

SPRING 2023 COURSE OFFERINGS

SIUE EST. 1957

UNIVERSITY HONORS

"The freedom of thought and action is meant to be shared; members of our community remain dedicated to building within one another the capacity to be effective and impactful thinkers, leaders and citizens."



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THE CURRICULUM

CORE SEMINARS: HONS 120, 121, 250, 320A, 320B

These five classes are the foundational base of the honors program. Each course is designed to introduce students to a specific topic or way of thinking, while also developing skills in writing, speaking, and critical thinking. The focus is on engaging in the process of active learning.

The seminars engage a different theme each year. You will explore questions and inquiry in the first year; focus on patterns and data in the second; and examine historical and contemporary problems through different lenses as juniors and seniors.

PROSEMINARS: HONS 100, 200, 300

Proseminars are one credit-hour courses that are based on learning through sharing, discussion, and dialogue. They are designed to provide Honors students the opportunity for intensive engagement with faculty and other Honors students.

HONORS CAPSTONE: HONS 499

The Honors Capstone is the culmination of your honors experience: the place where you make the final connections through your entire honors and University career. This is where you begin thinking about life beyond the University, and your responsibility to our larger communities.

COURSE PROGRESSION

While each student's schedule and needs are unique, you can generally determine your classes by following the table below. (The courses are also color-coded to these progression suggestions).

STUDENT TYPE	COURSE	COURSE NAME	TYPE
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All First-Year Students	100	On Education	Proseminar
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Sophomores	200	Globalization	Proseminar
Sophomores Who Have Not Taken	250	Patterns in Human Endeavors	Seminar

Sophomore CEP Students Also Take	320A or 320B	Interdisciplinary Problems: 320A: Society & Culture <u>OR</u> 320B: Sci & Tech	Seminar
Sophomore CEP Students	200 or 300	Globalization <u>OR</u> Special Topics: Social Justice	Proseminar

STUDENT TYPE	COURSE	COURSE NAME	TYPE
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All Juniors	300	Special Topics: Social Justice	Proseminar
Juniors Who Did Not Take a Seminar in the Fall	320A or 320B	Interdisciplinary Problems: 320A: Society & Culture <u>OR</u> 320B: Sci & Tech	Seminar
Junior Education Majors	320B	Interdisciplinary Problems: 320B: Science & Technology	Seminar
Juniors Graduating in Spring 2023	499	Honors Capstone on Civic Life	Proseminar

Seniors Who Have Not Taken	320A or 320B	Interdisciplinary Problems: 320A: Society & Culture <u>OR</u> 320B: Sci & Tech	Seminar
Seniors Graduating in Spring 2023	499	Honors Capstone on Civic Life	Proseminar

REGISTRATION PLANNING

1. Priority registration opens at 8 am on 31 October 2022.
2. Complete your advising pre-work and schedule your honors advising appointment through Starfish (first-year and sophomore students).
3. Schedule your major advising appointment through Starfish (any student who is declared in a major or pre-major).
4. Review any holds on CougarNet. Advising holds exist if you have not had your advising appointment. (If you have, those holds will be removed before registration). Other common holds include Bursar holds, Health Service/immunization holds, or Not Anymore holds. If these holds are on your account, you should contact the appropriate office to resolve them before you'll be able to register.
5. Review the progression suggestions, section descriptions, and keywords provided in this packet. Identify your top three honors choices in the appropriate category.
6. Review your advising suggestions with the courses published in CougarNet.
7. Create a preferred schedule that includes required courses, electives, special interests, and honors courses.
8. Develop several alternatives to your preferred schedule. This may be necessary in case a major course is not offered, conflicts exist between required courses, or your honors course may be closed.

REGISTRATION DAY GUIDANCE

- Priority registration opens at 8 am on 31 October 2022. If you have not been advised by that day, you will not be able to register at that time.
- Registration is a first-come, first-registered basis. For honors students, that typically means you will not find conflicts or closed classes in non-honors courses. However, EVERY HONORS STUDENT IS ALSO TRYING TO REGISTER FOR HONORS COURSES AT THE SAME TIME. For that reason, it is possible that honors courses will close almost immediately.
- We are not using any reserved seating in honors course this semester. If a class has open seats at registration, they are open to any qualified student.
- If you do not get an honors course you prefer, you some options.
 - Choose a back-up course that also fits your schedule.
 - You may consider moving major, minor, or other courses so that you can get into a more-preferred honors course.
 - You may simply choose an alternative honors course that fits your schedule.
 - You may also choose to prioritize a particular honors course and place yourself on the waitlist for the preferred course. (See more on the next page).
 - This is not a guarantee that you will be able to enter the course.
 - You can only be on a waitlist or in a course. You cannot have both. If you are enrolled in a course, and the waitlist option becomes available, you would be skipped and the first person without the course would be placed into the course.
 - These are your only two options on registration day.

WAITLISTS & TIMING

When a class reaches its maximum capacity, students are offered the option to add themselves to a waitlist for the class. You add yourself to the waitlist through the online registration process.

