

UNIVERSITY HONORS PROGRAM

Fall 2010 Course Catalog

Contents

Contact Us	iv	200-Level Seminars	
About the Program	iv	The Mathematical Experience	27
Priority Registration	1	The Magic and the “Reel”	28
Honors Expectations	1	Legacy of Technology: The Bibliophile’s Guide to Reading, Writing, and the History of the Book	29
Multi-Cultural Requirement	2	Twenty Years After the Wall: Reading the Death of Communism	30
Obtaining Credit within Your College	2	Best of All Possible Worlds	31
Preview Night and How It Works	3	Energy: Burning the World from Both Ends	32
100-Level Seminars		300 -Level Seminars	
CORE: Principles of Chemistry (with lab)	4	Place as Text: Languages of Exploration	33
Legacy of Exploration: Explorers of Mountains	5	The Publication Process: <i>Scribendi</i>, Part 1	34
Legacy of Power: Satire	6	Of Dreams and Revolutions: Marx and Freud in Latin America	35
Legacy of Dissent and Democracy	7	Anarchy and Heresy	36
Legacy of Power: Reconstituting the Constitution	8	Breaking the Rules: How Cubism Shaped the Modern World	37
Legacy of Drama	9	Sharing the Same Space: Creative Collaboration and Racial Healing	38
Legacy of the Storyteller in Writing	10	The Orality of Poetry	39
Legacy of Dreams	11	Orpheus the Healer	40
Legacy of Power	12	Evolution of Human Behavior	41
Legacy of Law and Lawlessness	13	The Corporation and Society	42
Legacy of Struggle: Exploring the Roots of War	14	In Praise of Arid Lands: Natural History of the Southwest (with lab)	43
Legacy of Success	15	Global Skills for Honors Students	44
Legacy of the Family Story	16	400-Level Seminars	
Legacy of Struggle: Great Villains in Literature	17	Local Games in Albuquerque	45
Legacy of Exploration: Immigration and the Search for the Promised Land	18	Sexuality, Gender, and the Law	46
Legacy of Rhetoric	19	Understanding Others: The Multifaceted World of Human Communication	47
Legacy of Writing: Voices, Words, and Flavors of New Mexico	20	Summer 2010: Conexiones—Mexico	48
Legacy of the Bible: Biblical Texts, Biblical Omissions	21	Senior Options	49
Legacy of the Family Story	22	Honors Program Faculty Directory	55
Legacy of Exploration: Explorers of Mountains	23	2009-2010 Academic Calendar	56
Legacy of Success	24		
Legacy of Power: Reconstituting the Constitution	25		
Legacy of Exploration: Immigration and the Search for the Promised Land	26		



UNIVERSITY HONORS PROGRAM

cultivating excellence

The University Honors Program originated in 1957 with a group of 30 students. Over the past five decades the UHP has achieved regional and national recognition primarily because it is a university-wide program with an innovative interdisciplinary curriculum. Today, we have more than 1,300 students participating in the UHP.

We are pleased to offer the course selections in this booklet for the coming semester. We believe you will enjoy participating in one of the most dynamic programs at the university. The Honors Program offers a rich and diverse interdisciplinary curriculum taught by some of the best faculty, with exceptional opportunities for individual learning and serious thinking. The goals of the University Honors Program are to offer distinctive opportunities for students who show promise of outstanding academic achievement and to do this so well that our graduates are competitive with the best students of any college or university. The excellent instruction and individual attention of our Honors Program create the benefits of a first-rate, small liberal arts college atmosphere within a progressive research university setting.

Your college years will be years of transformation that mark the direction of much of the rest of your life. The University Honors Program can make a valuable contribution to that process. Take full advantage of the many opportunities it provides. Our mission is to produce a body of graduates who are well-educated, socially conscious, and capable of assuming leadership roles in our society. The primary means of achieving this mission is the Honors curriculum, a series of seminars designed to enhance your participation in the educational process through emphasis on expression and independent thinking. Honors seminars highlight the social and ethical dimensions of their content, as well as help students understand connections among a variety of academic subjects.

Rosalie Otero
Director

Resources and Policies

Contact Us

Welcome to the University Honors Program. Please take a moment to review the following pages, which contain our policies and procedures. If you have any questions, please contact us. All faculty members, staff, and the UHP Director, Dr. Rosalie Otero, can be contacted by phone at the main office, 277-4211, or by e-mail at honors@unm.edu.

Peer Advisors are available in SHC Room 17C on a walk-in basis. Their schedule is posted on-line: <http://honors.unm.edu/peer-advising.html>.

Recently, the Honors Program originated several online sources for student interaction and community involvement:

- To keep up with special announcements, deadlines, scholarship and employment opportunities, students in the UHP are encouraged join the Honors list-serv by sending an e-mail to listserv@list.unm.edu. Leave the subject line blank and in the body, type the following:

subscribe UHON-L firstname lastname.

- Current students can contribute opinions, research, and just about anything on the Honors blog: <http://www.forumconversations.blogspot.com>. To join the blog they should e-mail or call the office directly.
- Finally, Honors also hosts a Facebook page, which conveniently links students, alumni, and faculty of the Program for continuous communication and community updates. To visit us on Facebook, go to <http://www.facebook.com/dudlyewynnhonors>.

About the Program

The Honors Program serves as a focused enrichment to the major course of study students pursue while attending UNM. Students graduate with a degree from one of UNM's degree-granting colleges or schools, but rather than major or minor in University Honors, students who complete the Program receive a prestigious designation (summa, magna or cum laude) from University Honors on their diploma and official transcripts. UHP

Resources and Policies

seminars may be used to fulfill group requirements, electives, or graduation requirements in the various colleges, making our Program both academically rewarding and financially feasible.

Our formal graduation requirements include completion of 24 credit hours in UHP seminars, including: six credit hours of senior capstone option; completion of a multi-cultural experience; a minimum 3.2 cumulative grade point average; recommendation by the director and certification by the University Honors Faculty.

Students easily break down their Honors course load in the following way: Take a 100, then a 200, then a 300-level, and finally a 400-level seminar; take two seminars of your choice; and select a senior capstone option worth 6 credit hours.

Adding Honors to Your Schedule

Full course descriptions can be found on our website: <http://honors.unm.edu/seminars.html>. LoboWeb lists all Honors classes, meeting days/times, instructors, and classroom locations. **Once a student has identified a class that will fit his/her schedule, he/she should come by the office (call or e-mail) for an override.** Honors classes are restricted so that only Honors students in good standing can gain access. If you try to add a course to your schedule and get a “Departmental Permission Required” message from LoboWeb, then you have not been given an override.

The University Honors Program does NOT maintain seminar waiting lists for closed classes.

Priority Registration

Priority Registration has long been one of the unique benefits granted to Honors students. The UNM Registrars’ Office determines the dates when all students attending the University can sign up for classes. Generally, graduate students go first then seniors, juniors, sophomores and finally freshmen. The grade levels are determined by accumulated credit hours at the University. However, with Priority Registration Honors students, regardless of accumulated credit hours, can register on the same day as graduate students. Essentially, Honors students get a “first-pick” of courses and can thereby coordinate their busy school, work, and family schedules. For Fall 2010, the **Priority Registration date is Monday, April 19th, 2010.**

What is a Member in Good Standing?

A member in good standing of the University Honors Program must be registered at UNM, maintain a minimum 3.2 cumulative grade point average, and complete on average one Honors

course every year. Obviously students who want to graduate with honors must take more than one course at some point in their undergraduate career and/or enroll in summer courses.

Students who do not maintain at least a 3.2 cumulative GPA will have permission to enroll in Honors courses for one additional semester. Students who do not raise their cumulative GPA to 3.2 upon completing that semester will no longer be members in good standing unless they successfully petition for reinstatement.

The University Honors Program is available to undergraduates ONLY. Students may not “sit in” or audit Honors courses.

What IS Expected from Honors Students?

Below is a list of attitudes, qualities, and approaches which should always be modeled by University Honors students. Many of these will be acquired throughout a student’s development in the Program, but we find it is helpful to make students aware of the kind of excellence we cultivate in the UHP. Honors students should:

- Approach the UHP as a complete learning experience, where you build friendships as you grow to love ideas and beauty
- Be eager, self-disciplined, serious, highly motivated students
- Be respectful of other students’ opinions during class discussion
- Help create a safe environment for open discussions
- Challenge yourselves—not settle for the easiest way out
- Be creative and imaginative in your assignments, at the same time that you focus on the goals of the class
- Come to your seminars prepared having read and studied the assignment, being prepared with questions and insights to contribute, your texts personally indexed to passages you might want to refer to in discussion
- Take advantage of all the opportunities that Honors education is offering to you, extending yourselves to meet faculty, to ask for help when you need it, and explore UNM’s museums, libraries, and vast array of lectures and other performance activities
- Be adaptable and open-minded
- Be a social person, ready to share time and exchange ideas in a positive way with other students and teachers
- Be open to cultural diversity and values and defend minorities’ rights without being ethnocentric
- Judge and interpret information with an open mind, to understand what experts have to say
- Think critically

Resources and Policies

- Understand that in the UHP you succeed or fail on the strength of your own efforts
- Embrace the importance of experiential education in your lives and academic careers
- Serve the community and be a participatory citizen
- Be interdisciplinary
- Contribute to the community of the UHP; become a part of the family and work for the betterment of the Program and the growth of your peers.

Methods for Success

Here are some resources and methods students can employ in order to be successful and informed while in the Program:

- Sign up for the UHP listserv, blog and/or Facebook group early in your first semester
- Proofread carefully all the work you turn in
- Communicate frequently with teachers especially during office hours
- Always keep track of what's outlined and described in your course syllabus
- Be on time to your class, hand in assignments on time
- Act in a professional manner—do not interrupt or hold private chats during class
- Do not monopolize the discussion or waste time “bs-ing” —remember that listening with an open-mind is as important as talking
- Check in your UHP advisor at least once a year

What is the Multi-Cultural Requirement?

In order to become global citizens in a diverse, mutually dependent world, our students must become more aware, culturally fluent, and understanding of cultures other than their own. To facilitate these goals, the UHP requires students to acquire 6 credits (or comparable experience) with multi-cultural studies. This component is easy to fulfill with study abroad programs, foreign language courses (300-level or above), and even basic cultural exploration courses like World Literatures, Latin American Studies, Eastern Religions, and even specially designated Honors seminars. You can see a full list of the accepted multi-cultural courses online at <http://honors.unm.edu/handbook-multicultural.html>. In this booklet, all seminars which can fulfill the multi-cultural requirement have been marked with this icon.



Honors Student Handbook

Students can access all of these policies and more in the Honors Student Handbook located on our website at <http://honors.unm.edu/handbook.html>.

Grading: A, CR, NC

The UHP uses a unique grading system. An A signifies outstanding work and will compute into the student's academic GPA. CR indicates satisfactory work and is not computed into the GPA, but is counted towards graduation. This allows students to take rigorous seminars or to study subject areas outside their usual interest without jeopardizing their GPA. NC indicates unacceptable work and is neither computed into the GPA, nor counted towards graduation. An important part of a student's grade is the written evaluation completed by the instructor at the end of each semester. The UHP grading system should not be confused with UNM's pass/fail or CR/NC grading options.

“Core for Honors” courses do NOT qualify for the Honors grading scale. In an effort to help Honors students complete their UNM core requirements, the UHP has partnered with other departments to provide courses that will simultaneously fulfill 3 credit hours in Honors electives and 3 credit hours in UNM core requirements. However, these courses are subject to the host department's grading scales and standards.

Senior Exit Packets

Around September 1st or February 1st of their final semester—whether or not they are currently enrolled in an Honors seminar—seniors must contact the main office in order to obtain a Senior Exit Packet. This packet must be completed and returned by the specified deadline. In addition, seniors must complete an interview with a designated faculty member of the University Honors Program.

Levels of Honors are determined by the Faculty based on the following criteria:

- Cumulative UNM grade point average
- Quality of Honors work and breadth of overall course-work
- Involvement in extracurricular activities

Obtaining Credit Within Your College

Each college and school has the authority to grant its students credit approval outside their major. Each semester you should obtain prior approval, if necessary, from your college or school to fulfill requirement credit with University Honors seminars.

Resources and Policies

This is not automatic. Petition for Group Requirement Credit forms are available in the Honors Office. We have included a brief list of the procedures for each college:

Anderson Schools of Management

- No prior approval is necessary for free electives.
- For lower and upper division Humanities and Social Science credit, take a petition and this booklet to the ASM Advisement Center before registering.

Architecture & Planning

- University Honors seminars are accepted in fulfillment of electives or general electives depending upon the subject matter of the seminar. If you have questions, take a seminar description to your advisor in Architecture.

Arts & Sciences

- The College of Arts and Sciences accepts a maximum of 18 hours of Honors Program courses toward an Arts and Sciences degree.
- An Arts and Sciences faculty committee reviews courses for applicability.

