



HONORS
COLLEGE

Honors Course Catalog

Summer & Fall

2021

For more information regarding UNM courses, please go to <https://schedule.unm.edu/>.
Information regarding the UNM Covid-19 response go to <https://bringbackthepack.unm.edu/>

Honors students must complete a course with a UHON or HNRS prefix every other semester to remain active in Honors.

Updated 7/23/21

Table of Contents

HNRS 1120 Level Courses	4
HNRS 1120 001 69116 Sem: Monster and Marvels TR 1100-1215 Donovan ASM 1040.....	4
HNRS 1120 002 69117 Sem: Leg Humans and Environ TR 1100-1215 Johnson ASM 1004.....	4
HNRS 1120 631 69126 Sem: Legacy of Comedy TR 0800-0915 Szasz ASM 1004	5
HNRS 1120 631 69126 Sem: Legacy of Comedy TR 0930-1045 Szasz ASM 1004	5
HNRS 1120 003 69118 Sem: Leg of Science & Society TR 1400-1515 Johnson ASM 1004.....	6
HNRS 1120 005 69120 Sem: Legacy of Myth & Magic MW 1200-1315 Kottler ASM 1040.....	7
HNRS 1120 005 71803 Sem: Legacy of Myth & Magic MW 1500-1615 Kottler ASM 1040.....	7
HNRS 1120 006 69121 Sem: Legacy of Ancient Greece TR 1230-1345 Lanier TBD	8
HNRS 1120 007 69122 Sem: Legacy of Ancient Greece TR 1400-1515 Lanier TBD	8
HNRS 1120 008 69123 Sem: Legacy of Exploration TR 1230-1345 Lovata TBD	10
HNRS 1120 004 70053 Sem: Legacy of Success MW 0900-1015 Obenauf ASM 1004.....	11
HNRS 1120 011 70054 Sem: Legacy of Algebra TR 0930-1045 Holden ASM 1020.....	12
HNRS 1120 012 69127 Sem: Exploring roots of war MW 1300-1445 Thomas ASM 1020.....	13
HNRS 1120 013 69128 Sem: Legacy of Tupac TR 1530-1645 Walsh-Dilley TBD	14
HNRS 1120 632 69130 Sem: Legacy of Power TR 0800-0915 Faubion ASM 1040.....	15
HNRS 1120 016 69131 Sem: Legacy of Power TR 0930-1045 Faubion ASM 1040.....	15
HNRS 1120 017 71848 Sem: Legacy of Failure MW 1000-1115 Swanson ASM 1020.....	15
Course Title: The Legacy of Failure	15
R. Swanson swansonr@unm.edu	15
HNRS 1120 630 69129 Sem: The Legacy of Human Rights MW 1500-1615 Cargas ASM 1020	16
HNRS 1120 633 69119 Sem: Legacy of Great Villains MW 1030-1145 Kottler ASM 1040.....	16
HNRS 1120 014 71802 Sem: Legacy of Aztlán TR 1100-1215 Gomez TBD.....	17
HNRS 2112 – 2364 Level Courses (Previously UHON 200 Level)	18
HNRS 2112 001 70044 Sem: Become a Better Writer F 0930-1200 Brewer ASM 1004	18
HNRS 2112 002 70047 Sem: Writing the Constitution MW 1630-1745 Simpson ASM 2141	18
HNRS 2112 003 70795 Sem: Being Curious MW 1030-1145 Fallad-Mendoza ASM 1004	19
HNRS 2112 004 71227 Sem: Politics of Romance DeBlassie ONLINE	20
HNRS 2113 001 70051 Sem: Fine Art Musical Theatre TR 1230-1345 Szasz ASM 1004	21
HNRS 2113 002 70055 Sem: Art of Film MW 1330-1445 Kottler ASM 1040	23
HNRS 2113 003 70796 Sem: Dance as Intl Diplomacy TR 1530-1645 Lujan TBD.....	23
HNRS 2221 001 70560 Sem: MathintheWorld:Statistics M 1130-1245 Sorge ASM 1020	24
HNRS 2364 001 70045 Sem: Keeping The Peace MW 1500-1615 Carey ASM 1040.....	25
HNRS 2364 002 70046 Sem: Individual & Collective TR 1530-1645 Johnson ASM 1004.....	26
UHON 301 Level Courses	27

UHON	301 001 41936	Sem: Pub Prcs Scribendi Pt 1 TR 1100-1215 Ketcham ASM 1020.....	27
UHON	401 001 62721	Sem: Scribendi Editor Pt 1 TR 1100-1215 Ketcham TBD.....	27
UHON	301 002 69132	Sem: Hum Rights of Coll Stud W 1630-1900 Cargas ASM 1020.....	28
UHON	301 003 69133	Sem: Mythmaking and Tolkien TR 1530-1645 Donovan ASM 1040.....	28
UHON	301 004 69134	Sem: Rev. and Const. WCER TR 1400-1515 Ketcham ASM 1020.....	29
UHON	301 005 59271	Sem: Wrld Build: Spec Fiction M 1630-1900 James ASM 1020.....	31
UHON	301 007 69493	Sem: Chicax Ancestral Meds Gomez ONLINE UNM LEARN.....	31
UHON	301 008 46744	Sem: Getting Away with Murder TR 1230-1345 Faubion ASM 1040.....	32
UHON	301 009 30142	Sem: Soviet Underground Lit TR 1400-1515 Faubion ASM 1040.....	33
UHON	301 010 70126	Sem: Sports in US Hist&Society Swanson ONLINE UNM LEARN.....	33
UHON	301 012 49740	Sem: Leadershp&Public Speaking T 1700-1930 Goloversic ASM 1020.....	34
UHON	302 001 70794	Sem: Indigenous Ppls & The UN W 1630-1900 Teran ASM 1004.....	35
UHON	302 TBD	Sem: TB to Covid-19: Health? MW 0900-1015 Farnbach Pearson ASM 1040.....	36
UHON 401 Level Courses			37
UHON	401 003 41836	Sem: Ethics: Make rt Decisions R 1700-1930 Fornell ASM 1020.....	37
UHON	401 006 53483	Sem: Archaeology of Trails TR 1100-1215 Lovata TBD.....	38
UHON	401 008 65687	Sem: Local games in ABQ TR 1530-1645 Holden ASM 1020.....	39
Cross Listed Courses			40
UHON	301 011 70877	Sem: Healing Arts III T 1715-2015 Repar CTRART 1106.....	40
UHON	402 001 70128	Sem: The City W 1600-1830 Howard TBD.....	41
H-Sections Courses			42
ECE 203 001 30458	Circuit Analysis I MWF 0900-0950 Fleddermann CENT 1041.....		42
ENG 220 001 69377	Engineering Business & Society TR 1400-1515 TBD.....		42
SUMMER 2021 Courses			43
UHON	301 001 29444	Sem:Chicax Ancestral Medicine Gomez ONLINE UNM LEARN.....	43

Please contact the instructor for more information.

HNRS 1120 Level Courses

HNRS 1120 001 69116 Sem: Monster and Marvels TR 1100-1215 Donovan ASM 1040

Leslie Donovan ldonovan@unm.edu

Course Title: Legacy of Monster and Marvels through the Ages

Course Description:

Many fascinating and compelling stories involve monstrous characters or the marvelous realms of the otherworld. Goblins and fairies, Grendel and Circe, dragons and gargoyles are all creations from earlier periods and cultures that have inspired the imaginations of writers and artists since ancient times and continue to engage contemporary audiences. This course studies how conceptions of imaginary creatures and worlds both reflect and comment on cultural ideologies important to earlier peoples. Although removed from “real life,” the fantastical visions we explore open onto vast vistas of historical ideas, social constructs, cultural patterns, and spiritual themes. For example, we may discuss whether werewolves are always evil and fairies always morally good, whether believing in dragons makes us more or less human, whether fantasy serves us best as purely escapist entertainment or offers potent metaphors for how we live our lives, and whether modern people care more about vampires and unicorns than ancient peoples. Students will be introduced to the historical, literary, artistic, and even architectural traditions of monsters and marvels as these are reflected in epic literature, Celtic sculpture, multicultural mythologies, gothic novels, medieval manuscripts, and religious architecture, among others. Through intensive discussions, concentrated critical thinking, energetic writing in a variety of modes, and dynamic oral presentations, we will investigate how conventions surrounding magical and supernatural beings and events have become integral to popular culture of the United States in the 21st century.

Readings/Texts:

- Maria Dahvana Headley, *Beowulf: A New Translation*
- Gerald Graff and Cathy Birkenstein, *“They Say / I Say”: The Moves That Matter in Academic Writing*
- Stephen Mitchell, *Gilgamesh*
- Jacob Neumann, *A Professor’s Guide to Writing Essays: The No-Nonsense Plan for Better Writing*
- Nnedi Okorafor, *Binti* (first volume only, not *Binti: Home* or *Binti: Night Masquerade*)
- William Shakespeare, *The Tempest* (free video)
- Mary Shelley, *Frankenstein: Annotated for Scientists, Engineers, and Creators of All Kinds*, edited by David H. Guston and Ed Finn
- Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Student Requirements:

2 analytic papers (5-7 pages), 1 creative project (10-15 pages), 1 group oral presentation (15-20 minutes long), weekly electronic discussion, final portfolio (10-15 new pages, including a synthesis paper), attendance and active class participation.

About the Instructor:

Leslie Donovan earned her B.A. in Creative Writing and completed the Honors Program at UNM. She went on to earn her M.A. in English literature, also from UNM, and then her Ph.D. in Medieval English Literature from the University of Washington. Her publications include studies of J.R.R. Tolkien, *Beowulf*, Anglo-Saxon women saints, and Honors teaching. She has earned multiple awards for outstanding teaching, including UNM’s Presidential Teaching Fellow award.

HNRS 1120 002 69117 Sem: Leg Humans and Environ TR 1100-1215 Johnson ASM 1004

Lizabeth Johnson lizjohnson@unm.edu

Course Title: Legacy of Humans and their Environment

Course Description:

Since the beginning of recorded human history, human beings have had a close, but often adversarial, relationship with their environment. The early myths of Near Eastern and European society demonstrate that Babylonians, Egyptians, and Israelites recognized that they were dependent upon their environment for survival, but at the same time they feared the power of their environment. Beginning with the Greeks and Romans, however, humans began to control and dominate their environment through agricultural practices and the technology that they used to subjugate the environment to their needs. Medieval Europeans inherited this more dominant relationship with the environment, but medieval society's inability to control the environment became evident with the beginning of the Little Ice Age in the early 1300s. By the end of the middle ages, however, the discovery of new scientific techniques and tools, as well as new lands, led to a re-imagining of European society's relationship with the environment. When Europeans arrived in the Americas in particular, they began to dominate the land once again, much as the Greeks and Romans had once done, which included seizing land which was regarded as sacred from Native Americans. In North America, the belief in Manifest Destiny led to a particularly American understanding of the environment and its potential uses, including the burgeoning industries of logging, mining, grazing, and drilling for oil. But in the 20th century, the cost of Manifest Destiny became apparent both to government officials whose job was to ensure the continuation of these industries and to conservationists who feared that the environment itself, on a local and global scale, would be harmed by the rapid and continual growth of these industries. In this class, we'll examine sources from these different periods in the complex relationship between humans and their environment, with a particular focus on 20th and 21st century American debates over land use and conservation, climate change, and environmental racism.

Readings/Texts:

- *The Epic of Gilgamesh*, translated by N.K. Sandars, Penguin Classics, 1960 revised edition. ISBN 978-0140441000.
- John Muir and Fred D. White, *Essential Muir: A Selection of John Muir's Best Writings*, Heyday Publishing, 2006. ISBN 978-1597140270.
- Other readings will be made available on the class website.

Student Requirements:

- Active participation in synchronous and asynchronous class discussions
- Two analytical papers (1000-1100 words) on class readings
- One synthesis paper (1800-2000 words) on class readings
- Participation in a group project and presentation

About the Instructor:

Dr. Lizabeth Johnson has a B.S. in Biology and an M.A. and Ph.D. in Medieval History. Her particular focus in history is Medieval Britain, and she has published articles on domestic violence, prostitution, and women's activity in the courts of Medieval Wales. Her early work in biology was focused on ecology and environmental science.

HNRS 1120 631 69126 Sem: Legacy of Comedy TR 0800-0915 Szasz ASM 1004
HNRS 1120 631 69126 Sem: Legacy of Comedy TR 0930-1045 Szasz ASM 1004
Maria Szasz deschild@unm.edu

Course Title: Legacy of Comedy

Course Description:

"We know what makes people laugh. We do not know why they laugh." W. C. Fields

The Legacy of Comedy explores the complex, varied, and rich history of theatrical comedy. A fundamental question of the class is "how has humor changed over time?" We begin our search for the answers with the Greek and Roman comedies of Aristophanes and Plautus, followed by *A Midsummer Night's Dream*, one of Shakespeare's classic romantic comedies. We then explore the

scandalous social critique underlying the satire in both Molière's seventeenth-century French plays and Wycherley's English Restoration plays, which we will compare to Congreve's gentle eighteenth-century humor. Next, we investigate why Oscar Wilde was one of the Victorian Era's best loved wits, and why his humor still delights audiences today. Our exploration into twentieth-century theatre includes a vast array of talented comedic playwrights from around the world, such as French writer Yasmina Reza, Irishmen John Millington Synge and George Bernard Shaw, and one of the finest examples of American musical comedy from the 1950s, *Guys and Dolls*. As we proceed through the history of theatrical comedy, the class will explore the evolution and definitions of specific types of comedy, such as vaudeville, high comedy, low comedy, comedy of humors, comedy of manners, puns, theatrical pantomime, satire, farce, black comedy, stand-up comedy, and improvisation. Finally, we will contemplate the true meaning and purpose behind comedy. Does most comedy, as Arthur Koestler says, "contain elements of aggression and hostility, even savagery"? Or is comedy, as Paul Johnson and Shakespeare insist, "jolly and forgiving," ultimately showing us the better aspects of being human? Or is comedy's main function, in the words of theatre critic Ben Brantley, "to defuse bombs that in real life often explode and destroy"? Consider taking this Legacy to help us find out!