If you are on a waitlist, you are not officially enrolled in the class, and depending on the circumstances, you may not ever move off the waitlist for that semester. Once a waitlist has been activated, it remains open. Therefore, even when it looks like a course may have openings, you will not be able to directly register for it, and must add yourself to the waitlist.

What that means practically, then:

- Neither Ian nor Meagan can resolve any closed class concerns on registration day.
- We ask that you not contact professors to ask for permission to be signed into a closed class. They have been asked to defer your requests to the Honors Office.

Honors waitlists are not actively managed until after the Spring 2023 payment deadline. It is unlikely that any resolutions will be found before the start of Winter Break.

HONORS OFFICE: HELP & LIMITATIONS

Both Ian and Meagan are expected to be in the Honors Office on registration day. However, because of the volume we experience, if you have a question or problem, you'll need to E-MAIL us. We cannot handle e-mails, phone calls, and in-person inquiries, so this is the easiest way for us to help you – first come, first served.

When you reach out to us, please be patient. In past years, we've gotten literally hundreds of e-mails on registration day. To help us get to you faster, when you e-mail us, follow these guidelines:

- Use your SIUE e-mail.
- Tell us your name.
- Include your ID number (800).
- What is the problem? What do you need? We may not always remember the details from advising appointments, so you'll have to help us refresh.
- IF THERE IS AN ERROR -- We need to know the error message. Copy and paste it, take a picture, something so we know what to look for. If you tell us you're getting an error but don't explain it, we cannot fix it.
- If you have a major advisor and you are having a problem with a non-honors class, you can contact that advisor for assistance as well.

KEY

These abbreviations are used in the pages below.

CODE	MEANING
FEW	Class meets in the First Eight Weeks of the semester
SEW	Class meets in the Second Eight Weeks of the semester
16W	Class meets for the entire 16 weeks of the semester
Trad/F2F	Class meets in a traditional face-to-face pattern
OL	Class meets online
OL-SYNC	Online-Synchronous. Class meets in an online format, but has a regular required meeting time
OL-ASYNC	Online-Asynchronous. Class meets in an online format and does not have a standard, required meeting time
BLND	Blended course. Course will meet at the established time. Some meetings are in-person, some are online-synchronous.

CODE	DAY OF THE WEEK
M	Mondays
T	Tuesdays
W	Wednesday
R	Thursdays
F	Friday
S	Saturday
U	Sunday

HONS 100: ON EDUCATION



PROSEMINAR. Examination of the nature of liberal education and its relation to work and living. Student-led discussion of issues.

Zachary Riebeling (*Honors*)

Section 001	Trad/F2F	CRN: 17591
T	11 am - 12.50 pm	1.09 - 3.03 (FEW)
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Section 006	Trad/F2F	CRN: 15246
R	2 pm - 3.50 pm	1.09 - 3.03 (FEW)
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Section 007	Trad/F2F	CRN: 15255
W	5 pm - 6.50 pm	1.09 - 3.03 (FEW)
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Section 008	Trad/F2F	CRN: 16573
W	5 pm - 6.50 pm	3.13 - 5.05 (SEW)

What does it mean to be educated? What part (or parts) of us are being trained through education? Mind, body, spirit, soul? This proseminar examines the multiple meanings of education and its significance for life in the twenty-first century. Through classic texts and modern imaginings, we will ask after the value of education, its purpose, its accessibility, and how it challenges and transforms us. Through an Honors perspective, we will be especially interested in questions surrounding liberal education: why does it matter? What challenges does it face? What problems in human being can it empower us to face?

Keywords: education, humanity, potential, achievement, knowledge

Ian Caveny (*Honors*)

Section 002

Trad/F2F

CRN: 15832

T

6 pm - 7.50 pm

3.13 - 5.05 (SEW)

In this proseminar, students will explore the key principles of education through close-readings of theories and philosophies of education and analysis of institutions and structures culminating in a creative-experimental project through which students will build an educational institution from the ground up. Our objective is not only to learn what education means for "us" but also to explore the possibilities of what has been and can be education for others. While grounding our sense of education in the classical idea of "The Good Life," this course will test and toy with the pluralities encompassed therein with a vision of expanding our conceptions of education beyond its traditional bounds.

Keywords: the good life, philosophy of education, theories of institution, ethics, pedagogy

Sarah Laux (*Instructional Technology*)

Section 003

Trad/F2F

CRN: 15245

R

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

Honors 100, Proseminar: "On Education" is an 8-week seminar exploring the nature of liberal education and its relation to work and life. What is education? What is its relation to work? To living? Is learning a means to secure a living? Or an opportunity to begin to learn how to live? This 1-credit hour, 8-week, discussion-led course will engage students in an examination of the nature and value of liberal education and its impact on society through the shared responsibility of learning. Upon completion of this course, students will have: foundational knowledge of the purpose and significance of liberal education; an understanding of theories of learning that shape a holistic approach to education in academics, work, and life; and a greater sense of self and purpose through reflection and application of a reconsidered approach to learning.

