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| **Honors College Spring 2022 Course List** | | | | | | | |
| **Communication and Writing** | | | | | | | |
| Academic Writing | WRIT | 1120H | 3 credits | 1001 | 15980 | Rybak | Tuesday and Thursday 2:30pm-3:45pm |
| Academic Writing | WRIT | 1120H | 3 credits | 188L | 15984 | Jones | Tuesday and Thursday 4:00pm-5:15pm |
| **SOCIAL AND BEHAVIORAL SCIENCES** | | | | | | | |
| Introduction to Economics | ECON | 2030H | 3 credits | 1003 | 16851 | Roy | Monday Wednesday Friday 1:30pm-2:20pm |
| Game Theory | ECON | 4050H | 3 credits | 1001 | 11653 | Quinn | Monday Wednesday Friday 1:30pm-2:20pm |
| Health Economics | ECON | 4250H | 3 credits | 1001 | 17028 | Cook | Tuesday Thursday 1:00pm-3:45pm 1st 7wks |
| 20th Century Europe | HIST | 3477H | 3 credits | 1001 | 16880 | Forsyth | Monday Wednesday 4:30pm-5:45pm |
| US and the World: Cold War Era | HIST | 4224H | 3 credits | 1001 | 16879 | Greene | Tuesday Thursday 9:30am-10:45am |
| Intro to Law and Courts | POLS | 3470H | 3 credits | 1001 | 17179 | Birnbaum | Tuesday Thursday 1:00pm-2:15pm |
| Non Profit Management/Leadership | POLS | 4340H | 3 credits | 1001 | 16881 | Bhati | Monday Wednesday 4:30pm-5:45pm |
| General Psychology | PSYC | 1010H | 4 credits | 1001 | TBA | Willing | Wednesday recitation 7:00pm-7:50pm |
| Lifespan Development | PSYC | 3100H | 3 credits | 100W | 16992 | Chen | Online |
| Introduction to Sociology | SOC | 1010H | 3 credits | 1001 | 13126 | Gilbertson | Online |
| Social Psychology | SOC | 3010H | 3 credits | 1001 | 11214 | Longmore | Tuesday Thursday 2:30pm-3:45pm |
| Intro to Sociological Theory | SOC | 3020H | 3 credits | 1001 | 12782 | Duntley | Monday Wednesday Friday 3:30pm-4:20pm |
| The Family | SOC | 3610H | 3 credits | 1001 | 14979 | Yahirun | Monday Wednesday 4:30pm-5:45pm |
| **HUMANITIES AND ARTS** | | | | | | | |
| Media Studio: Space and Time | ARTS | 1120H | 3 credits | 1001 | 16847 | Arrigo | Monday Wednesday 11:30am-1:50pm |
| Art History II | ARTH | 1460H | 3 credits | 1002 | 16262 | Light | Monday Wednesday Friday 10:30am-11:20pm remote |
| Great Greek Minds | CLCV | 2410H | 3 credits | 1001 | 15926 | Marley | Tuesday Thursday 8:00am-9:15am |
| Great Greek Minds | CLCV | 2410H | 3 credits | 1002 | 17182 | Staff | Tuesday Thursday 4:00pm-5:15pm |
| Great Roman Minds | CLCV | 2420H | 3 credits | 1001 | 14679 | Marley | Tuesday Thursday 1:00pm-2:15pm |
| Great Roman Minds | CLCV | 2420H | 3 credits | 1002 | 13545 | Dee | Tuesday Thursday 6:00pm-7:15pm |
| Classic Mythology | CLCV | 3800H | 3 credits | 1001 | 13576 | Peek | Tuesday Thursday 8:00-9:15 |
| Classic Mythology | CLCV | 3800H | 3 credits | 1002 | 15927 | Marley | Tuesday Thursday 9:30-10:45 |
| Classic Mythology | CLCV | 3800H | 3 credits | 1003 | 15928 | Pfundstein | Tuesday Thursday 4:00-5:15 |
| Ancient Drama | CLCV | 3820H | 3 credits | 1001 | 15932 | Staff | Tuesday Thursday 2:30-3:45 |
| Norse Myth | CLCV | 3900H | 3 credits | 1001 | 17187 | Staff | Monday Wednesday Friday 11:30-12:20 |
| Ancient Historian | CLCV | 3907H | 3 credits | 1001 | TBA | Dee | Monday Wednesday 2:30-3:45 |
| Intro to Literature | ENG | 2010H | 3 credits | 1001 | 17201 | Staff | Monday Wednesday 4:30pm-5:45pm |
