *ideas* in photography, and we'll engage those ideas through a mixture of history, theory, aesthetics, cultural studies, and hands-on experience making images. *This course will be of particular interest to any person interested in how images shape our experience of the self and the world.*

**Honors 390 (section 6, 1 credit)**

**Course Day/Time:** W 11-11:50

**Instructor:** Sarah Ackermann

**Course Title:** **The Originals: A Look at Female Photographers in a Pre-Selfie Era**

**Course CRN:** 26512

**Course Description:** “Let’s take a selfie!” Four powerful words that represent a significant cultural marker of society today. Learners in this course will venture back to a pre-selfie era and explore the work of female photographers who used self-portraiture in their portfolio of work. Learners will situate the work of those professionals within today’s social environment, in which the selfie has become a cultural phenomenon. Learners will consider their own participation in the selfie-craze and the implications it may or may not have on the art world and beyond. Learners will respond to presented topics and lessons learned through the creation of an enlightened selfie series of work. *This course will be of particular interest to students interested in visual storytelling, photography, self-portrait photography, and/or popular culture. All majors are welcome and will have a fabulous voice in this course.*

**Honors 390 (section 7, 3 credits)**

**Course Day/Time:** T/Th 9:30-10:45

**Instructor:** Jen Blackmer

**Course Title:** **Worldviews: Science on Stage**

**Course CRN:** 26513

**Course Description:** Have you ever wondered what the heck relativity or quantum mechanics is, and why they matter? Have you ever thought about big concepts like the multiverse, or marveled at the imaginative storytelling behind films like *Everything Everywhere All at Once*? Then get ready to have your mind blown: *Worldviews: Science on Stage*, is an Honors Colloquium exploring the intersections between science and the arts. Science has long been the subject of artistic expression; by examining and discussing plays, films, artistic artifacts and texts, students will consider the significant paradigm shifts brought about by scientific discovery (heliocentric solar system, relativity, quantum theory and more) and study works of art that emerged from within these seismic shifts in thinking. Students will then develop their own unique creative projects exploiting these connections in new ways that seek to close the perceived deep divide between science and the humanities. *This course will be of particular interest to students of all majors interested in exploring the intersections between storytelling and the history/philosophy of science; students do not need to be well-versed in scientific theories or artistic concepts to participate!*

**Honors 390 (section 8, 3 credits)**

**Course Day/Time:** T/Th 11-12:15

**Instructor:** David Roof

**Course Title:** **Citizenship, Community, and Leadership**

**Course CRN:** 26509

**Course Description:** This course seeks to engage you in a journey that delves into the intersections of citizenship, community involvement, and leadership development. We will explore the profound question of what it means to lead a purposeful and meaningful life in the context of our community and a democracy. We will critically examine the responsibilities of engaged citizenship, ethical leadership, and the role of community in shaping individual

perspectives.

This course isn't lectures and textbooks—it seeks to foster an ongoing discussion about active participation and meaningful engagement. In our quest for understanding, we'll dive deep into discussions on engaged citizenship and the ethical dimensions of leadership. From dissecting classic speeches from Frederick Douglass to exploring the philosophies of thinkers like Arendt, Berlin, and Du Bois, you'll be challenged to critically examine the complexities of our social and political landscape. Our approach will prioritize in-depth exploration, vibrant discussions, and dialog across differences. From Habermas's emphasis on rational discourse to Popper's insights on open societies, each reading and class discussion will offer a unique lens through which to examine the complexities of citizenship, community, and leadership in today's world. *This course will be of particular interest to American Studies, History, Sociology, English as well as anyone in the broad social sciences.*

**Honors 390 (section 9, 1 credit)**

**Course Day/Time:** W 11-11:50

**Instructor:** Emily Ruth Rutter

**Course Title:** **The University and Its Literatures**

**Course CRN:** 30289

**Course Description:** In this course, we will examine the ways in which writers, filmmakers, scholars, and YOU as Ball State students understand the history and contemporary realities of college life. In the films of Justin Simien, Mariama Diallo, and Cord Jefferson, we will consider the use of satire and horror tropes to elucidate both discrimination and mechanisms of empowerment within the academic sphere. In the campus novels of Sally Rooney and Kiley Reid, we will examine fictional portraits of coming-of-age alongside identity concerns with sexuality, gender, and class (and their intersections). In creative nonfiction pieces by Cathy Park Hong and Jennine Capó Crucet, we will attend to the lived experiences of first-generation students navigating the university's invisible rules. This course will also be a rewarding community-building exercise as we reflect in writing and via brief presentations on the texts, films, and concepts we engage, and have rich conversations that enhance how we know what we know about colleges and universities. No prior knowledge is necessary; all learners are welcome. This course also adheres to Ball State's textbook affordability initiative. *This course will be of particular interest to students majoring or minoring in Women's and Gender Studies, African American Studies, History, Sociology, and English.*