Keywords: purpose of education, learning models & theories, reflective inquiry, self-awareness

Brian Henderson (*English*)

Section 004

Trad/F2F

CRN: 15254

T

2 pm - 3.50 pm

1.09 - 3.03 (FEW)

This class is an intensive examination of the nature of liberal education and its various relations to work, politics, and life. To help us gain our bearings about educational forces at play in our own lives, we will consider the origins of a liberal arts education through the ideas of Isocrates, and we will continue throughout the course analyzing, extending, and pushing against various visions of educational practice. By exploring together a variety of political, social, and ecological forces at play, my goal is that you will leave this course with a stronger sense of your own place in the university that will allow you to navigate it more intentionally, while simultaneously offering you some tools that could help you think about and respond to some of the political and economic forces that make it difficult for many Americans to receive the educational opportunities that could benefit us all. The driving questions for this course: What does it mean to “have” an education? What is the relationship between educational practices and work, politics, and the personal?

Keywords: intersubjectivity, intentional, liberal arts

Thomas Lavalley (*Foreign Language - Chinese*)

Section 005

Trad/F2F

CRN: 16567

M

5 pm - 6.50 pm

1.09 - 3.03 (FEW)

This 1-credit hour, 8-week, discussion-led course will engage students in an examination of the nature and value of liberal education and its impact on society through the shared responsibility of learning. Upon completion of this course, students will have: foundational knowledge of the purpose and significance of liberal education; an understanding of theories of learning that shape a holistic approach to education in academics, work, and life; and a greater sense of self and purpose through reflection and application of a reconsidered approach to learning.

Keywords: learning/unlearning, knowledge, liberal education, language

Elizabeth Kamper (*Lovejoy Library*)

Section 009

Trad/F2F

CRN: 16574

R

11 am - 12.50 pm

3.13 - 5.05 (SEW)

This course is a critical examination of the nature of liberal education and its impact on politics, society, and life. Through student-led discussion, we will explore classic texts and modern interpretations to assess the intersections of education, knowledge, and growth. This seminar will provide the opportunity to reflect on what it means to be educated and to discuss some of the debates about the relations between intellectualism and civic responsibility.

Keywords: purpose of education, knowledge, growth, learning, liberal education

HONS 200: GLOBALIZATION



PROSEMINAR. Examination of the world, its diversity and unevenness, providing a structure to link the local and the global. Student-led discussion of issues.

THE LIFE & DEATH OF A GARMENT

Gertrude Pannirselvam (*Business - Supply Chain Management*)

Section 001

Trad/F2F

CRN: 17593

T

11 am - 12.50 pm

3.13 - 5.05 (SEW)

Globalization provides us cheaper products; however, that cost advantage should be considered along with the burden on distant peoples and cultures. In this course we will follow the different stages in the garment supply chain by reading Maxine Bédata's *Unraveled: The Life and Death of a Garment*. By following the garment production from cotton to jeans to landfill we will visit different countries and cultures and consider historical, technological, environmental, health, labor, political, wealth, and community issues related to globalization. These discussions would help us understand the routes the garment follows, identify issues in global supply chains, assess the true cost of the garment, and consider structures that are created or dismantled as supply chains become global.

Keywords: global supply chains, humanity, environment, technology, power

GLOBALIZATION & MUSIC

Therese Dickman (*Lovejoy Library*)

Section 002

Trad/F2F

CRN: 15259

T

5 pm - 6.50 pm

1.09 - 3.03 (FEW)

We will explore the globalization of music. Using the book, *Music and the New Global Culture: From the Great Exhibitions to the Jazz Age* (2019) by Harry Liebersohn, we will discuss how global expansion (e.g. via technology) has broadened our cultural experience and knowledge, and helped generate a “new global culture” that celebrates diversity. We will also examine how a global music culture developed since the mid-nineteenth century, and discover related evidence in selected Lovejoy Library (local) music special collections and digital (global) music archives. This proseminar is primarily a student-led, discussion-based course with weekly writing and research assignments--while mindful of diversity and the inclusivity of one’s own and others’ perspectives--engaging in respectful, civil discourse. If you enjoy music and its history, or are intrigued to learn how globalization has changed how we hear and share music, this class is for you! A small-group project drawing from archival music resources will conclude the course.

Keywords: : music; global culture; diversity; historical & contemporary impacts; archival resource inquiry

SOCIOECONOMIC IMPACTS OF GLOBATIZATION

Ari Belasen (*Business - Economics*)

Section 003

Trad/F2F

CRN: 15268

M

10 am - 11.50 am

3.13 - 5.05 (SEW)

HONS 200 is an examination of the world, its diversity and unevenness, providing a structure to link the local and the global via a student-led discussion of issues. In particular, this section will be a discussion-led course focusing on the socioeconomic impacts of globalization. By the completion of this course you will understand how globalization has shaped socioeconomic aspects of modern society including trade, culture, and even food; discuss global relationships; and discuss relevant economic issues in the news.

Keywords: economy, society, social class

GLOBALIZATION & DEATH

Josie DeGroot Brown (*Applied Communication*)

Section 004

Trad/F2F

CRN: 15260

M

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

Through readings, discussions, and data, we will examine global (and local) perspectives on death, dying, grief, and loss. Students will participate in and lead class discussions on various topics related to thanatology. This course is designed to allow students to explore death and dying in a global context. Topics for discussion include various types of deaths, diversity in mortuary rituals, memorialization, and conceptualizations of death.

