HONR OFFERINGS
FALL SEMESTER

IGNITE YOUR IMAGINATION. FORGE THE FUTURE.

2020
**COURSE DESCRIPTION**

In every field of expertise, there are ways of doing things that make the experts anxious. From literary studies and musicology to the history of architecture and linguistics, the term vernacular has been applied to those forms of expression that circumvent disciplinary standards. Since vernacular is the site of profound interdisciplinary intervention, it belongs to no single branch of knowledge and has no consistent definition. But it is exactly this complexity, this messiness, that makes it so attractive to writers, artists and intellectuals interested in thinking beyond the boundaries of their vocation. In this course we will examine closely the creative life of the outsider, in the various forms it takes, from graffiti and indigenous building practices to slang and folk medicine. We will track the term across time, beginning with Varo’s De Lingua Latina (47-45 B.C.), moving to the medieval era with Dante’s De Vulgari Eloquentia (1302), before considering its emergence in modern times. We will ask the following questions: Does resistance precede standardization or vice versa? Is there a link between the various definitions of the vernacular? How has the vernacular been used to fashion myths of exclusionary nationalism? What is the nature of broken beauty? As a writing course, we will use the example of vernacular speech to think critically about the standards of essay writing, in hopes that we might challenge those standards by harnessing the power of the voice.

This course meets the core requirement for written communication and *may* be used as a substitute for English 106 or 108. Consult your primary advisor.

**HONR 29900, Sections 055 & 059, CRN 22319 & 21949**

**COURSE DESCRIPTION**

This course provides an introduction to interdisciplinary research so that Honors College students will be prepared to undertake the Scholarly Project. This course also provides hands-on opportunities to build your Honors cohort and to forge connections with other Honors College students and faculty, as well as with the students, faculty, and resources of Purdue as a whole. You will learn how to conduct interdisciplinary research by listening to guest faculty and student speakers; visiting labs, libraries, and workshops on campus; and attending departmental events. At the end of this course, you will have established your own research network at Purdue. Your final project will be to illustrate your individual research network, detailing the people and resources that will help you succeed in your undergraduate research endeavors.

2 sections of this course are being offered: 10:30 AM and 2:30 PM
This course is only open to Honors College transfer students and continuing Honors College admitted students.
**COURSE DESCRIPTION**

This 1-credit HONR seminar offers students an opportunity to explore the intellectual wealth of the Honors College Visiting Scholars Program, which is designed to bring esteemed guests from a wide array of fields to Purdue. Every semester, the college hosts a range of visitors from across the disciplines, from scientists, scholars, and artists, to activists, economists, and engineers. Students in the seminar will attend talks and events with these visitors, engage their work, and have the opportunity to meet and interview them. Work for the course will include preparing for scholarly visits by researching the background and published work of our guests, attending events in the VSP series, and interacting with the ideas of our visitors through various forms of media output (e.g. blog post and podcast). Students should plan on attending some events outside of class time as part of their effort for the course.

**COURSE DESCRIPTION**

Every semester, our campus hosts a changing line-up of distinguished leaders from various realms, from CEOs and politicians to university presidents. This 1-credit HONR seminar offers students the opportunity to hone their ideas about leadership and to reflect on their own leadership goals by engaging the ideas of these campus guests. Students in the seminar will attend talks and events with these visitors, whose work they will engage on numerous levels, from preparatory research to final reflection. The goal of this seminar is to launch students on their own leadership paths by allowing them to analyze and reflect upon the pathways that visiting leaders have taken on their road to Purdue. Students should plan on attending some events outside of class time as part of their effort for the course.
"WORKING ACROSS CULTURES"

Instructors:
Dr. Kristofer Chang-Alexander
https://www.purdue.edu/hhs/csr/directory/faculty/chang_alexander_kristofer.html
Dr. Stewart Chang-Alexander
Dr. Monica Miller
https://www.pharmacy.purdue.edu/directory/mille355
Dr. Ellen Schellhase
https://www.phpr.purdue.edu/directory/elschell

