UNIVERSITY HONORS INQUIRY COURSES - SPRING 2016

Reservations for Spring 2016 Honors classes begin at the 1st Floor Rotunda in Morris Library 8:30am, October 8th. Students must reserve a seat in an Honors course by picking up a Reservation Card. Registration is completed by the student using Banner. Students should, however, check with their academic advisor before registering.

8:30-9:15a Third Year Students and Transfers with Associate Degree
9:15-10:15 Second Year Students
10:15-11:15 First Year Students

Reservation cards are valid only until Early Registration Day (TBA). Students who fail to register on Early Registration Day will forfeit their seat in any Honors class. Waitlisted students will be contacted afterwards.

351F-Fine Arts
001 Masked Avengers TR 2-3:15 Pulliam 208 Brunner
002 Spoken Word T 2-4:30 Morris 112 Tigerlily
003 Hero/Heroine’s Journey M 3:30-5:50 Morris 112 Yeomans
004 Irish Culture and Communication T 5-7:30 Morris 112 Crow
005 Tolkien’s World M 6-8:30 Morris 112 Pineau
006 The Animation of America TR 9:35-10:50 Comm. 1021 Metz

351I-Interdisciplinary
001 Masked Avengers TR 2-3:15 Pulliam 208 Brunner
002 Evolution of the Human Mind TR 8:10-9:25 Morris 112 Reichard
003 Spoken Word T 2-4:30 Morris 112 Tigerlily
004 A Clockwork Nightmare TR 9:35-10:50 Morris 112 Reichard
005 Hero/Heroine’s Journey M 3:30-5:50 Morris 112 Yeomans
006 Health Communication W 2-4:30 Comm. 1205 Karan
007 Irish Culture and Communication T 5-7:30 Morris 112 Crow
008 The Institution of School MWF 10-10:50 Morris 112 Pensoneau-Conway
009 Global Food Economy MWF 11-11:50 Morris 112 Moon
010 The Animation of America TR 9:35-10:50 Comm. 1021 Metz
011 Our Disasters W 5-7:30 Morris 112 Davis
012 American Dreams TR 11-12:15 Morris 112 Stikkers

351L-Human Health
001 Health Communication W 2-4:30 Comm. 1205 Karan
002 Philosophy of Self-Cultivation TR 12:35-1:50 Morris 112 Anderson

351M-Multicultural/Diversity
001 Intercultural Dialogue R 5-7:30 Comm.1022 Toyosaki
002 Spoken Word T 2-4:30 Morris 112 Tigerlily
003 Evolutionary Biology and Religion MWF 9-9:50 Morris 112 Ibrahim
004 Hero/Heroine’s Journey M 3:30-5:50 Morris 112 Yeomans
005 Health Communication W 2-4:30 Comm. 1205 Karan
006 Irish Culture and Communication T 5-7:30 Morris 112 Crow
007 The Institution of School MWF 10-10:50 Morris 112 Pensoneau-Conway
008 American Dreams TR 11-12:15 Morris 112 Stikkers

351O-Social Science
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### 351S-Science

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### 351U-Humanities

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### AMERICAN DREAMS: Lost & Found, Past & Present

How did the idea of “the American dream” get started? How has that dream changed during the course of American history? What has that dream meant for different groups of Americans—European-American, African-American, Native American, Hispanic-American, and Asian-American? To what extent has the American dream been real? To what extent has it been just a myth? Do recent changes in the American economy, especially the growing inequality in wealth, mean the end of the dream?

Kenneth Stikkers, Philosophy

### The ANIMATION OF AMERICA – NEW!

How does the American tradition of the “trickster” allow us to think about the animated feature films made at Pixar? What influence has Dr. Seuss had on the American animated feature film? Are the films made at Pixar more akin to Disney’s money-generating vehicles or the underground comics of Matt Groening? What is the relationship between Pixar films and the American counterculture? How can the interdisciplinary methods of critical theory, media history, and literary studies help us understand American popular culture? When the Simpsons travel down the Congo, are they re-enacting Conrad’s Heart of Darkness or Achebe’s Things Fall Apart?