Readings/Texts:

- Aristophanes, *Lysistrata*
- Plautus, *The Brothers Menaechmus*
- William Shakespeare, *A Midsummer Night's Dream*
- Molière, *Tartuffe* (1664)
- William Wycherley, *The Country Wife* (1675)
- William Goldsmith, *She Stoops to Conquer* (1773)
- Oscar Wilde, *The Importance of Being Earnest* (1895)
- John Millington Synge, *The Playboy of the Western World* (1907)
- George Bernard Shaw, *Pygmalion* (1912)
- Frank Loesser, Jo Swerling and Abe Burrows, *Guys and Dolls* (1950)
- Tom Stoppard, *Rosencrantz and Guildenstern Are Dead* (1966)
- Yasmina Reza, 'Art' (1994)

Student Requirements:

Reliable and eager attendance; careful, consistent reading and thoughtful contributions to class discussions; three short response papers (two to three pages each); attendance at a local production of a comedy; attendance at two Legacy Lectures and a one to two page review of each lecture; a one page proposal for a research paper and a ten minute conference with the instructor to discuss the proposal; a four to six page research paper; and a group project: a short (15-20) minute performance of one or two scenes from one of the plays we read this semester.

About the Instructor:

Maria Szasz's main interests, in addition to comedy, include American and Irish Theatre, Musical Theatre, and Theatre and Human Rights.

HNRS 1120 003 69118 Sem: Leg of Science & Society
Lizabeth Johnson lizjohnson@unm.edu

TR 1400-1515

Johnson ASM 1004

Course Title: Legacy of Science and Society

Course Description:

In modern society, we are accustomed to the discussion of scientific theories and discoveries, as well as debates over the appropriate use of that scientific knowledge. For example, we frequently hear about debates over the teaching of evolution in schools versus the teaching of creationism. Similarly, since the discovery of the nature of DNA in the 1950s, interest in and information about genetics has spilled over from scientific research facilities and into popular culture, even appearing in movies such as the *X-Men* franchise. However, this interest in and concern over scientific theories and discoveries is not unique to modern society. Since the birth of science as a philosophical and practical pursuit in the ancient Greek world, scientists and ordinary people have debated the study and use of scientific knowledge. The work of ancient Greek scientists and natural philosophers was parodied in plays, such as Aristhanes' *The Clouds*. While Roman scientists and physicians debated astronomical and medical theories among themselves, philosophers such as Lucretius supported the theory of atomism, drawing the ire of all those who accepted traditional Roman polytheism. In the medieval period, those societies that inherited Greco-Roman scientific and medical knowledge made few advances on that knowledge, and scientists and physicians faced resistance from religious figures, both Catholic and Muslim, because much of Greco-Roman science hailed from a pagan past. With the beginning of the Scientific Revolution in the 17th century, however, not only did scientists begin to question the received wisdom of the Greco-Roman world, they also began to question the limitations placed on scientific discovery by religious authorities. Since that time, science has steadily made progress, but the old debate over the development and use of scientific knowledge has remained. While scientists have argued among themselves the potential applications of and ethical issues regarding their work, aspects of that argument have appeared in literature as well, such as in the works of H.G. Wells and Philip K. Dick. In the 21st century, discussions of the appropriate use and application of scientific knowledge have become more prominent because of various developments such as genetic research and testing, the anti-vaccine movement, climate change and global warming, and funding for space exploration. In this course, we will examine works of science from these different eras and societies, as well as works that describe negative reactions to scientific discoveries, in order to come to a better understanding of how scientific discoveries, theories, and debates have changed the study of science over time and have shaped modern society itself.

Readings/Texts:

- Dava Sobel. *Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time*. Walker Books, reprint ed., 2007. ISBN 978-0007790166.
- H.G. Wells, *The Island of Dr. Moreau*. Dover Thrift Editions, Dover Publications, 1996. ISBN 978-0486290270.
- Philip K. Dick, *Do Androids Dream of Electric Sheep?* Del Rey, 1996. ISBN 978-0345404473.
- Other readings will be available through the course website

Student Requirements:

- Active participation in synchronous and asynchronous class discussions
- Two analytical papers (1000-1100 words) on class readings
- One synthesis paper (1800-2000 words) on class readings
- Participation in a group project and presentation

About the Instructor:

Dr. Lizabeth Johnson has a B.S. in Biology and an M.A. and Ph.D. in Medieval History. Her particular focus in history is Medieval Britain, and she has published articles on domestic violence, prostitution, and women's activity in the courts of Medieval Wales. Her early work in biology was focused on ecology and environmental science.

HNRS 1120 005 69120 Sem: Legacy of Myth & Magic MW 1200-1315 Kottler ASM 1040

HNRS 1120 005 71803 Sem: Legacy of Myth & Magic MW 1500-1615 Kottler ASM 1040

Jonatha Kottler jkottler@unm.edu

Course Title: Legacy of Myth and Magic

Course Description

Mythologies are systems of belief by which humans attempt to explain and make sense of the world around them. Magic is an element of fantastical belief in which humans envision new ways to impact the world, to change those things which are inexplicable. Together, these two forces demonstrate key elements of human spirit—to understand and to cope with the world we find ourselves in by use of imagination.

Today we have a huge segment of our popular media which concentrates on exploration of magic and myth. Why are logical, modern, technological Americans drawn to pastoral ideas of elemental powers? What do these stories excite in us and what do they reveal about our own time? What can we learn from these tales and bring back into our everyday lives? In our study of ancient writings and modern media we will see that we today are tied together in the expression of these elements with people of other places and times. By developing understanding through careful reading, writing and discussion we can touch upon the spark that makes us vulnerable, logical, vengeful, passionate, fickle, dreamy, cruel, loving; that is, human.

Texts:

- Emily Wilson, (trans.) *The Odyssey (this translation only!)*
- Shakespeare, *Macbeth* (any edition with line numbers)
- Neil Gaiman, *Norse Mythology*
- Neil Gaiman and Sam Keith: *The Sandman, Vol 1: Preludes and Nocturnes*
- Rebecca Roanhorse, *Trail of Lightning*

Course work:

Attendance

Participation

Reactions Papers

Group Project

Essays 2/15 pts. each

Creative Project

About the Instructor:

Jona (rhymes with "Donna") is a graduate of UNM Honors and began teaching here in 2003. She has a BA in English, an MA in Liberal Arts from St. John's College, and is a candidate in the MFA program at the Institute of American Indian Arts. She lived abroad in Amsterdam, NL and Edinburgh, Scotland where she published fiction and non-fiction works in NY Magazine, The Guardian, and on Audible. She is a huge nerd who has written seven short films and co-created the comic book series *The Wonderverse*. She knows a whole lot about Batman, and the MCU.

HNRS 1120 006 69121 Sem: Legacy of Ancient Greece TR 1230-1345 Lanier TBD

HNRS 1120 007 69122 Sem: Legacy of Ancient Greece TR 1400-1515 Lanier TBD

Gregory Lanier glanier@unm.edu

Course Title: The Legacy of Ancient Greece

Course Descriptions:

It is almost impossible to understate the influence that the Ancient Greeks has had on western civilization. From our democratic system of government to the classical style of imposing architecture with white marble pillars to the very concepts of History, Philosophy, Poetry and Theatre, our daily lives are suffused with the legacy that stems primarily from the daily activities of a thriving population tucked in under the shadow of an imposing hill fortress, the famous Acropolis of Athens. This course will explore in

depth the poetry, drama, history, and philosophy that has been handed to us as part of our heritage for hundreds of and hundreds of years.

Readings/Texts:

<u>Author</u>	<u>Title</u>	<u>Translator</u>	<u>Publisher</u>
Homer	<u>The Iliad</u>	Trans. Richmond Lattimore	Chicago
Homer	<u>The Odyssey</u>	Trans. Richmond Lattimore	Harper & Row
Aeschylus	<u>The Oresteia</u>	Trans. David Grene	Chicago
Sophocles	<u>Sophocles I</u>	Trans. David Grene	Chicago
Euripides	<u>Euripides V</u>	Trans. David Grene	Chicago
Aristophanes	<u>Lysistrata</u>	Trans. Douglass Parker	Mentor
Herodotus	<u>The Histories</u>	Trans. Aubrey de Sélincourt	Penguin
Thucydides	<u>Peloponnesian War</u>	Trans. Rex Warner	Penguin
Plato	<u>Last Days of Socrates</u>	Trans. Hugh Tredennick	Penguin
Plato	<u>Symposium</u>	Trans. Benjamin Jowett	Liberal Arts

Assignments:

You will complete two 4-5-page (1500-2000 words) papers during the semester; there will also be a midterm. Additionally, some Reaction Writings, which will be due before class starts on the specified day, and which are based on the daily readings, shall help you develop your critical thinking skills. The Final Project will be (your choice) of either a paper, a PowerPoint presentation (or equivalent) or a video that addresses one of the course's major themes. Don't worry about being "right" since there is never a single right answer to any question in the Humanities, but only weaker and stronger arguments.

About the Instructor:

Dr. Greg Lanier, member of the Honors faculty, has been teaching Honors courses on Shakespeare, classical literature, and theatre for over 40 years.

HNRS 1120 008 69123 Sem: Legacy of Exploration TR 1230-1345 Lovata TBD
Troy Lovata lovata@unm.edu

Course Title: The Legacy of Exploration: Explorers of Mountains

Course Descriptions:

"We have climbed the mountain,

There's nothing more to do.

It is terrible to come down

To the valley Where,

amidst many flowers,

One thinks of snow."

--Donald Justice

Explorers have ventured many places over the centuries, but mountains have had a special draw. Mountains have been viewed as both foreboding obstacles that divide peoples and as spiritually significant points worthy of pilgrimage. Mountains have held both the promise of untold riches and the possibility of unforgiving terror. Some have been lured to the mountains for science, some for religion, some for personal glory, and others to harvest the earth's bounty. Whichever the reason, pioneering mountaineer Elizabeth Knowlton noted that, "to those men who are born for mountains, the struggle can never end, until their lives end." This course examines why people have explored mountains and the draw of reaching high altitude. Students will study first-hand accounts, literature, and primary sources of both historic and contemporary mountain journeys from around the world and compare them to their own experiences here in the Mountain West.

This course unfolds in both the classroom and the field. There are three required field trips into the mountains outside normal class time, on weekends. These include: the Sandia Crest above Albuquerque on Saturday, September 11th; Nambe Lake in the Sangre de Cristos Mountains above Santa Fe on Friday, September 24th (or for a self-guided, alternate hike at Tent Rocks-Kasha Katuwe National Monument on Friday, Saturday or Sunday, September 24th, 25th or 26th); and Tomé Hill in Los Lunas on Friday, November 5th. This course has a required \$45 course fee to cover some field trip costs.

Readings/Texts:

- *The Shameless Diary of an Explorer: A Story of Failure on Mt. McKinley* by Robert Dunn
- *A Lady's Life in the Rocky Mountains* by Isabella Bird
- *Into Thin Air* by John Krakauer
- *Nature Writings* by John Muir
- A series of archaeology, anthropology, and geography research articles, available in PDF format.
- *Touching the Void* (film) by Kevin Macdonald, director.

Student Requirements:

This course unfolds both in the classroom and the field with required seminar discussions and five written projects. This is a three-credit course with commensurate contact hours, so weekend field work means we will not be meeting every week on campus during the scheduled class time. Students must be physically able to travel to and walk across sites and spend significant time outside in a variety of weather conditions.

About the Instructor:

Dr. Troy Lovata, Ph.D. is a Professor in the Honors College and Faculty Affiliate in UNM's Southwest Hispanic Research Institute, where he has taught courses on culture and place for more than fifteen years. He earned Bachelors, Masters and Doctorate degrees in Anthropology, with a focus on Archaeology, from Colorado State University and The University of Texas. He is interested in how people from prehistory through the present conceive of and mark the landscape.

HNRS 1120 004 70053 Sem: Legacy of Success MW 0900-1015 Obenauf ASM 1004

Richard Obenauf obenauf@unm.edu

Course Title: Legacy of Success

Course Description:

How do you measure success? Money? Power? Fame? Glory? Beauty? Sex? Love? Happiness? Although success is universally valued, there is no universal concept of success. In this course we'll examine how success and failure have been measured and critiqued in some of the most outstanding literature of the Roman world, of the English Middle Ages, and in modernity. We will focus on the ways various values both reflect and affect the cultures that produced our readings, as well as their legacy on our society. Along the way you will develop a deeper knowledge of literature, of history, and of yourself.

Readings/Texts:

Our lively reading list opens with a short story by Kurt Vonnegut and then zips back to ancient Roman satire by Horace, Juvenal, and Petronius. We will delve into sublime medieval romances as well as a raunchy medieval morality play translated just for this course. Modern works include Christopher Marlowe's "Dr. Faustus," Samuel Johnson's "Rasselas," Mozart and da Ponte's "Don Giovanni," autobiographies by Benjamin Franklin and Frederick Douglass, and two great American novels, both from 1925, Anita Loos's "Gentlemen Prefer Blondes" and F. Scott Fitzgerald's "The Great Gatsby."

Student Requirements:

As with all Honors courses, consistent attendance and active participation are required. Students are expected to keep a reading journal, which will form the basis for a series of ungraded (but required) one-page response papers. There will be two short analytical papers, a longer personal or creative final project, and a group presentation.

About the Instructor:

A fourth-generation Lobo, Richard Obenauf earned his BA from UNM and his MA and PhD from Loyola University Chicago. His research centers on the relationship between knowledge and society, with a particular emphasis on censorship and intolerance.

Course Title: Legacy of Algebra

Course Descriptions:

Albuquerque, Algebra, and algorithm all start with the same syllable. This is no coincidence.

You may hate Algebra. It may bore you. Or maybe you love puzzles in equation form. Most of us take Algebra for granted as a fact of life without really knowing what it is (uh, that stuff with x ?). Yet Algebra did not always exist, and it did not spring to life fully formed.