COURSE DESCRIPTION

This course will offer an intercultural learning experience using cultural differences encountered without leaving the boundaries of the Purdue Campus. Students will be given opportunities to build their knowledge, skills, and attitudes for intercultural learning. To do this, the course will focus on improving a student’s cultural motivation, cultural cognition, cultural meta-cognition and cultural behavior. Students will develop mindfulness that will help them live in the present moment, regulate emotions, be non-judgmental, and engage in self-reflection. To aid learning around these objectives, activities will focus on specific intercultural skills, including: examining their own cultural values and beliefs; learning how to identify important communication differences and the cultural beliefs and values of others; focusing on emotional regulation during uncomfortable intercultural interactions; and finding ways to bridge the differences between one’s own cultural beliefs and those beliefs of others. The majority of content will be delivered through discussion, group activities, one-on-one meetings with faculty, reflections and interactions with people from the Purdue Community. Students are expected to participate in every class discussion and activity. The course is open to all students interested in learning to relate better to others.

"HIGH-SPEED PROBLEM SOLVING"

Instructor: Dr. James Tanoos
https://polytechnic.purdue.edu/profile/jtanoos

COURSE DESCRIPTION

This course will present case-based dilemmas and convene in-class teams to analyze an array of these organizational quandaries. Team projects will require time-sensitive, collaborative efforts to create and deliver presentations that address the predicaments. This project integrates several concepts, including leadership, humanities, technical content, design thinking, and current events, and it operates via a transformative approach to instruction that allows for an applied approach in classroom pedagogy.
**COURSE DESCRIPTION**

Maker education is an approach to problem-based and project-based learning that relies upon hands-on activity and transformation of ideas into prototypes. In this course, students will be focusing on design for manufacturing and commercialization, understanding how their ideas can come to life by making. We will consider markets of many kinds: we will visit local stores or manufacturers to understand different product categories, how things are made and how things are sold in the market, and we will consider the commercial “value” of students’ education at Purdue. Our goal is to design and develop product solutions that can be made using the many digital and analog fabrication tools that are available in our University. Students in this course will take a product of their own design from idea to fabrication to market.

**COURSE DESCRIPTION**

Education is more than receiving knowledge and studying facts. It involves heightened self-awareness, in-depth investigation, active self-reflection, and the discovery of one’s larger purpose. The process of understanding one’s self is a dynamic act. Lessons from your past shape the way you live in the present and define how you will evolve in the future. Understanding these lessons can only take place when you understand the story of your life. Understanding your life story begins with the daily journal, crystallizes in the personal anthropology, and culminates in the public presentation of your life story. Alongside classroom readings and discussion, the assignments help distill lessons from the past, clarify intentions in the present, provide insight into your larger purpose, and enable you to envision and create your future.

This class will include philosophical, psychological, and anthropological approaches to understanding the self, and the self in relationship to culture. Historical and genealogical research, journaling, creative writing, and storytelling activities will enable you to choose an expressive medium for your life story.
"CENTURIES OF WAR"
Instructors:
Dr. Stacey Connaughton
https://cla.purdue.edu/directory/profiles/stacey-connaughton.html
Allison Roberts
https://www.purdue.edu/discoverypark/ppri/about/index.php

Credit Hours: 3
Days/Times: T/TH 1:30 - 2:45 PM
Room: HCRN 1143

COURSE DESCRIPTION

This course will encourage participants to speak freely, enquire, and delve deeply into personal stories about the experience of war. Our diverse team of student military veterans and military-related students, traditional students, and faculty will lead an engaged classroom experience and community meetings that utilize humanities texts to prompt engaged dialogue among veterans and members of the US Armed Forces (active duty, Reserves, National Guard, and ROTC students), their family members, and the civilian community. The course readings will include sources—specifically memoirs, poems, letters, and (auto)biographies—from the American Revolutionary War, the Civil War, World War I, and recent conflicts in Iraq and Afghanistan. Students in the class will learn about and discuss the effects of war for both civilians and military service members. Experiences of war, within the military as well as reintegration into civilian society, will be examined.

