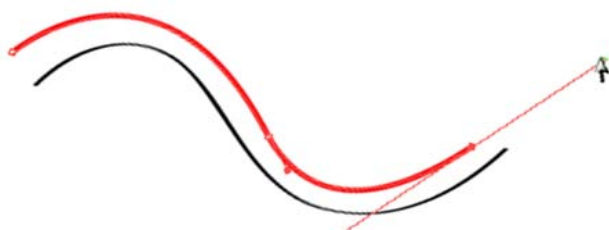


HONORS  **SCHOLARS**
— FOR COMMUNITY AND —
COLLABORATIVE LEADERSHIP



Course Offerings
Spring 2022

HONORS SCHOLARS

Course Offerings—Spring 2022

For First Years: Honors 1

All First-Year Honors Scholars take Honors 1: HONR 105 in the spring semester.

HONR 105 - COMMUNITY AND IDENTITY

(Cultural and Social Differences—Identity)

O1A—Dr. Kelly Kraemer, TR, 12:20-1:40, SJU

O2A—Dr. Jonathan Merritt Nash, MWF, 10:40-11:35, CSB

O3A—Dr. Laura Taylor, TR, 9:55-11:15, CSB

In this course, students will learn why gender, race or ethnicity, in isolation, is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gender, racial and ethnic identities as well as identify the social and cultural factors that shape and contribute to each. The ways in which gender, race and ethnicity intersect will be given prominent attention in this class, as will the ways these features relate with issues of power and justice in the contemporary United States. The course will introduce students to process and value-based, collaborative theory of leadership directed at improving local communities. This course is equivalent to CSD: I. Required for students entering the Honors Program in Fall 2020 and later. Students take this course in the spring of their first year.

4.000 Credit hours

Integrations Curriculum Course Attributes:

CSD: Identity (CI)

For Sophomores: Honors 2 and Honors 3

All Sophomore Honors Scholars will take one section of Honors 2: HONR2XX and one section of Honors 3: HONR 300. You may take them in any order, in either semester, or both in the same semester.

HONORS 2 FOR SPRING 2022

HONR 202 - CONTROVERSY AND THE SCIENTIFIC COMMUNITY (Thematic Encounter: Truth in Natural World and Human Experience)

Dr. Elisabeth Wengler and Dr. William Lamberts, TR, 8:00-9:20, SJU

An examination of the complex reasons that people discard, modify, or retain their beliefs in the face of new evidence. We will use controversies about heliocentrism, evolution, and climate change as our main case studies. With hands on research-based activities, students develop their understanding of astronomy, evolution, and climate science. Through investigation of the historical contexts in which the science was contested, students analyze how complex social and cultural factors have influenced the application and acceptance of scientific knowledge. Students will compare controversies within the scientific community with controversies between scientists and non-scientists, and will discuss the critical need for scientific literacy among those making decisions. Prerequisite HONR 105.

Integrations Curriculum Course Attributes:

Natural World (NW), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203A - PROPAGANDA, ART, AND ACTION

(Thematic Encounter: Truth in Artistic Expression and Human Experience)

Dr. Emily Esch and Dr. Rachel Marston, MWF, 1:50-3:10, SJU

The philosopher Gaile Pohlhaus describes propaganda as "rhetoric that is intended to move its audience directly to action, bypassing the capacity to deliberate." This course explores how propaganda functions in the contemporary United States, with a focus on its connections to power, language, and community. In this course, we will ask: What is propaganda and how is it related to truth? What is the relationship between propaganda and art? Is propaganda always bad? How is it used by those already in power to maintain support for the status quo? How has the internet and social media contributed to the manipulation of public opinion? How can we recognize when we are being manipulated or lied to? How does propaganda differ from the free exchange of ideas that is essential to democracy? How does propaganda work to divide and create communities? We will examine rhetorical and formal choices to understand the power of language to persuade and coerce. We will explore, through the study and writing of poetry and creative nonfiction, how creative works can function both as propaganda and invite attention and deliberation.

Integrations Curriculum Course Attributes:

Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONORS 3 FOR SPRING 2022

HONR 300 - COMMUNITIES & SYSTEMS

(Cultural and Social Differences: Systems)

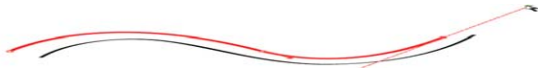
Dr. Brittany Merritt Nash, TR, 9:55-11:15, CSB

This is the third course in the Honors program. In this course, students will demonstrate an understanding of how constructions of race, gender and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history. This course is equivalent to Cultural and Social Difference: Systems. This course is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year, either semester. Prerequisite HONR 105. Offered for A-F grading only.

4.000 Credit hours

Integrations Course Attributes:

CSD: Systems (CS)



HONORS SCHOLARS PROGRAM DIRECTORS

Dr. Elisabeth Wengler, Director of Honors Scholars and Professor of History

Dr. Emily Esch, Associate Director of Honors Scholars and Professor of Philosophy

HONORS SCHOLARS FACULTY FELLOWS: 2021-22

Dr. Kelly Kraemer, Professor, Peace Studies

Dr. Ted Gordon, Visiting Assistant Professor, Integrations Curriculum

Dr. William Lamberts, Professor, Biology

Dr. Rachel Marston, Associate Professor, English

Dr. Anna Mercedes, Associate Professor, Theology

Dr. Brittany Merritt Nash, Visiting Assistant Professor

Dr. Jonathan Merritt Nash, Associate Professor, History

Dr. Erika Stonestreet, Professor, Philosophy

Dr. Robert Campbell, Associate Professor, Math

Dr. Laura Taylor, Associate Professor, Theology