| Creative Writing Workshop | ENG | 2090H | 3 credits | 1001 | TBA | Staff | Monday Wednesday Friday 8:30am-9:20am |
| World Lit 1700 to Present | ENG | 2620H | 3 credits | 1001 | 17005 | Staff | Monday Wednesday Friday 1:30pm-2:20pm |
| British Literature from 1700 to Present | ENG | 2640H | 3 credits | 1001 | 17004 | Staff | Monday Wednesday Friday 12:30pm-1:20pm |
| Survey of Am Lit: 1865-1945 | ENG | 2750H | 3 credits | 1001 | 17003 | Staff | Monday Wednesday Friday 2:30pm-3:20pm |
| Intro to Literary and Criticism | ENG | 3020H | 3 credits | 1001 | 17007 | Staff | Tuesday Thursday 4:00pm-5:15pm |
| Graphic Novel Workshop | ENG | 3150H | 3 credits | 1001 | TBA | Staff | Monday Wednesday 6pm-7:15pm |
| Grammar and Writing | ENG | 3810H | 3 credits | 1001 | 16999 | Staff | Tuesday Thursday 2:30pm-3:45pm |
| Intro to Technical Writing | ENG | 3880H | 3 credits | 1001 | TBA | Staff | Tuesday Thursday 1pm-2:15pm |
| Topics in 19th cent Am Lit "Henry James" | ENG | 4320H | 3 credits | 1001 | TBA | Emery | Tuesday Thursday 11:30am-12:15pm |
| Topics in Cont Am Lit "Fictions of 1900s" | ENG | 4340H | 3 credits | 1001 | TBA | Sheffer | Monday Wednesday Friday 11:30am-12:20pm |
| Topics in Eng Studies | ENG | 4800H | 3 credits | 1001 | 15965 | Begum | Online |
| French for Professions | FREN | 3580H | 3 credits | 1001 | TBA | Schocket | Monday Wednesday Friday 3:30-4:20 |
| Elem Greek II | GRK | 1020H | 3 credits | 1001 | 17195 | Peek | Monday through Thursday 4:30-5:20 |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1001** | **10950** | **Landgraf** | **Tuesday Thursday 4:00pm-5:15pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1002** | **11009** | **Murnen** | **Tuesday Thursday 11:30am-12:45pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1003** | **11011** | **Morgan-Russell** | **Tuesday Thursday 11:30am-12:45pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1004** | **11012** | **Jones** | **Tuesday Thursday 6:00pm-7:15pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1005** | **11013** | **Jones** | **Monday Wednesday 2:30pm-3:45pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1006** | **11014** | **Schulz** | **Monday Wednesday Friday 1:30pm-2:20pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1007** | **12429** | **Staff** | **Tuesday Thursday 1:00pm-2:15pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1008** | **12684** | **Staff** | **Tuesday Thursday 4:00pm-5:15pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1010** | **12868** | **staff** | **TBD** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1011** | **13211** | **Young** | **Monday Wednesday Friday 12:30pm-1:20pm** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1012** | **14783** | **Thompson** | **Monday Wednesday 9:30am-10:45am** |
| **Critical Thinking about Great Ideas** | **HNRS** | **2020** | **3 credits** | **1020** | **15935** | **staff** | **TBD** |
| Elem Latin II | LAT | 1020H | 4 credits | 1001 | 17194 | Dee | Monday through Friday 11:30-12:20 |
| Linguistics for English Teachers | LING | 3800H | 3 credits | 1001 | 17197 | Staff | Monday Wednesday Friday 3:30pm-4:20pm |
| Environmental Ethics | PHIL | 2320H | 3 credits | 1001 | 13761 | Young | Monday Wednesday 4:30pm-5:45pm |