Algebra is old. We trace its roots back to Mesopotamia thousands of years ago. It didn't look like it does now—symbols and equations and all that—until starting in Italy in the 1500's. And even as Algebra began to look modern, underneath there was more going on. Something as simple (to us now) as a negative number was for a long, long time simply inconceivable, and did not become really accepted professionally until late in the 18th Century. In 1759, Francis Maseres, an English mathematician, wrote that negative numbers "darken the very whole doctrines of the equations and make dark of the things which are in their nature excessively obvious and simple". I hope that puts your own difficulties with the subject in perspective. I mean, at least you can handle negative numbers, right?

Algebra is way less smooth than you imagine, less certain, less monolithic. And this class is about finding out that hidden backstory, unveiling the true character of this seemingly simple subject. We won't rehash the algebra you did in High School, though you will need to move some x 's around. Instead our goals will be to see the workings and development of algebra and related numeric technologies as one of the great achievements of human culture.

We will see how algebra works and where it doesn't, and investigate its multicultural development along the way to now. We will try strange algebra most non-professionals never see, and ask some important questions about the potential and real uses of this incredible technology, including its use to decide children's destinies. Algebra will be our playground where we will develop and hone general academic research and scholarship skills. It will be the angle from which we look at large questions about how humanity works, learns, and fails.

This journey is approved for absolutely everyone, anyone who is ready to be fascinated and frustrated at the same time, and maybe a bit bored too. Really, no prior experience or facility with Algebra is assumed or expected, but I will need your curiosity. It may be some work to keep up, or more likely to get yourself to do more writing about algebra than scribble out something with " $x=$ ", but this is a journey we will take together, and no one will be left behind.

While we will learn about the monumental and world changing cultural achievements that fall under the umbrella of algebra, the true importance of the course is not really about this subject. Instead it is about looking deeply into the features of life that are too often taken for granted. It's about learning to see past platitudes and assumptions and digging into the murky waters where real truth may lie. This class is about learning to ask our own questions and listening to those around us, about trying something weird and new not because we know it all or are good at it already but because we hope to grow through the experience. It's about realizing that you can't believe everything you read or hear, and that the search for truth is often as much about process as product.

Readings/Texts:

- *Unknown Quantity: A Real and Imaginary History of Algebra* by John Derbyshire
- *Radical Equations: Civil Rights from Mississippi to the Algebra Project* by Robert Moses and Charles Cobb
- The Beginnings and Evolution of Algebra by I. G. Bashmakova and G. S. Smirnova
- The Crest of the Peacock: Non-European Roots of Mathematics by George Joseph
- Other readings online

Student Requirements:

You will:

Bring curiosity and create meaningful discussion, creating an environment where everyone feels comfortable asking questions.

When it comes to math, this cannot be taken for granted. This is the most important requirement;

Do small mathematical writing assignments, small problem sets where the answer is not the end but the beginning, to gain skills in mathematical thinking and exposition;

Two in-class group presentations, and

One individual argumentative paper, somewhere around 5-10 pages. The first draft will be in our first two weeks, when we know little. The second draft comes at the end, when hopefully that has changed.

About the Instructor:

Chris Holden is an Associate Professor in UNM's Honors College. His PhD is in number theory, but his research is currently at the intersection of mobile, games, learning, and local place. Chris mostly helps people think about these areas and put their ideas into action, as well as participating in design and implementation himself. A game he made with Julie Sykes, Mentira, is particularly well-known in language learning circles. He sometimes gets some time to write informally about this work at <http://localgameslababq.wordpress.com>.

HNRS 1120 012 69127 Sem: Exploring roots of war MW 1300-1445 Thomas ASM 1020
Michael Thomas mthomas@unm.edu

Course Title: Legacy of Struggle: Roots of War

Course Description:

Humans have an extraordinary propensity for violence against one another. This propensity, while not technically unique to humans, still sets us apart from our animal peers. The ubiquity and scale of human violence is something special. A visitor from another planet would certainly conclude that humans are obsessed with violence, torture, and murder. The societal expression of this capacity is war. This seminar is a preliminary inquiry into the roots of war. The class will consist of readings, discussions, occasional instructor "lecturettes," and several media presentations (films, audio programs). All students are expected to participate in all activities, including discussions.

Objectives of the class include development of the following skills: 1) Writing, 2) Leadership and facilitative behavior in groups, 3) Reflective thinking, 4) Global thinking, 5) Critical Thinking. 6) Professionalism.

Readings:

- Homer, [The Iliad](#) (Lombardo Trans)
- Chris Hedges, [War is a Force That Gives Us Meaning](#)
- Lt. Col. Dave Grossman, [On Killing](#)
- James Hillman, [A Terrible Love of War](#)
- William Strunk and E.B. White, [Elements of Style](#)

Films:

- Robert Gardener - DEAD BIRDS
- Errol Morris, THE FOG OF WAR - Eleven Lessons from the Life of Robert McNamera

Audio:

- BBC - The My Lai Audio Files
- War Ballads Collection

Requirements/Grades:

Grades are based on evaluations of Six one-page reaction papers (5 x 5= 25 points), a five-page essay (15 points), a 1-2-page research project proposal (5 points), a six-page research paper (15 points) In-class research presentation (10 points), attendance at three lectures or similar events (10 points - *all or none*), plus an assessment of participation (20 points). **A:** 88-100, **Cr:** 65-87, **Ncr:** 64 or less.

About the Instructor:

Dr. Thomas is an anthropologist. A N.M. native, he got his BA from UNM and his PhD. from the University of Washington. He writes fiction, novels and short stories. He was born on day one of the Nuremberg War Crime Trials at the end of WWII. During the course of his life the US has fought five wars and endured three decades of Cold War. He has some reflections on the subject of war.

HNRS 1120 013 69128 Sem: Legacy of Tupac TR 1530-1645 Walsh-Dilley TBD
 Marygold Walsh-Dilley marygoldwd@unm.edu

Course Title: Legacy of Tupac

Course Descriptions:

Tupac Amaru was executed at the hands of the Spanish, his body mutilated and tortured. Tupac Shakur was shot twice, dead at the age of twenty-six. Both men are considered rebels: Tupac Shakur for powerful music against oppression, and Tupac Amaru for rebelling against Spanish colonialism in 18th Century South America. *Legacy of Tupac* explores the legacies of these – and other – famous Tupacs. Beginning in the pre-colonial Andes and weaving through a complex history of violent empire and indigenous resistance, this course encourages students to think critically about the complex and multi-faceted history of resistance of all kinds. Centered around the rise of Tupac Amaru and his fight against Spanish colonialism and oppression, this course examines ethnicity, class, gender, colonialism, leadership and violence, among several other themes. These themes are intertwined with learning about the fascinating Andean and Inca culture, and contemporary social movements. *Legacy of Tupac* offers a unique blend of modern events and ancient history, eventually ending on the famous rapper, Tupac Shakur. You are challenged to question dichotomies, analyze WHY?, and engage with peers on the intricacies of resistance, rebellion, success and failure. The class features of a variety of readings, class discussion and essays that will enable you to improve your writing and change the way you think about history. [Course description written by students of the 2019 *Legacy of Tupac* course.]

Readings/Texts:

Charles Walker. *The Tupac Amaru Rebellion*.

Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*

A course reader, available at UNM's Copy Center: a compilation of short texts including early chronicles of the conquest, other non-fiction about history, resistance and rebellion in the Andes and elsewhere, short stories, poems, and lyrics from Tupac Shakur.

Student Requirements:

This class is reading-, writing-, and discussion-intensive, with instruction for improving our skills at each. Alongside regular attendance, participation, and a group project to develop a class map, students will write and record a podcast consisting of four episodes that examine the Andean landscape, the Inca empire, the Tupac Amaru rebellion, and the legacy of Tupac.

About the Instructor:

Marygold Walsh-Dilley is a devoted student of the Andes, having spent several years living and working in Bolivia and Ecuador, and many more studying the fascinating history and contemporary conditions in the region. She leads the Conexiones-Ecuador study

abroad program – we’re recruiting for 2022; get in touch if you are interested! Marygold holds a PhD in Development Sociology and is an Associate Professor in the Department of Geography & Environmental Studies and the Honors College.

HNRS 1120 632 69130 Sem: Legacy of Power TR 0800-0915 Faubion ASM 1040

HNRS 1120 016 69131 Sem: Legacy of Power TR 0930-1045 Faubion ASM 1040

Renée Faubion sanren@unm.edu

Course Title: Legacy of Power: Building the Perfect Government

Course Description:

At its most ideal, the American system allows individuals to exercise their rights unimpeded by others. But as recent debates over issues such as free speech and immigration suggest, while Americans share a government, they buy into a wide range of dramatically differing values—values so divergent that sometimes it is difficult to understand how we might reconcile them to forge meaningful law and policy. To better understand this problem, this class will explore theories about the role of government. Aristotle, for example, argues that every community aims at some good; what might our “good” be, and how can we best achieve it? To help refine our ideas, we will consider Locke’s *Second Treatise of Government* and Mill’s *On Liberty*, both fundamental to understanding our own system, as well as Yevgeny Zamyatin’s science fiction novel *We*, which asks whether it is better to be “happy” than to be “free.” We will also explore the distinction between violence and power suggested by Hannah Arendt and the ways in which economic, racial, and gender injustice are detailed in works by William Shakespeare and Harriet Jacobs. Through readings, discussion, and debate, we will make ourselves more thoughtful, better-informed participants in our political system. For further information, please contact Dr. Renée Faubion at sanren@unm.edu.

Readings/Texts:

- William Shakespeare, *The Merchant of Venice*
- John Locke, *Second Treatise of Government*
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*
- John Stuart Mill, *On Liberty*
- Hannah Arendt, *On Violence*

Student Requirements:

Two 1250-word essays; a research project culminating in a policy paper; participation in end-of-semester roundtable; strong attendance and thoughtful, consistent participation in seminar discussion

About the Instructor:

After receiving degrees in Russian from Trinity University and the University of Kansas, Renée Faubion earned a second M.A. and a Ph.D. in English at UNM. She is particularly interested in how cultures use literature to construct knowledge and notions of truth. Renée has published on H.D. and Tim O’Brien and has won four awards for excellence in teaching.

HNRS 1120 017 71848 Sem: Legacy of Failure MW 1000-1115

Swanson ASM 1020

Course Title: The Legacy of Failure

R. Swanson swansonr@unm.edu

Course Description:

Failure. Losing. Rejection. Defeat. A look around American society and throughout history reveals that countless noble efforts and ideas have failed. Individuals have crashed and burned, so to speak. Some of these failing endeavors nearly succeeded; others never had a chance. This course will investigate notable failures and “losers” in America’s past and present. The course will weave together economics, history, and psychology in order to address how and why these failures occurred.

Readings/Texts:

1. Michelle Alexander, *The New Jim Crow*
2. Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*
3. Jeannette Walls, *The Glass Castle: A Memoir*

Student Requirements:

Class participation, written and verbal assignments.

About the Instructor:

Ryan Swanson is an Associate Professor in the Honors College. He studies sport in America and is very familiar with the topic of this course—failure.

HNRS 1120 630 69129 Sem: The Legacy of Human Rights MW 1500-1615 Cargas ASM 1020

Sarita Cargas cargas@unm.edu

Course Title: The Legacy of Human Rights

Course Descriptions:

This legacy course is an introduction to human rights and to today's human rights movement (the organizations and people working to promote and protect your rights). We will learn its modern history which starts with the 1948 Universal Declaration of Human Rights and the birth of the United Nations. We will also discuss current events. Along the way, we will read about the contributions of the major world religions and philosophies to human rights as well as the important events that led to today's movement. This multidisciplinary course will involve history, a little philosophy, and political science. We will rely on variety of texts including one by a white historian and another by a black historian, memoirs by survivors of human rights abuses, and other primary sources. We will listen to music about human rights, watch film clips about human rights, and host a guest speaker who works on human trafficking.

Readings/Texts:

A course reader with chapters from the books *The Evolution of Human Rights: Visions Seen* and *Eyes off the Prize: The United Nations and the African American Struggle for Human Rights*

White Rage: The Unspoken Truth of our Racial Divide, by Carol Anderson

Student Requirements:

Almost every week there will be a reading assignment followed by a writing assignment consisting of questions about the readings. There will be a few short papers as well.

About the Instructor:

Dr. Sarita Cargas has been teaching human rights in the Honors College for about a dozen years. She is currently writing an introductory book on human rights. She also does research on food and housing insecurity among UNM students. Another teaching focus she has is on teaching the skills of critical thinking.

HNRS 1120 633 69119 Sem: Legacy of Great Villains MW 1030-1145 Kottler ASM 1040

Jonatha Kottler jkottler@unm.edu

Course Title: Legacy of Great Villains in Literature

Course Descriptions:

We often look at the heroes of a period to define what is important to that age; what they hope to accomplish and the means by which they accomplish it. Heroes, however, are reactive creatures; a great hero only rises in the face of great villainy. So, what really sets something into motion is the villain--the creature who sees the world as it is and wants to bend it to his own selfish design. Who are these catalysts? What do they want? And to what lengths will they go to achieve it? Finally, if one man's villain is another man's hero, what makes a villain bad? What can Thanos, Loki, The Joker, Kylo Ren, Hela, Cersei Lannister, Vizzini and others tell us about their worlds and how the literary construct of villainy relates to modern reality?

Readings/Videos:

- Required readings:
- Diane Arnson Svarlien (trans.) *Medea (this translation only)*
- Seamus Heaney, (trans.) *Beowulf (this translation only)*
- Shakespeare, *Othello* (any edition with line numbers)
- Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde (any edition)*
- Margaret Atwood, *The Robber Bride*
- Jim Starlin, *The Infinity Gauntlet*

Course work:

Attendance
Participation
Reactions Papers
Group Project
Essays 2/15 pts. each
Creative Project

About the Instructor:

Jona (rhymes with "Donna") is a graduate of UNM Honors and began teaching here in 2003. She has a BA in English, an MA in Liberal Arts from St. John's College, and is a candidate in the MFA program at the Institute of American Indian Arts. She lived abroad in Amsterdam, NL and Edinburgh, Scotland where she published fiction and non-fiction works in NY Magazine, The Guardian, and on Audible. She is a huge nerd who has written seven short films and co-created the comic book series *The Wonderverse*. She knows a whole lot about Batman, and the MCU.

