

Honors Seminar Descriptions

Spring 2022

HONR 193

Section 1 & 2: Action as Expression – Everyday Dance For Every Body – F. Glycenfer

Section 1: MWF 9:00 AM – 9:50 AM CANCELLED

Section 2: MWF 10:00 AM – 10:50 AM

Our mouths move to speak, our hands experience the tactile nature of life around us, and our bodies leap for joy. We move our bodies 24/7, even in our sleep, as we are interacting with the world around us. Students will discover how to move more confidently in expressing themselves as unique and valuable individuals whether their movement experience comes from daily actions or are more focused into athletics, dance, etc. Every person has the ability to actively engage in ways that promote social understanding and positively impacts cultures. Actual physical movement ability is not emphasized, rather, this seminar gives students the opportunity to identify the richness of their own movement sources through personal exploration, class discussion, and viewing videos. Societal change has often been driven by many who have harnessed this power of action for the greater good. Action as Expression is found in all aspects of life and can begin within each one of us.

Section 2: See Section 1

Section 3: Saving Earth's biodiversity from ourselves through ethics, policy and personal action. – N. Vieira

Section 3: MWF 10:00 AM – 10:50 AM

Section 9: MWF 12:00 PM – 12:50 PM

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!

Section 4: Selfies – L. Holz

MWF 12:00 PM – 12:50 PM

From the emergence of self-portraiture in the early Renaissance to Instagram and TikTok, humans have contemplated, manipulated, and shared representations of the self in many forms. In this course we will examine and reflect on what it means to represent the self and how we represent ourselves publicly in art, literature, and media. We will investigate the history of the “selfie” and determine its current use while hypothesizing its future use and place in society. We will observe and assess “autofictional” representations through the lenses of philosophy, psychology, and art, in addition to literary studies. French author Serge Doubrovsky, in his novel *Fils* (1977), coined the term “autofiction” to talk about the fusion of autobiography and fiction in writing. We will focus our analysis on these “literary selfies” in the genre of contemporary autofiction. Students will generate their own autofiction as one of the writing projects in this course.

Section 5 & 11: Vietnam & America: An Introduction – P. Vaughan Knaus

Section 5: MWF 1:00 PM – 1:50 PM

Section 11: MWF 2:00 PM – 2:50 PM

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.

Section 6 & 10: Musical Revolutions: From the turntable to the turnstile – B. Hull

Section 6: MWF 11:00 AM – 11:50 AM

Section 10: MWF 1:00 PM – 1:50 PM

In many ways, music helps define who we are. It marks generational differences, creates modern tribes and subcultures and pushes mass culture in new directions. In the modern world, fresh and innovative artists are prized and sought after. However, we rarely look into the complex elements that stimulate musical evolution. Often it is the risk takers, the musical renegades, whose creative innovations eventually find their way into the mainstream and who change the very notions of what is “musical” and “pleasing to the ears.” But how does this process take place? How do these movements get started and how do they affect our lives? What are the necessary historical conditions that need to come together to launch a new genre and to spark cultural movements? So many questions and the needle has only begun to turn...

Section 7: Folk Tales, Myths, and Romance: Making Sense of the World through Traditional Stories – A. Scott

MWF 11:00 AM – 11:50 AM

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!

Section 8: Gettysburg: America's Rebirth – P. Vaughan Knaus

MWF 12:00 PM – 12:50 PM

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.

Section 9: See Section 3

Section 10: See Section 6

Section 11: See Section 5

Section 12: Climate Change Leadership: Exploring Mind Bending Solutions – M. Hentschel

TR 9:30 AM – 10:45 AM

The gloom and doom of climate change impacts and overall state of our home, Earth, can quickly reduce us into existential angst. **Climate Change Leadership** is a solutions-focused seminar in response to local and global impacts to generating positive outcomes through a student-centric approach. This seminar will prepare students to applying critical and creative thinking skills and intelligent responses to complex human and environmental problems. Cooperatively, students will help overcome identified obstacles and embolden personal, and collective, agency through effective communication skills. Informed by an **Emergent Learning** framework, students will inform class discussion based on current events, academic research, and personal insights and discoveries. We'll explore present climate change conditions and what steps we can enact for the largest return on investment. This seminar offers "real world" engagement designed to enhance student experiences and prepare for post-graduate careers.

Section 13: Selfies – L. Holz

MWF 9:00 AM – 9:50 AM

From the emergence of self-portraiture in the early Renaissance to Instagram and TikTok, humans have contemplated, manipulated, and shared representations of the self in many forms. In this course we will examine and reflect on what it means to represent the self and how we represent ourselves publicly in art, literature, and media. We will investigate the history of the "selfie" and determine its current use while hypothesizing its future use and place in society. We will observe and assess "autofictional" representations through the lenses of philosophy, psychology, and art, in addition to literary studies. French author Serge Doubrovsky, in his novel *Fils* (1977), coined the term "autofiction" to talk about the fusion of autobiography and fiction in writing. We will focus our analysis on these "literary selfies" in the genre of contemporary autofiction. Students will generate their own autofiction as one of the writing projects in this course.

