

HONR 19902, SPRING 2022

	CRN	Time	Location	Theme	Instructor
Lec 1	12885-001	M 8:30a-9:20a	HCRN 1143	Revolution	MacGiollabhui, Muiris
Rec 1	24542-032	W 8:30a-9:20a	HCRN 1143		MacGiollabhui, Muiris
Lec 2	12886-002	M 9:30a-10:20a	HCRN 1143	Revolution	MacGiollabhui, Muiris
Rec 2	24543-033	W 9:30a-10:20a	HCRN 1143		MacGiollabhui, Muiris
Lec 3	12890-003	M 11:30a-12:20p	HCRS 1066	Revolution	MacGiollabhui, Muiris
Rec 3	24544-034	W 11:30a-12:20p	HCRS 1066		MacGiollabhui, Muiris
Lec 4	12891-004	M 10:30a-11:20a	HCRN 1145	Capitalism	Vanaik, Anish
Rec 4	24545-035	W 10:30a-11:20a	HCRN 1145		Vanaik, Anish
Lec 5	12892-005	M 12:30p-1:20p	HCRN 1145	Capitalism	Vanaik, Anish
Rec 5	24546-036	W 12:30p-1:20p	HCRN 1145		Vanaik, Anish
Lec 6	12913-010	M 1:30p-2:20p	HCRN 1145	Capitalism	Vanaik, Anish
Rec 6	24547-037	W 1:30p-2:20p	HCRN 1145		Vanaik, Anish
Lec 7	12916-011	M 8:30a-9:20a	HCRN 1145	Robots	Weinberg, Lindsay
Rec 7	24548-038	W 8:30a-9:20a	HCRN 1145		Weinberg, Lindsay
Lec 8	12928-012	M 9:30a-10:20a	HCRN 1145	Robots	Weinberg, Lindsay
Rec 8	24549-039	W 9:30a-10:20a	HCRN 1145		Weinberg, Lindsay
Lec 9	12931-013	M 11:30a-12:20p	HCRN 1145	Robots	Weinberg, Lindsay
Rec 9	24550-040	W 11:30a-12:20p	HCRN 1145		Weinberg, Lindsay
Lec 10	12933-014	M 9:30a-10:20a	HCRS 1066	Globalization	Jengelley, Dwaine H
Rec 10	24551-041	W 9:30a-10:20a	HCRS 1066		Jengelley, Dwaine H
Lec 11	12934-015	M 10:30a-11:20a	HCRS 1066	Globalization	Jengelley, Dwaine H
Rec 11	24552-042	W 10:30a-11:20a	HCRS 1066		Jengelley, Dwaine H
Lec 12	12938-016	M 12:30p-1:20p	HCRS 1066	Globalization	Jengelley, Dwaine H
Rec 12	24553-043	W 12:30p-1:20p	HCRS 1066		Jengelley, Dwaine H
Lec 13	12939-017	M 8:30a-9:20a	HCRS 1054	Sound	Ware, Jason A
Rec 13	24554-044	W 8:30a-9:20a	HCRS 1054		Ware, Jason A
Lec 14	12941-018	M 9:30a-10:20a	HCRS 1054	Sound	Ware, Jason A
Rec 14	24555-045	W 9:30a-10:20a	HCRS 1054		Ware, Jason A
Lec 15	12945-019	M 11:30a-12:20p	HCRS 1054	Sound	Ware, Jason A
Rec 15	24556-046	W 11:30a-12:20p	HCRS 1054		Ware, Jason A
Lec 16	12946-020	T 9:30a-10:20a	HCRN 1143	Play	Watkins, Adam E
Rec 16	24557-047	Th 9:30a-10:20a	HCRN 1143		Watkins, Adam E
Lec 17	12947-021	T 10:30a-11:20a	HCRN 1143	Play	Watkins, Adam E
Rec 17	24558-048	Th 10:30a-11:20a	HCRN 1143		Watkins, Adam E
Lec 18	12948-022	T 11:30a-12:20p	HCRN 1143	Play	Watkins, Adam E
Rec 18	24559-049	Th 11:30a-12:20p	HCRN 1143		Watkins, Adam E
Lec 19	12949-023	M 1:30p-2:20p	HCRS 1054	Wilderness	Jarriel, Katherine M
Rec 19	24560-050	W 1:30p-2:20p	HCRS 1054		Jarriel, Katherine M
Lec 20	12950-024	M 3:30p-4:20p	HCRS 1054	Wilderness	Jarriel, Katherine M
Rec 20	24561-051	W 3:30p-4:20p	HCRS 1054		Jarriel, Katherine M
Lec 21	12899-006	M 4:30p-5:20p	HCRS 1054	Wilderness	Jarriel, Katherine M
Rec 21	24563-052	W 4:30p-5:20p	HCRS 1054		Jarriel, Katherine M
Lec 22	12900-007	M 10:30a-11:20a	HCRN 1143	(Ant)Arctic	Swanson, Nathan W
Rec 22	24565-053	W 10:30a-11:20a	HCRN 1143		Swanson, Nathan W
Lec 23	12901-008	M 11:30a-12:20p	HCRN 1143	(Ant)Arctic	Swanson, Nathan W
Rec 23	24568-054	W 11:30a-12:20p	HCRN 1143		Swanson, Nathan W