"MUSIC AS A CHARIOT"
Instructor: Dr. Richard Thomas
https://cla.purdue.edu/directory/profiles/richard-k.-thomas.html

Credit Hours: 3
Days/Times: T 1:30 - 3:20 PM Lecture
TH 1:30 - 3:20 PM Studio
Room: PAO B185E

COURSE DESCRIPTION

The purpose of this course is to introduce students to an aesthetic vocabulary of design elements that is useful in both visual and auditory design and music composition. By the end of this semester, students should be able to articulate an individual aesthetic regarding the art of music, identify elements of color, mass, time, space, and line in sound scores, and demonstrate a keen ability to recognize and identify how music is being used to mediate messages in an increasingly complex society.

This project-based course includes weekly introductory lecture/discussions using take-home quizzes that trace the evolution of music and theatre, and how core elements of design and composition evolved to become artistic tools. Students then explore these elements first by identifying, sharing and discussing outstanding examples of the Academy Award winning work of composers, sound editors and sound mixers in context of the films themselves. Students next develop simple recording projects in which they attempt to incite specific emotions of love, fear, anger, joy and sadness in their peers by isolating the design element under consideration. Students then work in groups to develop more complex sonic immersions to which they eventually attach messages. In the final project, students choose between a research project/presentation in which they update current research on a course topic that is particularly relevant to them, or create a composition in which they attempt to immerse their audience (i.e. students in the class) in the deeper experience of a Shakespeare Sonnet through creation of their own sound score.

HONR 39900 Music as a Chariot is intended for students who are keenly interested in exploring the relationship between the experience of music in life and the ideas attached to it. The course is structured to not require compositional ability or experience, but also embraces those who do.
"THE HUMAN-ANIMAL BOND"
Instructors:
Dr. Nadine Dolby
https://www.education.purdue.edu/faculty-profiles/name/nadine-dolby/
Dr. Jennifer Dehn
https://www.purdue.edu/vet/directory/person.php?id=1386

Credit Hours: 1
Days/Times: W/F 9:30 - 10:20 AM
Room: HCRN 1143
This course meets October 21 - December 11, 2020

COURSE DESCRIPTION

This course will examine multiple facets of the human-animal bond, which is the mutually beneficial relationship between humans and animals. The course draws on research from multiple fields, including psychology, sociology, social work, anthropology, veterinary medicine, nursing, education, and anthrozoology. Focusing on companion animals and the human-animal bond, topics include:

- Medical and psychological/social benefits of the human-animal bond, and connections (e.g., domestic violence)
- Historical/contemporary/cultural context of the changing human-animal bond
- Examples of human-animal bond therapies and practices, including animal-assisted therapies (service and therapy dogs, PTSD, autism) and associated practices (e.g., cat lounges, therapy animals in nursing homes)
- The evolving nature of companion animals (pets), including the growth of the pet industry, end-of-life care for pets, the veterinary social work profession, and the expanding definition of companion animals
COURSE DESCRIPTION

What does it mean to be human? What place do humans occupy in the grand scheme of things? Are all humans equal? Consider for a moment that in 1800 the answers to these question differed greatly from what people generally believe today. This was a time before psychology, neurology, and sociology were established disciplines; it was a time of quack theories, mad science, and the birth of science fiction.

By exploring key discoveries and great literary works, students will discover how science and the arts collaborated in a radical redesign of the human subject across the nineteenth century. For instance, students will explore how R.L Stevenson’s *Strange Case of Dr. Jekyll and Mr. Hyde* drew from cutting-edge psychological research, and how Charles Darwin incorporated nineteenth-century narrative tricks into *On the Origin of Species* to make his theory more palatable. The class is strongly discussion based, and students will participate in exciting projects geared around their individual interests, including the invention of their own quack theory and the creation of a short horror story based on cutting-edge scientific research, after the model of Mary Shelley’s *Frankenstein*.