College of Education

- College of Education approves Honors seminars in fulfillment of its group requirement credits.
- Take a petition and this booklet to the advisement office.

Engineering

- University Honors seminars are accepted in fulfillment of Humanities and Social Science elective credits.
- No prior approval is necessary.

Fine Arts

- Students should consult with a Fine Arts advisor.

Nursing and Pharmacy

- Both colleges accept Honors seminars within the 18-hour elective block.
- No prior approval is necessary.

Preview Night and How It Works

The Honors Program offers Preview Night as an opportunity for the Honors community to come together and meet the faculty who will be teaching in the coming semester, as well as learn more about seminars. **Preview Night is on Monday, April 12th, 2010 at 5:00 p.m. in Ballrooms A&B of the SUB.**

- 4/12/10: All sophomores, juniors, and seniors must get Honors Advisement in order to receive the Priority Registration privilege.
- 4/19/10: Students who have fulfilled Honors advisement requirements and who attend Preview Night can

register for their Honors seminars.

- 4/19/10: Students who have fulfilled Honors advisement requirements can register for general UNM courses. In Spring semesters, sophomores, juniors, and seniors must see a UHP Peer Advisor before they will be able to receive Priority Registration for regular UNM courses and Honors seminars. Students should visit an advisor early in order to receive their advisement confirmation.
- 4/26/10: Students who cannot attend Preview Night can begin registering for an Honors seminar.
- 6/7/10: Non-Honors students (with a cumulative GPA of 3.2) may enroll in one Honors seminar.
- Students who are on Honors probation must see a UHP Peer Advisor before they can receive a registration override.
- Students have until the UNM tuition payment deadline to register for classes.
- Audit options are NOT available for Honors seminars.
- In order to register for a 200-level seminar, students must have already completed their 100-level requirement (or take both seminars concurrently).
- To take two seminars at the same level (two 300-levels, for example) obtain a yellow card from the UHP office. Banner does not distinguish between section numbers.
- Seniors who are working on a Departmental Thesis/project and want UHP credit must have their paperwork approved by Dr. Otero.
- Students may not register for more than two seminars or take seminars from the same professor more than twice without the permission of the Director. Senior Colloquium is the exception to this rule as it counts for 1 seminar (worth 6 credit hours).
- Honors Faculty will NOT sign yellow cards for students or override them in the system. Only Dr. Rosalie Otero may do so.
- THE HONORS OFFICE STAFF DO NOT ADD COURSES TO YOUR SCHEDULE. We provide overrides (departmental approvals) so that you may register yourself via LoboWeb. Without an override, LoboWeb will not add an Honors seminar to a student's schedule.
- The Honors office does not maintain "waiting lists" for seminar registration. Students may register for a seminar via LoboWeb until that section is closed.

Principles of Chemistry (with lab)

CHEM 131-001 MWF 9:00-9:50

131L-011 T 9:00-11:50 or 131L-012 12:30-3:20

For many students Chemistry appears to be a dense thicket of facts and formulae that must be memorized in order to get a good grade. This is not true! Chemistry is one of the basic sciences, and the most important aspect of chemistry is using basic underlying theories to predict and understand nature. Chemistry is all about problem-solving. The refinement of chemical theories improves our mastery of the Physical world (and our sense of our place in it). The Chem 131/132 sequence will focus on the conceptual basis for modern chemistry. The roles of careful observations, further exploration (experiments) and model building will be stressed as a necessary prelude to the calculations and manipulations of matter that are the “end product” of Chemistry.

Requirements

Chemistry 131 is the first semester of a two-semester General Chemistry sequence. It is assumed that most 131 students will go on to take the second semester of the sequence (Chem 132). Completion of the sequence satisfies the UNM Laboratory Science core requirement and replaces Chem 121/122/123L and 124L for all prerequisite purposes. These two courses provide a general background concerning the origins and applications of the basic principles of chemistry. In the Chem 131/132 curriculum, the lecture and

laboratory parts of the course are explicitly integrated. Thus the lecture and lab exercises will frequently be combined into weekly “projects” focusing on the same set of scenarios which stress the theory/background of a given topic in the lecture and its practice/outcomes in the laboratory.

About the Instructor:

Mark Ondrias

Mark Ondrias is a faculty member of the Chemistry Department. He received his Ph.D in Chemistry from Michigan State University and was awarded a Postdoctoral Fellowship in Chemistry from AT&T Bell Labs. His research focuses on the dynamic behavior of heme proteins and time-resolved, low-temperature resonance raman scattering.



Fulfills



UNM Core



Group III



Physical
& Natural
Science

NOTE: In an effort to help Honors students complete their UNM core requirements, the University Honors Program has partnered with other departments to provide courses that will simultaneously fulfill 3 credit hours in Honors electives and 3 credit hours in UNM core requirements. However, these courses **DO NOT** display on transcripts as UHON courses. These courses will not substitute or replace the required 100, 200, 300 or 400 levels in the Honors Program curriculum. Additionally, these courses do not qualify for the Honors grading scale of A, CR, NC. Grades are subject to the instructor’s grading scale based on the standards of the home department.

Legacy of Exploration: Explorers of Mountains

UHON 121-001

T R 12:30-1:45 SHC 9

“**W**e 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 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 historical and contemporary mountain journeys from around the world—and compare them to their own experiences here in the Mountain West.

This course will be conducted both in the classroom and in the field. There will be one optional and two required field trips into the mountains outside normal class time. The required excursions include a hike up the La Luz Trail in the Sandia Mountains (hikers will return via the Sandia Crest Tram; those not physically able to hike will ride the tram both ways), and a hike in the Manzano Mountains south of town. Dr. Lovata will also lead an optional field trip up TWA Canyon in the Sandia Mountains. The required field trips are scheduled for Saturday, September 11th and Saturday, October 9th. The optional hike will take place on or around November 6th. There is required, \$30.00 course fee to cover the cost of these excursions. The exact dates are subject to change.

Readings

The Shameless Diary of an Explorer: A Story of Failure on Mt. McKinley by Robert Dunn; *The Archaeology Of*

The Donner Party by Donald Hardesty; *The Lost Horizon* by James Hilton; *Into Thin Air* by John Krakauer; *Nature Writings* by John Muir; *The Ice Maiden: Inca Mummies, Mountain Gods, and Sacred Sites in the Andes* by Johan Reinhard; and a course reader available free of cost online from the UNM Library’s E-reserves.

Requirements

This course stresses critical thinking. Students are expected to attend class and fully participate in seminar discussions. They will use a variety of texts, films, and first-hand observations from the field to complete a series of short papers and presentations. This course, along with introducing the topic of exploration, will give students practice in Honors-level research, writing and presentation skills. There are in-class field trips and required, out-of-class field trips on Saturdays in September and October. An optional field trip is set for early November (see above for a more detailed description).

About the Instructor:

Troy Lovata

Troy is a tenured, Associate Professor in the Honors Program. His courses explore our cultural relationship with the world around us and examine our connections to the past. Dr. Lovata holds a Doctorate in Anthropology with a focus on Archaeology from the University of Texas.

Fulfills

UNM Core

Group V

Humanities

Legacy of Power: Satire
UHON 121-002
M W 11:00-12:15 SHC 28

Satire teaches us how to respond when the rational order of society and institutions is disrupted. The severity of the violation dictates the degree of correction the satirist applies. Since satirists exist to counteract servile society, they are often in danger. They wield a powerful weapon; though it does not kill, its aim is to castigate deceivers, hypocrites, manipulators, humbuggers, the vainglorious, abusers of authority, and wasters of the good of humanity. Once marked and chastised, these “victims” often seek revenge upon the disrespectful, irreverent, disloyal, and ungodly satirists. Since schools and universities bear a responsibility in educating and socializing citizens, their appreciation of satire is indispensable to their purpose. Satire is kin to virtue, especially to justice.

Readings

Aristophanes, *Lysistrata*
Burgess, *A Clockwork Orange*
Horace, *Satires*
Juvenal, *Satires*
Low, *Autobiography*
Shaw, *Major Barbara*
Swift, *A Modest Proposal*

Requirements

The primary purpose of the seminar is the development of writing and speaking skills in a context of an open forum interpreting and debating ideas. Through this process the participants will inform and challenge their peers and their teacher. Written requirements: three critical papers and a book review. Thorough readings of all texts, active participation in the seminar, and attendance at all seminar sessions are mandatory.

About the Instructor:

Ed DeSantis

Ed has a Ph.D. in English from Brown University; a Master's of Divinity from Georgetown Theological Center; a licentiate in Philosophy and a Master's in English from Fordham University.



Fulfills

UNM Core

Group V

Humanities

Legacy of Dissent and Democracy

UHON 121-004

T 2:00-4:30 SHC 28

This class is an exploration of the tradition of dissent. Beginning with Socrates, we will look at the stories of those individuals or groups of people who spoke up against the status quo to defend something precious to them. We will debate the morality, the practicality and the effectiveness of their dissent and of their means of dissent. Socrates lived in the earliest great democracy, so it is fitting to begin with him as we carry our investigation to our modern times and our modern democracies in which the right to dissent must still be safeguarded. Our exploration will carry us into the meaning of democracy and of freedom. Ultimately, we are interested in applying this knowledge to a current re-assessment of American democracy, and of dissent and its effectiveness.

Readings

Plato, *Five Dialogues* (G.M.A. Grube, ed.): The Apology, excerpts from Phaedo; *Ten Greek Plays* (L.R.Lind, ed). to include: Sophocles, *Antigone* and Aristophanes, *Lysistrata*; Machiavelli, *The Prince*; Gandhi, *Gandhi on Non-Violence*; Lillian Hellman, *Scoundrel Times*; Andrew J. Bacevich, *The Limits of Power*; Howard Zinn, *The People Speak: American Voices, Some Famous, Some Little Known*. Reader to be purchased from the Honors Office and selected readings on E-reserve to include Dr. Martin Luther King, Noam Chomsky, Henry David Thoreau and others.

Requirements

Regular attendance; participation in class discussions; weekly response papers or questions; participation in group led discussion; two 5-page papers; final research paper of 8-10 pages.

About the Instructor:

Margo Chávez-Charles

Margo holds a B.A. in English from NMSU, an M.A. in Teaching English as a Second Language and Teaching French from the School for International Training in Vermont, and an M.A. in Liberal Education from St. John's College. Her special interests include literature, interdisciplinary education, intercultural communication, and the history of ideas. She also regularly works for the Conexiones programs in Mexico and Spain.



Fulfills

UNM Core

Group V

Humanities

Legacy of Power: Reconstituting the Constitution

UHON 121-005

R 2:00-4:30 SHC 9

The Constitution is one of the founding documents of American democracy. It is, as scholars often insist, a “living document,” one designed to meet the evolving needs of our civil state. In the effort to make the Constitution flexible, however, some would argue that the Founders failed to be specific enough in responding to key issues such as the power to declare war, the limits of freedom of speech, and the nature of “citizenship.” Some scholars even insist that constitutionally mandated systems, such as the Electoral College, have outlived their usefulness. How, then, might the Constitution be improved? To answer this question, we will focus on a few specific areas: executive power, the constitutional requirements for the voting process, and basic rights such as free speech and habeas corpus. As the final project for this course, students will be asked to propose and defend a new amendment to the Constitution. Because this is a 100-level course, we will also devote some attention to polishing skills in reading, writing, and research necessary for study at the university level. For further information, please contact Dr. Faubion at sanren@unm.edu.

Readings

The Constitution and Amendments; Aeschylus, *Prometheus Bound*; selections from Cicero, *The Republic* (also titled “The Commonwealth”); selections from Hamilton, Madison, and Jay, *The Federalist Papers*; Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*; Mill, *On Liberty*; Zamiatin, *We*; Two films: Lumet, *Fail-Safe*; Whitecross and Winterbottom, *The Road to Guantanamo*.

Requirements

Short homework assignments; one essay at mid-semester; final research project leading to the proposal of a new amendment to the Constitution; good attendance; careful preparation for seminar sessions; participation in one mini-debate; attendance at two public lectures, as mandated by the University Honors Program.

About the Instructor:

Renée Faubion

After receiving undergraduate and graduate degrees in Russian from Trinity University and the University of Kansas, Renée earned a second M.A. and a Ph.D. in English from UNM. Her fields include literary theory, Gothic literature, and magic realism. She recently won her third award for excellence in teaching.