Walter Metz, Cinema & Photography

### A CLOCKWORK NIGHTMARE

What is the importance and relevance of Hitler’s dictatorship today? How did the Germans experience Nazi Germany? What innovations and inventions occurred in Nazi Germany? Did the churches collaborate with Hitler? How was education changed under Nazism?

Ulrich Reichard, Anthropology

### THE EARTH AROUND YOU

What is “deep time,” and how does understanding deep time shape our understanding of the earth and its history? Why is “change” so important in earth science, and why does viewing the earth as a static system lead to so many misunderstandings and errors? What environmental disaster is lurking around the next bend? Will you know the answer to the Final Jeopardy question, category Earth Science?

- Note: This course will either be MWF 10-10:50 or a one-week study abroad trip to Costa Rica, held over Spring Break 2016.

Scott Ishman, Geology

### EVOLUTION OF THE HUMAN MIND

Can human biology and culture explain the behavior of my neighbors, friends, and classmates? Do women and men think differently? What is the best time in life to have children and how many? How can we know what others feel and believe in? Which parameters govern partner choice in humans?

Ulrich Reichard, Anthropology

### EVOLUTIONARY BIOLOGY AND RELIGION

What are the major religious groups’ views and positions on evolution? Is there necessarily a conflict between religion and evolutionary biology? What is its nature and how has it evolved? What is the current status of the debate over “scientific creationism” and “intelligent design”? How common is religious belief among scientists and how do they reconcile belief and science?

Kamal Ibrahim, Zoology
GLOBAL FOOD ECONOMY
Is the global food system capable of increasing food production by 70% to feed the global population that is projected to increase by 9 billion people by 2050? Should we use tropical rainforests to increase food production? Did our planet reach ecological limit in increasing food production? Does agricultural biotechnology (genetic engineering) have the potential to contribute to increasing food production in developing countries? Is the industrial monoculture agricultural production system sustainable?

Wanki Moon, Agribusiness Economics

HEALTH COMMUNICATION
Why are health communication and health literacy important for better health practices and behaviors? What are the health threats and the best practices used in countries across the world in preventing and controlling the spread of diseases? How should we communicate for better healthy lifestyle and behaviors among young children and at-risk adults? How are the internet and new media technologies being used for health information? What is the impact of health communication campaigns (anti-smoking, -drugs, -alcohol, -cancer, etc.) in the U.S. and other countries? How does one plan an integrated health campaign to create awareness of a local or national health issue of concern?

Kavita Karan, Journalism

HERO/HEROINE’S JOURNEY
What are the characteristics of great leaders? Why do great leaders so often demonstrate the qualities we consider heroic? What does it mean to be a hero or heroine? Is this the same as being a leader? How do different cultures and/or periods of human history define what is heroic? Who might we consider modern heroes or heroines? What might we gain from studying the archetypal hero/heroine's journey as expressed in myth, fairytale, literature, cultural history and film? How might women and men experience and/or demonstrate the development of heroic leadership differently? Where in our own lives can we identify stages of the hero/heroine's journey?

Melinda Yeomans, Center for Inclusive Excellence

The INSTITUTION OF SCHOOL: Schooling for What? Schooling for Whom? – NEW!
Why do schools exist? What assumptions do we make about the idea of learning when we participate in the idea of schooling? What is the difference between schooling and education? How might we envision learning to take place outside of the social institution of school? What can mediated representations of schooling tell us about the current state of U.S. education?

Sandy Pensoneau-Conway, Communication Studies

INTERCULTURAL DIALOGUE – NEW!
Who do our cultural, social, and professional identities inform each other? How can we examine our own complex cultural identity(ies)? How can we develop, nurture, and express our cultural identity(ies) through different modes of media (writing, photos, spoken word, etc.)? How can we relationally and collaboratively learn and develop our own cultural identity(ies) with others (our classmates) through intercultural dialogue? How can we develop a class community through intercultural dialogue?