Keywords: death, grief, loss

THE GLOBALIZED REACH OF AFRICAN DIASPORIC LITERATURE

Donavan Ramon (*English*)

Section 005

Trad/F2F

CRN: 15249

T

9.30 am - 11.20 am

1.09 - 3.03 (FEW)

African Literature is a rich and vibrant literary tradition that pushes against long-standing stereotypes and asserts its influence over other literary traditions, including African American and Caribbean Literatures. In this class, we will explore the long and rich tradition of African Diasporic Literature, with an emphasis on its globalized reach. Readings come from several different parts of the continent of Africa, and we will tease out the differences and similarities.

More importantly, our discussions will define global African Literature by highlighting the points of convergence across the texts. Indeed, we will think deeply about colonialism, tourism, religion, travel as transformation, internal and external slavery, violence, tradition versus modernity, fluid notions of sexuality, generational differences, and the various uses of language. Guiding our discussions will be globalization: how and why have African traditions and literature become widespread over the past few decades

Keywords: African Literature, globalization, race

THE GLOBAL NOVEL

Valerie Vogrin (*English*)

Section 006

Trad/F2F

CRN: 17596

R

6 pm - 7.50 pm

3.13 - 5.05 (SEW)

We will examine how the contemporary novel is both a lens through which to view the global effects of the forces of globalization and a product influenced by those forces. We'll center much of our discussion around Margaret Atwood's *Oryx and Crake*, an ambitious, dystopian novel portraying a future in which unseen forces exert power, motivated solely by greed. Social stratification is extreme. Scientific knowledge and art are highly commodified, and popular culture is depraved.

We will also observe how the flow of information, ideas, images, capital, and people across borders influences which books are published (in what form and in what languages), which books are translated (into and from what languages), as well as which books are revered and/or become global bestsellers.

Twenty-first century technologies have given readers unprecedented access to the work of writers across the globe. We'll consider the potential of this access for promoting values such as the tolerance of difference and mutual understanding, as well as for less desirable consequences such as cultural homogenization. Within this context, we'll consider the concept of the global novel. Can such a thing exist—a novel that transcends national boundaries to depict an essential human experience?

Keywords: dystopian fiction, literature, the global novel, social class, commodification

DATA

Gillian Acheson (*Geography*)

Section 007

Trad/F2F

CRN: 16578

R

3.30 pm - 5.20 pm

1.09 - 3.03 (FEW)

Each day, around the world, massive amounts of data are collected about us. These data are traded, sold, and used to make decisions that affect our everyday lives. In this course, we will consider how data are collected and used, focusing on the impact that data can have, especially in terms of data bias as it impacts women. We will use Caroline Credo Perez's (2019) book, *Invisible Women: Data Bias in a World Designed for Men*, as our point of discussion. Some of the broad topics will include how data are collected and used to make decisions, the importance of metadata, how data bias impact the lives of women and other underrepresented groups, and the relationship between globalization and addressing data bias.

Keywords: data collection and use; decision making; data bias; gender inequality

CARIBBEAN CRUCIBLE OF GLOBALIZATION

Jessica Hutchins (*Honors*)

Section 008

Trad/F2F

CRN: 16969

W

2 pm - 3.50 pm

1.09 - 3.03 (FEW)

We will examine the Caribbean as both an engine and test-bed of globalization, considering how the movement of people, goods, languages, and ideas have shaped the history and culture of this unique region. We will analyze the tension—and interdependence—between the evolution of local creole culture and the globalizing forces of colonialism and capitalism. Our discussion will be centered on the novel *Texaco* by Martinican writer Patrick Chamoiseau, an epic narrative of the history, development of Afro-Caribbean culture, and struggles for freedom in the French Caribbean island of Martinique. In this way, we will examine the world, its diversity and unevenness, providing a structure to link the local and the global.

Keywords: Caribbean, culture, imperialism, narrative, literature

HONS 300: SPECIAL TOPICS



PROSEMINAR. Examination of the world, its diversity and unevenness, providing a structure to link the local and the global. Student-led discussion of issues.

RACIAL & GENDER EQUITY IN STEM

Thomas Foster (*Physics*)

Section 001

Trad/F2F

CRN: 15250

F

8 am - 9.50 am

1.09 - 3.03 (FEW)

Science, Technology, Engineering and Mathematics (STEM) are not objective arbiters of nature. All STEM disciplines were created by humans living in their era of social norms. What is stupefying is how all these people managed to create a subculture in STEM that seems to propagate the worst of each era. The objective of this course is not to demonize STEM or to disavow important descriptors of nature. Science, as a process, is still better than public opinion. Yet, what is the potential for STEM if it was inclusive? How can we change injustice to equality against the mighty bulwark of STEM?