COURSE DESCRIPTION

This course focuses on the complexities of creating and implementing development plans in countries all over the world. Many development strategies are presented as “one size fits all” solutions. However, the idiosyncrasies of individual societies or regions challenge this perspective. Neither is development simply a national issue. If you have an interest in tackling complex global problems, then Global Development Challenges is the course for you. We live in an era defined by some as hyper-globalization, where problems transcend national borders and solutions require global responses. In this course, you will understand the fundamental theories and international institutional structures of international development. For an applied approach, you will also learn from the firsthand experiences of development professionals, who will visit class. Finally, for a better understanding of the multifaceted dimensions of development issues, we take an interdisciplinary approach to studying some of the most challenging development problems (e.g., persistent poverty, health security). Upon completion of this course, students will gain experience in project planning, management and execution principles in designing and executing development projects; consult with subject matter specialists; communicate research to an interdisciplinary audience including journalists; have a greater appreciation of the benefits of working with a diverse group of scholars on complex problems. Improved team building, writing and presentation skills are also foundational to the course.
This course explores the films of Alfred Hitchcock – the “Master of Suspense.” Hitchcock, who directed films for over five decades, has been touted as the last Victorian and the first Modernist auteur (cinematic author). In a sense, then, his films chart the making and unmaking of the 20th century in the West. Through a close analysis of films such as *The Lodger, Psycho, Birds, Rope, Rear Window, Rebecca, Dial M for Murder, Shadow of Doubt, Notorious, North By North West, Strangers on a Train* and *Vertigo* we will ask: how do these film-texts reconceive the very meaning and nature of modern crime, murder and mystery? We will also explore how the aesthetic developments in his films between the 1920s to the 1970s point not only to improvements in cinematic technology but also to shifts in his political-cinematic preoccupations. While much has been written and discussed about the far reaching influence that his style had on Hollywood (popularly called the “Hitchcock-Effect”) and the problematic depiction of gender, sexuality, criminality and deviancy in his films – all of which we too will study – what receives less attention is the way in which Hitchcock manufactured a whole new way of depicting urban spaces.

One of our primary concerns, then, will be to study Alfred Hitchcock’s filmography for its remarkable achievement in mapping the city as the spatial context and condition of urban crime. The city is not just a passive ‘backdrop’ to crime in Hitchcock’s films – the city in fact becomes a key agent and provocateur, a major dramatis persona in the occurrence of crime. We will, thus, explore the status of the Hitchcockian image by arguing that in Hitchcock the visual is the urban. Be it the opening sequence of *Frenzy* where the strangled naked body of a woman floats up the Thames in London, be it the glorious yet somehow strange and sinister Manhattan skyline ominously visible from inside the apartment in *Rope*, or be it the surreal undulations of a foggy San Francisco landscape in *Vertigo* – the visible geography of the city in each case is what draws us into a potentially violent modernity. Narrativizing the city, then, is to narrativize our cultural psyche, where our identities correspond to the material urban surfaces we traverse, brush against, and are remodeled by. The cinematic city is as fundamental to Hitchcock’s work as the genre of violent crime is: the irreducible co-dependency of the two is what really makes Hitchcock tick. Without the city, there would be no Hitchcock crime thriller as we know it. Without Hitchcock’s crime-thrillers, we wouldn’t have as rich an understanding of urban spaces as we do!

The 2-credit course will have an online-component which will entail film viewing for class; access to films will be given on D2L Bright Space.
HONR 39900, Section 014, CRN 16436

"THE HOLOCENE"
Instructor: Dr. Elizabeth Brite
https://honors.purdue.edu/about-us/faculty/brite.php