| Intro Latin American Culture | SPAN | 2700H | 3 credits | 101W | 15933 | Porben | Online |
| Spanish Conversation 1 | SPAN | 3510H | 3 credits | 1001 | 17189 | Cabanillas | Tuesday Thursday 9:30-10:45 |
| Spanish Conversation 2 | SPAN | 3520H | 3 credits | 1001 | 15949 | Attig | Tuesday Thursday 11:30-12:45 |
| Intro to Film | THFM | 1610H | 3 credits | 1001 | 16849 | Rankin | Tuesday 1:00pm-2:15pm recitation time, online lecture |
| Script Analysis | THFM | 1910H | 3 credits | 1001 | 16850 | Chambers | Monday Wednesday Friday 11:30am-12:20pm |
| Performance in Life and On Stage | THFM | 2020H | 3 credits | 1001 | 16848 | Staff | Monday Wednesday Friday 10:30am-11:20am |
| Exploring Diversity in Performance | THFM | 2150H | 3 credits | 1001 | 14771 | Forbes-Erickson | Tuesday and Thursday 9:30am-10:45am |
| **NATURAL SCIENCES AND MATHEMATICS** | | | | | | | |
| Introduction to Statistics | MATH | 1150H | 3 credits | 1112 | 13470 | Staff | Monday Wednesday Friday 1:30pm-2:20pm |
| Calculus | MATH | 1310H | 5 credits | 1005 | 13469 | Staff | Monday through Friday 2:30-3:20pm |
| Math for Early Childhood Teachers | MATH | 2130H | 4 credits | 1002 | 16781 | Staff | Monday Wednesday 12:30pm-2:20pm |
| Calculus and Analytical Geometry II | MATH | 2320H | 5 credits | 1002 | 16147 | Staff | Monday through Friday 1:30pm-2:20pm |
| Modern Astronomy | ASTR | 2010H | 3 credits | 1001 | 10988 | Dellenbush | Monday Wednesday Friday 11:30am-12:20pm |
| General Biology 1 | BIOL | 2040H | 4 credits | 1001 | 14039 | Staff | Monday Wednesday Friday 8:30am-9:20am |
| lab time |  |  |  | 1002 | 14401 |  | Thursday 2:30pm-5:20pm |
| General Chemistry | CHEM | 1370H | 4 credits | 1001 | 11724 | Staff | Monday Wednesday Friday 12:30pm-1:20pm |
| Rec |  |  |  |  |  |  | Thursday 1:00pm-1:50pm |
| General Chemistry Lab | CHEM | 1380H | 1 credits | 1001 | 11755 | Staff | Monday 1:30pm-4:20pm |
|  | CHEM | 1380H | 1 credits | 1002 | 12404 |  | Monday 6:00pm-8:50pm |
| University Physics II | PHYS | 2120H | 5 credits | 1001 | 11197 | Zayak | Monday 3:30pm-5:20pm |
|  |  |  |  | 1005 | 11633 |  | Tuesday Thursday 1:30pm-2:20pm |
|  |  |  |  | 1004 | 12383 |  | Wednesday Friday 1:30pm-2:20pm |
|  |  |  |  | 1003 | 12875 |  | Monday 1:30pm-3:20pm |
| **COLLEGE OF BUSINESS** |  | |  | |  |  |  |
| Intro to Marketing Management | MKT | 2010H | 3 credits | 1001 | 13764 | Sutton | Monday Wednesday Friday 10:30am-11:20am |
| Intro to Marketing Management | MKT | 2010H | 3 credits | 1002 | 13544 | Sutton | Monday Wednesday Friday 11:30am-12:20pm |
| Intro to Marketing Management | MKT | 2010H | 3 credits | 1004 | 17141 | Titus | Tuesday Thursday 2:30pm-3:45pm |
| Intro to Marketing Management | MKT | 2010H | 3 credits | 101W | 16353 | Dewey | Online |
| Business Communication | BA | 2030H | 3 credits | 1001 | 14223 | Chiarelott | Tuesday Thursday 1:00pm-2:15pm |
| **COLLEGE OF EDUCATION** |  | |  |  |  |  |  |
| Intro to Education | EDTL | 2010H | 3 credits | 1001 | 16870 | Staff | Tuesday 9:30am-10:20am |
| Intro to Education lecture | EDTL | 2010H |  | 1004 | 16871 | Staff | Tuesday 8:30am-9:20am |
| Intro to Education Lab | EDTL | 2010H |  | 1005 | 16872 | Staff | Thursday 8:30am-11:20am |
| Intro to Ed Technology | EDTL | 2300H | 3 credits | 101W | 13485 | Staff | Online |