Satoshi Toyosaki, Communication Studies

IRISH CULTURE AND COMMUNICATION
Why has such a small country as Ireland produced such great literature, poetry, music, dance, and film? What is “Irishness” and how is it related to or different from Irish-American identity? How are critical cultural issues of race, whiteness, and class constructed in Irish discourse? How are stereotypes regarding Irish drinking, fighting, redheads, “tinkers,” and romantic views being maintained, reduced, or reframed in contemporary Ireland and discourse about Ireland? How is traditional and contemporary Irish music positioned globally, particularly in relation to U.S. American music and audiences?

Bryan Crow, Communication Studies

THE IRRATIONALITY OF WESTERN SCIENCE
What is a deductive argument? What is a proof? What is the relation between an argument’s validity and its truth? If the conclusion of every deductive argument follows from a set of abstract rules, where do the rules come from? If the whole system of scientific reasoning rests on rules that can never be proved, does this make science irrational? Could you prove to yourself that the Earth is not motionless in the center of the cosmos, as the ancient Greeks thought it was? What is the proof for heliocentric astronomy (the idea that the Earth is a planet, revolving and rotating)?

Robert Hahn, Philosophy
LIBERTY & POWER
If there is no God, is there any basis for human freedom? Is there a “natural right” to immigration? If so, may government place any restraints on who crosses borders? Is economic freedom necessary for political freedom? Does democracy pose a danger to liberty? Was communism doomed to fail? Was it failed in theory as well as practice? Is the Constitution binding on anyone who did not consent to it? Is taxation a form of theft? Is voting immoral?
Jonathan Bean, History

MARS: OUR NEXT HOME?
How do Mars and Earth compare as living environments? Has life ever existed or still exist on Mars? Which physical/chemical conditions would support human presence on Mars? Where are the best spots for human presence on Mars? How can we prepare for Mars settlement here on Earth?
Eric Ferre, Geology

MASKED AVENGERS, COSTUMED CRIMEFIGHTERS: Vigilante Tradition in American Superhero Comics, 1938-2015
Who is entitled to exert authority? Does this entitlement reflect the social values of the time? How can a just action be distinguished from an unjust one? When is it proper to take action against the state? To what extent is the vigilante an injured figure, compensating with unusual powers?
Edward Brunner, English

OUR DISASTERS: 9/11, Katrina, Next? – NEW!
What can we learn about disaster in the 21st century by comparing two massive catastrophes that are quite unlike each other? If disaster’s greatest impact comes after the enormous event that is so disruptive, how can we anticipate the social response to natural calamities? How has media representation come to determine our memory of disaster? How do film, literature, and photography contribute differently to our understanding of cultural responses to disaster? What ethical responsibilities do cultural representations of disaster have, if any?
Maggie Davis, English

PHILOSOPHY OF SELF-CULTIVATION
What is required to live a good life? What are the pressing health problems? How can we improve our lives? What roles do skills play in our lives? Why is philosophy a way of cultivating one’s life?
Doug Anderson, Philosophy

SPOKEN WORD: Performance as Public Advocacy
What is spoken word? Where/how/why did it originate? How do I craft powerful spoken word art? What are the rewards? How can spoken word poetry and prose be a tool for critical inquiry and public advocacy? How/why do stories matter? What is empathy? What is critical self-reflexivity? What is intersectionality? How can knowledge of these three concepts enhance critical cultural understanding and global awareness, and in turn, inform spoken word performance? How can I begin to understand experiences of others whose lives are different from my own? Why is it important that I understand? What is the relationship between the personal and the universal, between self and culture?
Diana Tigerlily, Communication Studies

TOLKIEN’S WORLD
How does fantasy literature reinvent and reinvigorate timeless human themes about heroes/heroines, quests, courage, and comradeship? Why is Tolkien’s Middle Earth considered the most complex, skillful rendering of an imagined world in fantasy literature? How does Tolkien’s life story (from WWI soldier to Oxford professor of medieval literature) influence the plot, themes, and characters of The Lord of the Rings? How can an interdisciplinary “Fellowship of Ring Scholars” combine their skills and talents to illuminate a close, collective reading of The Lord of the Rings?
Elyse Pineau, Communication Studies

Revised 10/26/15