**Honors 390 (section 10, 1 credit)**

**Course Day/Time:** W 4-4:50

**Instructor:** Brandon Million

**Course Title:** **Creating a More Inclusive World**

**Course CRN:** 36442

**Course Description:** "Our ability to reach unity in diversity will be the beauty and the test of our civilization." — Mahatma Gandhi. This Honors colloquium is crafted to guide students, spanning diverse majors, through an exploration of the profound journey that is inclusive excellence work. Tailored to furnish participants with a comprehensive grasp of the historical, conceptual, and theoretical dimensions of inclusive excellence, the course serves as a foundational framework within the broader landscape of diversity, equity, and inclusion initiatives. Over the course of the



semester, students will actively engage in self-assessment, refining their comprehension of inclusive excellence, while also delving into the application of this paradigm to various marginalized groups. Encouraged to critically examine and challenge traditional exclusions, students will emerge equipped with the knowledge and skills necessary to contemplate the integration of inclusive excellence in both their personal lives and future professional endeavors.

*This course will be of particular interest to students who are majoring/minoring in Sociology, Social Work, Women's and Gender Studies, Psychology, or any major where they will interact with a diverse population.*

**Honors 390 (section 11, 3 credits)**

**Course Day/Time:** T/Th 12:30-1:45

**Instructor:** Ellen Whitehead

**Course Title:** **The Wealth Gap**

**Course CRN:** 26515

**Course Description:** Social science evidence demonstrates that wealth inequality has become more extreme in recent decades across the United States population, and the growing wealth of billionaires such as Jeff Bezos and Elon Musk has become a common focus within public and political discourse. This course will explore contemporary trends and debates around the wealth gap, drawing on interdisciplinary evidence to explore the causes, consequences, and proposed solutions around this topic. The course will be structured around three primary areas of investigation. First, we will explore demographic patterns of wealth inequality, with a focus on trends in economic inequality across time and how wealth and income intersect with characteristics such as gender, race, and family structure. Next, we will interrogate potential mechanisms of wealth inequality by investigating evidence of the role of various social institutions and dynamics, such as the labor market, education, student loans, housing, and financial decision-making. Finally, we will examine policy solutions and interventions around economic inequality.

Throughout the semester, we will engage in readings, discussions, and activities in order to become familiar with rigorous social science evidence on this topic. Further, we will apply this knowledge by developing evidence-based arguments through our class assignments (such as the development of a “podcast” and policy brief). No textbook will be required for this class; instead, we will rely on (free) articles, videos, and other resources that will be made available to students. *This course will be of particular interest to students across all social science majors and minors (e.g., psychology, sociology, economics), as well as students completing a program within the Department of Women's, Gender, and African American Studies.*

**Honors 390 (section 800, 3 credits; online asynchronous)**

**Course Day/Time:** online asynchronous

**Instructor:** Alex Kaufman

**Course Title:** **Contemporary Food and Film**

**Course CRN:** 30371

**Course Description:** This course will focus on the ways in which filmmakers have used their medium as a means to explore food's social, cultural, and political issues that have impacted individuals and communities around the globe from the 1960s to the present day. What we eat and how we eat it says much about ourselves and our place in the world. In this course, we will



examine the ways in which food and its contexts play a significant role in the cultures that the texts, authors, and subjects inhabit. Film is a totalizing, immersive experience for the audience, one that, through its narrational and technical methods, creates a rich representation of existence of its subjects and the societal issues that food-related films explore. Some of the major food connected themes that this class will study include food production; food systems; food security, safety, and crises; food and politics; professional cooking, kitchens, and service work; eating out; family and domesticity; body and soul; and theoretical and philosophical concerns. Above all, we will explore the ways in which the medium of film allows for the discussion and examination of meaningful and complex relationships between the lives of individuals who reside within the films, those of us who view the films, and the ways in which food permeates our lives. *This course will be of particular interest to students interested in film studies, food studies, cultural studies, textual analysis, and the broad social sciences.*

**Honors 390 (section 870A, 3 credits; online asynchronous)**

**Course Day/Time:** online asynchronous

**Instructor:** William T. Lewis

**Course Title:** **US History in Black and White**

**Course CRN:** 26506

**Course Description:** In this course, students will consider moments in recent history, including the 2020 summer of racial reckoning, the January 6 U.S. Capitol insurrection, the backlash to DEI (Diversity, Equity, and Inclusion) education and training, and the U.S. Supreme Court decision to end affirmative action in university admissions, through the lens of the past. Students will explore the origin of race, racism, and racial strife in America. Moreover, we will examine individual behaviors; institutional practices; and local, state, and federal policies that nurture and hold together racism in America. No prior knowledge is necessary; all are welcome. *This course counts as an elective in the African American Studies minor.*