HNRS 1120 014 71802 Sem: Legacy of Aztlán TR 1100-1215 Gomez TBD
Myrriah Gomez myrriahg@unm.edu

Course Title: Legacy of Aztlán

Course Description:

Aztlán is interpreted as either the ancestral homeland of the Aztec people of México or the contemporary homeland of Chicanas/os/x in the United States. Some people believe that Aztlán is simply a mythical place that is referenced in origin stories of Pre-Columbian peoples. Aztlán represents an imaginary place around which a unique spatial poetics has formed. It is a homeland to people who recognize Indigenous and Spanish ancestry and the complex colonial histories of Mexico and the United States. Migration stories, political histories, and cultural production have all shaped and been shaped by this eternal place, which has served as the influential homeland of a diverse group of people who maintain ties to their history and culture in the U.S. today.

In this class we will examine primary texts beginning in the Spanish Colonial period of the Aztec (Mexica) people in Tenochtitlan (modern-day Mexico City). We will examine the Aztec codices as well as read the colonizers' documents. We will move throughout a

500-year history to discuss contemporary issues affecting Chicanas/os/x in the U.S. today. We will examine questions of race, gender, class, and sexuality throughout this course. We will pair the larger literary productions with contemporary music, poetry, and art—among other creative mediums— to understand the political, historical, and sociocultural significance of Aztlán.

Readings/Texts:

- *Aztlán: Essays on the Chicano Homeland*, Rudolfo Anaya and Francisco Lomeli (editors)
- *Heart of Aztlán*, Rudolfo Anaya
- Course Reader (available on Learn)

Student Requirements:

Attendance and Participation
Weekly Reading Responses
Lecture Handout
Mundos de Mestizaje Analysis
Midterm Essay
Group Project + Final Reflection

About the Instructor:

Myrriah Gómez teaches courses on Chicanx experiences across the U.S. with emphasis on cultural traditions, social justice, and environmental justice. Her most recent publication can be found in the anthology *Querencia: Reflections on the New Mexico Homeland*. She also directs the Conexiones-Spain program and is faculty coordination for the Mellon Mays Undergraduate Fellowship.

HNRS 2112 – 2364 Level Courses (Previously UHON 200 Level)

HNRS 2112 001 70044 Sem: Become a Better Writer F 0930-1200 Brewer ASM 1004
Stephen Brewer abqbrew@unm.edu

Course Title: Rhetoric & Discourse: Become A Better Writer

COURSE DESCRIPTIONS:

Writing skills are valuable in every career and academic pursuit, so it's imperative that Honors students have the tools necessary to be excellent writers. In this course, we'll explore the elements of good writing and get lots of practice in writing and editing nonfiction and short fiction. Topics will include narrative momentum, voice, grammar, dialogue and sentence structure. Creativity and clarity are the goals. We'll treat the class as a writing workshop, critiquing each other's work and focusing on the craft of clear communication.

HNRS 2112 002 70047 Sem: Writing the Constitution MW 1630-1745 Simpson ASM 2141
Matthew Simpson msimpson2@unm.edu

Course Title: Writing the Constitution

Course Descriptions:

The Constitution provides the framework for all governance in the United States. It outlines the branches of government, the separation of powers, the system of checks and balances, the overlapping authority of federal and state governments, and the rights and liberties that define our civic life together.

The debates surrounding the Constitution make up one of the world's great bodies of political literature. From the speeches at the Constitutional Convention in 1787, to the subsequent ratifying debates in the states, to public debates over constitutional meanings

and amendments, to Supreme Court decisions today, the Constitution is at the center of much of the most impressive and influential political thought in US history.

When should Congress use its impeachment power? When can a president take the country to war? Do citizens have a right to privacy regarding personal matters such as online communication? Can states pass laws that contradict federal law, for example, legalizing drugs? What are the limits of free speech? What is the relationship between US territory and sovereign tribal land? Can states gerrymander electoral districts to favor one political party? To what extent are racial preference compatible with democratic equality? Is it fair to represent large- and small-population states equally in the Senate? Should the Electoral College even exist? These questions and many others like them have provoked gripping debates that continue to shape American life.

This course will begin with the Constitutional Convention of 1787, and the subsequent ratifying conventions, by considering the problems that the Framers tried to solve, the ideals they aspired to, the compromises they made, and the original document they produced. We will then study the amendments, with a special focus on the Bill of the Rights, the Civil War Era, and the Progressive Era. Along the way, we will read the landmark Supreme Court decisions that have elaborated on and sometimes rewritten the Framers' Constitution.

Our aim throughout will be to investigate the ideas and ideals of these speakers and writers, to analyze the circumstances in which they were thinking and communicating, and to interpret the texts that have shaped American politics at its foundations. We will use their work as the starting point for our own writing and speaking about the Constitution—joining a conversation that has been ongoing for more than two hundred years.

Readings/Texts:

- Akhil Reed Amar, *The Bill of Rights: Creation and Reconstruction* (Yale, 2000)
- _____, *America's Constitution: A Biography* (Random House, 2006)
- Richard Beeman (ed.), *The Penguin Guide to the United States Constitution: A Fully Annotated Declaration of Independence, U.S. Constitution and Amendments, and Selections from The Federalist Papers* (Penguin, 2010)
- Carol Berkin, *A Brilliant Solution, Inventing the American Constitution* (Harcourt, 2002)
- Pauline Maier, *Ratification: The People Debate the Constitution* (Simon & Schuster, 2011)
- William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction* (Harper, 2016)

Student Requirements:

For each week of the semester, students will be asked to submit a typed reading response of approximately 500 words based on prompts/topics that we will choose as a class. The responses will be graded individually on a 100-point scale, with the cumulative score being the average of all the student's submissions. If the class meets in person, students will be expected to participate in class conversations based on discussion prompts that will be given ahead of time.

About the Instructor:

Matthew C. Simpson graduated *magna cum laude* from Trinity College (CT) and holds a PhD in philosophy from Boston University. He is the author of *Rousseau's Theory of Freedom* (Continuum, 2006) and many articles, essays, and reviews. He began teaching American politics at UNM in 2016.

HNRS 2112 003 70795 Sem: Being Curious MW 1030-1145 Fallad-Mendoza ASM 1004
Dayra Fallad-Mendoza dfallard@unm.edu

Course Title: Intellectually Curious: Seek Answers to the Questions that Puzzle You

Course Descriptions:

Have you ever wondered how some of the world's most pressing and intriguing questions are answered? How are we able to understand human behavior, print 3D organs that are saving lives today and successfully send a rover to Mars? It is all possible because someone, somewhere was intellectually curious and sought an answer to their question. In this seminar, we will look at how scholars in your field of interest answer research questions. You will also gain the foundation to start your own inquiries and explore questions that matter to you from a multidisciplinary lens. Perhaps you are interested in the effects of global warming in New Mexico, nanotechnologies, or how music lyrics give us an insight into culture and human communication patterns. You will learn to find and dissect the research literature in your area of interest and engage with its writing process. In addition, you will have the opportunity to engage with faculty in your field and learn about UNM and national, undergraduate research opportunities you can engage with. The skills you acquire in this class will be transferable to any academic major and future career. For more information please contact: Dayra Fallad-Mendoza dfallad@unm.edu.

Readings/Texts:

Readings will be provided by instructor from (Students do not need to purchase any book materials.):

- Clark, Vicki L. Plano. *Understanding Research: A Consumer's Guide*. Pearson Education. Second Edition
- *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut* by Kristin Luker (available online through the UNM Library)
- A selection of scholarly articles relevant to student's interest.

Student Requirements:

- 5 short assignments throughout the semester that will build the final capstone project.
 - Capstone project consists of a 3-page research proposal and presentation.
- Weekly journal assignments (1 paragraph).
- Complete the free CITI Program: Research, Ethics, and Compliance Training that will students a competitive advantage if they choose to engage in research beyond the class.
- Due to the collaborative structure of the course, attendance and participation are extremely important.

About the Instructor:

Dayra Fallad-Mendoza, is a doctoral student in the Organization, Information & Learning Sciences program. As a first-generation student she fell in love with academia and has worked in higher education for over 10 years. During this time, she has taught undergraduate research courses and developed various undergraduate research programs. She currently runs one of the largest online academic support centers in the nation. She likes to incorporate active learning and technology into her teaching. She is passionate about research, especially undergraduate research. Her research interests include online academic support programs and practices, educational technology, transformative learning, social networks, and data mining.

HNRS 2112 004 71227

Sem: Politics of Romance

DeBlassie

ONLINE

Maria DeBlassie deblasiem@unm.edu

Course Title: From Bodice Rippers to Resistance Romances: The Politics of the Historical Romance

Course Descriptions:

This course examines the historical romance, from the courtship novel developed in the 18th century that inspired the genre, to the 20th century bodice rippers and contemporary radical romances, or romances that celebrate social justice and HEAs (Happily Ever Afters) for all.

From the early courtship novels of Jane Austen and Elizabeth Gaskell, to the bodice rippers of the mid-twentieth century and beyond, the historical romance genre has been the place where typically women explore their sexuality, agency, and autonomy in a

patriarchal society. And yet, this genre is not without its flaws, namely in how it celebrates white feminism and, as in the case of Georgette Heyer, how it can fetishize classist white supremacist fantasies. More recent authors with marginalized identities, including BIPOC and LGBTQ+ writers, resist the hectic ableist white-washing of the genre and instead use these novels to make both history and romance more inclusive by reclaiming their space in those narratives.

In this class, we will explore how this genre both resists and reinforces gendered, sexual, racial, ableist, and class ideologies of the time in which they were written, and ultimately discover that historical romances are less about the time period they are set in (typically the Regency & Victorian Era, which this course will focus on), and more about our own contemporary values, social norms, and fantasies. The historical romance is, by its very nature, a transgressive genre, both celebrating and resisting social norms.

Readings/Texts:

TV Series

- *North & South* (2004)
- *Northanger Abbey* (2007)
- *Bridgerton* (2020)

Books

- Virginia Henley's *The Pirate and The Pagan* (1990)
- Tessa Dare's *Romancing the Duke* (2014)
- K.J. Charles's *Band Sinister* (2018)
- Lydia San Andres's *A Summer for Scandal* (2015)
- Beverly Jenkins's *Forbidden* (2016)
- E.E. Ottoman's *The Doctor's Discretion* (2018)

Student Requirements:

Students will be required to attend class regularly and be prepared for active participation and discussion of course texts. Other assignments might include class activities and exercises; a short oral presentation and guided discussion on a particular topic or reading for class; two 2-4 page analytical essays on given texts; a group presentation project; and one research project on one or more of the course texts and/or tropes.

About the Instructor:

Dr. Maria DeBlassie is native New Mexican mestiza and award-winning professor and writer. When she's not teaching classes on witchcraft, things that go bump in the night, and all things romance, she's practicing her own brand of brujeria and writing gothic tales, everyday spells, and, yes, romances.

HNRS 2113 001 70051 Sem: Fine Art Musical Theatre TR 1230-1345 Szasz ASM 1004
Maria Szasz deschild@unm.edu

Course Title: Musical Theatre in America

Course Descriptions:

"The Broadway musical has always reflected different social and political forces—patriotism, skepticism, commercial consumption, escapism, revolt and globalization. The musical defines our culture and is, in turn, defined by it."--Michael Kantor and Laurence Maslon, *Broadway: The American Musical*

Fine Arts as Global Perspective: Musical Theatre in America will carefully consider one of America's unique contributions to the fine arts. We will read, listen to, and watch excerpts from the most revolutionary musicals from 1904-2016, concentrating primarily on American works. The class will extensively discuss the background and major accomplishments of the twentieth and twenty-first century's most significant musical theatre composers, lyricists, writers, actors, dancers, choreographers, directors, designers, and producers. This class is, first and foremost, interdisciplinary. We will frequently discuss how the disciplines of theatre and history interact and co-exist. For instance, what do musicals say about American history? *South Pacific* suggests that American racism "has to be carefully taught"; *Hair* defiantly and poignantly protests the Vietnam War. Our discussions will pay special attention to the ways musicals engage and respond to the major historical, political and social issues of their day. We begin in the early years of the twentieth century, with the charismatic "song and dance man" George M. Cohan, whose upbeat, sassy songs and heroes in *Little Johnny Jones* (1904) and *George Washington, Jr.* (1906) jump-started American musical comedy. Through *Oklahoma!* (1943), *South Pacific* (1949), and *West Side Story* (1957), we explore what made the "Golden Age" of American musical theatre so rich, creative, and admired. In the 1960s-1970s, we determine why both the form and content of musicals radically changed, with the bold introduction of "rock musicals" such as *Hair* (1967) and "concept musicals" such as *Company* (1970) and *A Chorus Line* (1975). In the 1980s-1990s, we focus on the "British Revolution," with the arrival of the "megamusicals" *Cats* (1982), *Les Misérables* (1987), *The Phantom of the Opera* (1988), and *Miss Saigon* (1991). We conclude by examining the most recent developments in musical theatre that invigorate theatergoers, such as *Wicked* (2003), *Memphis* (2009), *Million Dollar Quartet* (2010), *Spiderman: Turn Off the Dark* (2011), *The Book of Mormon* (2011), *Once* (2012), *Hamilton* (2015) and *Dear Evan Hansen* (2016). Our primary goal is to reach an understanding and appreciation of this eclectic, vibrant, innovative form of theatre that entertains and challenges audiences worldwide.

Readings/Texts:

- George M. Cohan, *Little Johnny Jones* (1904)
- Oscar Hammerstein II and Jerome Kern, *Show Boat* (1927)
- Oscar Hammerstein II and Richard Rodgers, *Oklahoma!* (1943) and *South Pacific* (1949)
- Fred Saidy, E. Y. Harburg, and Burton Lane, *Finian's Rainbow* (1947)
- Leonard Bernstein, Arthur Laurents and Stephen Sondheim, *West Side Story* (1957)
- Gerome Ragni, James Rado and Galt MacDermot, *Hair* (1967)
- Stephen Sondheim and George Furth, *Company* (1970)
- James Kirkwood, Nicholas Dante, Marvin Hamlisch and Edward Kleban, *A Chorus Line* (1975)
- Claude-Michel Schönberg and Alain Boublil, *Les Misérables* (1987)
- Claude-Michel Schönberg and Alain Boublil, *Miss Saigon* (1991)
- Jonathan Larson, *Rent* (1996)
- Lin-Manuel Miranda, *Hamilton* (2015)
- Benj Pasek, Justin Paul and Steven Levenson, *Dear Evan Hansen* (2016)

Student Requirements:

Reliable attendance and consistent, thoughtful contributions to class discussions; two 2-3 page response papers; a group project: a sixty minute presentation on a musical theatre show, composer, lyricist, writer, performer, designer, director, choreographer, and/or producer; a one page proposal for a research paper; a ten minute conference with the instructor on the research paper topic; a final draft of a six to eight page research paper.