| Educational Psyc | EDFI | 3020H | 3 credits | 1006 | 13763 | Staff | Tuesday Thursday 4:00pm-5:15pm |
| Intro to Ed w/students w/disabilities | EDIS | 2310H | 3 credits | 1001 | 15979 | Staff | Tuesday Thursday 2:30pm-3:45pm |
| Intro to Inclusive Education Lecture | EIEC | 2500H | 2 credits | 1001 | 16862 | Staff | Wednesday 11:30am-12:20pm |
| Lab intro to Inclusive Ed | EIEC | 2500H |  | 1002 | 17275 | Staff | Monday 7:45am-1045am Remote |
| Working with Families | EIEC | 2220H | 3 credits | 1001 | 16868 | Staff | Monday 9:30am-12:20pm |
| Working with Families | EIEC | 2220H | 3 credits | 1002 | 16899 | Staff | Wednesday 9:30am-12:20pm |
| Working with Families | EIEC | 2220H | 3 credits | 1003 | 16900 | Staff | Friday 9:30am-12:20pm |
| Intentional Teaching | EIEC | 3110H | 3 credits | 1001 | 16869 | Staff | Monday 8:00am-11:50am |
| Intentional Teaching | EIEC | 3110H | 3 credits | 1002 | 16901 | Staff | Wednesday 8:00am-11:50am |
| Intentional Teaching | EIEC | 3110H | 3 credits | 1003 | 16902 | Staff | Friday 8:00am-11:50am |
| **College of Health and Human Services** |  | |  | |  |  |  |
| Law, Evidence and Procedure in FOR SCI | CRJU | 4400H | 3 credits | 1001 | 15444 | Stinson | Wednesday 6:00pm-9:00pm |
| **COLLEGE OF MUSICAL ARTS** |  | |  | |  |  |  |
| Music History II | MUCT | 2620H | 2 credits | 1001 | 13560 | Staff | Monday Wednesday 10:30am-11:20am |
| Jazz Lab I | MUSP | 3280E | 1 credits | 1001 | 10077 | Staff | Tuesday Thursday 1:30pm-2:15pm |
| Wind Symphony | MUSP | 4370E | 2 credits | 1001 | 12847 | Staff | Monday Friday 11:30am-12:20pm Tuesday Thursday 11:30am-1:20pm |
| Collegiate Chorale | MUSP | 4780E | 2 credits | 1001 | 10126 | Staff | Monday Wednesday 2:30pm-3:20pm Tuesday Thursday 2:30pm-3:45pm |
| Philharmonia | MUSP | 4890E | 2 credits | 1001 | 12852 | Staff | Monday Wednesday 1:30-3:20pm F1:30pm-2:20pm |
| **HONORS SEMINARS** |  |  |  |  |  |  |  |
| Political Advocacy and Citizenship | **HNRS** | **3000** | **1 credit** | 1001 | 14384 | Rex | Thursday 1:00pm-1:50pm |
| Presidential Scholars Cohort GEN 21 class | **HNRS** | **3000** | **1 credit** | 1002 | TBA | Morgan Russell | Tuesdays 9:30am-11:20am every other week |
| Race Matters in the 21st Cent Europe | **HNRS** | **2000** | **1 credit** | 1001 | 16758 | Guenther | Thursday 9:30am-10:20am |
| Disabled People in Outer Space | **HNRS** | **2000** | **1 credit** | 1002 | 16759 | Wells Jensen | Time TBA |
| From Cinderella to Serial: Storytelling through the Ages | **HNRS** | **2000** | **1 credit** | **1005** | 16762 | Prince | Wednesdays 2:30pm-4:15pm First 7 weeks |
| Injustice and its Many Forms | **HNRS** | **2000** | **1 credit** | **1003** | 16760 | Carroll | Tuesdays 2:30pm-3:20pm |
| School choice in America | **HNRS** | **2000** | **1 credit** | **1004** | 16761 | Myers | Mondays 2:30pm-3:20pm |
| Practices in Diversity and Inclusion | **HNRS** | **2000** | **1 credit** | **1006** | Soon to be added | Wade | Thursdays 4-4:50pm |
| **Honors Project/Independent Study-Contact Honors College to Register** |  | |  | |  |  |  |
| Independent Study in Honors | HNRS | 4900 |  |  | Arranged |  |  |
| Honors Project Development | HNRS | 4980 | 1 credit |  | Arranged |  |  |
| Honors Project | HNRS | 4990 | 2 credit |  | Arranged |  |  |