Keywords: questioned standards; created systems; inclusive practices; socially-aware Stem

STIGMA & SOCIAL JUSTICE: THE MEDIA'S ROLE IN MARGINALIZING SEXUAL MINORITIES

Gary Hicks (*Mass Communications*)

Section 002

Trad/F2F

CRN: 15452

W

10 am - 11.50 am

1.09 - 3.03 (FEW)

This class will examine the media's role in perpetuating stigmatizing images of the LGBTQIA+ community through news, TV, film, and advertising. It will help students contextualize societal beliefs about, and behaviors toward, sexual minorities in relation to media coverage and representation over a period of more than 100 years. Eras to be examined include the historical period before sexual minorities were considered a separate designation, and into the eras when sexual minorities were considered mentally ill and their behavior illegal. We will also look at LGBTQIA+ liberation movements, the AIDS backlash, and contemporary coverage of the community.

Keywords: non-fiction; media studies; LGBTQIA+ issues

HISTORY, MEMORY, NOSTALGIA: THE ROOTS OF AMERICAN INJUSTICE

Mitchell Haas (*Lovejoy Library*)

Section 003

Trad/F2F

CRN: 15257

M

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

This proseminar will explore the concepts of history, memory, and nostalgia as it relates to white supremacy and injustice in American society by reading and discussing *How the Word is Passed: A Reckoning with the History of Slavery Across America* by Clint Smith. In this book, the author discusses the differences between these concepts as history being a view of the past utilizing all available facts, nostalgia being a view of history with no facts, and memory existing somewhere in between. This class will attempt to determine whether these separations are accurate and also determine how the remembrance of the past effects the present, especially as it relates to current social justice struggles and the existence of systemic bigotry in American society.

Keywords: nostalgia; entrenchment; intersectionality; current events

RACE, DRUG POLICY, & JUSTICE

Tricia Oberweis (*Criminal Justice*)

Section 004

Trad/F2F

CRN: 15258

T

11 am - 12.50 pm

1.09 - 3.03 (FEW)

This class will look at the early drug policies in the US and examine the racial politics used to justify our earliest policies on drug control. We will follow the growth of those drug policies and the racial politics that have accompanied them. We'll connect drug policies to search and seizure law and practice and examine how this history bloomed into some of the racialized dynamics we hear about currently in policing and incarceration. Given time, we will finish with discussion of the new marijuana legalization in Illinois and consider the record expungement and community reinvestment programs.

Keywords: politics & policies; unequal treatments & outcomes; drugs

HOW STORIES ARE TOLD: RACE, CLASS AND GENDER IN MEDIA

Timothy Staples (*East St. Louis Center*)

Section 005

Trad/F2F

CRN: 17603

M

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

This interdisciplinary exploratory course will examine the socially constructed nature of race, gender, and cultural bias in the United States, and its representation through sitcoms, movies, news coverage, sports, and social media. Students will examine and discuss how all forms of media shapes one's interpretation of the world and the lived experiences of others. Additionally, how cultural norms are formed and sustained through media.

Keywords: social construction; representation in media, "conscious consumer"

THE RISE, FALL, THEFT, & ERASURE OF OLIVER CROMWELL COX

Christienne Hinz (*History*)

Section 006

Trad/F2F

CRN: 15252

W

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

The history of systemic anti-black racism is rooted in the history of capitalism, the seedlings of which emerged between the 15th and 16th centuries. In this course, we will examine a selection of the works of brilliant Trinidadian-American sociologist Oliver Cromwell Cox, who developed the first functional definition of race, and linked it to the history of capitalism. Significantly, this body of scholarship suppressed, and his career was side-lined by white supremacy in the Academy, then later, plagiarized and capitalized by the white supremacy that operates within the Academy to this day. We will explore his scholarship, his biography, and dig deeply into the ways in which anti-black racism operates in the culture and structures of Higher Education

Keywords:

GIVING AN ACCOUNT OF THE BODY: HOW TO SPEAK ABOUT RACE, CLASS, & GENDER

Anushiya Ramaswamy (*English*)

Section 007

Trad/F2F

CRN: 15253

R

6 pm - 7.50 pm

1.09 - 3.03 (FEW)

We will read Toni Morrison's first novel, *The Bluest Eye*, a powerful memoir of growing up black, poor, and female in Depression-era middle America. Published in 1970, the novel allows for conversations about generational poverty, structural racism, the unthinking violence of class, the cruelties of beauty values, familial memory, the social constructions of gender identities that differ along race and class lines, standards of masculinities, madness ... The novel is short but unrelenting in its refusal to allow us to turn away from the unsayable.

We will as a class write and speak about race in America. What has changed in the nation since Morrison wrote this book about twelve-year-old Pecola and her desire to have blue eyes? In short, can we speak about the body?

Keywords: gender, class, beauty, blackness, bodies, violence

AMERICAN SLAVERY & ITS MODERN IMPACTS

Simone Williams (*Lovejoy Library*)

Section 008

Trad/F2F

CRN: 16970

R

10 am - 11.50 am

3.13 - 5.05 (SEW)

While the 2020 murders of George Floyd and other unarmed Black Americans and the subsequent Black Lives Matter protests caused a racial reckoning in America, there has already been considerable and predictable backlash and political polarity when the realities of Black Americans are being addressed. For example, a number of states have already implemented or have drafted legislation that bans critical race theory and anti-racist education and limits the discussion of slavery and the Civil Rights Movement. This class will focus on the history of US slavery and its impact on global systems of inequality, racial inequity, and anti-blackness.