Fulfills

UNM Core

Group V

Humanities

Legacy of Drama

UHON 121-006

T R 9:30-10:45 SHC 9

“**T**heatre is the art by which human beings make human action worth watching.” --Paul Woodruff, *The Art of Watching and Being Watched*

The Legacy of Drama is an exciting exploration of some of the greatest and most influential plays ever written. Our sixteen week tour of world drama begins with the Ancient Greeks, and then moves into the Medieval era, followed by the Renaissance, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

We will read, watch, debate, discuss and write about plays by many of the major dramatists, including Sophocles, Euripides, Shakespeare, William Wycherley, Oliver Goldsmith, Dion Boucicault, Henrik Ibsen, Anton Chekhov, Samuel Beckett, Caryl Churchill, Athol Fugard, and Brian Friel. The class will investigate the most profound and far-reaching theatrical innovations during each of these time periods, including the Greek notion of “catharsis”; the lyricism of Shakespearean verse; why bawdy Restoration comedy appealed during the 1700s, and then transformed into the more gentle and lighthearted comedy of the eighteenth century; the rise of nineteenth-century American Melodrama, which soon gave way to Realism; Chekhov’s development of the tragicomic genre, which is carried on much later by Brian Friel; and the advent of Absurdist theatre in the early 1950s. This legacy class will also thoroughly consider how playwrights have questioned, probed and responded to the ever-evolving roles of women and minorities. Please join me to learn more about how the human condition has been portrayed on stage, or as Leah Hager Cohen says, how “theatre incites us to imagine the world from the perspective of others.”

Readings

Sophocles, *Oedipus Rex*; Euripides, *The Bacchae*; *Everyman*; Shakespeare, *Antony and Cleopatra*; William Wycherley, *The Country Wife*; Oliver Goldsmith, *She Stoops to Conquer*; Dion Boucicault, *The Poor of New York*; Henrik Ibsen, *A Doll’s House*; Anton Chekhov, *Uncle Vanya*; Samuel

Beckett, *Krapp’s Last Tape* and *Happy Days*; Caryl Churchill, *Cloud Nine* and *Top Girls*; Athol Fugard, “*Master Harold*” ... and *the Boys*; Brian Friel, *Translations*.

Requirements

Reliable and eager attendance; careful reading and thoughtful contribution to class discussions; four short response papers (two to three pages each); attendance at a local production of a play; attendance at three Legacy Lectures and a one to two page review of each lecture; a one page proposal for the 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

Maria is a recent graduate of the UNM English Ph.D. program, where she specialized in Drama and Irish Literature. Maria won the 2008 Thomas L. Popejoy prize for her dissertation on the Irish playwright Brian Friel, which she is currently revising.



Fulfills

UNM Core

Group V

Humanities

Legacy of the Storyteller in Writing

UHON 121-008

R 3:30-6:00 p.m. SHC 12

There is something about stories and story-telling that is fundamental to the human condition. There is simply no way to over-emphasize the importance of narrative to successful communication. In politics, commerce, entertainment, science, religion, and even sports, people communicate with colleagues and with the public at large using stories, narratives that lend drama and credibility to their endeavors, making those endeavors memorable and engaging. Writing is, essentially, the graphic representation of speech. Writers are the people who tell the stories that influence and inform modern societies.

This seminar examines the work of writers telling powerful, effective stories. This seminar will involve close, critical consideration of writings that use stories to influence and inform. We will explore the techniques the authors use to make their stories credible and resonant. Students will be applying those techniques to their own writing via assigned writing projects. In sum, students will read outstanding, effective writing while improving their own.

Readings

Stephan King, *On Writing*

Strunk and White, *Elements of Style*

Selections from the writings of James Hillman, Tony Hillerman, Margaret Atwood, Lewis Thomas, Edward Abbey, Gay Talese, Gary Smith, Eminem, Jane Smiley, Tupac Shakur, Oliver Sacks, Denise Chavez, Leslie Silko, Raymond Chandler, Ursula K. Leguin, Dexter Filkins, Natalie Angier, Ellen Gilchrist, Charles Bukoski, Diane Nyad, William Faulkner, Michael Lewis, Jorge Luis Borges and others.

Requirements

Grades are based on evaluations of five one page reaction papers, a five-page story or narrative-based essay or article, and an eight-page story, narrative-based article, or

a short narrative video, plus an assessment of participation. Students must attend two public lectures.

About the Instructor:

Michael Thomas

Michael is an anthropologist. He directed the Conexiones: Mexico Program for many years and has been involved in many other endeavors in experiential education. His novel, *Ostrich* received a Barnes and Noble "Discover Great New Writers Award" in 2000. He has published three critically acclaimed novels (*Crosswinds*, *Ostrich*, and *Hat Dance*). A collection of his short stories *Sister Cities* is in process.

About the Student Teacher:

Tiffany Montoya

Tiffany will be graduating with a B.A. in English with a concentration in creative writing and a minor in journalism. She has been a part of the staff of the beloved art and literary magazine, *Scribendi*. As an art enthusiast, she finds enjoyment in all forms of creativity (literature, visual art, movies, music). She believes that the best writers observe everything and anything around them, and turn it into something that's never been seen before. The best way to make yourself more than just human is to create—whether that be art or yourself.



Fulfills

UNM Core

Group V

Humanities

Legacy of Dreams

UHON 121-009

W 10:00-12:30 SHC 9

That humans inhabit two worlds, those of waking and dreaming, has long been recognized, recorded, and theorized. Scientists estimate that the average person experiences approximately 136,000 dreams during a lifetime and spends some 53,000 hours dreaming. Since the time of the Sumerians and Egyptians, people have tried to understand why we dream, what we dream, and how dreams are related to our everyday life. This course will explore ancient, medieval, and modern dreams and interpretative theories and trace the gradual shift from providence and gods sending dreams to heroes to the democratic and physiological dreaming of virtually everyone affected by gender, age, profession, and sexuality. Dream study spills over interdisciplinary bounds at all times.

Readings

Ancient Dreams: *Dreams of Gilgamesh*, Joseph, Daniel & Penelope Scipio; Medieval Dreams: *Dreams of Dante*, Chaucer, and De Lorris; Modern Dreams: Mary Shelley, Sigmund Freud, Carl Jung; Postmodern Dreams: D. M. Thomas, "The White Hotel", and some consideration of dreams in movies, paintings, and neurology. Except for "The Inferno," "Frankenstein," and "The White Hotel," the readings for the course are relatively short because they demand considerable discussion and consideration.

Requirements

Careful reading and discussion of the assigned readings; the class should be quite active in sharing dreams, interpretations, and weighing systems of explanation. Keeping a personal dream diary throughout the course.

Two short papers responding to some aspect of dreams and dream theory to be shared with the class. Final presentation on dreams in a movie, a painting, or current neurological research.

About the Instructor:

David Higdon

David, the Paul Whitfield Horn Professor Emeritus from Texas Tech, is author of "Time and English Fiction," "Shadows of the Past in Contemporary British Fiction," and "Wandering into Brave New World." He is currently working with the dreams of Graham Greene and related novelists as they spur creativity in the writers. He has studied allegory and dream theory from literary, historical, and psychological perspectives, and participated in a study group which focused on each individual's dreams and their interpretation.



Fulfills

UNM Core

Group V

Humanities

Legacy of Power

UHON 121-010

W 1:00-3:30 SHC 28

The Legacy of Power is an examination of the nature of power: What is it, how does one acquire it, how does one keep it, and what happens if one has no power? We will approach these questions by reading major works from the 16th-19th centuries, and by discussing the allocation and use of political, social and economic power in these works. We will continually revisit the question of what do people do who have no power in their society, and how does the allocation and abuse of power affect us all.

Readings

The Prince

The Federalist Papers

The Communist Manifesto

Frederick Douglass Autobiography

Frankenstein

The Subjection of Women

2nd Treatise on Government

Utopia

Requirements

One group research presentation; one analytical paper (7-8 pgs.); in-class short writes; attendance and active class participation; attendance at 3 public lectures; final individual research project and oral presentation.

About the Instructor:

Diane Rawls

Diane holds a Ph.D. in Medieval Romance Languages from UNM. She has taught in the Honors Program for 17 years, and is the coordinator for the Regents' Scholars Program.



Fulfills

UNM Core

Group V

Humanities

Legacy of Law and Lawlessness

UHON 121-011

M 5:00-7:30 p.m. SHC 16

We all live our daily lives under the laws of our country. Most of the time we do so without any conscious thought, and yet those laws shape many aspects of our daily behavior. What keeps us from driving 90 M.P.H. down Central Ave? What allows us to speak our minds even when our opinions are contrary to the prevailing opinion in our society? Is the function of law to constrain behavior or to protect inherent human rights? These are some of the questions we will address in this course. In addition, we will examine theories of punishment to see how effectively breaches of law are dealt with. And finally, we will examine the tendency of literature and film to idealize lawlessness, from Robin Hood to Jesse James to Batman. We will strive to learn by what authority laws are created, and the meaning of laws in our own lives through careful reading, discussion, and writing.

Readings

Hammurabi's Code

The Ten Commandments and the Golden Rule

The Orestia

Magna Carta

The Merchant of Venice

The Constitution of the United States

Plessy v. Ferguson

Dred Scott v. Sandford

Brown v. Board of Education

Roe v. Wade

To Kill a Mockingbird

The Moon is a Harsh Mistress

Batman: Year One

Requirements

Three one-page reading response papers. Oral presentation. Attendance, thorough reading, active participation. Two 3-5 page analytical papers. Mock trial assignment.

About the Instructor:

Jonatha Kottler

Jonatha has a B.A. in English from UNM and an M.A. from St. John's College. She is a writer/creator of the comic book series *The Wonderverse*. With her husband (fellow UHP graduate Jason Kottler) she has written and directed seven short films and the feature length film *In Character*. She is the founder of the Desert Globe Players, a theatre devoted to youth Shakespeare performance.

About the Student Teacher:

Jessica Mazzie

Jessica Mazzie is currently pursuing a Bachelors Degree in Business Administration with a focus in accounting. During the past few years, she has actively participated in the University Honors Program serving as Co-President of the Honors Student Advisory Council.



Fulfills

UNM Core

Group V

Humanities

Legacy of Struggle: Exploring the Roots of War

UHON 121-012

M W 12:00-1:15 SHC 8

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.

Readings

Homer, *The Iliad* (Lombardo Trans)

Kathleen Chamberlain, *Victorio*

Susan Sontag, *On the Pain of Others*

Chris Hedges, *War is a Force that Gives Us Meaning*

Lt. Col. Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill*

Dexter Filkins, *The Forever War*

Thomas E. Ricks, *Fiasco: The American Military Adventure in Iraq* (or, more likely, a book with an account of the Iraq and Afghan wars through 2009)

Requirements

Grades are based on evaluations of five one page reaction papers, a five page essay, and an eight page research paper, a 10-minute presentation, plus an assessment of participation. Students must attend three lectures.

About the Instructor:

Michael Thomas

Michael is an anthropologist and novelist, long interested in the impulses that lead human beings to make war. He was born in 1946 (at the end of World War II) and has borne witness to the many subsequent wars.



Fulfills



UNM Core



Group V



Humanities

Legacy of Success

UHON 121-013

T R 9:30-10:45 SHC 16

How do you measure success?

Money? Power? Fame? Sex? Friendship? Love?
Happiness?

Although success is universally valued, there is no universal concept of success. In this course we will examine how success and other human values are defined within the works we read, and how they manifest through various characters, themes, and forms. We will focus on how these values both reflect and affect the values not only of the cultures that produced them but also of our own culture. Along the way, you will develop a deeper knowledge of literature, of history, and of yourself.

Our lively reading list will include a Kurt Vonnegut short story, Roman satires, medieval romances, a medieval morality play, Doctor Faustus, an eighteenth-century Oriental tale, a Mozart opera, autobiographies by Benjamin Franklin, Frederick Douglass, and Virgil Wyaco, and two great American novels - both published in 1925 - *The Great Gatsby* and *Gentlemen Prefer Blondes*.

Readings

Vonnegut, "The Foster Portfolio"

Satires by Horace, Juvenal, and Petronius

"Lanval" and "Sir Orfeo" (Medieval romances)

Mankind (a Medieval morality play)

Marlowe, *Doctor Faustus*;

Johnson, *Rasselas*

Franklin, *Autobiography*

Mozart and da Ponte, *Don Giovanni*

Douglass, *Narrative of the Life*

Loos, *Gentlemen Prefer Blondes*

Fitzgerald, *The Great Gatsby*

Wyaco, *A Zuni Life*

Little Miss Sunshine

Requirements

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 one-page response papers. There will be two short analytical essays, a longer creative paper, and a group presentation.

About the Instructor:

Richard Obenauf

A product of the University Honors Program, Richard earned his MA in English and American Literature at Loyola University Chicago, where he is currently a PhD candidate in Medieval and Renaissance Literature. He is grateful to be back in the Land of Enchantment while he writes his dissertation.



Fulfills

UNM Core

Group V

Humanities

Legacy of the Family Story

UHON 121-014

T 12:30-3:00 SHC 22

Our relationships with and understanding of our families influence every aspect of our lives—from how we view the world to how we view ourselves and create narratives about our lives. Numerous folk stories, epics, poems, plays, memoirs, and fiction novels throughout history possess familial themes and structures. In this class, we will consider precisely what it is about family that shapes us, and how and why we communicate about, or share stories of, this process. Why do we spend so much time analyzing, writing about, vocalizing, and sharing family history? We will also look at many examples of family influencing individuals as well as influencing state in many different genres of work. For instance, *The Odyssey* is said to have been themed around domesticity, yet this domesticity also has wide-ranging impact on the larger culture. How does the smaller family unit impact the larger culture in such a way, and vice versa? We will spend time considering our specific connections to family and how that impacts our ties to community and our own worldviews. In this vein, the final project will be to connect to someone in the family, interview him/her, and then understand how that relationship and that story of the relationship ties us to something larger.