**HNRS 2020: Critical Thinking about Great Ideas**

Critical Thinking about Great Ideas is the second of two core curriculum courses that all students enrolled in the Honors College at Bowling Green State University must successfully complete. This interdisciplinary seminar seeks to introduce students to select foundational thinkers, ideas, or/and intellectual movements that have shaped human civilizations across a variety of temporal, geopolitical, cultural, and historical conditions. Individual sections of the course will expose students to a variety of political, economic, social, cultural, and intellectual ideas and perspectives. Students will be encouraged to understand these ideas within the context of the social, human, intellectual, and physical worlds of which they are part, as well as identify relationships between and among competing perspectives about these ideas and ultimately to integrate aspects of these ideas and perspectives into their own worldviews. One of the central goals of this course is for students to learn and gain practice in a critical method of thought and expression that builds on and expands the skill set introduced in HNRS 2010: Introduction to Critical Thinking.

All sections of the course will use one of two textbooks as a foundation for the course: Dennis Ford’s *The Search for Meaning* (University of California Press, 2007), or Leslie Stevenson’s (et al.) *Thirteen/Twelve Theories of Human Nature* (Oxford University Press). Because this course fulfills a requirement in the Humanities & Arts domain of the Bowling Green Perspectives (BG) Program, your instructor will supplement these texts with other pieces that might include literature, film, art, performance, graphic novel, or music; our instructors come from a range of colleges and departments and will choose pieces that match their interests and expertise. Note that you can expect all sections to require a final project and some other components that will help you look ahead to formulating your Honors Project in the future.

**HNRS 2020 (Morgan-Russell); Tuesday and Thursday 11:30-12:45**

This section of HNRS 2020 uses Leslie Stevenson, et al.'s *Twelve Theories of Human Nature* to explore some influential ideas in Eastern and Western thought (from among Confucianism, Hinduism, Buddhism, Plato, Aristotle, the Bible, Islam, Kant, Marx, Freud, Existentialism, Darwin, and Secular Humanism) on the question of what it means to be human. Over the course of the semester we will trace theories and concepts across history and cultures, to attempt to understand what we think (and why!) about some of the “big ideas” that define our lives. What is “human nature”? If it exists, is it a fixed characteristic, or is it dependent on time, place, and culture? How, as human beings, do we find meaning in our lives?

In addition to Stevenson's book, we'll pair several novels with these theories of human nature (Kazuo Ishiguro's *Never Let Me Go*, Jackie Kay’s *Trumpet*, and Margaret Atwood’s *Oryx and Crake*) and view a film (Alex Garland's *Ex Machina*) to see how these pieces attempt to engage with the same questions about human and post-human nature through literature and film. An existential crisis is not required for successful completion of this course, but please come prepared to maintain an open and curious mind, and to read, and to write.

