

Colloquium

Kate McPherson

HONR 100R-001 M 4PM-4:50PM

Description:

Our theme in the main section of HONR 100R is Rest. We will be exploring the seven types of rest: physical, mental, social, emotional, sensory, spiritual, and creative. Special emphasis will be placed on physical and mental rest by reading and discussing several chapters of neuroscientist Matthew Walker's bestselling 2018 book, *Why We Sleep*. In the book, Walker charts "the most cutting-edge scientific breakthroughs, and marshalling his decades of research and clinical practice, Walker explains how we can harness sleep to improve learning, mood and energy levels, regulate hormones, prevent cancer, Alzheimer's and diabetes, slow the effects of aging, and increase longevity. He also provides actionable steps towards getting a better night's sleep every night." We anticipate numerous rest-related in-class activities such as guided meditation, a sound bath, and more.

Dave Oakeson

HONR 100R-002 TH 9:00-9:50

Description:

Our theme in section 002 of HONR 100R is Peace. We will be exploring the many aspects of peace: inner peace, peace in relationships, societal peace, and the paradox of peace amidst war. Special emphasis will be placed on conflict resolution by reading and discussing the #1 Conflict Resolution Bestseller for over a Decade by the Arbinger Institute, *The Anatomy of Peace*. We will be discussing ways to see others as you perhaps have never seen them before. We will also practice developing habits that can improve all our relationships. The authors of the book show us insights into potential conflict resolution in all aspects of life, including family, neighbors, working environments, communities, and countries. We also anticipate numerous mindfulness in-class activities such as guided meditation, a sound bath, and more as a way to cope with stress and to find spaces of peace in our day-to-day lives.

Ancient Legacies

Ruen-chuan Ma

HONR 2000-001 MW 1PM-2:15PM

HONR 2000-002 MW 2:30PM-3:45PM

Description:

This section of Ancient Legacies takes an intercultural and interdisciplinary approach towards understanding important works of literature, philosophy, and art from before 1600. What are “ancient legacies” and how do they have bearing on contemporary society? By seeking to uncover the ways in which the past is relevant to the present, working with the very idea of “legacies” transcends temporal and spatial boundaries.

The main goal of this course is to examine recurrent, resonant ideas through time and across different cultures, and in doing so, foster an appreciation of how and why these ideas become influential and remain relevant. For example, in reading the *Trials of Joan of Arc* alongside the Chinese poem *Ballad of Mulan*, what can we learn about the representation of female identity, specifically women heroes? More broadly speaking, what can we learn from reading ancient and medieval works alongside their contemporary adaptations? We will read works that are familiar because of their place in the western canon (Chaucer’s *Canterbury Tales*) and works that, while less widely read, provide fascinating avenues of insight into the literature of the past (e.g., adaptations of *Canterbury Tales* set in modern-day Britain). We will cover a wide range of themes that include, but are not limited to, religion and spirituality, learning, social commentary, encounters with foreign cultures, and gender relationships.

Mark Lentz

HONR 2000-003 MW 2:30PM-3:45PM

Description:

In this seminar students will explore how pre-Columbian societies in the Americas developed indigenous concepts of history, geography, astronomy, writing, mathematics, calendrics, and medicine, and their own creation and origin stories in relative isolation from most of the world before 1492. By examining writings from and about pre-Columbian Mesoamerica, the Andes, and the US Southwest, students will better understand the cultural legacy of Americas that pre-dates the arrival of Europeans. Through their study of selected works on Puebloan, Mayan, Incan, and Aztec (among others) creation legends, histories, and writing systems, students will not only come to understand the ideas, questions, and methodologies that are central to the world views of these ancient traditions but will also develop their own independent, critical, and creative thinking. By practicing these skills in in-class discussions and through their writing, students will have the opportunity to reflect on how the search for knowledge in the past can inform our pursuit of understanding in today’s world. As an honors course, this seminar emphasizes reading and analyzing original sources by the people who lived in the Americas before and after the Conquest.

Course Objectives:

In addition to appreciating the Western Hemisphere’s role in the world’s intellectual

development, this class aims to teach students to: 1) Deepen appreciation for and think critically about primary sources; 2) Present ideas clearly and respectfully in presentations and class discussions; 3) Improve their writing in both short assignments and longer papers; and 4) Prepare for a successful career as an honors student.

Richard McDonald

HONR 2000-004 MW(F) 10AM-10:50AM

HONR 2000-005 MW(F) 11AM-11:50AM

Description:

This Course will read a variety of heroic stories from antiquity (Greek, Roman, Indian), and European Medieval and Renaissance literature (English, French, Italian). The books we will be reading are more than “Classics”; the people who wrote “the Classics” read and often revered the works you will be studying. These texts have had a broad impact on literature and thought in the western world. There are many works which are their equal in artistry, but these works constitute some of the most influential literature ever created. They were enjoyed and respected by their contemporary audiences and their effects are often just as strong today. Every work we are reading will be a translation of a great work from another (often ancient) culture. Changes from one language to another and one culture to another sometimes require greater concentration on our part, but you will find that most of what these works have to say is still interesting in our day and easily applicable to segments of our world.