## **WGAS Pathways**

Our Honors marked with a “W” and “A” courses count toward [WGAS](#) minors and the WGS major. Also, as part of the Honors-WGAS pathways to the [AFAM Studies](#) and [WGS](#) minors and [WGS](#) major, Honors College students receive Honors credit for all WGAS courses. We work with students on a case-by-case basis to determine which course equivalencies work best for them. Here are a few WGAS courses that may be of interest:

**(Section 001, 3 credits): AFAM 100: Introduction to African American Studies**

**Course Day/Time:** T/Th, 11-12:15

**Instructor:** Kiesha Warren-Gordon

**Course Description:** Examines the important historical, political, cultural, social, economic, and artistic issues concerning people of African descent in the United States from the beginning of the Trans-Atlantic Slave Trade to contemporary developments such as the emergence of the Black Lives Matter movement.

**Course Title: AFAM 150: Understanding Race, Anti-racism, and Intersectionality**

**Course Day/Time:** T/Th, 9:30-10:45

**Instructor:** Sharon Lynette Jones

**Course Description:** Understanding Race, Antiracism, and Intersectionality considers the long and complicated history of race and racist ideologies and how they continue to shape twenty-first century America. Students will examine the intersections of racism with other oppressive ideologies, such as sexism, classism, homophobia, and ableism, among others, while identifying strategies for realizing a more fair and equitable society. Students will spend considerable time in the course reflecting on their own experiences, as well as honing their ability to engage in productive dialogue about issues concerning racism and intersectional oppression. By the end of the course, students will enrich their ability not only to articulate their knowledge about race, antiracism, and intersectionality but also to apply their knowledge in order to make our campus more equitable and inclusive.

**Course Title:** **AFAM 400: African American Studies Capstone**

**Course Day/Time:** MWF, 1-1:50pm

**Instructor:** Rod Taylor

**Course Description:** Provides students with an individual assignment under supervision of an African-American affiliated faculty member. Students will work individually with the affiliated faculty member to develop a research project focusing on African Americans, Africans, and/or people of the African Diaspora. Course topics will vary based on the research specialization of the faculty member and research interest of the student, but emphasis will be placed on the formulating and completing of original, field-specific research.

**Course Title:** **WGS 210: Introduction to Women's and Gender Studies**

**Course Day/Time:** varied times-see Banner

**Instructors:** varied instructors-see Banner

**Course Description:** An introduction to Women's and Gender Studies, an interdisciplinary field focused on the ways that sex and gender manifest themselves in social, cultural, and political contexts. Discuss critical questions and concepts feminist scholars have developed as tools for thinking about gendered experience.

**Course Title:** **WGS 220: International Women's Issues**

**Course Day/Time:** varied times-see Banner

**Instructors:** varied instructors-see Banner

**Course Description:** Introduction to current international women's and gender issues, such as women's/men's roles in work, politics, religion, families, and social movements, with an emphasis on non-Western cultures.

**Course Title:** **WGS 499: Women's and Gender Studies Capstone**

**Course Day/Time:** online asynchronous

**Instructor:** Courtney Jarrett

**Course Description:** Students will develop and reflect upon their own intellectual framework for understanding our gendered environment, synthesize interdisciplinary knowledge, explore career possibilities, and complete an activist project that involves identifying and researching a social problem, participating in action to help alleviate that problem, and reflecting on personal development.

## **Other Courses that Count as Honors Courses/Experiences**

**CSHU 299X (Section 10, 3 credits)**

**Course Day/Time:** T/Th 12:30-13:45

**Instructor:** Galit Gertsenzon

**Course Title:** **Introduction to Jewish Studies**

**Course CRN:** 36273

**Course Description:** Judaism, one of the oldest monotheistic religions, has evolved over thousands of years. This Introduction to Jewish Studies course explores the history, culture, and religious traditions of the Jewish people. In engaging discussion-based sessions, we will delve into the scripture, historical context, and archaeological discoveries to gain a better understanding of the origins and heritage of the Jewish ethnicity, religion, calendar, daily Jewish life, rituals, and contemporary identities. We will examine pivotal historical events in Jewish history, the cultural diversity of modern Jewish communities around the world, and their cultural and religious customs, as well as the benefits and contributions of belonging to larger religious communities. Throughout the semester, students will engage with Jewish community members and participate in Jewish events to broaden their awareness of modern Jewish life and customs.