Credit Hours: 3
Days/Times: T/TH 12:00 - 1:15 PM
Room: HCRS 1054

COURSE DESCRIPTION

The Holocene is the geologic epoch of the last 11,700 years. It is a period of stable and warm climate that has witnessed the growth of human civilizations worldwide – all written history, cities and urban life, complex technologies, and states and empires have arisen exclusively during this period. Why? The favorable environmental conditions of the Holocene have allowed us to transform the environment and exploit its resources to an extreme degree, principally through production practices based in agriculture. In this course, we will explore this relationship between climate, environment, and the development of human societies throughout the geologic epoch of the Holocene. A principle focus will be the critical role that agriculture has played in the development of our species and in accelerating our impacts on Earth’s ecosystems. In addition to surveying this deep history, students will engage in new knowledge creation about the Holocene through ethnographic research and writing. Together as a class, we will address the current debate about the Holocene’s end – the idea that humanity’s abilities to transform the environment have become so significant and so extreme that they are driving the Earth system into a new epoch. In particular, students will observe and consider agriculture’s ongoing evolution and impacts on the environment and its role in broader systems of anthropogenic change.

HONR 39900, Section 019, CRN 16500

"WELL BEING"
Instructor: Dr. Jason Ware
https://honors.purdue.edu/about-us/faculty/ware.php

Credit Hours: 3
Days/Times: T/TH 9:00 - 10:15 AM
Room: HCRS 1066

COURSE DESCRIPTION

Tokyo, Berlin, Vienna, Copenhagen, and Munich are the five most livable cities in the world according to Monocle’s 2016 Quality of Life index. They are the highest ranking cities when using metrics to measure crime, emergency services’ response time, transportation networks, cycling culture, food, drink, retail, and the number of independent bookshops. Monocle’s Quality of Life survey is merely one among the many that exist to rank the world’s best cities, but wealth is one theme that emerges from among the varying indecies and their respective results. The metrics, indeed the participants responding to the metrics, represent populations of people with high levels of discretionary income. How might the metrics reflect different values if these indices include a different kind of participant, such as the urban poor? Our goal in this course is to investigate indicators of community well-being related to quality of life with urban poor communities. The underlying premise is that urban poor communities across the globe – living even in Tokyo, Berlin, Vienna, Copenhagen, and Munich – have negligible influence in determining the criteria for measuring a city’s livability. We’ll imagine that material realities of poverty manifest in issues of failing infrastructure and poor living conditions that compromise healthy living, and that social realities manifest in decreased educational attainment and outcomes. All of which suggests that urban poor communities may produce collectively a set of metrics, of indicators, that create a different picture of what it looks like to live within urban environments. We’ll plan to work with urban poor communities within the Greater Lafayette area to create and capture these indicators, the result of which will be a set of inclusive indicators for influencing policy and producing enhanced local future outcomes and community well-being.
HONR 39900, Section 029, CRN 21950

"GEOSPACE"
Instructor: Dr. Katie Jarriel
https://honors.purdue.edu/about-us/faculty/jarriel.php

Credit Hours: 3
Days/Times: T/TH 1:30 - 2:45 PM
Room: HCRS 1066

COURSE DESCRIPTION

What is our place in the world? We often mean this question metaphorically, but our literal place in the world— the spaces we inhabit, the built environment around us, and even the ways we think about space—influences us in profound ways. Insights from geospatial analysis are sometimes amazing: for example, the 1854 map of cholera outbreak made by Dr. John Snow in London led him to hypothesize that the disease spread through contaminated public water sources. However, spatial data can also be used to create inequalities within society, such as gerrymandering, redlining, and the colonial practice of partitioning cultural groups.

This course explores critical topics in geospatial analysis and the spatial turn, an intellectual movement that emphasizes space, place, and landscape as ways of understanding questions about our place in the world. We will learn how maps make arguments and how, sometimes, maps lie. We will discuss examples of different approaches to space, such as Foucault’s panopticon, Disney’s Magic Kingdom, Bourdieu’s Berber House, and Green’s Paper Towns. Students will try methods of geospatial analysis, from old-fashioned paper mapping to QGIS. For their final project, students will create and analyze a spatial dataset of their choosing.