Readings

The Odyssey, Homer

Hamlet, Shakespeare

Antigone, Sophocles

To Kill a Mockingbird, Harper Lee

Frankenstein, Mary Shelley

The Joy Luck Club, Amy Tan (film)

The Glass Castle, Jeannette Walls

The Poisonwood Bible, Barbara Kingsolver

In group projects, the class will choose three additional texts based on themes.

Requirements

Regular attendance, active class participation, on-line participation, group and individual presentations, short papers/reflection essays, and an analytical essay.

About the Instructor:

Kathryn Collison

Kathryn received an M.F.A. in creative writing from Eastern Washington University and a B.A. in English from UNM. She has taught in the UHP since 2007, and was the Scribendi 2007-2008 Faculty Advisor. She has taught poetry in prison, high school, and community college. Her poetry has been published in *The Furnace Review*, *New Works Review*, and *The Pedestal Magazine*.

About the Student Teacher:

Holly Mell

Holly is a senior originally from Arizona. She lived for five years on the Navajo reservation in Fort Defiance, for six years in Yuma on the border, and then moved to Taos where she lived for seven years. She is currently at a fork in the path of her life. She will either major in psychology with a minor in religious studies or she will double major in psychology and American Sign Language interpreting with a minor in biology. Either way, she plans to go to medical school and study neurology. Stay tuned to see what she will pick.

Fulfills

UNM Core

Group V

Humanities

Legacy of Struggle: Great Villains in Literature

UHON 121-016

M 1:00-3:30 SHC 16

When we want to consider the values and morals of a certain society, we often examine their heroes. Strong, brave creatures, these heroes exhibit the ideal persona of a society, and yet, they only exist in the presence of great villainy. It can be said, then, that it is the villain that creates and molds the hero. These villains are malevolent storms, caring selfishly for only themselves and their goals, but just who are they? How do they arise, and what, specifically, do they want? What is it that makes them “bad”? Finally, if it is the villain that molds a hero to a certain society’s values, how do we see villains evolve in response to the evolution in society? This course will take a magnifying glass to the idea of villainy, stripping away preconceived notions, and really analyzing the need for these complex beings.

Readings

Texts:

Beowulf

Macbeth

Peter Pan

Selection of Grimm’s fairy tales

Dr. Jekyll and Mr. Hyde

The Watchmen

Ender’s Game

Movies/TV:

The Princess Bride

Sleeping Beauty

Wicked

The Dark Knight

Memento

Dexter

Requirements

Two analytical papers.

Oral presentation.

Careful reading and journal responses.

Excellent attendance and participation.

Final project: Creating the perfect villain.

About the Instructor:

Jonatha Kottler

Jonatha has a B.A. in English from UNM and an M.A. from St. John’s College. She is a writer/creator of the comic book series *The Wonderverse*. With her husband (fellow UHP graduate Jason Kottler) she has written and directed seven short films and the feature length film, *In Character*. She is the founder of the Desert Globe Players, a theatre devoted to youth Shakespeare performance.

About the Student Teacher:

Katherine Schultz

Katherine is a double major in Biology and Spanish, with a minor in Chemistry. She is a Regents’ Scholar, and her passion lies in pursuing medicine. She also loves to read, write, and swing dance. She has been preparing this course for two years and is excited to teach it!

Fulfills

UNM Core

Group V

Humanities

Legacy of Exploration: Immigration and the Search for the Promised Land UHON 121-017

M 1:00-3:30 SHC 12

Becoming American—what does this phrase mean to you? And what did it mean to the thousands of immigrants who poured into this country during the past two hundred years. Does becoming American mean forgetting the old world and assimilating thoroughly into American life? Is this the land of opportunity for everyone? Each of our country's immigrants has contributed in some way to our "American" way of life, through their stories, their art, their music. In many ways immigration is our story, since for most of us, our family history really begins in another land. Through family stories and celebrations, these shared events have contributed to our identities in often indefinable ways. This course will draw from a selection of immigrant experiences, some true, some the concoction of fiction and film, some a blending of both truth and fiction. To aid in our examination of the history of several immigrant groups, we will read memoirs, semi-autobiographical novels, short stories, and poetry. We will watch documentary films and discuss the role of asylum in the immigration experience, as well as talk about the economics of illegal immigration. Learn about the immigration debates of the past and be prepared to engage in the immigration debate of today. Films include *Becoming American: The Chinese Experience*, *The New Americans*, *The Jewish Americans*, *POV: Seeking Asylum*.

Readings

Puzo, *The Fortunate Pilgrim*

Abu-Jaber, *Crescent*

Reading packet.

Requirements

Three to four-page location essay on identity, several short reflection papers, presentations, and a group research project on one of the controversies surrounding the economics and politics of immigration in the 21st century.

About the Instructor:

Sheri Karmioli

Sheri has a Ph.D. in 16th and 17th century British literature. Most of the classes that she teaches focus on social inequity, prejudice, and the marginalization of people, who are classified as expendable members of society. Sheri has been honored with awards for her teaching and has received two fellowships, including one for study at the United States Holocaust Memorial Museum. Sheri also teaches classes on the Holocaust and on intolerance.



Fulfills

UNM Core

Group V

Humanities

Legacy of Rhetoric

UHON 121-018

W 6:00-8:30 SHC 22

“**R**hetoric is the art of ruling the minds of men.”

-Plato

The power to persuade remains an enduring force in history. From the Socratic dialogues of Ancient Greece to the modern American political scene, leaders have been manipulating language to mold public opinion. When we study the craft of rhetoric, we discover how the sound and the placement of words can entreat the ears and change the mind. We will study some of the speeches and documents that have changed the course of history. The Enlightenment philosophies of Hobbes, Locke, and Rousseau inspired revolutions across the globe. The Inaugural Address of Kennedy and the Farewell Address of Washington demonstrate a keen understanding of purpose and audience. Martin Luther King, Jr’s “I Have a Dream” speech, perhaps the most important speech in American history, was the energy the civil rights movement needed. While politicians and leaders have used persuasion to gain and retain power, some of the most persuasive speakers can be found in literature. Odysseus, for example, is often noted for his craftiness, but his use of language is far more impressive. George Orwell created a world where the manipulation of language was the cornerstone of totalitarian control. The two greatest masters of the English language, Shakespeare and Dickens, found pleasure in the art of wordplay. In this class, we will study the legacy of rhetoric through literature and history. In addition to studying the master rhetoricians, students will work on improving their own writing and speaking skills.

Readings

The Odyssey, Homer

Readings from Gorgias

The Art of Rhetoric, Aristotle

Readings from Hobbes, Locke, and Rousseau

Othello, William Shakespeare

Great Expectations, Charles Dickens

A Documentary History of the United States

1984, George Orwell

Requirements

One analytical paper, one creative paper, one oral presentation, one final presentation, weekly writing assignments, class participation.

About the Instructor:

James Trey Smith

Trey holds a B.A. in English and Philosophy, and a Masters in Public Administration. He writes for a number of publications and teaches at a local charter school. He is the President-Elect of the New Mexico Speech and Debate Association and specializes in the art of persuasion and rhetoric.

Fulfills

UNM Core

Group V

Humanities

Legacy of Writing: Voices, Words, and Flavors of New Mexico

UHON 121-019

R 12:30-3:00 SHC 16

Nationally recognized New Mexico writers have been inspired by the land, people, and cultures of the state. Their stories have taken many forms and different genres and styles. In this seminar students will have the opportunity to meet some of these authors, discuss their works with them, and learn about the creative/research process of their writings. Many topics will be covered that reflect the diversity and cultural richness of our state: from poetry inspired by Chaco Canyon and reflections about New Mexico's history and future, to the supernatural, the cowboy life, the magic and healing of rural New Mexico, and the Native American spirit. Students will meet a journalist, a cartoonist, a children's book author, and the authentic flavors of New Mexico added by an author of a cookbook!

Even the presence of vampires in the vicinities of UNM campus will be part of this literary adventure. Through these New Mexico voices, students will participate in a unique academic and personal exploration.

Readings

Bless Me Ultima, by Rodolfo Anaya (fiction)
New Mexico Past and Future, by Thomas Chávez (history)
Hi Lo Country, by Max Evans (fiction)
Chaco Trilogy, by V.B. Price (poetry)
The Vampire Tapestry, by Susy McKee Charnas (science fiction)
Brujas, Bultos y Brasas, by Nasario García (oral history)
Hunting Sacred—Everything Listens: A Pueblo Indian Man's Oral Tradition Legacy, by Larry Littlebird (Native American poetry/oral history)
 Selections from children's books by Pat Mora
 Selections from works by a journalist, a cartoonist, and an author of a cookbook

Requirements

Attendance and class participation are essential since most of the classes include discussions with the authors. Book readings will be scheduled every two weeks. Students will keep a journal throughout the semester; there will be several in-class assignments, and a final short written piece in the genre chosen by each student.

About the Instructor:

Celia López-Chávez

Celia received her Ph.D. in history and geography with a focus in Latin American History, from the University of Seville, Spain. Originally from Argentina, she focuses her research on Latin American history and cultures. Dr. López-Chávez has taught and published in her specialty in Argentina, Spain, and the United States. She is currently working on a book about epic poetry, frontiers, and imperialism in Latin America.



Fulfills

UNM Core

Group V

Humanities

Legacy of the Bible: Biblical Texts, Biblical Omissions

UHON 121-020

W 1:00-3:30 SHC 12

This class will give students an opportunity to explore the legacy of the bible in a manner very different from what most students have experienced in previous biblical studies. Whether we are religious or not, biblical narratives, poems, songs, and letters have influenced the development of our social and cultural ideology during the past three millennia. From Genesis to the Gospels, the bible has shaped our values and our beliefs, and correspondingly, the development of our Western Civilization. Much of what we know about ourselves is derived from biblical texts. For many people, this book is our moral compass, a how-to manual to guide our thoughts, words, and actions. But there is much more to the bible than what is contained within the King James edition, or in most of the biblical texts with which we are familiar. The bible is really an anthology of writings, with many writers having contributed to it over a vast period of time, and like any other anthology, certain texts were eliminated in assembling the final document. The reasons why certain documents were excluded are varied—sometimes the reasoning was political, sometimes religious, and sometimes didactical. This class will give students an opportunity to read and discuss some of the familiar New and Old Testament texts alongside some of the documents that were eliminated. By the conclusion of the semester, students will not only emerge with a clearer understanding of biblical text but also better understand the choices that created our biblical legacy. Be prepared to study the bible as a representational history, as archeology, as philosophy, as literature, and as religion. Expect to explore selections from the Dead Sea Scrolls, the Gospel of Thomas, the Gospel of Judas, and the Gospel of Mary Magdalene, in addition to commentary on these and other texts.

Readings

Ehrman, *Lost Scriptures*

Layton, *Gnostic Scriptures*

King James Bible

Requirements

A 3-4 page politics of location essay about a biblical text, reflection papers, several oral presentations, final research project on artistic interpretations of biblical text, and a willingness to engage in real debate and discussion.

About the Instructor:

Sheri Karmioli

Sheri has a Ph.D. in 16th and 17th century British literature. Most of the classes that she teaches focus on social inequity, prejudice, and the marginalization of people, who are classified as expendable members of society. She has also taught the *Bible as Literature* course for the English Department for many years. Sheri has been honored with awards for her teaching and has received two fellowships, including one for study at the United States Holocaust Memorial Museum. Sheri also teaches classes on the Holocaust and on intolerance.



Fulfills

UNM Core

Group V

Humanities

Legacy of the Family Story

UHON 121-021

W 4:00-6:30 SHC 16

Our relationships with and understanding of our families influence every aspect of our lives—from how we view the world to how we view ourselves and create narratives about our lives. Numerous folk stories, epics, poems, plays, memoirs, and fiction novels throughout history possess familial themes and structures. In this class, we will consider precisely what it is about family that shapes us, and how and why we communicate about, or share stories of, this process. Why do we spend so much time analyzing, writing about, vocalizing, and sharing family history? We will also look at many examples of family influencing individuals as well as influencing state in many different genres of work. For instance, *The Odyssey* is said to have been themed around domesticity, yet this domesticity also has wide-ranging impact on the larger culture. How does the smaller family unit impact the larger culture in such a way, and vice versa? We will spend time considering our specific connections to family and how that impacts our ties to community and our own worldviews. In this vein, the final project will be to connect to someone in the family, interview him/her, and then understand how that relationship and that story of the relationship ties us to something larger.

Readings

The Odyssey, Homer

Hamlet, Shakespeare

Antigone, Sophocles

To Kill a Mockingbird, Harper Lee

Frankenstein, Mary Shelley

The Joy Luck Club, Amy Tan (film)

The Glass Castle, Jeannette Walls

The Poisonwood Bible, Barbara Kingsolver

In group projects, the class will choose three additional texts based on themes.