About the Instructor:

Maria Szasz received her MA in Theatre Education from Emerson College and her PhD in English Literature from UNM, where she

specialized in Drama and Irish Literature. Her love for musical theatre began with her discovery of the little known musical comedy *The Robber Bridegroom*.

HNRS 2113 002 70055 Sem: Art of Film MW 1330-1445 Kottler ASM 1040

Jonatha Kottler jkottler@unm.edu

Course Title: The Art of Film

Course Descriptions:

Film expresses the gamut of human expression and experience. Goofy buddy comedies, biopics of famous writers or musicians, painfully honest documentaries, swashbuckling adventures, superhero epics, or trite-but-enjoyable romantic comedies, film reflects who we are, what we value and aspire to, what we may never become. Yet as the audience we may never consciously appreciate or even notice the larger ideas of a film because we are caught up in it. The goal of this course is to pull our eyes from the screen's spectacle and apply our minds to what a film is actually saying. To achieve this goal we will take a three-part approach: (1) we will cover the history of film as a medium to see its dual identity as popular culture and art (2) we will study screenplays and the films they become to see how words on a page come alive on screen and (3) we will write short screenplays and then shoot and edit them, culminating in the Honors College Short Film Festival where our peers will be able to see our on-screen efforts.

Texts and Course Materials:

- *Cinematic Storytelling*, Jennifer Van Sijll
- *Save the Cat*, Blake Snyder
- *Graphic Storytelling*, Will Eisner

Articles on Learn focusing on craft elements, social responsibility, influence of film.

- *The Bicycle Thief*
- *Black Panther*
- *Get Out*
- *The Farewell*
- *Ferris Beuler's Day Off*
- *Booksmart*

Student Requirements:

2 three-page reaction papers

Oral presentation

6 mini film assignments

Short screenplay (3-5 minutes)

Final short film

About the Instructor:

Jona (rhymes with "Donna") is a graduate of UNM Honors and began teaching here in 2003. She has a BA in English, an MA in Liberal Arts from St. John's College, and is a candidate in the MFA program at the Institute of American Indian Arts. She lived abroad in Amsterdam, NL and Edinburgh, Scotland where she published fiction and non-fiction works in NY Magazine, The Guardian, and on Audible. She is a huge nerd who has written seven short films and co-created the comic book series *The Wonderverse*. She knows a whole lot about Batman, and the MCU.

HNRS 2113 003 70796 Sem: Dance as Intl Diplomacy TR 1530-1645 Lujan TBD

Bridgit Lujan

Course Title: Dance as International Diplomacy

Course Descriptions:

In this course students will explore how dance serves as a cultural ambassador around the world. Dance performances, videos, and images of dance influence peoples' beliefs about a culture and a nation's politics and values. In this course students will explore how different styles of dance (ballet, jazz, modern, flamenco, traditional) have influenced world views and served to increase harmony across nations through live performance and recorded media. Students will do readings, observe videos, participate in discussions, write short reflections and create a final project. This is not a movement class however there is an occasional movement component that gives students the opportunity to participate in embodied exploration of simple movements of each dance style. Students will explore the political and economic initiatives of the United States 1950-present that have supported dance as a world ambassador of culture. They also will synthesize how dance has served other nations in diplomacy (specific focus on Spain). Students will conclude the course with a self-designed project.

Readings/Texts:

1. *Dancers as Diplomats American Choreography in Cultural Exchange* by Clare Croft
2. *Dance For Export Cultural Diplomacy and the Cold War* by Naima Prevots
3. *Flamenco Nation* by Sandie Holguin

Student Requirements:

- | | |
|---|-----|
| 1. Regular consistent attendance, participation, discussion | 40% |
| 2. Completion of guided reflective writing | 30% |
| 3. Participation in movement | 15% |
| 4. Student project | 15% |

About the Instructor:

Bridgit Luján was introduced to dance study at the young age of two, later continuing her studies in Spain and at the University of New Mexico where she earned a MA in Dance History and a MBA in International Management. Bridgit has taught in higher education since 2002 and is Dance and Honors Program faculty at the Central New Mexico Community College. She also is a journalist for *Dance Magazine* in NYC.

HNRS 2221 001 70560 Sem: MathintheWorld:Statistics M 1130-1245 Sorge ASM 1020
Carmen Sorge csorge@unm.edu

Course Title: Math in the 21st Century_ Statistics for Career andLife

Course Descriptions:

Statistical Thinking will one day be as necessary for efficient citizenship as the ability to read and write.- H.G. Wells

That day is now. Have you ever wondered why first the newspaper tells you that coffee prevents cancer, and the next day the headlines proclaim coffee will kill you? Are you aware that some stock fund statistics are technically true, but presented in a way designed to manipulate you?

When a doctor tells you that a test for a disease is 99 percent accurate (and you just tested positive) what questions should you ask?

You may want to do research in the future, or maybe you do not, but you still need to read research. But what if you are never planning on looking at research again after you get out of college? You still need statistics. You need it for making medical decisions,

investment decisions, political choices and many other everyday issues. If you do not understand statistics, you are at the mercy of those who do.

You may have taken a statistics class (or heard of one) that was basically a math class, but with statistics problems. This is not a class like that. You need, at most, Algebra 1 skills. This class is not about math. This class is about understanding how to interpret and use statistics as a powerful tool, both professionally and in your everyday life.

This course is designed to equip you with the statistical tools and knowledge to interpret and analytically analyze data. We will cover graphing techniques for presenting data, data sampling techniques, descriptive techniques, confidence intervals, regression toward the mean and the central limit theorem, basic probability, estimation and tests of significance as well as other topics. Mastering this material will provide you with the ability to interpret statistics related to public policy, education, business, and the social, health, and physical sciences. You will understand that statistics provides useful information for decision making but will also learn to recognize when the data is being manipulated in order to confuse or obscure the truth.

Understanding statistics allows you to make rational decisions in your own life and to think critically about potential outcomes. If you have taken the equivalent of College Algebra (Math 121) you certainly have the math skills for this class. If you have not taken an algebra class, please contact me before signing up.

Readings/Texts:

Required texts will include "Naked Statistics: stripping the dread from data" by Charles Wheelan "What is a p-value anyway? 34 Stories to Help You Actually Understand Statistics by Andrew J. Vickers"

We will also be reading provided selections from "Damned Lies and Statistics" by Joel Best and "The Drunkard's Walk: How Randomness Rules our Lives" by Leonard Mlodinow as well as selections from other books, current journals and media. These will be available online.

Student Requirements:

Assignments include hands on data collection in the classroom and writing up mini labs using the data. You will have a short reflection due on the assigned reading which we will discuss in class.

Some of these assignments will include collecting, interpreting and presenting of your own data. You will write two papers.

About the Instructor:

I have taught both physics and mathematics from middle school level through college. I have a PhD in Educational Psychology, a M.S. in Science Education and a B.S. in Physics. But what should really matter to you is that I have experience in making science and math useful, exciting and interesting.

I have been teaching for thirty plus years, and through that time have come to realize that the content matters but the love of learning is what will remain many years later. I aim to install a love (or at least tolerance) of statistics into your brain.

In this class we will cover many topics in statistics, when you finish I hope for you to have, not just a better understanding of statistics, but an appreciation for how statistics is part of everyday life. Knowing statistics saves you money and grief.

HNRS 2364 001 70045 Sem: Keeping The Peace MW 1500-1615

Andrew Carey

acarey1@unm.edu

Carey ASM 1040

Course Title: Individual and the Collective: Keeping the Peace

Course Description:

Conflicts occur in all societies large and small, and all societies have customs for resolving disputes and keeping the peace. This course will combine Anthropology, Political Science, and Criminal Justice, to examine social control and conflict resolution in different societies around the world. We will explore how the members of different societies are organized politically, how they

make decisions, and how they deal with conflict. We will talk about customs designed to keep the peace in society, such as witchcraft, and how they work.

Through articles, literature, video, and film, we will discover how cultures and societies define different types of crimes and reveal what kinds of tools they use to resolve conflicts. This will involve looking at transgressions from the use of foul language in an inappropriate context to the most serious crimes of murder, apartheid, and even genocide. We will explore the variety of tools people employ to resolve conflicts, from the ritual apology of giving flowers after a romantic tiff to the ultimate resolution of banishment and execution. The class will discuss the difference between punitive and restorative justice, and we will also delve into the consequences of conflicts that go unresolved.

Finally, we will explore when societies resort to personal contests to resolve differences. From the song duels of the Inuit, medieval trial by combat, sword duels in Europe and Japan, to gun fights in the old west, contests of skill have often been used as a method of resolving disputes. We will analyze when and how contests are used to settle differences between individuals and why they are no longer used in American society today. Students in the class will learn the basics of fencing and will be able to fight mock sword duels at the end of the class. Due to the Pandemic, much of the class will be online, but we will still meet every other week on the Honors Patio. Here we will answer questions, do group exercises, and learn the basics of dueling with a sword.

Readings/Texts:

There is no text book for this course. Readings will include articles on decision making and conflict resolution in cultures throughout the world. We will also watch a number of videos associated with each of these

Student Requirements:

Students will take part in weekly discussions involving the different forms of political organization and conflict resolution. Students will write three short papers analyzing articles on different conflicts and resolution, and there will be a series of assignments leading up to a final paper and presentation analyzing a conflict of their choice or cultural methods of resolution in a culture.

About the Instructor:

Andrew Carey is an anthropologist and the research involves tribal sovereignty, conflict and mediation over water rights, and reservation police. He is a registered fencing coach with the United States Fencing Association and he coaches fencing at Duke City Fencing.

Preview Night Video: <https://youtu.be/TEWu3mlIDk>

HNRS 2364 002 70046 Sem: Individual & Collective TR 1530-1645 Johnson ASM 1004
Lizabeth Johnson lizjohnson@unm.edu

Course Title: The Individual and the Collective: Individuals in Conflict with the Collective

Course Descriptions:

“I like it when a flower or a little tuft of grass grows through a crack in the concrete. It’s so f*****’ heroic.” George Carlin

Carlin’s description of the flower or tuft of grass growing through a crack in the concrete can be read as a metaphor for individuals who have, throughout much of human history, found their desires, needs, and actions subordinated to the needs or demands of the collective, whether that collective is defined as the individual’s family, political or religious community, or socio-economic class. As much as the flower or tuft of grass may want to reach out to the sunlight and grow, the concrete serves to hinder that growth. Similarly, as much as an individual, male or female, may wish to strive for personal development, collective institutions often function to hinder that development or even prevent it entirely. In much of pre-modern society, collective structures and institutions such as gender roles, politico-military authorities, and concepts of racial inequality limited the ability of individuals to pursue their own goals, regardless of whether those goals had the aim of contributing to the greater good of the collective itself or the good of the individual alone. Beginning in the 19th century, however, as philosophers, political and social scientists, and even poets began to discuss the merits of individuality, individualism came to be viewed in a positive light in the Western world, largely

because of a growing emphasis on democratic political institutions and legal and social equality. In this class, we'll examine the ways in which the collective has traditionally functioned, and in some societies still does function, to hinder individualism. We'll also examine individuals who have, like George Carlin's flower or tuft of grass growing through a crack in concrete, broken through the barriers placed in their way by collective structures and institutions and gone on to be regarded as heroes or, in some cases, villains.

Readings/Texts:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*. Dover Thrift Editions, 1995. ISBN 978-0486284996.
- Shelley Emling, *Fossil Hunter: Dinosaurs, Evolution, and the Woman Whose Discoveries Changed the World*. Griffin, 2011. ISBN 978-0230103429
- Trevor Noah, *Born a Crime: Stories from a South African Childhood*. Spiegel & Grau, 2019. ISBN 978-0399588198.

Student Requirements:

- Active participation in both synchronous and asynchronous discussions
- Two analytical papers (1500 words each) focusing on different individuals in conflict with their collective.
- Short biography (500 words) for class discussion
- One research paper (3500 words) that will focus on a single structure or institution that collectives use to hinder or support individuality and individualism

About the Instructor:

Dr. Lizabeth Johnson has a B.S. in Biology and an M.A. and Ph.D. in Medieval History. Her particular focus in history is Medieval Britain, and she has published articles on domestic violence, prostitution, and women's activity in the courts of Medieval Wales.

UHON 301 Level Courses

UHON 301 001 41936	Sem: Pub Prcs Scribendi Pt 1	TR 1100-1215	Ketcham ASM 1020
UHON 401 001 62721	Sem: Scribendi Editor Pt 1 TR	1100-1215	Ketcham TBD

Amaris Ketcham ketchama@unm.edu

Course Title: **The Publishing Process (*Scribendi Part 1*)**

Fall: UHON 301 (3ch) / Spring: UHON 402 (3ch)

Course Description:

Scribendi is a high-quality publication of art and literature, sponsored by the Western Regional Honors Council and UNM's Honors College. Produced completely by Honors College students, *Scribendi* publishes creative work by undergraduate honors students in more than 800 colleges and universities. This first half of our yearlong process is designed to train students who have committed themselves to the immensely rewarding experience of producing our publication. Functioning largely as an educational internship in small publication production, this course provides hands-on experience in proofreading, copyediting, typography, magazine design and layout, professional desktop publishing software, fundraising, marketing and distribution, as well as small press management. Students should understand this is a two-semester commitment, spanning both fall and spring semesters.

The *Scribendi* experience differs from the usual academic class in its focus on active learning accomplished by rigorous discussion, lots of individual practice, and professional behavior and teamwork. This course is an environment in which learning takes place alongside professional tasks that must be accomplished to meet deadlines. Those enrolled in the class are both students and staff members. Staff members who work hard to meet these responsibilities in a conscientious, serious, and creative manner will gain marketable skills and enjoy an extremely rewarding educational experience.