When you complete this class, you will be that much more an educated individual. You will have participated in a reading process that began by at least 19 B.C.E in the Western world and which has been observed through the Renaissance and quite obviously up until today. The world changes and what is important sometimes does as well, but the issues important to the contemporary audiences of these works are not that far removed from our own interests: War, love, inhumanity, suffering, faith, honor, compassion, fairness, equality, power, damnation, redemption, and salvation.

Modern Legacies

Leslie Simon

HONR 2100-001 TR 10AM-11:15AM

Description:

HEAPS!

Charles Dickens's novels are packed with heaps of objects. There is a too-muchness about the worlds he depicts – too many things, too many people, too many sights and sounds, crammed into (some would say) too many pages of text – that is singular to Dickens's writing. This too-muchness, however, is not singular to his experience as a Victorian. London, the urban-industrial epicenter of the nineteenth-century world, would have felt crowded, exuberant, and tense in an entirely modern way.

This class will begin with a virtual tour of the heapy spaces of Victorian London. We will be cultural spelunkers, exploring the materials environs – people in crowds, objects in shops and museums, clutter in homes, refuse in the river and street – that likely inspired the pervasive imaging of the heap in the Victorian media. We will then look at intellectual trends that adopt the heap as a philosophical or aesthetic model – in the arts and sciences, as well as mathematics (see: the heap paradox and innovations in Victorian logic). Finally, we will turn to Dickens to see how he – more than any other novelist of the period – represents objects and people, space and time, sounds, moods, and images, even novels themselves, *-in* and *as* heaps. We will discuss how the heapiness of his writing 1) offers insight into Victorian concerns over material accumulation and loss and social relations between individuals and groups; and 2) influences the way we do storytelling – through immersive description, world-building, and serial formatting – today.

The assignment sequence will invite you to produce an end-of-term project that reflects your own disciplinary interests (in science, art, business, history, etc.) and will help set the stage for your senior-level Honors work by mirroring the Capstone process in miniature.

Maria Belvins

HONR 2100-002 TR 1PM-2:15PM

Description:

The Dark Side of Organizational Communication

Much of our daily lives occurs in organizations. School, work, volunteer groups, religion, and corporations have impacts on the way we live our lives. This class will explore some of the foundational ideas of organizational communication such as organizational culture, leadership, policy, and group norms. It will go on to investigate how sometimes organizations can become toxic environments that foster bullying, harassment, and control. This class will offer students the opportunity to explore ideas that will help them be better leaders and organizational members, and be able to evaluate organizational operations with a critical eye.

Elyse Vaccaro

HONR 2100-003 TR 10AM-11:15AM

Description:

In *The History of the Body* (HONR 2100) we examine the understanding and representation of the human body from the Renaissance to current times.

We will learn about:

- Development of anatomical research and medical theory
- How artists have depicted the body to provide cultural, historical, and social context
- The use and misuse of human bodies in scientific and medical studies
- This enables us to explore how these perspectives shape our current understanding of the human body and what is considered “normal.”
- Ultimately, I aim to disentangle tricky subjects like:
- Underlying attitudes and beliefs evident in the body’s portrayal in art
- How science was used to confer respectability and authority on social agendas
- The impossibility of objective research on the body

Course Objectives

- Understand the historical context of major anatomical and medical discoveries.
- Analyze the impact of technological advancements on medical theory and practice
- Discuss the ethical and cultural implications of medical research and practice.
- Evaluate the contributions of key figures in the history of anatomy and medicine.
- Analyze the evolution of the depiction of the human body.
- Understand the cultural, historical, and social contexts influencing artistic representations.
- Evaluate the impact of scientific and philosophical ideas on the portrayal of the body.
- Discuss contemporary issues related to body representation in art

Kathrine Jackson

HONR 2100-004 MW 1PM-2:15PM

Description:

This course examines artists’ engagement with society and its different organizational bodies.

Surveying artists and artist collectives from the 1920s to present, the course investigates different modes of artists’ theory and practice in their operation, either in collaboration with or in their attempt to change institutional bodies such as the government, the corporation, the museum, and the art school.

Through a variety of geographically diverse case studies, artist statements, theoretical and historical texts, this course will encourage students to critically consider the role of the artist and the art object in an art genre where process is usually favored over objects. Through this line of inquiry, students will gain an understanding of the art historic contexts that influence many artists today who are working within institutional frameworks such as artist who

participate in residencies with the Getty, Google, CERN, and NASA. Ultimately, this course asks students to consider: What is the role of the artist in society? What is the role of the artwork? And finally, how can an artist craft their practice to adapt to these varied systems of collaboration?

Tiffany Nez

HONR 2100-X01 ONLINE

Description:

In this class, we would like to understand and reimagine a discussion about the American Indian experience, both as history and as current topics. But our approach won't focus on a pinned and preserved subject already on display; neither will it attempt to clear the ledgers or balance the books on historical debts and cultural trauma. We will consider the subject through a variety of disciplines: narrative, history, art, philosophy, religion, and science. I would like to encourage you as students to draw from your own backgrounds and fields of study to relate to the subjects in unique ways and facilitate discussions that explore the ongoing reality of this cultural exchange. We will read Louise Erdrich, Leslie Marmon Silko, Alexie Sherman, N. Scott Momaday, David Grann.