Requirements

Regular attendance, active class participation, on-line participation, group and individual presentations, short papers/reflection essays, and an analytical essay.

About the Instructor:

Kathryn Collison

Kathryn received an M.F.A. in creative writing from Eastern Washington University and a B.A. in English from UNM. She has taught in the UHP since 2007, and was the Scribendi 2007-2008 Faculty Advisor. She has taught poetry in prison, high school, and community college. Her poetry has been published in *The Furnace Review*, *New Works Review*, and *The Pedestal Magazine*.

About the Student Teacher:

Holly Mell

Holly is a senior originally from Arizona. She lived for five years on the Navajo reservation in Fort Defiance, for six years in Yuma on the border, and then moved to Taos where she lived for seven years. She is currently at a fork in the path of her life. She will either major in psychology with a minor in religious studies or she will double major in psychology and American Sign Language interpreting with a minor in biology. Either way, she plans to go to medical school and study neurology. Stay tuned to see what she will pick.

Fulfills

UNM Core

Group V

Humanities

Legacy of Exploration: Explorers of Mountains

UHON 121-003

T R 3:30-4:45 SHC 8

“**W**e 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 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 historical and contemporary mountain journeys from around the world—and compare them to their own experiences here in the Mountain West.

This course will be conducted both in the classroom and in the field. There will be one optional and two required field trips into the mountains outside normal class time. The required excursions include a hike up the La Luz Trail in the Sandia Mountains (hikers will return via the Sandia Crest Tram; those not physically able to hike will ride the tram both ways), and a hike in the Manzano Mountains south of town. Dr. Lovata will also lead an optional field trip up TWA Canyon in the Sandia Mountains. The required field trips are scheduled for Saturday, September 11th and Saturday, October 9th. The optional hike will take place on or around November 6th. There is required, \$30.00 course fee to cover the cost of these excursions. The exact dates are subject to change.

Readings

The Shameless Diary of an Explorer: A Story of Failure on Mt. McKinley by Robert Dunn; *The Archaeology Of*

The Donner Party by Donald Hardesty; *The Lost Horizon* by James Hilton; *Into Thin Air* by John Krakauer; *Nature Writings* by John Muir; *The Ice Maiden: Inca Mummies, Mountain Gods, and Sacred Sites in the Andes* by Johan Reinhard; and a course reader available free of cost online from the UNM Library’s E-reserves.

Requirements

This course stresses critical thinking. Students are expected to attend class and fully participate in seminar discussions. They will use a variety of texts, films, and first-hand observations from the field to complete a series of short papers and presentations. This course, along with introducing the topic of exploration, will give students practice in Honors-level research, writing and presentation skills. There are in-class field trips and required, out-of-class field trips on Saturdays in September and October. An optional field trip is set for early November (see above for a more detailed description).

About the Instructor:

Troy Lovata

Troy is a tenured, Associate Professor in the Honors Program. His courses explore our cultural relationship with the world around us and examine our connections to the past. Dr. Lovata holds a Doctorate in Anthropology with a focus on Archaeology from the University of Texas.

Fulfills

UNM Core

Group V

Humanities

Legacy of Success

UHON 121-022

T R 12:30-1:45 SHC 28

How do you measure success?

Money? Power? Fame? Sex? Friendship? Love? Happiness?

Although success is universally valued, there is no universal concept of success. In this course we will examine how success and other human values are defined within the works we read, and how they manifest through various characters, themes, and forms. We will focus on how these values both reflect and affect the values not only of the cultures that produced them but also of our own culture. Along the way, you will develop a deeper knowledge of literature, of history, and of yourself.

Our lively reading list will include a Kurt Vonnegut short story, Roman satires, medieval romances, a medieval morality play, Doctor Faustus, an eighteenth-century Oriental tale, a Mozart opera, autobiographies by Benjamin Franklin, Frederick Douglass, and Virgil Wyaco, and two great American novels - both published in 1925 - *The Great Gatsby* and *Gentlemen Prefer Blondes*.

Readings

Vonnegut, "The Foster Portfolio"

Satires by Horace, Juvenal, and Petronius

"Lanval" and "Sir Orfeo" (Medieval romances)

Mankind (a Medieval morality play)

Marlowe, *Doctor Faustus*;

Johnson, *Rasselas*

Franklin, *Autobiography*

Mozart and da Ponte, *Don Giovanni*

Douglass, *Narrative of the Life*

Loos, *Gentlemen Prefer Blondes*

Fitzgerald, *The Great Gatsby*

Wyaco, *A Zuni Life*

Little Miss Sunshine

Requirements

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 one-page response papers. There will be two short analytical essays, a longer creative paper, and a group presentation.

About the Instructor:

Richard Obenauf

A product of the University Honors Program, Richard earned his MA in English and American Literature at Loyola University Chicago, where he is currently a PhD candidate in Medieval and Renaissance Literature. He is grateful to be back in the Land of Enchantment while he writes his dissertation.



Fulfills

UNM Core

Group V

Humanities

Legacy of Power: Reconstituting the Constitution

UHON 121-023

T 3:30-6:00 SHC 12

The Constitution is one of the founding documents of American democracy. It is, as scholars often insist, a “living document,” one designed to meet the evolving needs of our civil state. In the effort to make the Constitution flexible, however, some would argue that the Founders failed to be specific enough in responding to key issues such as the power to declare war, the limits of freedom of speech, and the nature of “citizenship.” Some scholars even insist that constitutionally mandated systems, such as the Electoral College, have outlived their usefulness. How, then, might the Constitution be improved? To answer this question, we will focus on a few specific areas: executive power, the constitutional requirements for the voting process, and basic rights such as free speech and habeas corpus. As the final project for this course, students will be asked to propose and defend a new amendment to the Constitution. Because this is a 100-level course, we will also devote some attention to polishing skills in reading, writing, and research necessary for study at the university level. For further information, please contact Dr. Faubion at sanren@unm.edu.

Readings

The Constitution and Amendments; Aeschylus, *Prometheus Bound*; selections from Cicero, *The Republic* (also titled “The Commonwealth”); selections from Hamilton, Madison, and Jay, *The Federalist Papers*; Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*; Mill, *On Liberty*; Zamiatin, *We*; Two films: Lumet, *Fail-Safe*; Whitecross and Winterbottom, *The Road to Guantanamo*.

Requirements

Short homework assignments; one essay at mid-semester; final research project leading to the proposal of a new amendment to the Constitution; good attendance; careful preparation for seminar sessions; participation in one mini-debate; attendance at two public lectures, as mandated by the University Honors Program.

About the Instructor:

Renée Faubion

After receiving undergraduate and graduate degrees in Russian from Trinity University and the University of Kansas, Renée earned a second M.A. and a Ph.D. in English from UNM. Her fields include literary theory, Gothic literature, and magic realism. She recently won her third award for excellence in teaching.



Fulfills

UNM Core

Group V

Humanities

Legacy of Exploration: Immigration and the Search for the Promised Land

UHON 121-024

M 4:00-6:30 SHC 12

Becoming American—what does this phrase mean to you? And what did it mean to the thousands of immigrants who poured into this country during the past two hundred years. Does becoming American mean forgetting the old world and assimilating thoroughly into American life? Is this the land of opportunity for everyone? Each of our country's immigrants has contributed in some way to our "American" way of life, through their stories, their art, their music. In many ways immigration is our story, since for most of us, our family history really begins in another land. Through family stories and celebrations, these shared events have contributed to our identities in often indefinable ways. This course will draw from a selection of immigrant experiences, some true, some the concoction of fiction and film, some a blending of both truth and fiction. To aid in our examination of the history of several immigrant groups, we will read memoirs, semi-autobiographical novels, short stories, and poetry. We will watch documentary films and discuss the role of asylum in the immigration experience, as well as talk about the economics of illegal immigration. Learn about the immigration debates of the past and be prepared to engage in the immigration debate of today. Films include *Becoming American: The Chinese Experience*, *The New Americans*, *The Jewish Americans*, *POV: Seeking Asylum*.

Readings

Puzo, *The Fortunate Pilgrim*

Abu-Jaber, *Crescent*

Reading packet.

Requirements

Three to four-page location essay on identity, several short reflection papers, presentations, and a group research project on one of the controversies surrounding the economics and politics of immigration in the 21st century.

About the Instructor:

Sheri Karmioli

Sheri has a Ph.D. in 16th and 17th century British literature. Most of the classes that she teaches focus on social inequity, prejudice, and the marginalization of people, who are classified as expendable members of society. Sheri has been honored with awards for her teaching and has received two fellowships, including one for study at the United States Holocaust Memorial Museum. Sheri also teaches classes on the Holocaust and on intolerance.



Fulfills

UNM Core

Group V

Humanities

The Mathematical Experience

UHON 221-001

T R 11:00-12:15 SHC 9

What is math? What does it mean to do math? Who does math? And how does it relate to the rest of human knowledge?

In this seminar, we will begin to answer these questions, in part by carefully working through the book, “The Mathematical Experience.” We will study mathematical ideas that span millennia, from Euclid’s proof that there are infinitely many primes to the yet unsolved Riemann hypothesis. We’ll look at wild abstractions like non-Euclidean geometry and more down-to-earth topics like bar graphs. We will examine the nature of mathematical practice and the meaning of proof. Along the way, we’ll encounter some of the controversies within math’s history and culture. We’ll also spend time puzzling out the relationships between what math is to mathematicians and what it means to the other 99.9% of the population. We will cast an especially critical eye on the roles mathematics plays in modern life.

These topics are intended for a general audience, anyone who is looking to be fascinated and frustrated at the same time, especially those who have never been anything but hurt or bored by math but are willing to give it another shot.

Our study will combine mathematical, philosophical, and sociological ways of thought. You will be responsible for creating meaningful discussion and an environment where everyone feels comfortable asking questions.

Readings

Selected Readings from: *The Mathematical Experience* by Phillip J. Davis and Reuben Hersh. *Graphic Discovery: A Trout in the Milk and Other Visual Adventures* by Howard Wainer. *Beyond Numeracy* by John Allen Paulos

Other online readings.

Requirements

Students will work in small groups to produce two presentations based on weekly topics; one on a famous theorem or overview of a mathematical theory, and one on a topic that connects mathematical thinking to life outside math. There will be two take-home exercise-sets based upon the math in the presentations. Each student will also complete one short (1000 word) article that analyzes an outside resource (movie, book, etc.) in terms of the themes discussed in class.

About the Instructor:

Chris Holden

Chris is a mathematician for the people. He received his Ph.D. in mathematics from the University of Wisconsin-Madison. Originally from Albuquerque, his research interests include number theory, math education, and videogames as education and culture. Chris enjoys videogames like *DDR* and *Katamari Damacy*, and he takes a whole lot of photos.



Fulfills

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Group II

Mathematics

The Magic and the "Reel"

UHON 221-002

W 10:00-12:30 SHC 12



The revered Latin American writer, Gabriel Garcia Marquez, suggests that cinema is a "more complete means of expression than literature." The Argentine filmmaker Fernando Solanas underlines problematic questions like "... which are your images and how do you achieve them?" Latin American cinema achieves its own images, establishing its own identity, and those images are intimately connected with its history and literary creations. In this class we will explore Latin American literature, history, and recent events through the medium of film created in Latin America. We will analyze what those images reveal about Latin America's past and present. We will be reading novels or short stories, as well as historical accounts that inspired filmmakers. From slavery in Cuba and revolution in Mexico, to the "Dirty Wars" of Chile and Argentina, and the most contemporary experiments in Latin American cinema, this seminar will investigate issues of gender, ethnicity, repression, politics, and revolution, with also a look at current socio-political events and at a "new Latin American fiction" taken to the big screen.

Readings

Miguel Barnet, *Biography of a Runaway Slave*

Laura Esquivel, *Like Water for Chocolate*

Juan Rulfo, *Pedro Páramo*

Adolfo Arango, "The Waiting Room" (e-Reserves)

Films (to be watched in the classroom):

The Last Supper (Cuba)

Pedro Páramo (México)

Like Water for Chocolate (México)

Central Station (Brazil)

Camila (Argentina)

Machuca (Chile)

The Waiting Room (Cuba)

Requirements

Regular attendance and active participation in class discussions; a portfolio; weekly analysis of films; a group presentation, and a final paper or project.

About the Instructor:

Celia López-Chávez

Celia received her Ph.D. in history and geography with a focus in Latin American History, from the University of Seville, Spain. Originally from Argentina, she focuses her research on Latin American history and cultures. Dr. López-Chávez has taught and published in her specialty in Argentina, Spain, and the United States. She is currently working on a book about epic poetry, frontiers, and imperialism in Latin America.

About the Student Teacher:

Abigail Maes

Abigail is a double major in Spanish and Latin American Studies. She has lived in Mexico, Chile, and Argentina, and has traveled in Bolivia and Peru. She speaks Spanish and Portuguese and hopes to someday study in Brazil. Abbie loves Latin American dance, music, food and of course, film!

