

HONR 19902, SPRING 2021

	CRN	DAYS/TIMES	THEME	INSTRUCTOR
LEC 1	12885-001	Wed 8:30a - 9:20a Online	Film	Anwer, Megha
REC1	28763-048	Mon 8:30a - 9:20a		Anwer, Megha
LEC 2	12886-002	Wed 9:30a - 10:20a Online	Film	Anwer, Megha
REC 2	28764-049	Mon 9:30a - 10:20a		Anwer, Megha
LEC 3	12890-003	Wed 11:30a - 12:20p Online	Film	Anwer, Megha
REC 3	28750-035	Mon 11:30a - 12:20p		Anwer, Megha
LEC 4	12891-004	Wed 2:30p - 3:20p Online	Water	Brite, Elizabeth B
REC 4	28751-036	Mon 2:30p - 3:20p		Brite, Elizabeth B
LEC 5	12892-005	Wed 3:30p - 4:20p Online	Water	Brite, Elizabeth B
REC 5	28752-037	Mon 3:30p - 4:20p		Brite, Elizabeth B
LEC 6	12913-010	Wed 4:30p - 5:20p Online	Water	Brite, Elizabeth B
REC 6	28753-038	Mon 4:30p - 5:20p		Brite, Elizabeth B
LEC 7	12916-011	Thu 1:30p - 2:20p Online	Wilderness	Jarriel, Katherine M
REC 7	28754-039	Tue 1:30p - 2:20p		Jarriel, Katherine M
LEC 8	12928-012	Thu 3:30p - 4:20p Online	Wilderness	Jarriel, Katherine M
REC 8	28755-040	Tue 3:30p - 4:20p		Jarriel, Katherine M
LEC 9	12931-013	Thu 4:30p - 5:20p Online	Wilderness	Jarriel, Katherine M
REC 9	28756-041	Tue 4:30p - 5:20p		Jarriel, Katherine M
LEC 10	12933-014	Mon 9:30a - 10:20a Online	Globalization	Jengelley, Dwaine H
REC 10	28757-042	Wed 9:30a - 10:20a		Jengelley, Dwaine H
LEC 11	12934-015	Mon 10:30a - 11:20a Online	Globalization	Jengelley, Dwaine H
REC 11	28758-043	Wed 10:30a - 11:20a		Jengelley, Dwaine H
LEC 12	12938-016	Mon 12:30p - 1:20p Online	Globalization	Jengelley, Dwaine H
REC 12	28759-044	Wed 12:30p - 1:20p		Jengelley, Dwaine H
LEC 13	12939-017	Tue 9:30a - 10:20a Online	Security	Duncan, Natasha T
REC 13	28760-045	Thu 9:30a - 10:20a		Duncan, Natasha T
LEC 14	12941-018	Tue 10:30a - 11:20a Online	Security	Duncan, Natasha T
REC 14	28761-046	Thu 10:30a - 11:20a		Duncan, Natasha T
LEC 15	12945-019	Tue 12:30p - 1:20p Online	Security	Duncan, Natasha T
REC 15	28762-047	Thu 12:30p - 1:20p		Duncan, Natasha T
LEC 16	12946-020	Mon 1:30p - 2:20p Online	Robots	Weinberg, Lindsay