Lec 24	26854-055	M 12:30p-1:20p	ONLINE	Water	Brite, Elizabeth B
Rec 24	26863-064	W 12:30p-1:20p	HCRN 1143		Brite, Elizabeth B
Lec 25	26855-056	M 1:30p-2:20p	ONLINE	Water	Brite, Elizabeth B
Rec 25	26865-065	W 1:30p-2:20p	HCRN1143		Brite, Elizabeth B
Lec 26	26856-057	M 3:30p-4:20p	ONLINE	Water	Brite, Elizabeth B
Rec 26	26866-066	W 3:30p-4:20p	HCRN 1143		Brite, Elizabeth B
Lec 27	26857-058	T 12:30p-1:20p	ONLINE	Lyric	Moore, Jonathan P
Rec 27	26867-067	Th 12:30p-1:20p	HCRN 1145		Moore, Jonathan P
Lec 28	26858-059	T 1:30p-2:20p	ONLINE	Lyric	Moore, Jonathan P
Rec 28	26868-068	Th 1:30p-2:20p	HCRN 1145		Moore, Jonathan P
Lec 29	26859-060	T 3:30p-4:20p	ONLINE	Lyric	Moore, Jonathan P
Rec 29	26869-069	Th 3:30p-4:20p	HCRN 1145		Moore, Jonathan P
Lec 30	26860-061	T 10:30a-11:20a	ONLINE	Eugenics	Tehrani, Zahra A
Rec 30	26870-070	Th 10:30a-11:20a	HCRS 1054		Tehrani, Zahra A
Lec 31	26861-062	T 1:30p-2:20p	ONLINE	Eugenics	Tehrani, Zahra A
Rec 31	26871-071	Th 1:30p-2:20p	HCRS 1054		Tehrani, Zahra A
Lec 32	26862-063	T 2:30p-3:20p	ONLINE	Eugenics	Tehrani, Zahra A
Rec 32	26872-072	Th 2:30p-3:20p	HCRS 1054		Tehrani, Zahra A

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.

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.

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.

Globalization - Dr. Jengelly

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.

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.

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.

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.

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.

Revolution – Dr. Giollabhui

What does it mean to be revolutionary? This course will introduce students to the myriad of revolutionary moments, actors, and ideas that have shaped the modern world, and the counter-revolutionary forces that have tried to, or have been successful in, stopping revolution. In doing so, students will gain a robust theoretical grounding of what constitutes revolution, and be exposed to debates. Moreover, this class will explore how revolutions occur, their impacts, and how they are remembered historically. This class will be structured chronologically and thematically, starting with the industrial revolution of the nineteenth century, and then examining the revolutions of the 1960s, the sexual revolution of the mid twentieth century, and conclude with the calls for environmental revolution in our current moment.

(Ant)Arctic – Dr. Swanson

What do the polar regions teach us about the past? What can they tell us about the future? Explorers, scientists, and scholars have long looked to the Arctic and Antarctic to test their limits, expand their knowledge, and shape their theories about the planet. At the same time, these regions have been sites of both intense competition and deep cooperation between states and societies. In this course, we explore relationships between people and the polar regions as they have evolved over time, beginning with the ancient Greeks but focusing between the “Age of Exploration” and today. From the race to the poles, to settler-colonial projects, to Cold War geopolitics, to polar tourism, we will see how perceptions of and interactions with the Arctic and Antarctic relate to broader structures and processes at work in the world. We will end the course by thinking about the centrality of the polar regions in today’s readings of the planet’s “health” and potential future relationships between human societies and the (Ant)Arctic shaped by the effects of climate change.