**HNRS 2020 (Ghaffari); Tuesday and Thursday 1:00-2:15; Tuesday and Thursday 4:00-5:15**

How can an idea change the world? How have various “Great Ideas” shaped who we are as human beings and our relation to the world around us? How can we come to have great ideas of our own? We will consider these questions as we discuss the roles that crisis, uncertainty, and personal responsibility play in the revolution of thought, the development of faith, and the creation of new worlds. In addition to a primary text that will guide us through the history of ideas, we will read Jonathan Lear’s *Radical Hope* (which tells the story of Plenty Coups, the last Chief of the Crow Nation) as well as Hannah Arendt’s *Eichmann in Jerusalem* (which covers the trial of Adolf Eichmann). What do the stories of Plenty Coups and Eichmann—two men facing uncertainty in a rapidly changing world—have to teach us?

**HNRS 2020 (Landgraf); Tuesday and Thursday 4:00-5:15**

*Humanism and its Detractors*

This section of HNRS 2020 will examine major contributions to as well as critiques of humanist thought from Plato to today. We will use Leslie Stevenson’s *Twelve Theories of Human Nature* as an introductory guidebook and supplement it with assorted primary texts that expand on or challenge the ideas discussed in the book. We will trace changes in philosophical, religious, political, and scientific thinking and examine some of the unintended political and social implications of several of humanism’s most cherished assumptions (e.g. the dualisms between spirit and body, mind and matter, freedom and nature, civilized and uncivilized). The course thus aims to introduce students not only to major canonical texts and ideas that make up the humanist tradition of thought, but also reflect on some of the limits and contradictions in this canon. Major questions we will pursue in this course include (but are not limited to): how does Platonic and neo-platonic thought helps us value and devalue our earthly existence? What are central aspects of religious thought and how did religious thinking change during the Reformation, during the Enlightenment, and again today? What are the limits of human knowledge? How is truth defined and defined differently in the sciences and in different philosophical traditions? How do universalist assumptions about “the human” affect definitions of race and gender? How does art, literature, and music expand our lives and our thinking? How do technologies--from plowing to writing, from the use of simple tools to complex machinery, from computers, to the internet and smart phones—help define and change humanity? What might the future hold for humanity?

**HNRS 2020 (Thompson); Monday and Wednesday 9:30-10:45**

This section of HNRS 2020 utilizes Dennis Ford’s *The Search for Meaning* andseeks to continue developing critical thinking skills introduced in HNRS 2010. We will explore a broad worldview through the lens of classical and contemporary interpretations of meaning/existence. Additional consideration will view existence/meaning through '3 Pillars of the Human Experience: Rationalism, Faith and Empiricism.’ Supplemental works will be selected from authors/thinkers such as Machiavelli, Plato, Sophocles, Descartes, Carlyle, Nietzsche, Cogan, and Tolstoy, serving framework to explore political, economic, social, cultural and intellectual ideas and perspectives and how they influence the lives of individuals and shape our communities and the world.

**HNRS 2020 (Schulz); Monday Wednesday Friday 1:30-2:20**

This section of HNRS 2020 uses Dennis Ford’s *The Search for Meaning,* to explore Myth, Philosophy, Science, Postmodernism, Pragmatism, Archetypal Psychology, Metaphysics, and Naturalism as potential sources of meaning that construct both individual and collective mindsets. Throughout the course, we will discuss the characteristics, benefits, and drawbacks of these sources of meaning and develop an understanding of how they contribute to personal, social, and cultural identities. We will ask questions, we will sit in the discomfort of the answers we get from Ford, other selected texts, and each other, and you will use the knowledge gained to articulate the development of your own mindset and search for meaning.

In addition to Ford, we will read Kurt Vonnegut’s novel *Cat’s Cradle*, Terrance Hayes’ poetry collection, *American Sonnets for My Past and Future Assassin,* selections from Gloria Steinem’s book of essays *Outrageous Acts and Everyday Rebellions*, and Milan Kundera’s novel *The Unbearable Lightness of Being* to better comprehend how Ford’s sources of meaning exist in different circumstances and how they might be viewed from different perspectives. Be prepared to read, to write, and to talk every day in class. Our questions, curiosities, and shared experiences will drive discussions to the edge of who we think we are. From there, you’ll have to decide what mindsets to take with you and what to leave behind.