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Group VII

Fine Arts

Legacy of Technology: The Bibliophile's Guide to Reading, Writing, and the History of the Book

UHON 221-003

T R 11:00-12:15 SHC 22

Studying the history of the book can provide fascinating insights into human culture because books combine the visual, tactile properties of aesthetic objects with the act of performance – they must be read. In this class, we will explore the complex relationship between text and object beginning with the ancient technologies of writing and their influence on the development of different book structures such as scroll and codex and ending with contemporary developments in book technologies such as the E-Book. As part of the class, we will take a field trip to CSWR artist book collection as well as create and bind our own collaborative book.

Readings

Alberto Manguel, *A History of Reading*

Georges Jean, *Writing: The Story of Alphabets and Scripts*

Meredith, *Embodied Text Workbook*

Additional readings and instructions for projects will be available on e-reserves or wiki class page.

Requirements

Students will be responsible for regular attendance and active participation in class discussion and in class creative projects; timely completion of all assigned work. Assignments will include: a 2-3 page analytic paper, a creative book project, a reading journal, and a 7 page research paper.

About the Instructor:

Ruth Meredith

Trained as an art historian, philosopher and painter/print-maker, Ruth has been working as a teacher since 1991. An unrepentant bibliophile, she recently became interested in the graphic novel as a creative art medium and plans to create her own as soon as she can find the time to figure out how to use Photoshop.



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Group V

Humanities

Twenty Years After the Wall: Reading the Death of Communism

UHON 221-004

T 12:30-3:00 SHC 8

It has now been twenty years since the triple defeat of the traditional Left. Around 1990, neoliberalist economic policies began to wear down the “welfare state” politics of industrialized western nations, eastern bloc Soviet-style socialism utterly collapsed, and liberation movements in Asia, Africa, and Latin America began to retreat en masse. The end of this political era came as suddenly and certainly as the 1917 October Revolution ushered it in. Recently, however, the utopia of capitalist liberal democracy has also been hearing signs of its own death knell. The terrorist attacks of September 11, 2001 marked its political death, and the financial collapse of 2008 marked its economic death. In these new conditions it has become necessary to fundamentally interrogate the possibilities that remain for emancipatory politics.

A cloud of questions thus hangs over any attempt to think such possibilities now, at the dawn of the new century. What remains to us of these nearly forgotten political endeavors? Are the philosophical and political forms of thought that emerged from that curiosity known as “Marxism” even relevant to our contemporary situation? Moreover, with the wholesale defeat of the “old Left” – from its Stalinist party-state form to its democratic reformist and armed liberation forms – can the name “communism” still be used to demarcate the general orientation of radical emancipatory projects?

Through a frank and open encounter with various texts (including films, literature, and theory), this seminar will examine both the catastrophes and the triumphs of the twentieth-century Left. It will also take up the task of interrogating whether or not the idea of communism is worthy of retrieval for thinking politics in the twenty-first century.

Readings

Louis Althusser, *For Marx*

Alain Badiou, *The Century*

Milan Kundera, *The Unbearable Lightness of Being*

Robert C. Tucker, ed., *The Marx-Engels Reader*, 2nd ed.

Mao Zedong, *On Practice and Contradiction*

Selected shorter texts available on E-Reserve.

Films:

Boat People, dir. Ann Hui

Burnt by the Sun, dir. Nikita Mikhalkov

Good Bye, Lenin!, dir. Wolfgang Becker

Requirements

Thoughtful, lively, and engaged classroom participation will be crucial to the seminar’s success. Students will also be required to present one 25-30 minute provocation based on the assigned readings and participate in regular group email exchanges about the weekly readings. There will be one short (4-5 page) mid-term paper and a final research paper (10-12 pages).

About the Instructor:

Andrew Ascherl

Andrew is a Ph.D. candidate in the Department of Comparative Literature at SUNY-Buffalo, and is a literary and cultural critic. His areas of research interest include 20th century Latin American fiction, post-war European philosophy, psychoanalysis, and the cultural politics of the Left.

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Group IV

Social & Behavioral Science

Best of all Possible Worlds

UHON 221-005

T 12:30-3:00 SHC 12

Throughout history, humans have repeatedly tried to envision and record examples of the perfect world, the ideal society, the ultimate environment. What is it about the concept of Utopia that so intrigues us? What are the components of such a world? How do those components vary depending on the era and historical context in which the works were written? Are there some characteristics which are common to all such visions? In this class, we will read and discuss examples of Utopian literature, both the well-known and some which are less often examined. We will also read works which present the opposite view, which is also a powerful force in human history, the dystopia. Why are we drawn to works which present such negative descriptions of society? At the end, we will see if we can concoct our own vision of Utopia, and determine what it would require to implement such a vision.

Readings

Thomas More, *Utopia*

Aldous Huxley, *Brave New World*

Edward Bellamy, *Looking Backward*

Charlotte Gilpin, *Herland*

Lois Lowry, *The Giver*

Daniel Quinn, *Ishmael*

Ayn Rand, *Anthem*

B.F. Skinner, *Walden Two*

Requirements

Regular class attendance; one individual oral presentation; two analytical papers; final creative group project, including composite paper.

About the Instructor:

Diane Rawls

Diane has taught in the Honors Program for seventeen years; she became interested in the concept of Utopia/dystopia after teaching More's Utopia in Modern Legacy. She finds it especially intriguing that people are usually adamant in their conceptions about what is human nature, and what is the best of all possible worlds... and it's usually only their conceptions which are, for them, valid.



Fulfills

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Group V

Humanities

Energy: Burning the World from Both Ends

UHON 221-006

R 5:00-7:30 p.m. SHC 8

Two centuries of fossil fuel use has destabilized the climate, damaged the environment, and created unparalleled material affluence. Dwindling reserves and increased consumption means a tipping point is on its way. Have anthropogenic effects already realized significant changes on Earth? If not, for how long will we be able to continue with current trends before the effects become too substantial to ignore? Is there such a thing as a sustainable civilization? What are the consequences of remaining on our current course, and what options do we have?

Energy: Burning the World from Both Ends, was designed to probe similar questions in a highly interactive discussion environment. Addressing these questions requires a firm understanding of where energy and power come from, where they are stored and how they are distributed and used. Armed with a better understanding of “the way things work,” we will begin to explore the implications that energy topics have on modern society as we make every attempt to show the deep inter connectedness of the world’s energy landscape.

Classes are caffeinated idea-melds in which active participation and discussion are crucial. The most important part of the course involves individual final projects in which you will take the topics covered in class and mold them into an engaging “experimental thesis” using your expertise and background as a basis: can you bioengineer a bacteria that might break down Styrofoam into friendly materials? Do you think you can design an architectural prototype for an award winning ultra-efficient home (and, perhaps, get someone to build one)? maybe you know just how to build a policy plan of action on implementing a semi-major public transportation overhaul in Albuquerque. The goal of these projects (and, more globally, the class overall) is to apply your talent to develop an interesting solution to problems that our society currently faces in the global energy spectrum.

Readings

“Earth’s Changing Climate,” audio-lectures from The Teaching Company. “Energy: A Beginner’s Guide,” Vaclav Smil. Various podcasts, current news articles, and publications from journals.

Requirements

In class participation is vital and mandatory. Out-of-class

assignments will be reasonably light consisting mostly of audio-lectures to allow students to focus their energy on developing an astounding final project. Projects will be unveiled at our “energy expo” where you will demonstrate your genius to your friends and colleagues.

No specific background in science is required for this course, as the goal is to create a general “energy literacy” independent of previous knowledge. No advanced mathematics will be required or used during this course.

About the Instructors:

Patrick Johnson

After growing up in New Mexico, Patrick migrated to the west coast and completed his bachelor’s in Physics at the University of California, San Diego. A mysterious longing coaxed him back to UNM where he enrolled in an interdisciplinary engineering Ph.D. program. An avid proponent of clean energy practices, Patrick has been involved in many “alternative” energy projects and hopes to someday become “that crazy old professor.”

Adam Wise

Adam is currently pursuing his Nanoscience Ph.D. at UNM. After receiving his bachelor’s degree in Applied Physics from the Rensselaer Polytechnic Institute, he traveled west in search of wide open spaces and abundant iron ore. He is a student of Dr. C.J. Brinker, world-famous Sol-Gel chemist.



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Group III

Physical
& Natural
Science

Place as Text: Languages of Exploration

UHON 301-001

W 1:00-3:30 SHC 16

This honors seminar is about ways of seeing the built environment, and how people shape and use it. Albuquerque and contrasting sites are the laboratories where methods of observation and investigation will be tested in field explorations—partly undertaken during class hours, partly on your own. Two trips to Santa Fe (October 30 and November 13) will be day long experiences. Public transport will be utilized throughout. Required readings will include whole texts available at the UNM Bookstore and short selections available from the UNM Library E-reserves. Those about Albuquerque and New Mexico will include authors such as Rudolfo Anaya, Levi Romero, Jimmy Santiago Baca, and V.B. Price. Those about theories of place and built environments will include scholars such as Clifford Geertz and Jane Jacobs. Visual and metaphoric imagery will help to develop a vocabulary of languages pertinent in particular to the setting being explored. This course is a practicum in integrative thinking that draws on direct experience, readings, your own writing, and discussion of them all. Guest speakers will provide additional resources. Assignments and activities will enable you to construct a figurative map of place that reflects both that place, and your understanding of how it functions. You will present final projects in a public symposium at the end of the term.

Readings

Fiction and poetry, non-fiction (books and essays) from authors named above. *Local Knowledge*, by Clifford Geertz, and *The Death and Life of Great American Cities*, by Jane Jacobs, are among the theoretical works to be used. Additional items may be included.

Requirements

Field explorations will include walkabouts and first-impression writing, six to eight structured explorations on aspects of urban life (neighborhoods, markets, festivals, services, schools, economic and religious diversity, public transport networks, etc.), on which writing assignments will be based, plus two short Critical Incident/Turning Point essays and a final written project, on which will be based a presentation at the closing symposium. All readings assigned, all field excursions and writing, and class participation are required.

About the Instructors:

Bernice Braid

Bernice, Ph.D., graduated with highest honors. She holds degrees in Comparative Literature from UCLA and Occidental College. As the Distinguished Garrey Carruthers Chair visiting professor in the Honors Program, she brings expertise gained from creating site-specific learning strategies for disciplinary and cross-disciplinary courses and discourse. She has written and presented widely on “place as text.” Co-chair of the National Collegiate Honors Council’s Honors Semesters Committee, she directed nine Honors Semesters, and facilitated nine Faculty Institutes.

Troy Lovata

Troy is a tenured, Associate Professor in the Honors Program. His courses explore our cultural relationship with the world around us and examine our connections to the past. Dr. Lovata holds a Doctorate in Anthropology, with a focus on Archaeology, from the University of Texas.

Margo Chávez-Charles

Margo holds a B.A. in English from NMSU, an M.A. in Teaching English as a Second Language and Teaching French from the School for International Training in Vermont, and an M.A. in Liberal Education from St. John’s College. Her special interests include literature, interdisciplinary education, intercultural communication, and the history of ideas. She also regularly works for the Conexiones programs in Mexico and Spain.



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Group V

Humanities

The Publication Process: Scribendi, Part 1

UHON 301-002

R 2:00-4:30 SHC 22

Scribendi is a high quality publication of art and literature, sponsored by the Western Regional Honors Council and UHP. Produced completely by UHP students, *Scribendi* publishes creative work by undergraduate honors students in more than 220 western colleges and universities. This first half of our year-long 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 the skills necessary for both printed and digital publication production, this course provides practical, hands-on experience in proofreading, copyediting, typography, magazine design and layout, fundraising, marketing and distribution, as well as small press management. The *Scribendi* experience differs from the usual academic class in its focus on active learning accomplished by intensive discussion, lots of individual practice outside of class, professional behavior and extensive teamwork. While students will work in and out of class to build the specific skills necessary to produce our publication, this course is also an environment in which learning takes place alongside professional jobs that must be accomplished. Because of this, those enrolled in the class are both students and staff members. By the end of the year, class members will gain practical skills in the art and process of producing such a publication. Students should understand this is a two-semester commitment, spanning both Fall and Spring semesters. Enrollment is limited to students selected through an application and interview process conducted by the instructor.

Readings

Scribendi Staff Handbook

Amy Einsohn, *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*

Bill Walsh, *The Elephants of Style*

Timothy Samara, *Typography Workbook: A Real-World Guide to Using Type in Graphic Design*

Christopher Smith, *InDesign CS4 Digital Classroom* (Optional text)

Requirements

Attendance, active participation, weekly work reports, 4-6 short skills-building assignments, regular committee reports, and a final 10-15 page mini-magazine project.