Keywords: historical figure; higher education; study & theories of capitalism; suppression, plagiarism, appropriation

HONS 499: CAPSTONE



PROSEMINAR. Honors capstone experience. Provides honors students interdisciplinary feedback on their disciplinary senior assignments as well as the opportunity to take their disciplinary/professional work into the public.

HONS 499 is an opportunity to reflect on what you have been learning over the full course of your college education and to make your competency and passion visible to different audiences. Through oral presentations, writing assignments, and role-play scenarios, you will practice communicating the pragmatic value of your education to prospective employers, colleagues outside of your discipline, and public policy makers. Readings and discussions will explore the ethics and practice of civic engagement, power dynamics of the public sphere, and prepare you to extend critical thought to your endeavors beyond the walls of the university as you shape a changing world.

Instructor & (Department)	Sect	Day	Time	Term & Date	Format	CRN
Andrew Greenwood (Music)	001	W	1 pm-2:50 pm	SEW 3.13-5.05	BLND	15834
Zachary Riebeling (Honors)	002	M	2 pm-3:50 pm	FEW 1.09-3.03	Trad/F2F	15836
Zachary Riebeling (Honors)	003	M	2 pm-3:50 pm	SEW 3.13-5.05	Trad/F2F	15828
Zachary Riebeling (Honors)	004	T	5 pm-6:50 pm	FEW 1.09-3.03	Trad/F2F	15829
Zachary Riebeling (Honors)	005	T	6 pm-7:50 pm	SEW 3.13-5.05	OL-SYNC	15830
Zachary Riebeling (Honors)	006	T	2 pm-3:50 pm	SEW 3.13-5.05	Trad/F2F	15938
Jessica Hutchins (Honors)	007	W	2 pm-3:50 pm	SEW 3.13-5.05	Trad/F2F	16610
Jessica Hutchins (Honors)	008	R	6 pm-7:50 pm	FEW 1.09-3.03	OL-SYNC	16611

HONS 250

PATTERNS IN HUMAN ENDEAVOURS



SEMINAR. Examines connections between widely divergent times, spaces, cultures, and forms of knowledge.

REAL & UNREAL IN LITERATURE & ARTS FROM CHINA & JAPAN

Thomas Lavalley (*Foreign Language - Chinese*)

Section 001

Trad/F2F

CRN: 14606

W

5 pm - 7.50 pm

1.09 - 5.05 (16W)

In this class we will read short stories, tales, diaries and manga, view anime, visual art, and film, have conversations about the meaning of these texts and how they relate to conceptions of "real" and "unreal", and reflect on the patterns we find. Most of the representations we will encounter are the products of East Asian cultural systems i.e. from China, Japan, and Korea. We will seek to better understand these systems and appreciate the wisdom and humanity they offer. Thematic patterns explored in our conversations include but are not limited to: love, friendship, loyalty, nature, liminality, dreams, violence, beauty and creativity. Interpretation, reflection, discussion will be based on texts and media translated into English.

Keywords: East Asia, fiction, culture, translation, media/art/anime

THE PROCESS OF GLOBALIZATION

Robert Ware (*Philosophy*)

Section 002

OL-SYNC

CRN: 14607

T/R

9.30 am - 10.45 am

1.09 - 5.05 (16W)

Honors 250 offers a comprehensive introduction to the process of globalization, examining the ideological foundations of its economic and political structures, along with flows of immigration, culture, and technology. The course considers environmental impacts, and assesses global risks of disease, crime, terrorism, war, and rising inequality.

Keywords: Economics, environmentalism, culture, disease

READING THE BIBLE: LITERATURE, HISTORY, WISDOM

Charles Berger (*English*)

Section 003

Trad/F2F

CRN: 15450

T/R

12.30 pm - 1.45 pm

1.09 - 5.05 (16W)

This class is devoted to study of the Bible primarily as a work of literature, which is to say, as a compilation of texts produced and edited over many centuries that employs an astonishing variety of literary and rhetorical genres in its quest to convey deep religious, spiritual, and historical messages. Some of you will have deliberately avoided reading the Bible; some of you have been waiting for college to begin reading it; some of you will have been more or less compelled to read it, some of you will have chosen to read it with all your heart and soul.

This course will provide an opportunity to become conversant, at the very least, with a generous and representative selection from the Bible, Old Testament and New, including some of the Apocrypha, in a secular, academic setting. This is not a course in theology, nor is it a course in Biblical history; we will be reading with a constant awareness of religion and history (how could it be otherwise!) and yet the focus of our discussions and your writing will remain analytic. That is to say, you will be asked to examine the language of the text, its narrative strategies, its methods of characterization, the quality of its poetry, etc. We will be looking for the meanings produced by a close reading of the text, as opposed to adherence to particular doctrines. The emphasis will always be on reading the text, coming to know it deeply.

Keywords: Bible, literary analysis, history

INTERDISCIPLINARY PROBLEMS

320A: SOCIETY & CULTURE



Seminar examining an enduring question or a pressing contemporary problem in the humanities/arts/social sciences from an interdisciplinary perspective. Provides students an opportunity to apply their knowledge to the problem.