Readings/Texts:

Students are expected to read assigned texts about graphic design, standard editorial processes, copyediting, and the history of *Scribendi*. Students are also required to read and review all submissions received (~500) for the forthcoming edition of the magazine.

Student Requirements:

Students complete exercises to gain familiarity with Adobe InDesign, graphic design, arts and literature assessment, and copyediting. Additionally, they are expected to perform a set of management tasks throughout the semester, hold regular office hours in the *Scribendi* office, complete work reports and peer evaluations, and attend a teambuilding exercise in the fall.

About the Instructor:

Amaris Ketcham is the instructor and faculty advisor for *Scribendi*. She has worked with a variety of literary magazines and small presses. Her books include *A Poetic Inventory of the Sandia Mountains*, *Glitches in the FBI*, and *Best Tent Camping: New Mexico*. In 2020, Amaris became an Adobe Master Teacher, creating lesson plans for educators around the world to incorporate Adobe software into their courses.

UHON 301 002 69132 Sem: Hum Rights of Coll Stud W 1630-1900 Cargas ASM 1020
Sarita Cargas cargas@unm.edu

Course Title: UHON 301 The Human Rights of College Students Fall 2021 Cargas

Course Description:

From the 30 human rights listed in the Universal Declaration of Human Rights, this course will examine the state of those rights which are particularly germane to college students. We will focus on the right to food and shelter and analyze why 1 in 3 college students have low food security and why over 40% are housing insecure. This will entail discussion of the right to fair and equal education because students who suffer the most insecurities include racial/ethnic minorities (American Indians, Hispanic, and Black) as well as LGBTQ+ students. Therefore, we'll study the effect of racism and discrimination on educational inequality. How student debt figures into these social problems will also be examined. We will also look at the right to free speech and how that is being curtailed on campuses throughout the country (perhaps by students themselves). And finally, on our agenda will be an examination of the universities' responsibility in responding to the maintenance of your human rights. No prior knowledge of the human rights system is required. This course will necessarily be interdisciplinary because it will bring in the field of human rights, history, education, and economics.

Readings/Texts:

A course reader with chapters from the books *Food Insecurity on Campus*, *Addressing Homelessness and Housing Insecurity in Higher Education*, *Influencing Higher Education Policy*, *The Coddling of the American Mind*, *Critical Race Theory*

Student Requirements:

Almost every week there will be a reading assignment followed by a writing assignment consisting of questions about the readings. Designing an intervention to help students achieve their human rights will be part of the course.

About the Instructor:

Dr. Sarita Cargas has been teaching human rights in the Honors College for about a dozen years. She is currently writing an introductory book on human rights. She also does research on food and housing insecurity among UNM students. Another teaching focus she has is on teaching the skills of critical thinking.

UHON 301 003 69133 Sem: Mythmaking and Tolkien TR 1530-1645 Donovan ASM 1040
Leslie Donovan ldonovan@unm.edu

Course Title: Mythmaking and Tolkien

Course Description:

J. R. R. Tolkien's epic fantasy *The Lord of Rings* has been considered the foundation of modern fantasy literature, the basis for immensely popular film adaptations, and even identified in several international surveys as the single most influential or popular work of the 20th century. Yet, while millions of readers have enjoyed and treasured *The Lord of Rings* and its precursor *The Hobbit*, few have gone much beyond the field of popular literature to integrate other approaches and fields of study in connection with Tolkien and his works. Yet, Tolkien was not only a writer of popular fiction, but he also was a mythologist, visual artist, musical composer, philologist, playwright, and medieval studies scholar. In this course, we will survey not only Tolkien's fiction, but also some of his scholarly works, invented languages, paintings and drawings, and music. Along with investigating some of the historical background and medieval sources of Tolkien's major and minor works, we will explore how several world myths contribute to the mythic tales he created for Middle-earth. In addition, we will touch on topics seldom discussed in Tolkien literature courses from such fields as astronomy, ecology, natural sciences, linguistics, and cultural studies. Perhaps most important, we will work to understand what Tolkien's works have to say to people in the 21st century about issues such as gender, warfare, friendship, interactions between cultures, hospitality, loyalty, keeping one's oaths, and the nature of good and evil. While hard-working Tolkien newbies are most welcome, all students must have read Tolkien's most well-known literary works *The Hobbit* and *The Lord of Rings* in their entirety and in book form (not just watch the films!) before the start of class.

Readings/Texts:

Hammond, Wayne G., and Christina Scull. *J. R. R. Tolkien: Artist and Illustrator*

Snyder, Christopher. *The Making of Middle-earth*

Tolkien, J. R. R. *The Hobbit*

Tolkien, J. R. R. *The Lord of the Rings*

Tolkien, J. R. R. *A Tolkien Reader*

Tolkien, J. R. R. *The Silmarillion*

Student Requirements:

1 analytic paper, 1 multimedia group project, interdisciplinary scholarship oral presentation, 1 creative project, weekly online discussion, final portfolio, lots of reading, regular attendance, and active class participation.

About the Instructor:

Leslie Donovan earned her B.A. in Creative Writing and completed the Honors Program at UNM. She went on to earn her M.A. in English literature, also from UNM, and then her Ph.D. in Medieval English Literature from the University of Washington. Her publications include studies of J.R.R. Tolkien, *Beowulf*, Anglo-Saxon women saints, and Honors teaching. She has earned multiple awards for outstanding teaching, including UNM's Presidential Teaching Fellow award.

UHON 301 004 69134 Sem: Rev. and Const. WCER TR 1400-1515 Ketcham ASM 1020

Amaris Ketcham ketchama@unm.edu / Myrriah Gómez myrriahg@unm.edu

Course Title: Revolutions and Constellations: Planning for the WRHC Conference

Fall: UHON 301 (3ch) / **Spring:** UHON 402 (3ch)

Course Description:

In this yearlong course, students will design, organize, and run the 2021 Western Regional Honors Council (WRHC) conference. On Friday, April 08, 2022 through Sunday, April 10, 2022, the University of New Mexico Honors College will host the WRHC Conference. Because planning and implementation are dual parts of this course, students are expected to commit to both fall (2021) and spring (2022) semesters.

As an experiential honors course, this class will not provide templates or checklists to students. Through discussion and careful consideration, students will decide what tasks are critical for a successful conference and how and when these should be handled. In other words, the form or planning of the conference will not be decided beforehand by the professors; instead students will be responsible for planning and executing the conference and acting as WRHC Conference Site Committee members.

Students will work in teams to learn and practice

- Public Relations
- Social media and marketing
- Conference proposal and correspondence management
- Fundraising & budget maintenance
- Website design & maintenance
- App and UX design
- Hospitality & Logistics
- University, Community, Statewide Relationships
- Place as Text and Signature Events Planning

This class will meet in person in the fall and spring, barring any unforeseen university closures. Students will be admitted on a rolling basis after completing an [application](#) and interview with the instructors. For best consideration, students will want to apply by April 2. Interested students are encouraged to attend the current virtual WRHC Conference on April 10, 2021.

Students will be required to enroll in the fall section for 3 credit hours and required to enroll in the subsequent spring 3 credit hour course. Both courses will be team-taught by professors Gómez and Ketcham.

Readings/Texts:

Students will not be required to purchase books. All readings will be provided to students.

Student Requirements:

Students will work in small groups over the course of the semester and will complete a variety of team assignments. These include: group project reports, peer reviews, and reflective essays. The ultimate goal of this course is to plan and host the WRHC 2022 conference successfully.

About the Instructors:

Myriah Gómez is the faculty coordinator for the Mellon Mays Undergraduate Fellowship program at UNM and director of the Conexiones program. She teaches courses related to Chicanx Studies in the Honors College.

Amaris Ketcham has been attending WRHC Conferences since 2004. She is the faculty advisor for *Scribendi* and teaches courses on the intersection of creative writing, arts, and communication.

UHON 301 005 59271

Sem: Wrld Build: Spec Fiction

M 1630-1900

James ASM 1020

Betsy James

ejames04@unm.edu

Course Title: World-building: Designing the Multiverse of Speculative Fiction

Betsy James, author-illustrator of 17 books and finalist for the 2017 World Fantasy Award, teaches her popular workshop in science fiction, fantasy, horror, magic realism and other “What if?” genres. Its oddball “thought experiments” push the envelope of human thinking, and model creative thinking in STEM fields as well as the liberal arts and the entertainment industry.

This course is guaranteed to make you a better writer of both fiction and nonfiction. You’ll read, write, and critique short stories and nonfiction; you’ll experiment with maps and diagrams and other media. (No, you don’t have to be able to draw.) Offbeat assignments will give you a personal portfolio of concepts and story starts for fiction, games, movies, the graphic novel. Bring your quirky knowledge of this world to the building of new ones!

Texts:

- Required: *You Are Here: Personal Geographies and Other Maps of the Imagination*, by Katharine Harmon
- *Steering the Craft: A 21st-Century Guide to Sailing the Sea of Story*, by Ursula K. Le Guin
- Optional: *Wonderbook: The Illustrated Guide to Creating Imaginative Fiction*, by Jeff VanderMeer
- Instructor will provide readings in the form of pdfs and online links.

Assignments:

Weekly: readings of short stories and articles, and written “thought experiment” of 1000 words or less, sometimes with goofy graphics.

Midterm (10 sentences).

Self-determined final project.

Fill a 100-page notebook (ca. \$14) any way you like.

Fee: \$10 fee for speakers’ honoraria.

About the instructor:

Betsy James is the author-illustrator of 17 books. Her novel, *Roadsouls*, was one of five finalists for the 2017 World Fantasy Award, which judges all SF published in English or translated into English. She is also a recognized watercolorist and a backcountry desert hiker. She lives in Albuquerque’s North Valley.

UHON 301 007 69493

Sem: Chicanx Ancestral Meds

Gomez ONLINE UNM LEARN

Myrriah Gómez myrriahg@unm.edu

Course Title: Chicanx Ancestral Medicine **(FALL & SUMMER)**

Course Description:

This course explores the history, traditions, rituals, herbs, and remedies of *curanderismo*, a folk healing tradition of the southwestern United States, Mexico, and Latin America. In this course, students will examine how our ancestors used traditional methods of healing, shaped our cultural diversity, and the resurgence of traditional medicine and its future. The course features teachings for a multitude of rituals, such hands-on traditional massages for intestinal blockage (*empacho*), spiritual/energetic cleansings (*limpias*), laugh therapy (*risaterapia*) shawl alignments (*manteadas*), fire cupping (*ventosas*), and the preparation of medicinal teas, tinctures, and micro-dosages. This online class offers a unique way to study *curanderismo* with optional in-person workshops on topics such as *temazcal*, herbal medicine and preparation, creating a personal plant journal, and other topics.

Readings/Texts:

- *Curanderismo: The Art of Traditional Medicine without Borders*, Eliseo Torres
- *Healing with Herbs and Rituals: A Mexican Tradition*, Eliseo Torres and Timothy L. Sawyer
- *Woman Who Glows in the Dark: A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health*, Elena Avila and Joy Parker

Student Requirements:

Students will be expected to read multiple texts; participate in online discussions and activities; complete a group project; complete two long writing assignments; and attend guest lecture presentations.

About the Instructor:

Myrriah Gómez teaches courses on Chicana experiences across the U.S. with emphasis on cultural traditions, social justice, and environmental justice. Her most recent publication can be found in the anthology *Querencia: Reflections on the New Mexico Homeland*.

UHON 301 008 46744 Sem: Getting Away with Murder TR 1230-1345

Faubion ASM 1040

Renée Faubion saran@unm.edu

Course Title: Getting Away with Murder: The Social Construction of Serial Killing

Course Description:

Contemporary American culture is obsessed with the phenomenon of serial killing; that obsession has expanded beyond news reporting to other genres, including film, television series, podcasts—even fine art. As an educated audience, we understand that works of art and film present interpretations of reality, rather than objective depictions of events. What we might miss, however, is the fact that assessments of serial killing in disciplines such as psychology and sociology might themselves also be interpretations shaped to some extent by the cultures that create them. In this class, we will consider the stories (both fictional and academic) that have been developed to explain the phenomenon of serial killing. For example, why is sexual deviance often assumed to be a motive even when no overtly sexual aggression is demonstrated in the course of a particular crime series—and why are such killings at times romanticized? How do assumptions about class and race influence attitudes toward serial killers and their victims? What happens to a culture's explanations of serial killing when the perpetrator is a woman? The Ripper crimes, perhaps the most famous serial killings in western culture, will be a focus of extended study this semester as we try to understand how a range of cultural forces, including sensationalism, anti-Semitism, Victorian sexuality, and social reform movements, came together to shape responses to this legendary crime. Our texts will come from a range of disciplines, including art, literature, the history of criminal psychology, and cultural studies. For more information, please contact Dr. Renée Faubion at sanren@unm.edu.

Readings/Texts:

- Philip Jenkins, *Using Murder* (Consider renting the electronic version of this text for the semester. That is much cheaper than buying the book)
- Patrick Suskind, *Perfume*
- Thomas Harris, *Silence of the Lambs*

We will also read a selection of scholarly secondary sources addressing various ways in which serial killing has been contextualized; these will be accessed using the library databases.

Student Requirements:

Two 1500-word essays; a research project; good attendance and thoughtful, consistent participation in seminar discussion.

About the Instructor:

After receiving degrees in Russian from Trinity University and the University of Kansas, Renée Faubion earned a second M.A. and a Ph.D. in English at UNM. She is particularly interested in how cultures use literature to construct knowledge and notions of truth. Renée has published on H.D. and Tim O'Brien and has won four awards for excellence in teaching.