About the Instructor:

Leslie Donovan

Leslie is a continuing UHP faculty member and the faculty advisor for *Scribendi*. She earned her B.A. and M.A. in English from UNM and her Ph.D. in Medieval Literature from the University of Washington. Her recent publications include studies of J.R.R. Tolkien, *Beowulf*, Anglo-Saxon women saints, and Honors teaching.



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Group I

Writing & Speaking

Of Dreams and Revolutions: Marx and Freud in Latin America

UHON 301-003

W 1:00-3:30 SHC 9

This seminar will have two primary aims: 1) historically, to draw up a balance sheet of the Marxist and Freudian legacies several decades after the last great revolutionary moment of the 1960s and 1970s, a moment that challenged entrenched social, political, and sexual tradition and was often met with violent reprisals by military dictatorships in several countries in Latin America; 2) theoretically, to redefine the parameters for critical intellectual work in the humanities, constructively or deconstructively guided by psychoanalytic and Marxist thought, at the beginning of the twenty-first century.

We will accomplish these aims by examining some of the most important models of critical theory, literature, and cinema available for the study of contemporary culture and society in Latin America. We will pay particular attention to creative and theoretical works that elaborate upon or otherwise illuminate or maintain a dialogue with the doctrines of Marx and Freud and their followers.

Readings

Carlos Fuentes, *The Years with Laura Diaz*

Peter Gay, ed., *The Freud Reader*

Cristina Peri Rossi, *Solitaire of Love*

Ricardo Piglia, *The Absent City*

Manuel Puig, *The Kiss of the Spider Woman*

Paco Ignacio Taibo II, *An Easy Thing*

Tomás Gutierrez Alea, dir., *Memories of Underdevelopment* (film)

Selected short texts by Althusser, Badiou, Lacan, Marx, Piglia, Rozitchner, and others available on E-Reserve.

Requirements

Thoughtful, lively, and engaged classroom participation will be crucial to the seminar's success. Students will also be required to present one 5-10 minute provocation based on the assigned readings and participate in regular group e-mail exchanges about the weekly readings. There will be one short (5-7 page) mid-term paper and a final research paper (12-15 pages).

About the Instructor:

Andrew Ascherl

Andrew is a Ph.D. candidate in the Department of Comparative Literature at SUNY-Buffalo, and is a literary and cultural critic. His areas of research interest include 20th century Latin American fiction, post-war European philosophy, psychoanalysis, and the cultural politics of the Left.



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Group IV

Social &
Behavioral
Science

Anarchy and Heresy

UHON 301-005

M 1:00-3:30 SHC 8

Although anarchism, often historically ineffectual, was in rapid decline after the victory of the fascists in the Spanish Civil War, the vestiges of it and signs of its possible return would be a potential threat to political institutions and capitalism. Yet anarchism raises legitimate questions confronting most contemporary societies. What united anarchists was a “passionate hatred of injustice, of tyranny in all its forms, and the perceptiveness of their warnings against the dangers of concentrated power, economical and political. They were among the earliest and most consistent opponents of totalitarianism, both of the Left and of the Right” (Avrich).

Seventy years ago, Belloc defined heresy correctly as “the dislocation of some self-supporting scheme by the introduction of a novel denial of some essential part therein.” While it has remained an institutional category of theological error in the Catholic Church for seventeen centuries, heresy has traditions outside of strictly religious organizations. One may refer to the witch-hunts of the U.S. Congress’ House Un-American Activities Committee after WWII, as a modern pursuit of American citizens whose allegiance to national policies and principles of the time were in doubt.

I have chosen to join these two seminar topics because some scholars suggest, perhaps rightly, that there are certain structural similarities between political and religious institutions, sustaining measures which may be taken to protect long held beliefs and values, and to ensure the survival of the sovereign.

Readings

Avrich, *Anarchist Portraits*

Ellul, *Anarchy and Christianity*

Marcuse, *One-Dimensional Man: Studies in Ideology of Advanced Industrial Society*

A reader on E-reserves containing articles from Cohen, *The Faith of a Liberal*; McWilliams, *The Roots of Heresy*; and Ugresic, *The Culture of Lies*.

Requirements

Students are required to attend every seminar session, and arrive prepared to discuss in detail readings assigned for that day. Students will write three critical studies approved by the teacher. Students will deliver a presentation on an anarchist or heretic with whom they are ethically and/or politically in agreement.

About the Instructor:

Ed DeSantis

Ed has a Ph.D. in English from Brown University; a Master’s of Divinity from Georgetown Theological Center; a licentiate in Philosophy and a Master’s in English from Fordham University. This seminar is a revision of one taught many years ago.



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Group V

Humanities

Breaking the Rules: How Cubism and Expressionism Shaped the Modern World

UHON 301-008

M W 3:00-4:15 SHC 8

The early twentieth century was one of the most dynamic eras in western culture. During this period numerous “-isms” arose as reactions to nineteenth-century Realism, the collapse of empires, and burgeoning technological advances. Faced with new media such as film and photography, as well as new orientations toward language and the canvas, artists and writers found themselves in an enviable position: the old rules were dead, or at least, dying, and they were free to create whatever they might imagine. Among the many movements which proliferated during this period, Cubism and Expressionism were perhaps the most powerful, and have had perhaps the most enduring influence. No artistic field went untouched; all were reshaped by the innovative force of these schools.

But what happens when the old rules are shattered? Beyond the specific attributes of their schools, Cubism and Expressionism provide inspiration about how we might break rules meaningfully—how to think through the process of creating in such a way that we end up not with stupefying chaos but with something original and resonant. This fall, we will explore the history and theories of Cubism and Expressionism, looking at key practitioners of these approaches in disciplines including art, architecture, literature, music, film, and photography. We will also think more deeply about rules in art and literature—which rules does one break, and why? And who is qualified to be an “artist”? According to these thinkers, the answer to this last question was, “Anyone,” and as a consequence, small galleries began to sprout up everywhere. To honor the spirit of this movement and to benefit from the creative and intellectual energy of such shows, we will conclude this semester by constructing our own gallery show featuring artistic, literary, and academic works in which we do some rule-breaking of our own.

Readings

Images of art (including Picasso, Gris, Braque, Léger, Chagall, Münch, Modigliani, and Klee) and architecture (by Mendelsohn, Wright, Tatlin, Gropius); photography (Stieglitz); one film (Fritz Lang, *Metropolis*); music by Shostakovich and Gershwin; supplementary materials, including artistic manifestos and a few secondary sources; Kafka, *The Metamorphosis*; a variety of readings available on E-reserve including poetry (by T. S. Eliot,

William Carlos Williams, e. e. cummings, Vladimir Mayakovsky, Aleksandr Blok, Guillaume Apollinaire, Gertrude Stein, and Wallace Stevens);

Requirements

Two papers; two presentations; a final project in which the student will identify and break an artistic rule; careful preparation for class sessions and active participation in seminar discussion.

About the Instructor:

Renée Faubion

After receiving undergraduate and graduate degrees in Russian from Trinity University and the University of Kansas, Renée earned a second M.A. and a Ph.D. in English from UNM. Her fields include literary theory, Gothic literature, and magic realism. She recently won her third award for excellence in teaching.

About the Student Teacher:

Chloë Winegar

Chloë is majoring in Art Studio and minoring in Music. Last semester she organized a fundraiser for the “Arts-in-Medicine” program at UNM Hospitals. She loves the way art affects people, which is why she will pursue teaching art or using art as therapy in the future.



Fulfills



A&S



Group V



Humanities

Sharing the Same Space: Creative Collaboration and Racial Healing

UHON 301-009

W 3:00-5:30 SHC 22

This course will introduce students to innovative approaches to bringing people together across the racial, socioeconomic, cultural, and generational lines that tend to divide us. Students will explore theory and practices in collaborative art-making, conflict engagement, and community dialogue (based on models used by Littlelobe, Inc., the Bartos Institute, and other organizations) as well as experience the kinds of creative exercises designed to foster community capacity and racial healing. Students will also have the opportunity to engage in a community project in which collaborative art-making is making a difference in people's lives. No prior prerequisites are necessary, and students do not need to see themselves as creative/artistic to enroll this course. Non-artists and artists, working in collaboration, are a central feature of innovation in the field of racial equity/racial healing. Class participation and engagement is an essential feature of this course.

Readings

We will read all or part of the following texts: *Creative Community Builder's Handbook: How to Transform Communities Using Local Assets, Arts, and Culture* by Thomas C. Borrup; *Engaging Classrooms and Communities through Art: A Guide to Designing and Implementing Community-Based Art Education* by Beth Krensky; "The Circle is Already Listening" by Molly Sturges, Community Arts Network Reading Room; *New Creative Community: The Art of Cultural Development* by Arlene Goldbard; *Contemporary Conflict Resolution, 2nd edition*, by Oliver Ramsbotham, Tom Woodhouse and Hugh Miall

Requirements

Attendance and participation are very important for this course. Students will read interesting and perhaps provocative texts and be asked to express their views and opinions about the readings and the issues they raise in class. Students will also engage in a variety of experiential exercises. Students will keep

a notebook/journal during the course which documents their responses to readings and class sessions. Students will learn skills in reading and comprehension, critical analysis, group collaboration and community dialogue.

About the Instructor:

Valerie Martinez

Valerie is a poet, teacher, translator, playwright, librettist, editor and collaborative artist. She has a B.A. from Vassar College and an M.F.A. from The University of Arizona and was the Poet Laureate for the city of Santa Fe for 2008-2010. Valerie has more than twenty years of experience as a classroom teacher, primarily at the college level. For over ten years, she has taught children, young adults, adults, teachers, and seniors in a wide range of community outreach and educational programs. She is Executive Director of Littlelobe, Inc., an artist-run non-profit organization that collaborates with diverse communities on large-scale art and community dialogue projects. Valerie's books include *Absence*, *Luminescent*; *World to World*; *A Flock of Scarlet Doves*; *And They Called It Horizon*; *Each and Her*; and *Reinventing the Enemy's Language*. Her poetry, essays, and translations have appeared in a wide range of journals and anthologies. Most recently Valerie was Artistic Director of Lines and Circles, an intergenerational families project in Santa Fe. Valerie was recently awarded the 2009 Albuquerque Journal/SAGE Magazine "Twenty Women Who Have Made a Difference" award for her creative and community work.

Fulfills

A&S

Group IV

Social & Behavioral Science

The Orality of Poetry

UHON 301-011

T R 9:30-10:45 SHC 12

This course is about exploring, understanding and appreciating poetry through the art of oral interpretation. In order to effectively communicate a poem to others a person needs to internalize it at a depth that goes beyond mere clever reading. Poetry is indeed an oral art. Students will select poems for reading, as well as experience activities that encourage discussion and experimentation with language. We will listen to great poets, hear and critique local poets and poetry performers, and learn techniques that lead to a deeper knowledge of poetics. Students enrolling in this class should have, at the least, a curiosity about language and communication; at best a desire to enhance a love of poetry. Everyone can improve their ability to read aloud to others; this course focuses on being able to make literature come alive to people and, most importantly, enrich one's own life. Desire to improve one's communication abilities is a requirement.

Readings

Best American Poetry of 2009, other anthologies; Course Reader (containing essays, book chapters, selection of poems). DVD recordings of poets talking about their work. CD recordings of poets and actors reading selected poems. Video and audio taped performances of poets reading their works.

Requirements

Student should have had C&J 130 or above.

About the Instructor:

Bruce Noll

Bruce, 2005 Outstanding UNM Lecturer of the Year, has presented Walt Whitman's poetry for 37 years across 26 states. His own poetry has appeared in numerous journals and magazines. He has taught oral interpretation of literature and many other communication courses. M.A. Degree in Communication, Ed.D. in Adult Learning. This will be his second time teaching *The Orality of Poetry* for the Honors Program.



Fulfills

A&S

Group V

Humanities

Orpheus the Healer

UHON 301-012

R 6:00-8:30 SHC 22

Under the protection of Orpheus, the god of poetry and the mysteries of reunion, this seminar will explore the connection between poetry and personal philosophy. Using the texts as catalysts, participants will be asked to record and evolve their personal view of the world, including their understanding of right conduct. In the troubled times of the Twenty-first century, citizens of an information-based society such as ours have the opportunity to join in the creation of the future through the exercise of reflection and imagination. In this spirit, the seminar will work to nurture the development of personal philosophy while maintaining the distinction between aesthetic revelation and the struggle to make sense of experience.

Readings

Readings include works by Akhmatova, Dickinson, Eliot, Rilke, Jeffers, Sappho, Whitman, Rumi, H.D., Auden, Rukeyser, Radnoti, Szymborska, Mistral, Neruda, Rich, and others.

Requirements

Students will keep a journal of insight, study, and reflection. They will write weekly one page responses to the readings, one short paper, and one major paper .

They will give one 20 minute oral presentation.

About the Instructor:

V.B. Price

V.B. Price is a poet, editor, novelist, and non-fiction writer. His latest books of poetry include *Broken and Reset*, *Mythwaking: The Homeric Hymns A Modern Sequel*, *Death Self*, and *Chaco Trilogy*. He has taught in the UHP since 1985. He currently serves as series editor for UNM Press's *Mary Buttitt Christensen Poetry Series*.



