

Honors Seminar Descriptions

Spring 2020

HONR 193

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

Section 1: MWF 9:00 AM – 9:50 AM

Section 2: MWF 10:00 AM – 10:50 AM

We move our bodies 24/7, even in our sleep, as we are interacting with the world around us as athletes, dancers, and everyday movers. Yet, we aren't often aware of how expressive our movement can be as we go through our daily lives. Rather than emphasizing actual physical movement ability, this course focuses on discovering movement forms, applying movement concepts, and stimulating cultural appreciation. Students will have the opportunity to identify the richness of their own kinesthetic sources through personal exploration, viewing everyday dance forms, and class discussion. The act of engaging as we move through everyday life can have a profound effect on the way we view ourselves and interface with the world. Societal change has been driven by many who have harnessed the power of action in relating to others. The power of moving is found in all aspects of life and begins within each one of us.

Section 2: See Section 1

Section 3 & 5 & 20: Musical Revolutions: From the turntable to the turnstile – B. Hull

Section 3: TR 2:00 PM – 3:15 PM

Section 5: MWF 1:00 PM – 1:50 PM

Section 14: TR 3:30 PM – 4:45 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 4: 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 5: See Section 3

Section 6: 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, including our own perceptions of ourselves. 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, gender in 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 7 & 19: Meaningful Mourning: Global Death Cultures – M. Edwards

Section 7: TR 12:30 PM – 1:45 PM

Section 19: TR 9:30 AM – 10:45 AM

Death is a constant, it touches every one of us at some point in our lives. For some, it is losing those we love, for others it means staring our own mortality in the face. As a result, this unifying experience has inspired the living to create a plethora of practices and rituals. In this interdisciplinary course, we will examine the variety and vigor in which death is celebrated, honored, mourned, and prepared for across the globe. We'll see how religion, geography, culture, history, and even diseases have shaped bereavement traditions. Beginning with past and present rituals of western civilization, we will demonstrate the richness and breadth of American cultures through such practices as spirit photos, caskets in horse drawn carriages, second lines, and more. Next, we will explore the traditions of European countries through time, from the ossuaries (or bone churches) to the Scandinavian Viking funerals and of course examining how historic plagues shaped tradition. Then, we will explore various Asian, African, and Latin American practices including sky burials, sacrifices, and el Día de Muertos, respectively. Lastly, we'll close the semester on a somewhat lighter note looking at mythological narratives of death. From days-long festivals to weeks long fasting; from obscured mummies to paraded skeletons, we'll explore the world and its customs through the final celebration of a life.

Section 8 & 11: Got Affluenza? Consumerism and the Environment – A. Merline

Section 8: TR 12:30 PM – 1:45 PM

Section 11: TR 9:30 AM – 10:45 AM

Affluence is an important part of the cultural understanding of Post Modern America. Today's generation stands on the shoulders of the generations that have lived in Post World War II America, the beginning age of affluence. This course will examine the questions of over consumption based on global and social history. The first question 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?

Section 9: Saving Earth's biodiversity from ourselves through ethics, policy and personal action. – N. Vieira

MWF 10:00 AM – 10:50 AM

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, or 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 10 & 17: Issues in International Travel and Tourism: The Global to Local Nexus – J. Raadik Cottrell

Section 10: MW 3:00 PM – 4:15 PM

Section 17: 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 11: See Section 8

Section 12: Exploring Sustainable Solutions: A Case-Based Approach – W. Timpson

TR 9:30 AM – 10:45 AM

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, i.e., (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 13 & 18: Vietnam & America: An Introduction – P. Vaughan Knaus

Section 13: MWF 1:00 PM – 1:50 PM

Section 18: MWF 2:00 PM – 2:50 PM

America's lengthy war in Vietnam was--by most accounts--its 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 14 & 15 & 22: Sex, Drugs, and Rock n' Roll in the Ancient World – E. Wilson

Section 14: TR 3:30 PM – 4:45 PM

Section 15: MW 11:30 AM – 12:45 PM

Section 22: MW 2:00 PM – 3:15 PM

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.

Section 15: See Section 14

Section 16: Picture This, Read That: Text-Image Relations in Children's Picture Books, Superhero Comics, and Graphic Novels – A. Gollapudi

MWF 3:00 PM – 3:50 PM

Disillusioned superheroes, Wild Things, and Jewish Mice escaping Nazi Cats these are some of the characters you will encounter in this course on image-text interactions in (1)comics, (2)graphic novels, and (3)children's picture books. 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 Watchmen, Maus, and Where the Wild Things Are. 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 visuality and textuality, breaking down the divisions between "highbrow" and "low" or "popular" literature. So if you like the idea of writing a formal, academic paper on a childhood favorite such as Wild Things, or a superhero classic like Watchmen, this is the course for you!

Section 17: See Section 10

Section 18: See Section 13

Section 19: See Section 7

Section 20: See Section 3

Section 21: Cancelled

Section 22: See Section 14

Section 23 & 24: Telling the Story: How Music Influences Society – D. Apodaca

Section 23: MWF 11:00 AM – 11:50 AM

Section 24: MWF 10:00 AM – 10:50 AM

Music is among the many artistic expressions created by society. This course will investigate historical, societal, structural, and stylistic background of many genres of music and how each genre of music

connects to one another. The social influence of music is vast. Music gets inserted into almost every group activity. It gets played at large arenas where we gather to watch sports. We have soundtracks for political campaigns, tv shows, movies, stores, elevators, and workplaces. It frames the tv news. Music plays in our cars, on airplanes and in our earplugs. We use it to offset a romantic dinner, to mourn at funerals, to praise our gods, to get married, and to workout at the gym. And then there's dancing and concert going. These activities define our cultural identity, our happiness, our sadness. It defines our protests. It tells our stories. Its' social influence is ubiquitous. It frames our mood and tells us how to feel. We live in a social era that is saturated with musical soundtracks, we barely notice them, but we keenly notice their absence and swiftly plug every silence hole. The goal of the class is to explore the impact that music has on society. This course will study music through classical and popular genres and will help the student to thoroughly discuss, intelligently listen, and more completely comprehend all music. We will also visit the University Center for the Performing Arts for a day in the keyboard lab. An introductory keyboard lesson will also lead to final performances and presentations in Organ Hall.