UHON 301 009 30142 Sem: Soviet Underground Lit TR 1400-1515 Faubion ASM 1040
Renée Faubion saran@unm.edu

Course Title: "Manuscripts Don't Burn": Soviet History through Underground Literature

Course Description:

While underground literature (known as samizdat, meaning "self-published") has a three-century history in Russia, under Soviet oppression it blossomed into a potent, varied collection of texts. Despite the threat of imprisonment, courageous Soviet citizens avidly copied and circulated manuscripts of officially forbidden texts; as a result, although samizdat was illegal, unofficial publication was quite active and many Soviets knew this underground literature well. As might be expected, samizdat includes grim works detailing systemic injustice, such as Eugenia Ginzburg's memoir of her decades in a labor camp. But the literature of the Soviet underground wasn't all realistic and gloomy; Vladimir Voinovich's novel *The Life and Extraordinary Adventures of Private Ivan Chonkin*, for example, offers a pointed but comic challenge to the Soviet system. And Mikhail Bulgakov's comic masterpiece, *The Master and Margarita*, is widely recognized as one of the greatest novels of the twentieth century. The texts covered in this class include some of Russia's most distinguished and diverse literary achievements; they are valuable not only because of the glimpses they offer into a closed society but also because they are rich, rewarding works of art. (No knowledge of Russian is needed for this course; all works will be read in translation. For further information, please email Dr. Faubion at sanren@unm.edu.)

Readings/Texts:

- Yevgeny Zamyatin, *We*
- Mikhail Bulgakov, *The Master and Margarita* (Please be sure to get the translation by Burgin and O'Connor)
- Eugenia Ginzburg, *Journey into the Whirlwind*
- Vladimir Voinovich, *The Private Life and Extraordinary Adventures of Private Ivan Chonkin*

We will also read poetry by Anna Akhmatova; those poems will be supplied by the instructor.

Student Requirements:

A research project which may (at the student's discretion) include a non-traditional component, such as a work of art or a story; a presentation on an element of Soviet history or culture; a short essay on historical context for the student's research project; careful preparation for and respectful, engaged participation in class discussion

About the Instructor:

After receiving degrees in Russian from Trinity University and the University of Kansas, Renée Faubion earned a second M.A. and a Ph.D. in English at UNM. She is particularly interested in how cultures use literature to construct knowledge and notions of truth. Renée has published on H.D. and Tim O'Brien and has won four awards for excellence in teaching.

UHON 301 010 70126 Sem: Sports in US Hist&Society Swanson ONLINE UNM LEARN
Ryan Swanson swansonr@unm.edu

Course Title: Sport in American History and Society

Course Description:

This course is an analysis of American history and society *using* sport. It's not a sports class. We live in a sports obsessed society. The sports connection starts young. Millions of American boys and girls spend their afternoons and weekends playing in soccer leagues and on t-ball teams. The kids might do it for the post-game popsicles, but their parents yell at the referees and spend increasing amounts of money for these supposedly formative experiences. Beyond the kiddie realm, high school, college, and professional sports serve as powerful community building institutions. These athletic endeavors help define American identity, perhaps as powerfully as political, religious or media constructs do. Take the Super Bowl for example. Super Bowl Sunday is a treasured American holiday. It demonstrates Americans' fondness for (among other things) competition, violence, consumerism, and food. The day has become such a ubiquitous part of American life that I always wonder who these people are that reportedly don't watch the big game. What are they doing?

In this course we will explore the role of sports in American society from a historical perspective. How, we will ask, did sports become so important? What positives and negatives result from America's unique sporting construct? In doing so we will read several books, investigate primary sources such as sports contracts and statistics, and we will assess the role of Hollywood in creating American sports lore. While one might argue that a game is just a game, I think you'll be convinced by the end of the semester that sports are an invaluable lens by which to examine American society.

Readings/Texts:

In this course will read a broad variety of sports related books and articles. We'll also utilize podcast and documentaries.

Student Requirements:

Students will be graded upon their participation, writing, and special projects.

About the Instructor:

Ryan Swanson is an Associate Professor of history, in the Honors College, at the University of New Mexico. He also serves as the Director of the Lobo Scholars Program. He earned his Ph.D. in history from Georgetown University 2008. His latest book, *The Strenuous Life: Theodore Roosevelt and the Making of the American Athlete*, came out in 2019.

UHON 301 012 49740 Sem: Leadership&Public Speaking T 1700-1930 Goloversic ASM 1020
Timothy Goloversic tgoloversic@unm.edu

Course Title: Leadership and Public Speaking

Course Description:

Leadership is highly sought after in the workplace to improve profits, productivity, and employee retention.

What makes finding good leader so difficult? Leadership is hard to pin down, it is flexible, and it can be fleeting. Required leadership traits are almost impossible to define for every situation. Making things even more difficult is certain styles are not transferable to different work environments.

Throughout the semester we will explore the theories, traits, successes, and failures of leadership.

Are there are some simple leadership rules to improve your everyday life and performance at work? I believe there are...but first you need to be introspective and ask yourself some questions to see if you want to become a leader.

An important part of becoming a leader is the ability to speak to your audience. Speak clearly, convey your information, motivate your employees, and address their needs. As a leader, you will also be the public spokesperson for your organization. In this course, you will have the opportunity to practice and improve your public speaking skills.

Over the semester you will acquire knowledge, experience, and skills to aid you in developing your leadership skills. You will need these skills to excel in your chosen field.

Readings/Texts:

- Anderson, Chris: TED Talks: The *Official TED Guide to Public Speaking*. Publisher: Houghton Mifflin Harcourt; 1 edition (May 3, 2016) ISBN-10: 0544634497 ISBN-13: 978-0544634497
- Goloversic, Timothy: *You Can be a Leader*. April 2016. ASIN: B01EO3PRBA. Amazon Kindle electronic or paperback.
- Sandberg, Cheryl: *Lean In: Women, Work, and the Will to Lead*. Deckle Edge, March 11, 2013. ISBN-10: 0385349947; ISBN-13: 978-0385349949

Student Requirements:

Each student will research and analyze an assigned topic, turn in an essay, and present their research findings to the class.

Group Presentation

Analytical Group Paper and Presentation

Student groups will present their findings in a document modeled after an internal governmental white paper consisting of a one-page executive summary with an additional 8 to 10 pages of writing.

Weekly research along with class discussions and debates.

About the Instructor:

Tim is a retired Army Officer, Blackhawk Pilot, and a Former Commander. He was part of the UN and NATO Peacekeeping Forces in Bosnia.

Tim spent time working as a Program Manager. Currently he leads a section of 22 instructors who train Air Force Pilots in Combat Search and Rescue. He is a project team member on high tech systems.

Tim holds an MBA, MS of International Relations, and a BS in Aeronautics.

UHON 302 001 70794 Sem: Indigenous Ppls & The UN W 1630-1900 Teran ASM 1004
Maria Teran mteran@unm.edu

Course Title: Indigenous Peoples and the United Nations

Course Description:

Indigenous Peoples have experienced countless violations of their human rights since the colonization of their ancestral lands and forced assimilation to "become civilized". These violations include the loss of land, territories and waters, the eradication of Indigenous cultural roots and languages, being exploited for labor, and overuse of natural resources. Throughout the centuries, Indigenous Peoples have organized in the defense of their human rights. The care and preservation of Mother Earth at local, national and international levels is of great importance as Indigenous Peoples have claimed sacred guardianship over Mother Earth, as well as her flora and fauna. During this historical advocacy, hundreds of Indigenous Peoples have analyzed and discussed the meaning of self-determination in a holistic manner. International support, attention and inclusion in the United Nations System Agenda is vital to voice Indigenous Peoples' concerns and critical life conditions. This course will review the roots of self-determination and diverse steps followed by Indigenous Peoples to deliver clear messages during international high level meetings. In Switzerland and New York, concerns were voiced about extractive industries, the pollution of the water and air, and the destruction and extinction of native animals, plants and ecosystems. The course will provide insight about subjects such as international customary law for Indigenous Peoples, as well as the development of international instruments to support Indigenous Peoples advocacy. The United Nations Charter on Human Rights, the 169 ILO Convention, and the United Nations Declaration on the

Rights of Indigenous Peoples (UNDRIP) are among a few of these instruments. As the pandemic has created an unprecedented ripple effect, there are several issues that Indigenous Peoples will need to bring into the discussions at different arenas. Among those issues are the lack of medical attention, food, water, housing, jobs, secure tenure of lands with demarcation and title of property and security of life for land defenders. In this regard, Indigenous Peoples ought to be allowed to enjoy their human rights, including their right to self-determination through full and effective participation in the Plan of Action of countries and United Nations, during and after this health global crisis within a framework of understanding, respect, inclusion, trust and be considered as partners and colleagues. It is the time to support the Indigenous Peoples rights enjoyment with culturally appropriate policies, programs and activities.

Readings/Texts:

Required Text:

Anaya James. *Indigenous Peoples in International Law*. Oxford University Press, Second Edition, 2004.

Student Requirements:

Regular attendance to class, a written open-ended comment (250-300 words) on the assigned readings for the specific class session, write two reflection essays on self- identity and self-determination, four pages each, a final paper of five pages to examine an Indigenous community outside of the United States on topics of human rights and a 10 minute presentation on your final paper.

About the Instructor:

I am an Indigenous professor from the Kichwa Nation of Ecuador. I hold a MA degree from Leicester University, England and a PhD from UNM. For more than 3 decades I have been participating in several meetings in the United Nations System to advocate for Indigenous Peoples human rights and the rights of Mother Earth. I have first-hand information about Indigenous Peoples local, national, regional and international organization for political lobby, advocacy and intercultural policies implementation.

UHON 302 TBD Sem: TB to Covid-19: Health? MW 0900-1015 Farnbach Pearson ASM 1040

Amy Farnbach Pearson farnbach@salud.unm.edu

Course Title: TB to COVID-19: What is Health?

Course Description:

What does it mean to be sick? What does it mean to be healthy? "I should like to die of a consumption," Lord Byron reportedly said, "Because the ladies would all say ... 'How interesting he looks in dying!'" From TB among the Romantic poets and before to today's COVID-19 pandemic, western society has defined and re-defined what illness is and what it means, how to prevent it, and how to treat it. In this seminar, we will discuss portrayals of ill people in fiction and non-fiction from the 19th century to the present, as well as public and scientific conceptions and misconceptions of specific diseases. What is the impact of these ideas on our experiences today? By examining the interactions between social and scientific ideas about health in the past and present, *From TB to COVID-19* will use historical and anthropological approaches to explore how we talk about health, how it has been shaped by our cultural past, and how it affects modern health care and health disparities.

Readings/Texts:

- A combination of **theory** and **primary** texts, including Victorian to contemporary medical writing and depictions of illness in news media, novels and film, e.g.:
- Crawford, Robert. 1994. "The Boundaries of the Self and the Unhealthy Other: Reflections on Health, Culture and Aids." *Social Science and Medicine* 38 (10): 1347–65.
- Link, Bruce G, and Jo C Phelan. 2001. "Conceptualizing Stigma." *Annual Review of Sociology* 27 363–85.
- Mearns, Andrew. 1883. *The Bitter Cry of Outcast London*. London: James Clarke & Co.
- Sontag, Susan. 1978. *Illness as Metaphor*. New York: Farrar, Straus, and Giroux.

Student Requirements:

In addition to preparation for and participation in class, students will complete brief oral and written assignments – including memes, infographics and elevator pitches – and analyze and lead class discussion on a film depiction of illness. Using a project management approach, students will develop their own project plans and midsemester checkpoints to develop a 2,500-word paper analyzing the cultural constructs surrounding a disease significant in the American imagination.

About the Instructor:

Amy Farnbach Pearson received her PhD in Anthropology from Arizona State University. She is a historical anthropologist specializing in the social construction of medical knowledge and practice. Her research examines sociocultural influences on western medical concepts of health and disease, doctor-patient interactions, and quality of care; her dissertation focused on the diagnosis and treatment of tuberculosis in nineteenth-century Scottish charitable hospitals.

UHON 401 Level Courses

UHON 401 003 41836 Sem: Ethics: Making Right Decisions R 1700-1930 Fornell ASM 1020
Paul Fornell pfornell@unm.edu

Course Title: *Ethics: Making the Right Decision*

Course Description:

All of us from time to time reflect on the ethical dimensions of our lives. What sort of person I ought to be? Which goals are worth pursuing? How should I relate to others? We may wonder about the answers to these questions that have been provided by the most profound thinkers of past generations. We may speculate whether their conflicting opinions amount to disagreements about the truth or merely expressions of their differing attitudes. We may consider how their varied theories might help us understand ethical issues of our own day.

This course will provide the vehicle to address these matters. We will examine some of the influential ethical theories in philosophical thought, from ancient Greece to contemporary thinkers. We'll explore theoretical and practical issues concerning the nature of ethical judgments, the resolution of disagreements and the evolution of ethical theories. We will also delve into contemporary ethical problems that may include; abortion, euthanasia, famine relief, animal rights, capital punishment, business practices, voting rights, climate crisis, and universal health care – to name just a few.

Which ethical positions are correct? Just as each member of a jury at a trial needs to make a decision and defend a view after considering all of the relevant evidence, so each inquirer needs to make a decision and defend a view after considering all the relevant opinions and facts. This course will provide the materials and venue on which to base your thinking. But the challenge and excitement of ethical decision making is that after taking account of the work others have done, the responsibility for reaching conclusions is your own. What sort of person will you be? Which goals will you pursue? And, how will you relate to others?

2 Texts:

***Thinking Critically About Ethical Issues (10th Ed.)*, Vincent Ryan Ruggiero, McGraw-Hill, New York, NY, 2020. Please purchase or rent the 10th edition. And, *Metaethics From a First Person Standpoint (2016)*, Catherine Wilson, Open Book Publishers. Available through UNM Libraries-ebook.**

Additional Readings: Each student will select at least two (2) primary sources (Aristotle, Kant, Dalai Lama, a contemporary expert/scholar, etc.) to present and utilize in their individual and team project. The Codes of Ethics of professional associations will be examined (American Medical Association, American Management Association, Bar Association, American Counseling Association, etc.) As well as other pertinent documents that guide our ethical decision making.

Student Requirements:

Each student will research and present on an ethics issue of their choice. In addition to the readings required for class, students will select a focused area of ethical decision making to research and prepare an individual and group project. The area selected is designed to lead to a practical application of ethical decision making. For example, a proposed change in government ethics or business

practices. The research paper and class presentation must demonstrate a synthesis of the ethical disciplines explored and integrate the theoretical and the practical applications from these 2 disciplines (the philosophical and the focused area/discipline.) This research is also intended to be submitted for publication in a professional journal, newsletter or other appropriate source.