**HNRS 2020 (Jones); Tuesday and Thursday 6:00-7:15; Monday and Wednesday 2:30-3:45**

This section of Critical Thinking About Great Ideas will explore selected systems of thought that humans have used to organize their lives and communities.  Why have ideas like Greek humanism, Buddhism, evolution, feminism, socialism, and Islam, for instance, endured? What do they have to say about the Big Questions: Why are we here? Where did we come from? How should we act? We will use Leslie Stevenson’s *Thirteen Theories of Human Nature* as an introductory guidebook through some of these theories and supplement that with assorted primary texts from within the idea systems themselves. In past semesters we have read texts such as *I Am Malala, Antigone, The Communist Manifesto,*and *The Handmaid’s Tale*, among others. Emphasis will be placed on critical analysis and synthesis of the ideas. Students should expect to read and write and talk about these ideas at length.

**HNRS 2020 (Young); Monday Wednesday Friday 12:30-1:20**

In this section of HNRS 2020 we will be looking at the question of what it is to live well and lead a good life as a human being. In order to answer this question, it would be helpful to consider what kind of creatures we human beings are, so we will study a number of theories of human nature, using Leslie Stevenson, et al.*'s Thirteen Theories of Human Nature* as our guide. We will explore some influential ideas in Eastern and Western thought (from among Confucianism, Hinduism, Buddhism, Plato, Aristotle, the Bible, Islam, Kant, Marx, Freud, Existentialism, Darwin, and Secular Humanism). We will then connect these views of human nature to views about what a good life is and what kind of society is best suited to enable people to live such lives.

In addition to Stevenson's book, we will read a number of extracts from original philosophical works, as well as sampling some relevant works of literature and film.

**HNRS 2020 (DePasquale)**

Using Dennis Ford’s *The Search for Meaning* and Don Waisanen’s *Improv for Democracy* as our guiding texts, our community of thoughtful learners will explore how empathy is developed and strengthened across coalitions, and how we can effectively collaborate with each other to find innovative solutions to our world’s complex problems. Students in this course will use the principles of applied improvisation to communicate with others through mutual support and affirmation, encourage exploration and discovery, and develop trust, confidence, and cohesion among their teams.

**HNRS 2020 (Murnen)**

This is the second of two courses required of all Honors students in their first year. The course continues to apply the critical thinking skills learned in HNRS 2010, but this semester we will consider some of the big ideas that have shaped the world in which we live. This section of HNRS 2020 engages the following key questions: ***What does it mean to be human? How do we construct meaning of the world around us? How do these core ideas shape how we choose to act in our contemporary world?*** Starting with Stevenson’s Thirteen Theories of Human Nature, we will engage an array of philosophical perspectives and world views. We will apply the concepts from these world views to the broad topics of identity, purpose, education, ethical decision-making, human rights, etc. In addition, we will dig deeper into contemporary issues such as race/racism/antiracism, xenophobia/hate/immigrant rights, gender equity, mindfulness, social & emotional learning, etc. While we will work on becoming stronger critical readers and analytic writers, our larger goal is that we challenge each other not only to try to understand these big ideas in abstract ways, but to put them to the test on real world issues. In addition to the Stevenson text, we will be reading some shorter fiction and nonfiction texts, including several articles in .pdf format or from online sources—even a couple of children’s picture books. At the moment, there is no single required text you must purchase.

**Honors Seminars Spring 2022**

**Political Advocacy and Citizenship**

**HNRS 3000 (Rex), section 1001, Thursday 1:00-1:50 (1 credit hour)**

In Political Hobbyism and Political Participation students will learn about civic engagement, local advocacy, and a diagnosis of the current state of political and civic participation in the United States. The course will utilize three key aspects and course themes to equip students with the knowledge and skills to assist in their advocacy and civic participation. These themes include challenging perceptions and conceptions of political and civic action, self-efficacy, and a service-learning component to put knowledge and discussion into action.