THINKING TRAGICALLY: HUMAN SENSE MAKING & THE PURSUIT OF WISDOM

Charles Harper (*Theatre & Dance*) & Eric Ruckh (*Honors & Lovejoy Library*)

Section 001

Trad/F2F

CRN: 14963

T

6 pm - 8.50 pm

1.09 - 5.05 (16W)

What is tragedy? And why do we find it compelling? How is it that a dramatic form that was invented in the Western Mediterranean region (Greece) about 2500 years ago remains living today? Or does it? Even if the forms and plays continue, do the lessons still land? Across the millennia, the tragic impulse demanded and received the attention of philosophy and culture. Our ancestors were compelled to respond to the tragic-form and think in and through it. Are we so compelled? And if so, why? And if not, why not? What insights are gained and lost by thinking tragically? Might the tragic impulse be the necessary, hard, cultural antidote to our increasingly volatile and polarized times?

We will explore these questions and more in this class. We will read from Euripides and Aristotle through Shakespeare, Goethe, and Freud wrapping up with more contemporary thinkers and dramatists (Berlin and Alfaro). We will explore these questions in theory and practice—in writing, dialoguing, devising, and acting. This course is linked to the Department of Theater and Dance's Spring 2023 production of Euripides' *The Bacchae*. We will have the privilege of working with the cast and director through the semester and all students will have the option of working with the cast and the director in the production of *The Bacchae*.

Keywords: Western Mediterranean Region, tragedy, dance, The Bacchae

RACE & SPACE

James Hanlon (*Geography*)

Section 002

Trad/F2F

CRN: 14250

W

6 pm - 8.50 pm

1.09 - 5.05 (16W)

Race and space intersect in numerous ways that continue to shape life opportunities in the United States today. In this seminar we will explore these intersections, focusing on the history and persistence of residential segregation, the spatial reproduction of racial inequality, and contemporary debates about how to sever the ties between race, space, and disparate life opportunities. As an Honors seminar, this course will adopt an interdisciplinary approach to understanding the relationship between race and space, which is shaped by a combination of historical, political, economic, social, and cultural forces. The seminar will also offer an opportunity to explore its topic locally through an investigation of housing, equity, and justice in the St. Louis metropolitan area. This project aims to develop skills in research, data collection and analysis, collaborative writing, and visual communication.

Keywords: race, physical space/location; cultural, equality, St. Louis

MASCULINITIES

Helena Gurfinkel (*English*)

Section 003

Trad/F2F

CRN: 16584

M/W

1.30 pm - 2.45 pm

1.09 - 5.05 (16W)

Toxic Masculinity? Bromance? "Men Going Their Own Way?" Trans masculinities? The discussion of the social norms of masculinity has been lively for the last three decades but has now reached a fever pitch. It is part of our social, cultural, and political life, as well as one of the most contentious topics on social media. This course will cover the foundations of Masculinity Studies as an interdisciplinary field and discuss masculinities in film, literature, and lived experience. Requirements include a creative ethnographic project; a research paper of up to 10 pages on masculinities in literature and/or film; and class participation.

Keywords: masculinity, popular culture, intersectionality

CONSTRUCTED LANGUAGES, LINGUISTICS, & SOCIETY

Douglas Simms (*Foreign Language - German*)

Section 004

Trad/F2F

CRN: 16585

T/R

12.30 pm - 1.45 pm

1.09 - 5.05 (16W)

In this course we will be exploring the world of con-langs (constructed languages) you might have encountered in books, film, or science fiction. As a means of learning how linguists describe and analyze language, we will be looking at fictional languages (for example, Klingon, High Valyrian, Elvish, to name a few), and how to examine phonetics and grammar. At the same time, we will also explore our creative sides as we ourselves build our own con-langs throughout the semester.

Despite an emphasis on analysis of structure, we will also look at how language intersects with social issues: dialect vs. standard, racial bias, systemic racism. These we will examine both in the fictional worlds our languages come from, as well as where we might find language interacting with class, race, and gender in our own society, and the interaction between language and internet.

At the end of this course students should be familiar with key aspects of linguistics and a basic understanding of the rudiments of linguistic analysis through their analysis and creation of con-langs. Beyond this, however, students should be aware of the ways in which language intersects with many key elements of our current society and how that affects individuals as well as large groups.

Keywords: fiction, language & linguistics, social issues

INTERCOLLEGIATE ATHLETICS: ORIGINS THROUGH CONTEMPORARY

Bobbi Knapp (*Sport Administration*) & Daniel Mahony (*SIU System President*)

Section 005

OL-SYNC

CRN: 16586

W

11 am - 1.50 pm

1.09 - 5.05 (16W)

Intercollegiate athletics has been referred to as the front porch of the modern U.S. university. What started out as student-run sport clubs at elite private institutions eventually became recruiting and marketing tools for colleges and universities throughout the country. This course will chart the history of intercollegiate athletics from its start on the playing fields of Yale, Harvard, Princeton, and other private institutions as student-run, student-played, and student-coached sporting clubs to the development of the Power Five Conferences and football coaches who make over \$10 million dollars a year. As part of this exploration, the course will also examine the impact of social class, race, ethnicity, sex, gender, sexuality, disability on the intercollegiate athletic experience. The content will also cover topics such as amateurism, labor unions, protests, academic scandals, sport-industrial-military complex, and reform.