About the Instructor:

Paul David Fornell, MS, LPCC has taught undergraduate and graduate courses in ethics for 50 years and is a clinical mental health counselor. Paul has served as the Director of Ethics and Professional Standards for the American Counseling Association and has served as the chair of the ethics committee for the New Mexico Counseling Association.

UHON 401 006 53483 Sem: Archaeology of Trails TR 1100-1215 Lovata TBD
Troy Lovata lovata@unm.edu

Course Title: The Archaeology of Trails

Course Description:

This is an interdisciplinary, experiential course that allows students a first-hand opportunity to study how culture plays out across the landscape through walking, hiking, backpacking, and camping. Students will gain an understanding cultural landscapes through the disciplines of Anthropology, Archaeology, and Cultural Geography as they examine trails and the artifacts that people create to navigate, claim, and mark their place on, and the ways they move across, the land. Students will walk, observe, and study prehistoric, historic, and modern recreational and utilitarian trails in the across Central and Northern New Mexico and adjacent areas of Colorado. This course is an opportunity to study how a wide range of peoples have traveled, used, and marked the landscape in New Mexico and surrounding Rocky Mountain regions and compare that to the world beyond. It requires students to make explicit and meaningful connections between readings, seminar discussions, and field experiences.

This course takes place both inside and outside the classroom as it combines typical Honors College seminar discussions with the opportunity to explore real-world examples through a series of field trips and field studies. These include, depending on weather and site access, excursions across campus and Albuquerque as well as weekend day trips to Tsankawi Pueblo in the Jemez Mountains and El Morro National Monument near Grants, New Mexico. Students will also be required to participate in a 3 day, 2 night backpacking trip along the Continental Divide National Scenic Trail (in either the San Pedro Parks Wilderness Area near Cuba, New Mexico or the Cumbres Pass region of the Rio Grande National Forest along the New Mexico and Colorado border), where they will study the overlay of modern trails over historic and prehistoric trails. Weekend field trips will be held on Friday, September 17; Saturday, October 2; and Friday through Sunday, October 22-24.

Because of the nature of the field trips in wilderness, undeveloped, and wild lands; students must be physically able to hike, backpack, and camp in the outdoors and must provide some of their own hiking, backpacking, and camping equipment. There is \$85 required course fee to cover some travel, gear, and food expenses.

Readings/Texts:

A series of readings in the form of research articles from the fields of Anthropology, Archaeology, History, and Cultural Geography available for free download.

Student Requirements:

Course requirements include seminar discussions, four field trip worksheets, and a research project entailing cultural mapping and analysis of information collected during several field trips. This is a three credit course with commensurate contact hours, so weekend field work means we will not be meeting every week on campus during the scheduled class time. Students must be physically able to travel to field sites, hike, and camp outside in a variety of weather conditions.

About the Instructor:

Dr. Troy Lovata, Ph.D. is a Professor in the Honors College and Faculty Affiliate in UNM's Southwest Hispanic Research Institute, where he has taught courses on culture and place for more than a fifteen years. He earned Bachelors, Masters and Doctorate

degrees in Anthropology, with a focus on Archaeology, from Colorado State University and The University of Texas. He is interested in how people from prehistory through the present conceive of and mark the landscape.

UHON 401 008 65687 Sem: Local games in ABQ TR 1530-1645

Holden ASM 1020

Christopher Holden

cholden@unm.edu

Course Title: Local Games in ABQ

Course Description:

This course is about making games as a way to better understand local place. This can be a really fun thing, different from most classes and yet also strangely exact in preparing you for professional situations. In imagining yourself here, I want you to focus on the fun and uniqueness of the opportunity, not worry about what seems new, strange, or too hard.

You may think making games takes programming skills and lots of money. But thanks to some easy-to-use tools, normal people can do this too. It can be very empowering to realize that you can actually make things that other people can see/use/play. If game design sounds interesting but out-of-reach, it'll be fine.

Game design itself is not just for those looking to get into the industry either. It is a surprisingly multi-faceted, interdisciplinary thing. In this class, you'll have a lot of say in what talents you develop and gain experience working in teams.

You may worry that you're not a creative person. Don't. This class is for everyone and the secret of creativity is simple enough to share here: steal. Everything is a remix. Shakespeare may have made up words but he told others' stories.

Behind the art of game design lies another reason to sign up: to know more about this city. I grew up here and didn't know much about this place until I learned how to learn about place through design. This course is about finding what's hidden in ABQ and making it visible.

Games may sound like a funny way to know a place at first, but to make a game about a place or issue, you must set out to get to know that thing deeply and from a variety of perspectives. You need to know how to make it interesting to someone else. More than that, games and play are a fundamental factor humanity, and it's a bit silly that we treat them as only for children. Everything is a game of some kind. It's about time to figure out how they work from the inside.

Here are a couple videos that might help you think through these ideas a bit if they seem especially new.

- [Jane McGonigal Games can make a better world](#)
- [Kurt Squire How Video Games Can Encourage Civic Engagement](#)

Typically, we focus on using mobile games to explore place, sometimes called augmented reality (AR). The basic idea is that instead of being glued to the phone screen or stuck indoors, the software might work as a key that unlocks new experiences within the world. It isn't exactly a new idea—I see you Pokemon Go—but it's new enough that this field has not yet seen its Einsteins. With a good idea, hard work, and some luck, you could come up with something that might really go somewhere.

You can see some of the ideas that past students have tried [here](#), [here](#), [here](#), [here](#), and [here](#). Beyond the limitless possibilities of a new medium, there are groups on campus and across the world who are looking for designers help them connect people to places and ideas.

In this course, we will learn about and practice game design. We'll go outside the classroom and into the community. And the next time you are looking for a way to recruit participation in any endeavor, you'll look back to those experiences and find something useful.

Readings/Texts:

While game design is not learned through passive reading, we will still have some help to arrive at some common background.

- *Games, Design, and Play* (GD&P) by Macklin and Sharp.
- [Extra Credits](#) on [YouTube](#)
- *How to Do Things with Videogames* by Ian Bogost

We will also read, watch, and play plenty else, much of which you will need to find on your own and bring back to us. One of the most exciting things about the class is how it can change based on who walks in the door.

Likewise, when it comes to the city, there is more out there than we can hope to cover. Instead, we will need to work together to find useful sources. Not all of these will be paper. We will be exploring physically as well.

That said, there are some likely texty texts that can give us some basics when it comes to feeling a bit better informed about this place. Even if you don't sign up, I highly recommend these.

- *Albuquerque: A City at the End of the World* by VB Price (former Honors professor too)
- *City at the Edge* (Podcast) by Matt Smith, Ty Bannerman, and Nora Hicky (also a former Honors professor)

Student Requirements:

- * The center of the course is a small-team design project, a local game.
- * There is background work that goes into becoming informed about the city, games, place. Usual Honors stuff: reading, discussing, a bit of informal writing.
- * Exploring: How can you get to know places better without going there and meeting people? Where and when will depend on us, but be excited to spend some time out in the city.
- * Trying new things: whether we're talking about game design software, going places, or teamwork, there are no expectations for where you are when we start, but the idea is to take them on with gusto.
- * Working on teams: This class isn't a collection of individuals checking boxes. It will depend a lot on bringing in your ideas and working with those of others. You need to be willing to treat being a part of this group as a major responsibility.
- * Playing games: you don't need to be a gamer. Not at all. But how can you make games without spending some time playing them? Playing games as homework isn't for everyone. It's harder than it sounds.

About the Instructor:

Chris Holden is an Associate Professor in UNM's Honors College. His PhD is in number theory, but his research is currently at the intersection of mobile, games, learning, and local place. Chris mostly helps people think about these areas and put their ideas into action, as well as participating in design and implementation himself. A game he made with Julie Sykes, Mentira, is particularly well-known in language learning circles. He sometimes gets some time to write informally about this work at

<http://localgameslababq.wordpress.com>

Cross Listed Courses

UHON 301 011 70877	Sem: Healing Arts III	T 1715-2015	Repar	CTRART 1106
Patricia Repar	repar@unm.edu			

Course Title: BODY AS LIVING STORY: HEALING ARTS III

Course Description:

The "Body as Living Story" is the third course in the Healing Arts Certificate Program and explores historical, cultural and spiritual approaches to health and healing. Inquiry into multiple ways of knowing will enable participants to view the multidimensional complexity of the body. Participants will broaden their awareness of allopathic medicine through an overview of the 12 distinct human body systems (Cardiovascular, Digestive, Endocrine, Immune, Integumentary, Lymphatic, Muscular, Nervous, Reproductive,

Respiratory, Skeletal, and Urinary) as they relate to various other approaches to healing (i.e. Ayurveda, Oriental Medicine, Expressive Arts, Energetic Medicine, Indigenous Healing, Mind-Body Modalities, etc.). From this expanded perspective, participants will investigate how “dis-ease” within the body may reflect a person’s “living story”, the details of which may broaden one’s understanding of and approach to healing and health care. Teaching style will be based on principles of adult learning as espoused in holistic, experiential, project-based, self-directed and transformational learning theories.

Required textbooks:

- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kaptchuk, T. J. (1983). *The web that has no weaver: Understanding Chinese medicine*. New York: Congdon & Weed.
- Ketabi, S.R. & Chopra, D. (2018). *Ayurveda (Idiot’s Guide)*.
- Indianapolis, Indiana: DK publishing Penguin Random House

Student requirements:

15%	Attendance/Participation/Collaboration
15%	Composition Book Summaries of weekly material, reflections and class exercises.
35%	“Body Speaking: Soul Listening” Midterm Assignment
35%	“Symptom Stories: Unraveling the Complexity of Being” Final Assignment
Total	100%

About the Instructor:

Patricia Repar's work as a composer includes the writing of contemporary chamber music, intermedia works, and electronic soundscapes; the making of short films; the design of original instruments and installations in medical environments; and the exploration of health and healing through the arts. Dr. Repar has been featured as a guest composer, performer, and educator in various parts of the United States, Canada, the United Kingdom, South America, Eastern Europe, Africa, and Australia. Combining her work in music composition, technology, and creative process with research in palliative care, sound healing, expressive arts therapies, and the medical humanities, Repar has been facilitating creative encounters for patients and their caregivers in mental health, palliative care, chronic and acute care facilities for the past twenty years. She is the founder and director of Arts-in-Medicine: Healing and the Humanities, an internationally recognized program designed to enhance healing and health care through arts-based clinical service, education, research, community outreach, and international exchange. Sometimes referred to as a ‘living installation’ the program employs musicians, dancers, writers, visual artists and body workers who engage patients, their families, and healthcare workers throughout UNM Hospitals in creative encounters of a rejuvenating, transformative, and educational nature. Repar is also director of the Healing Arts Certificate Program at the University of New Mexico and is a Professor in both the departments of Music and Internal Medicine. Since 2007 Dr. Repar has been working with various communities and organizations in southern Africa to promote health and healing through the arts. For further information please see <https://finearts.unm.edu/arts-in-medicine/>

UHON 402 001 70128 Sem: The City W 1600-1830 Howard TBD
Natasha Howard nacosta@unm.edu

Course Title: The City

Course description:

This course is an advanced introduction to the study of cities and urban life. Cities are the result of human interaction and are therefore socially contested spaces. We will analyze how race, class and gender inequality have been fundamental aspects of the growth and development of modern cities. As well, we will examine how people have organized to claim their right to the city space. While we will focus on the U.S. cities, we will examine countries outside the U.S. for comparative analysis. Some of the themes for this course include:

- Racial capitalism
- Globalization, economic restructuring, and race
- Urbanization and racial apartheid
- Gentrification and spatial removal
- Resistance and protest

H-Sections Courses

ECE 203 001 30458 **Circuit Analysis I MWF 0900-0950 Fleddermann** **CENT** **1041**
 Charles Fledderman cbf@unm.edu

Course Title: Circuit Analysis I

Course Description:

Description: Basic elements and sources. Energy and power. Ohm's law and Kirchhoff's laws. Resistive networks, node and loop analysis. Network theorems. First-order and second-order circuits. Sinusoidal sources and complex representations: impedance, phasors, complex power. Three-phase circuits. Honors section will emphasize design and implementation of circuits.

ENG 220 001 69377 **Engineering Business & Society** **TR 1400-1515** **TBD**

Course Title: Honors Engineering, Business, & Society

Course Description:

Using a team-teaching format to foster students' understanding of the interaction of engineering practice with business and society. Students will learn about innovation, entrepreneurship, global engineering standards, professional ethics, business and technical writing.

SUMMER 2021 Courses

UHON 301 001 29444 Sem:Chicanx Ancestral Medicine Gomez ONLINE UNM LEARN

Myrriah Gómez myrriahg@unm.edu

Course Description:

This course explores the history, traditions, rituals, herbs, and remedies of *curanderismo*, a folk healing tradition of the southwestern United States, Mexico, and Latin America. In this course, students will examine how our ancestors used traditional methods of healing, shaped our cultural diversity, and the resurgence of traditional medicine and its future. The course features teachings for a multitude of rituals, such hands-on traditional massages for intestinal blockage (*empacho*), spiritual/energetic cleansings (*limpias*), laugh therapy (*risaterapia*) shawl alignments (*manteadas*), fire cupping (*ventosas*), and the preparation of medicinal teas, tinctures, and micro-dosages. This online class offers a unique way to study *curanderismo* with optional in-person workshops on topics such as *temazcal*, herbal medicine and preparation, creating a personal plant journal, and other topics.

Readings/Texts:

- *Curanderismo: The Art of Traditional Medicine without Borders*, Eliseo Torres
- *Healing with Herbs and Rituals: A Mexican Tradition*, Eliseo Torres and Timothy L. Sawyer
- *Woman Who Glows in the Dark: A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health*, Elena Avila and Joy Parker

Student Requirements:

Students will be expected to read multiple texts; participate in online discussions and activities; complete a group project; complete two long writing assignments; and attend guest lecture presentations.

About the Instructor:

Myrriah Gómez teaches courses on Chicanx experiences across the U.S. with emphasis on cultural traditions, social justice, and environmental justice. Her most recent publication can be found in the anthology *Querencia: Reflections on the New Mexico Homeland*.