REC 16	28765-050	Wed 1:30p - 2:20p		Weinberg, Lindsay
LEC 17	12947-021	Mon 3:30p - 4:20p Online	Robots	Weinberg, Lindsay
REC 17	28766-051	Wed 3:30p - 4:20p		Weinberg, Lindsay
LEC 18	12948-022	Mon 4:30p - 5:20p Online	Robots	Weinberg, Lindsay
REC 18	28767-052	Wed 4:30p - 5:20p		Weinberg, Lindsay
LEC 19	12949-023	Tue 11:30a - 12:20p Online	Socialism	Vanaik, Anish
REC 19	28768-053	Thu 11:30a - 12:20p		Vanaik, Anish
LEC 20	12950-024	Tue 1:30p - 2:20p Online	Socialism	Vanaik, Anish
REC 20	28769-054	Thu 1:30p - 2:20p		Vanaik, Anish
LEC 21	12899-006	Tue 3:30p - 4:20p Online	Socialism	Vanaik, Anish
REC 21	28770-055	Thu 3:30p - 4:20p		Vanaik, Anish
LEC 22	12900-007	Wed 10:30a - 11:20a Online	Eugenics	Tehrani, Zahra A
REC 22	28771-056	Mon 10:30a - 11:20a		Tehrani, Zahra A
LEC 23	12901-008	Wed 12:30p - 1:20p Online	Eugenics	Tehrani, Zahra A
REC 23	28772-057	Mon 12:30p - 1:20p		Tehrani, Zahra A
LEC 24	12903-009	Wed 1:30p - 2:20p Online	Eugenics	Tehrani, Zahra A
REC 24	28773-058	Mon 1:30p - 2:20p		Tehrani, Zahra A
LEC 25	16338-025	Mon 8:30a - 9:20a Online	Sound	Ware, Jason A
REC 25	28774-059	Wed 8:30a - 9:20a		Ware, Jason A
LEC 26	16339-026	Mon 9:30a - 10:20a Online	Sound	Ware, Jason A
REC 26	28775-060	Wed 9:30a - 10:20a		Ware, Jason A
LEC 27	16340-027	Mon 11:30a - 12:20p Online	Sound	Ware, Jason A
REC 27	28776-061	Wed 11:30a - 12:20p		Ware, Jason A
LEC 28	27590-032	Thu 9:30a - 10:20a Online	Play	Watkins, Adam E
REC 28	28777-062	Tue 9:30a - 10:20a		Watkins, Adam E
LEC 29	27591-033	Thu 10:30a - 11:20a Online	Play	Watkins, Adam E
REC 29	28778-063	Tue 10:30a - 11:20a		Watkins, Adam E
LEC 30	27592-034	Thu 12:30p - 1:20p Online	Play	Watkins, Adam E
REC 30	28779-064	Tue 12:30p - 1:20p		Watkins, Adam E
HONR 19902, SPRING 2021 FOR ONLINE LEARNERS				
	CRN	DAYS/TIMES	THEME	INSTRUCTOR
LEC 1	27588-OL1	ONLINE ASYNCHRONOUS	Lyric	Moore, Pete

Film – Dr. Anwer

It's impossible to imagine a time when "going to the movies" was not available to us as a mode of pleasure and entertainment. This course will begin by exploring the implications of that impossibility, revisiting the origins of cinema, and understanding the earliest responses of moviegoers. How did people come to distinguish the cinematic medium from other art forms that preceded it? In other words, how is cinematic vision different from the painter's or the photographer's vision? What is unique about the way in which films tell stories? The history of film itself is full of dramatic twists and turns: from silent to sound, from black and white to color, from nascent editing tricks to the implausibility of CGI images. However, what these exponential developments in film technology don't explain are the politics latent in different cinematic genres, the meanings created by different camera movements, our motivations for creating celebrity cults, or even our fetish for CGI images. These are some of the directions through which we will explore "Film," and end, perhaps, with asking what the futures of cinema might look like.

Water – Dr. Brite

On average, humans can survive nearly 8 weeks without food, but may die in a matter of days or even hours without access to water. This makes water perhaps the most critical element in human life, both from a biological perspective and in terms of our existence as social beings. In this class, we explore the evolution of water as central concept in the formation and regulation of human societies. We concentrate on two essential aspects of human-water systems. First, we examine the relationship between water and power, and consider how human needs for water have shaped our systems of social organization. Second, we explore the concept of water cleanliness or "purity," and explore how these ideas have impacted human-water landscapes through time. Insights derived from our explorations of water as power and purity will then be applied to study critical issues related to today's global water crises.

Security – Dr. Duncan

Traditionally security is defined in terms of protecting the territorial integrity of the state from external threats. This narrow definition is increasingly contested as there are many so-called non-traditional threats such as diseases and hunger, which eviscerate populations within states. This course emphasizes human security as it examines various issues which jeopardize the safety of citizens. It begins by studying the concept as it is traditionally understood, then moves into evaluating human security issues including genocide, humanitarian interventions and pandemics and states' response (or lack thereof) to these threats.

Wilderness – Dr. Jarriel

Are there any wildernesses left? To answer that question, we must first define "wilderness" and become aware of how our worldview shapes our understanding of the wilderness. In this course, we will explore wildernesses ranging from fictional space colonies to unmapped terrestrial jungles to the ruins of post-industrial landscapes in the United States. We will unravel the way wildernesses entangle people, places, and things. Finally, we will ask why humans are drawn to the call of the wilderness, and, maybe, we will even answer it.