Keywords: sports, universities, athletics, society, recruitment

INTERDISCIPLINARY PROBLEMS

320B: SCIENCE & TECHNOLOGY



Seminar examining an enduring question or a pressing contemporary problem in the sciences/industries from an interdisciplinary perspective. Provides students an opportunity to apply their knowledge to the problem.

PAIN & SUFFERING

Keith Hecht (*Pharmacy*) & Alison Reiheld (*Philosophy*)

Section 001

Trad/F2F

CRN: 14964

T/R

11 am - 12.15 pm

1.09 - 5.05 (16W)

Reflecting on pain and suffering from two disciplinary perspectives ("medicine" and "the humanities") is essential if we are to appreciate the complex and important problem of pain, the ways in which it can be understood and addressed, and its intimate connection with our humanity. We examine questions: What is pain? Is it different from pleasure? How do we think differently about mental pain versus physical? How do we view, feel or empathize with, and treat the pain of others or ourselves? What is pain's function and meaning? What would a world without pain or suffering be like? Is it worth seeking? In this seminar students will be given a chance to examine the complex and important human problem of suffering (pain broadly defined). Our focal topics will be cancer, depression, and physical pain, which serve as entry points to topics such as euthanasia, physician aid in dying (AKA physician-assisted suicide), or the current "opioid epidemic." We will read ancient texts, modern poetry and non-fiction and examine visual imagery in old paintings and modern photographs. Students will develop their own insights, and share art or music dealing with these topics that is important to the students. Throughout, students will be asked to consider the palliative promise (and limitations) of ancient and modern pharmaceutical therapies for cancer, depression, and physical pain, as well as alternative methods of dealing with pain and suffering.

Keywords: pain, hardship, healing, coping, disease, interdisciplinary

THE SCIENCE OF HUMAN NATURE

Kathleen Vongsathorn (*History*)

Section 002

Trad/F2F

CRN: 14608

M/W

6 pm - 7.15 pm

1.09 - 5.05 (16W)

Over the last 200 years, scientists have sought to understand and predict human nature and human behavior. In this class, we will explore the ways in which perceptions of sexuality, gender, race, criminality, and class have been embedded in and influenced the development of these biosciences. We will address such fields and topics as evolution, sexual selection, nature vs. nurture, race, eugenics, criminology, medicine, intelligence testing, and other forms of human measurement. Science is the product of its creators, and we will look back at the works of those creators to interrogate the ways in which their biases influenced their science. As a counterpoint, we will analyze more recent research that has called into question such assumptions as the existence of race as a biological category that determines human behavior, the notion that males are naturally promiscuous and females are sexually coy, and that intelligence testing measures intelligence.

Keywords: race, sexuality, gender, biosciences, prejudice

UNDERSTANDING WHAT WE KNOW & WHAT WE'RE OBLIGATED TO DO

Christopher Pearson (*Philosophy*)

Section 003

Trad/F2F

CRN: 14965

M/W

4.30 pm - 5.45 pm

1.09 - 5.05 (16W)

Climate change is a pressing issue. It is also an unimaginably complex problem that engages disciplines from atmospheric science to zoology. One way to bring some focused organization to the disciplinary complexity of climate change, however, is to summarize the issues philosophically, for, fundamentally, the questions surrounding climate change are epistemological (i.e. questions about what we know and how we know it) and ethical (i.e. what we ought and ought not do), two of the central areas of philosophical study. In this class, we will examine a range of both epistemological and ethical issues climate change poses.

Keywords: climate change, climate science, epistemology, ethics.

ENTREPRENEURSHIP & INNOVATION

Yohan Choi (*Business - Management*) & Mingshao Zhang (*Mechatronics & Robotics*)

Section 004

Trad/F2F

CRN: 15453

T

6 pm - 8.50 pm

1.09 - 5.05 (16W)

Entrepreneurial thinking is a critical ability in the course of creating an entrepreneurial business idea, validating the need for the business idea, devising go-to-market strategies, and managing an entrepreneurial business. The primary objective of this course is to 1) encourage entrepreneurial thinking, which is a fundamental ability to identify entrepreneurial opportunities and discover the way to capitalize on them, and 2) help understand how entrepreneurial firms create and manage technological innovations. This course will promote active learning, and students will learn through a combination of engaging lectures, discussions, readings, exercises, and entrepreneurship projects where students work on their own entrepreneurial ideas. Entrepreneurial thinking is a critical ability in the course of creating an entrepreneurial business idea, validating the need for the business idea, devising go-to-market strategies, and managing an entrepreneurial business. This course will promote active learning, and students will learn through a combination of engaging lectures, discussions, readings, exercises, and entrepreneurship projects where students work on their own entrepreneurial ideas.

Keywords: entrepreneurship, entrepreneurial thinking, innovation, technology innovation