Section 14: Gender in Our Lives – J. Krafchick

TR 11:00 AM – 12:15 PM

From our family lives and relationships to the way we view people in positions of power, gender shapes our experiences and relationships every day. In this class students will explore the many dimensions of life that are influenced by gender. Using a feminist theoretical lens, students will learn about historical and contemporary social movements that have influenced the evolution of gender roles, psychological theories of gender identity development, family and intimate relationships, and representation of gender in the media. Students will bring a cross cultural perspective and examine gender related issues in countries around the globe. We will discover the ways that gender influences politics, relationships, and careers through an examination of stereotypes, double standards, and socialization

Section 15: Got Affluenza? Consumerism and the Environment – A. Merline

TR 11:00 AM – 12:15 PM

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.

Section 16: Understanding Monsters: Cultural Meanings and Transformative Possibilities – A. Davies

TR 11:00 AM – 12:15 PM

They lurk in the dark, but our class will bring them into the light for examination. Far from simple emotional device or a villain to test heroes, monstrosity has real implications for people outside of fiction. Monsters cross cultures and have things to tell us about our values, fears, and preoccupations. We will look at old and new narratives that draw on ancient mythologies about monsters and the sublime. Using understandings of gender, race, class, religion, sexuality, and others, we'll uncover what is at the heart of the monsters and how they can be used in new ways to transgress oppression and traditional power structures. The course will start with Mary Shelley's iconic Frankenstein, then look at an adaptation of her monster in modern Iraq. We'll then look to a speculative African fiction from Akwaeke Emezi, and the fantasy graphic novel *Monstress* inspired by Chinese mythology.

Section 17: Issues in International Travel and Tourism: The Global to Local Nexus – J. Raadik Cottrell

TR 12:30 PM – 1:45 PM

"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. Poverty alleviation, gender equity, and nature conservation initiatives through tourism are among the topics discussed from a global to local context. Field excursions will be used to apply and illustrate how planning and management of responsible travel experiences can be facilitated.

Section 18: Picture This, Read That: Text-Image Relations in Children's Picture Books, Superhero Comics, and Graphic Novels – A. Gollapudi

TR 12:30 PM – 1:45 PM

Disillusioned superheroes, Wild Things, and a young girl growing up with an abusive father – these are some of the characters you will encounter in this course on image-text interactions in (1) children's picture books (2) comics, and (3) graphic novels. Using works from these three genres, the course will explore the nature of words and images, how they create meaning separately, and how they interact in complex ways to tell a story. Do images have a 'language' and can the text sometimes function as an image? Do words often seem to colonize and dominate images? And can images function as a subversive element in the book, telling a very different story than the ones told by the words? How do we "read" not just the black marks inside the book but the book itself as a visible, material, object? These are some of the questions we will ask in this course as we consider the aesthetic, socio-historical, and thematic aspects of works such as children's picture books, superhero comics, and graphic novels. To aid in our exploration of these imagetexts – works that use pictures as well as words to tell a story – we will use recent scholarly theories about visibility and textuality, breaking down the divisions between "highbrow" and "low" or "popular" literature. In addition to reading, you will also learn writing skills – conducting research, identifying the audience for your writing, and using persuasive strategies to shape your research for that particular audience.

Section 19: Diversity and Social Justice – T. Zimmerman

TR 9:30 AM – 10:45 AM

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.

Section 20: Imaginative Obsessions: Persistent Inquiry and Literary Investigations – J. Doxey

TR 3:30 PM – 4:45 PM

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 thinking 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.

Section 21: How Music & Images Tell a Story – D. Obluda

TR 9:30 AM – 10:45 AM

For the last century, Hollywood films have reflected (and reflected on) American culture, history, and events. 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.

Section 22: Climate Change Leadership: Exploring Mind Bending Solutions – M. Hentshell

MW 11:30 AM – 12:45 PM

This approach will prepare students to deepen their understanding of sustainability through active involvement in personal, campus and community projects and how these can impact the environments in which they operate. For example, (1) How critical and creative thinking can be used to design projects that address complex and interrelated issues of sustainability (i.e., the interconnected nature of environmental, societal and economic health); (2) When a commitment to sustainability has challenged conventional practices and nurtured change; (3) How people can learn to work more cooperatively on negotiated solutions to complex problems; (4) Why deep listening can engender empathy and understanding for others and yourself; (5) How anger and emotion can be best understood and managed when confronting the challenges of sustainability; (6) What it takes to stay centered when aggressive or dysfunctional attitudes mix dangerously with ineffective policies and practices.

Section 23: CANCELLED