The goal of this course is to challenge the perspective of students on what they see as political participation and what students and young people in general can do to have an impact on their communities via local political involvement. Students will complete assignments throughout the course such as reflection journal entries and assessments of knowledge at the start of the course and again at the conclusion of the course. Students will also be required to read sections of course texts for in-class discussion and reflection. Aside from journal entries, assessments and readings, students will also be expected to complete a service-learning experience to put action behind the message of the course. These experiences can span anywhere from voter registration or voter engagement, issue work and advocacy, or volunteering with a local political organization/official though this list is not exhaustive. Students will then reflect upon this experiential learning project in a journal entry.

**Race Matters in 21st Century Europe (Germany and France)**

**HNRS 2000 (Guenther), section 1001, 16758 Thursdays 9:30am-10:20am (1 credit hour)**

How does race as a constructed category matter in the European context of the 21st-century? Europe is clearly not a homogenous “white” space, even if white identity and privilege have marked dominant European culture and politics. In this course, we will look at contemporary European films and read fiction and historical documents in order to examine how race together with gender, ethnicity, citizenship, and religion constitute intersecting systems of power that mutually construct one another.

This course will engage a transnational approach. Through the European examples we will also consider the way “our” history--the assumptions that we make, the stories we read/write and the commemorations and celebrations that we engage in collectively-- help to construct a sense of American cultural and national identity.

**Disabled People in Outer Space**

**HNRS 2000 (Wells-Jensen), section 1002, 16759 Day/Time TBA (1 credit hour)**

This class offers a basic introduction to the field of disability studies by examining human space travel.   We will address questions such as:

-What is disability? (Referencing models of disability and current thought)

-Who should go to space? Should disabled people be included? Why?

**From Cinderella to Serial: Storytelling Through the Ages**

**HNRS 2000 (Prince), section 1005, 16762 Wednesdays 2:30pm-4:15pm (1 credit hour)**

This seminar examines the historical role of the storyteller as preserver of culture as well as the contemporary role of the performer in the context of traditional and contemporary sources of stories. Students will delve into the reasons humans tell stories, beginning with the oral tradition as a method record-keeping, information sharing, and entertainment. Time will be devoted to folktales and fairy tales from a wide variety of geographic regions and the cultural importance of those stories, as well as the challenges of codifying those stories into a written format. Modern storytelling will be explored in its multiple formats. Special attention will be given to popular live performances, like The Moth, and to the emergence and popularity of storytelling podcasts.

**Injustice and Its Many Forms**

**HNRS 2000 (Carroll), section 1003, 16760 Tuesdays 2:30pm-3:20pm (1 credit hour)**

Injustice comes in many forms. Among them are race, place and gender. This course concerns these various forms of injustice and studies them to help better understand the social world in which we are situated. The aim of this avowedly interdisciplinary course is to thoroughly study injustice from as many distinct vantage points as time allows. While there are (regrettably) far too many types of injustice in the world to cover in a single course, we will focus our attention on the aforementioned three formative types of race, place, and gender

**School Choice in America – Equity or Privilege**

**HNRS 2000 (Myers), section 1004, 16761 Mondays 2:30pm-3:20pm (1 credit hour)**

Parents and guardians in America often have choices for educating their children which did not exist in previous generations.  This seminar would review the public, private, charter, and home-schooling options available today and study the different descriptors of students that avail themselves of the various opportunities.  Guest speakers will present information concerning their specific educational opportunity.  Students will be able to ask questions about each type of schooling and about the nature of the culture developed in each style of education.  The students will hopefully develop an openness to differences to both the institutions and their participants.

**Practices of Diversity and Inclusion in the Sciences**

**HNRS 2000 (Wade) 1006, section, Thursdays 4pm-4:50pm (1 credit hour)**

We take a critical look at the sometimes-subtle ways in which scientific thought and practice is unduly influenced by Western cultural assumptions and hidden biases, and we explore ways of seeing and talking that might be of benefit in helping us transcend these biases. These ways of seeing include feminist critiques of the notions of objectivity and scientific reductionism, and also insights of scholars from within indigenous science.