HONR 49900, Section 004, CRN 20543

"INSTITUTIONAL DATA RESEARCH"
Instructor: Dr. David Nelson
https://www.purdue.edu/cie/aboutus/CIE.html

Credit Hours: 1
Days/Times: M 3:30 - 4:20 PM
Room: HCRS 1054

COURSE DESCRIPTION

HONR 49900 is a two-part course available for Honors College students. There are no pre-requisites and the course is open to students at all classification levels. The course engages students directly in the research process through analysis of a wide variety institutional data that Purdue has collected. Working with faculty mentors, students use these data to answer research questions with practical implications for their peers and future students at Purdue.

Drawing on Purdue’s Data Science Initiatives, students in this course will learn the basics of data research, how to create a research question, explore scholarly literature, test hypotheses and how data analysis can provide answers to questions about the student learning experience at a higher education institution like Purdue. This class provides an introduction to research with large data sets. However, this is not a class on statistical methods, and no previous knowledge of data analysis is required, though any background with research projects is helpful. If you are the type of person who is interested in data science and likes to propose questions and explore them with guidance from research faculty, this might be the course for you.

The class meets once weekly, for 50 minutes in the fall semester, and monthly during the spring semester. In the spring semester, students spend additional arranged time completing their projects with a faculty mentor, the HONR 499 instructor, and members of Purdue’s Office of Institutional Research, Assessment and Evaluation.
FALL BREAK STUDY OPPORTUNITIES

HONR 29900, CRN 19778

"ARCHITECTURE OF CHICAGO"
Instructor: Dr. Peter Moore
Credit Hours: 1
October 10-13 2020 (Fall Break)

COURSE DESCRIPTION
The city of Chicago is synonymous with architectural feats of wonder. But as much as it is the setting for innovative design and poetic dwelling, it is also the scene of built problems, a city commonly criticized for its neglect of public housing as well as its segregative plans for urban renewal. This four-day course will engage with these issues through an immersive tour of architectural sites in Chicago. We will explore the city’s landmarks, including a boat tour of iconic lakeshore landmarks. We will focus on the work of famed architect Mies van der Rohe, examining his contributions to the Illinois Institute of Technology campus. Finally, we will move into the contemporary moment, with a guided survey of the work of Theaster Gates, an artist committed to rescuing buildings in the predominantly black Southside neighborhoods, turning them into communal spaces for creative endeavor.

The approximate cost for this study tour is $550 which includes transportation, lodging, and some meals.

HONR 29900, CRN 16440

"RADICAL SOUTH"
Instructor: Dr. Megha Anwer
Credit Hours: 1
October 10-13, 2020 (Fall Break)

COURSE DESCRIPTION
This four day Fall break course to Alabama will be an intense foray into the long history of resistance that the South has mounted against the forces and institutions of slavery, Jim Crow and the New Jim Crow. We will visit the cities of Montgomery, Selma and Birmingham as we revisit the key moments and people who launched and sustained the Civil Rights Movement. At the same time, it will also be crucial to our exploration of the “Radical South” that we learn not only about the biggest, most popular names identified with the movement, but also to recover the names, stories and legacies of the ordinary people – working class men, women and children – who staked their lives in the fight for racial equality and justice in the United States. In particular, we will focus on the creative, compelling and collaborative ways in which communities in Alabama have decided to tell their stories – whether through state-funded institutions like the Legacy Museum or through local efforts such as the “Footprints to Freedom Tour.” Join Dr. Megha Anwer and Melissa Gruver in what promises to be an eye-opening and transformative experience.

The approximate cost for this study tour is $1,100 which includes transportation, lodging, and some meals.
COURSE DESCRIPTION

This joint Honors College and Black Cultural Center program takes students to the nation's capital for a study of race and place. We will dance between the past and the present to explore the extent to which the progression of the civil rights movement lives and breathes in today's contemporary society. We will access historical documents and artifacts in the nation's capital to collect historical narratives that help us understand the ways in which racism informed socio-political principles in the United States. We will dedicate time, in and outside of the immersion component of the course, developing our intercultural competence, and developing skills to address systematic acts of oppression.

The approximate cost for this study tour is $900 which includes transportation and lodging.