Globalization - Dr. Jengolley

Globalization explores the continuity and change of global interconnectedness. It centers around a fundamental question regarding the causes and consequences of globalization for human development and international relations. We discuss topics including global culture, global trade, climate change, global governance institutions, migration, communication, and economic and health contagion. In this course, students participate in project-based and active learning through simulations and critical thinking exercises. Using interdisciplinary approaches to problem solving, students will work in groups to develop solutions to global challenges, bringing to bear their disciplinary backgrounds.

Lyric– Dr. Moore

When we sing along with Kendrick Lamar, belting out, "I love myself," to whom exactly are we referring? Is the "I" from the lyric a reference to a flesh-and-blood person, a street-wise persona, the emphatic listener who lends a voice, or is it something larger than all of us, a construct containing multitudes? To ask such questions is to consider one of the defining quandaries of the modern world: the ethical relationship of the one to the many. Often defined as a condensed expression that records a mind speaking to itself, the lyric poem (ancestor of the song lyric) invites inquiry into the meaning of voice, the

construction of self, the codification of genre, and the institutionalization of modern life. The effort to understand what is happening within the lyric poem has generated a host of different strategies for reading. Rather than taking one approach to the study of poems and song lyrics, we will draw upon several interdisciplinary modes of interpretation, from the scientific approach of digital close reading to cultural approaches attuned to the politics of performance.

Eugenics – Dr. Tehrani

In 1883, Francis Galton coined the term “eugenics” to refer to attempts to improve the human gene pool through selective breeding. With the recent development of a precise gene editing technology called CRISPR-Cas9, preventing the transmittance of heritable disease-causing mutations to future generations has become easier, while also opening the door for non-medical genetic enhancements. Should we do it? Could we become a better species or might modern eugenics lead to a genetic dystopia? Students will read scientific and bioethical literature to understand the social, ethical, and legal implications of creating genetically modified humans.

Socialism – Dr. Vanaik

Socialism: there are few political ideas that are more polarising, more prone to evoke passions – for and against. It is, also, a curiously persistent idea; one whose death has been repeatedly proclaimed but yet seems to rise up – most recently in the US with the campaign of Bernie Sanders. Elusive too: few countries claim to be socialist and socialists usually dispute the claims of those that do. Nevertheless, from the 19th century to the twenty first, from literature to political arrangements, from wallpaper design to agricultural innovation, from gender relations to the family holiday, socialism continues to have an unexpected impact on our everyday life. In this course, we will understand the idea and debate its relevance while also taking stock of the surprising ways in which socialism has had an impact on modern life.

Sound – Dr. Ware

In the study of our acoustic environment, scholars ask questions such as, “what is the relationship between [humanity] and the sounds of [our] environment and what happens when those sounds change?” In, *Sound*, we will pursue this question as we: 1) differentiate and investigate soundscapes in various areas of the city, 2) explore the impact of sound on the brain, and 3) analyze sounds using sound images, classifications, aural perception, and symbolism. We will round out our time with sound by making an attempt at acoustic design. Our work in, *Sound*, will manifest in soundtracks we create, human movement we choreograph, and experiments we perform.

Play - Dr. Watkins

All work and no play? Play is often seen as the immature antecedent to work, and yet play is integral to human development and adaption. Play allows us to succeed in our present environments and prepare for new ones. For a long time, though, play was seen as the mere buffoonery of children, replete as they are with surplus energy and nonsense. In this course, students will explore the evolution of “play” – including playthings, board games, and playgrounds – as this concept changed significantly over time and across a variety of disciplines. In addition to dynamic class discussions, students will participate in various forms of play as well as design their own board games and playscapes. The underlying mission of this course: to encourage students to “play with purpose” in their new, college environment – that is, to actively use this developmental setting for their own mental and emotional growth.

Robots – Dr. Weinberg

What is a robot? In this course, we will trace how the idea of the robot has transformed throughout time, with particular attention to the design, impact, reception, and representation of robots in different historical contexts. Moreover, we will investigate why robots can inspire both utopian and dystopian visions, from dreams of abundance, to fears of robo-domination. Ultimately, students will gain an interdisciplinary understanding of how robots, both real and imagined, impact the sociocultural and economic relationships of the past, present, and future.