Fulfills

A&S

Group V

Humanities

Evolution of Human Behavior

UHON 301-014

R 12:30-3:00 SHC 12

The course will introduce students to the foundation and theory of evolutionary studies of human behavior as well as its practical application to experimental sociological research. We will be reading groundbreaking papers and book chapters which helped to establish the field. The first half of the course will introduce students to the theory underpinning the field, synthesizing evolutionary biology, psychology, population genetics, anthropology, and sociology. The second half of the course will concentrate on the application of the theory to designing new research. My goal is to teach students how to select a topic of study, search relevant literature, develop a hypothesis, design a study, apply to the Institutional Review Board (IRB), and how to collect data.

Readings

The Evolution of Desire by David M. Buss; *The Mating Mind* by Geoffrey Miller; *The Selfish Gene: 30th Anniversary Edition* by Richard Dawkins; *The Red Queen: Sex And The Evolution Of Human Nature* by Matt Ridley. Chapter copies provided. I will also provided selected papers from peer-reviewed journals and additional readings.

Requirements

There will be no requirements other than regular attendance, weekly presentations, and collaborative work on preparing a scientific social science study. If students are interested I will offer the opportunity to participate in all aspects of conducting a research study in the Psychology Department.

About the Instructor:

Ethan White

Ethan is a graduate of the UNM Honors Program and hold a B.S. in Biological Anthropology, and a B.A. and M.S. in Psychology from UNM. He was recently awarded a Ph.D. in Evolutionary Psychology from UNM. His research is on the evolution of intelligence, human language, and creativity. Particularly, he is interested in how sexual selection has shaped verbal creativity. His minor concentration is in the design of experiments and the analysis of data. In addition to experimental work, he is the program director of the Endorphin Power Company, a long-term residential treatment program for adults with substance addiction, and He is interested in public health. In his spare time, Ethan enjoys traveling and restoring vintage motorcycles, scooters, and just about anything with an engine and wheels.



Fulfills

A&S

Group IV

Social &
Behavioral
Science

The Corporation and Society

UHON 301-018

T R 11:00-12:15 SHC 12



This course will focus on the evolving role of the corporation in society; from the early role of a corporation in colonial times through the present day. We will pay special attention to how society's expectations have changed and how business (and managerial) behavior has responded to these heightened expectations. Readings will include Milton Friedman, William Greider, Chester Barnard, Adam Smith among others. The final paper for the course will be based on the film *The Corporation*. This course is built on an active exchange between students, so class participation is a necessary component to a fulfilling classroom experience. We will also make extensive use of current events as examples to the ideas we are discussing. Finally, the course relies extensively on understanding firm-stakeholder (stakeholders include customers, owners, suppliers, the community in which the firm is located, etc.) relationships to uncover how a firm manages its role in society. Understanding ethical issues in business also forms a centerpiece to class discussions. This class will fulfill the MGMT 308 requirement for students pursuing a BBA or a minor in Business.

Readings

Adam Smith, William Greider, Robert Heilbroner, Eric Hobsbaum, and Milton Friedman. The course will include a viewing of the the film *The Corporation*.

Requirements

Three papers, including one shorter paper, and one analytical paper focused on a firm's relationship with its stakeholders (written by teams of two students). Students will also be expected to present on a current event which highlights the interdependence of business and society.

About the Instructor:

Shawn Berman

Shawn is an Associate Professor of Business and Society in the Anderson School of Management. He has a B.A. in Mathematics from Occidental College and a Ph.D. in Strategic Management from the University of Washington. Professor Berman is in his 4th year at UNM, having taught previously at Boston University and Santa Clara University. At Santa Clara he taught the honors section of the Business School's capstone class. His published work focuses on empirical measures to assess a firm's non-financial performance. This relates to scholarship in corporate social responsibility and business ethics more broadly. His published work includes examinations of the link between a firm's relationship with its stakeholders and the firm's financial performance, as well the role of trust in firm-stakeholder relationships.

Fulfills

A&S

Group IV

Social &
Behavioral
Science

In Praise of Arid Lands: Natural History of the Southwest (with lab) UHON 324-001 & UHON 324L-002

T R 11:00-12:15 SHC 12 & R 1:00-3:50 SHC 8

“**T**he region is altogether valueless. It can be approached from the south, and after entering it, there is nothing left to do but leave.” Lt. J.C. Ives. 1857.

Lt. Ives was speaking of the Grand Canyon. How we value landscape is directly related to what we know about that place. The Southwest is fragile and sometimes harsh, and in order to appreciate and protect it, we need to understand its unique biology. In this field biology course, we will discuss the biogeography and biology of the Southwest region. We will focus on the land, climate, and the flora and fauna of the region. We will learn to recognize deserts, grasslands, montane areas and their associated organisms. We will pay particular attention to the area closest to Albuquerque and the areas of the Colorado Plateau, the Southern Rocky Mountains, and the Shortgrass Prairie that surround us. Students will develop the skills to identify plants, bugs, reptiles, birds, and mammals while at the same time learning about particular conservation issues in the region. There will be several field trips during scheduled class times, including one to Bosque del Apache in late November.

This seminar is cross-listed in biology and includes a required lab. It satisfies life sciences requirements and is an elective for the environmental science major, and for the American Studies major. There are 4 credits for this class, and all students must enroll in both the seminar and the lab.

Readings

Sibley Field Guide to Birds of North America, David Allen Sibley

A Field Guide to the Plants and Animals of the Middle Rio Grande Bosque, Castron, Lightfoot, Mygatt, Brantley, Lowery

Requirements

Assignments will include one class presentation on a specific life zone (such as the tundra or ponderosa pine zone) and an inventory of a site of their choosing. In addition, students will demonstrate their proficiency in identifying organisms and life zones through regular lab and field assignments. Final projects for this class will culminate in a symposium on current conservation issues facing the Southwest.

About the Instructor:

Ursula Shepherd

Ursula, Ph.D. received her degree in Biogeography and Community Ecology from UNM. She also holds an M.A. in Social Sciences from the University of the Pacific. She is the author of several articles and a book. Her interests include biodiversity of both arid and marine systems, the role of symbiosis in evolution, and mammalian ecology.



Fulfills

UNM Core

Group III

Physical
& Natural
Science

Global Skills for Honors Students: Independent Study

UHON 399-010

Times Arranged



In this increasingly inter-dependent world, students must learn to interact directly with the global community. The goal of this individual study is to offer honors students the opportunity to become global citizens, strengthen their cross-cultural understanding, learn leadership skills that will lead to solutions of our world's pressing concerns, and be exposed to international leaders, corporate executives, renowned writers and academics with expertise in international issues. The UHP and the Albuquerque International Association (AIA) sponsor this new exciting study for Honors students. Students will have the opportunity to attend lectures on the most current and "hot" international topics, as well as be invited to receptions with the speakers. An added bonus might be that these activities could end up in a mentorship. The subject for the lectures in the Fall of 2010 is: "Challenging Countries, Troublesome leaders: A Pack of Bad Boys?" In four public lectures followed by discussions experts will examine presidents Mahmoud Ahmadinejad of Iran, Hugo Chavez of Venezuela, Kim Il-sun of North Korea and Castro Brothers of Cuba, as well as look at their respective countries. Lectures will address the problems of leadership from an unconventional angle. It will look at challenges presented to the United States by such countries as Iran, North Korea, Venezuela and Cuba. It will concentrate on the leaders of these countries and the problem of how to best deal with them. This question is relevant not only for US foreign policy, but also for businesses and local communities in this age of growing globalization.

Requirements

Required attendance to four public lectures organized by the AIA during the Fall of 2010 and their related events. Lectures will take place on August 29, September 17, October 8 and November 14, 3 PM – 5 PM, and book

discussions – August 26, September 9, October 5 and November 11, 5 PM – 7 PM. Students are also required to participate in four book discussions with members of AIA. Students will keep a portfolio; write essays based on two books related to the topics of the lectures; and write a final paper connecting the information learned from the lectures and related activities and the books that they read.

To participate in this study, students must become a student member of the Albuquerque International Association (fee paid by the University Honors Program). The three credit hours count towards the Multicultural Requirement for Honors Graduation, and towards the Honors International Designation.

About the Instructor:

Marina Oborotova

Marina is President of the Center for International Studies, sponsoring organization for the Albuquerque International Association. She lived and worked in Moscow for 33 years and visits the city every year. She graduated from Moscow State University for Foreign Affairs of the Russian Foreign Office, and worked as a senior researcher for the Institute of World Economy and International Relations, Russia's leading think-tank. She has written two books and over 40 articles on foreign relations, and has presented numerous papers at international conferences. She has taught at the University of New Mexico in the Department of Political Science, Anderson Schools of Management, and the Honors Program.

Local Games in Albuquerque

UHON 401-001

M 2:00-4:30 SHC 28

This course is about coming to understand the places in which we live. It's also a videogame design course. We will research the University and Albuquerque, uncovering deep issues where they are the most important and yet often least visible. We won't just find out facts for ourselves though. The idea is to take what we learn and use that knowledge to design mobile place-based games—think tours but better, where the player is a part of the story and there may be both fiction and truth—to help others learn as well. By using the design language of games, we control more than the information the visitor or player sees; we create an experience. By constructing identities and worlds for our players, we shape the context in which they view the information and the place. We can give them something to do, not just to see. Depending on the what we uncover, we can think of our games as learning, advertisement, exploration, activism, or a combination of these endeavors.

We will work closely with others studying the city, in particular with UHON 301-001, Place as Text: Languages of Exploration. We will travel to some of the same places, read some of the same texts, and consider many of the same histories and problems. Collaboration and cross-pollination are highly encouraged.

To make excellent games, we will learn about game design and the affordances and purposes of mobile place-based games as others have envisioned them.

Readings

The Art of Game Design: A Book of Lenses by Jesse Schell

Readings shared by the other Albuquerque class such as *City at the End of the World* by VB Price, and *Duke City Fix*

Online readings and electronic reserves.

Requirements

In small teams, students will design and implement mobile place-based games that take place in or around Albuquerque. Writing assignments will include a design document and post-mortem in addition to the writing of the game itself.

No programming or game design experience is required. Seriously. If you can upload a photo to Facebook there will be no technical hurdles.

There will be many small field trips within town, accessible on foot, or by bike, bus, or car. There will also be two field trips within town during weekend days: one on the weekend of Sept. 4-5, and one on Oct. 16-17. You will need to be available for the weekend field trips, curious about what is out there, and learn how to get out there and talk to people.

About the Instructor:

Chris Holden

Chris is a mathematician for the people. He received his Ph.D. in mathematics from the University of Wisconsin-Madison. Originally from Albuquerque, his research interests include number theory, math education, and videogames as education and culture. Chris enjoys videogames like DDR and Katamari Damacy, and he takes a whole lot of photos.



Fulfills

A&S

Group IV

Social &
Behavioral
Science

Sexuality, Gender, and the Law

UHON 401-002

M W 1:00-2:15 SHC 22

In this course we will examine the treatment of sex, sexuality, and gender by society through its legal systems. We will examine issues of privacy and the state, equality challenges, identity speech, sex, and sexual orientation discrimination in the workplace, regulation of family structure, same sex marriage, and transgender issues. We will approach our task by examining statutes, appellate cases (caselaw), and articles from law journals and other legal publications. Early in the course we will spend some time reviewing some historical material before reaching our concentration on contemporary issues.

Readings

Sexuality, Gender, and the Law, 2nd Edition, William N. Eskridge, Jr. and Nan D. Hunter

Requirements

1. All students are expected to attend all classes, and to have completed all reading and other assignments for each class.
2. All students are expected to participate in class discussions.
3. Students are required to complete a paper of 10 pages or more on a subject of their choice.
4. All students will be expected to make a brief presentation about their papers toward the end of the semester.

About the Instructor:

Joseph Alarid

A. Joseph Alarid, recently retired after serving as a judge in the New Mexico courts since 1980, the last twenty-five on the New Mexico Court of Appeals. Judge Alarid authored over 1,000 opinions and was a participant in thousands more during his time on the court. He received his law degree from the Georgetown University Law Center and B.A. from the University of New Mexico.



Fulfills

A&S

Group IV

Social &
Behavioral
Science

Understanding Others: The Multifaceted World of Human Communication

UHON 401-004 and MLNG 457-004
M W 2:00-3:15 MH (room TBA)



This course examines the cross-linguistic and cross-cultural dimensions of human communication, focusing on ‘critical languages,’ such as Arabic, Chinese, and Russian. The process of determining the importance of these languages for various spheres of American public and personal life will lead us on a linguistic and cultural journey across continents. Learning how to understand other languages and cultures will be our goal in exploring the multifaceted world of human communication. Along the way, we will discover more about ourselves as ‘social animals’, Aristotle’s famous concept that gains new meaning in our rapidly-changing global world. Our collaboration in this course will take the form of discussions and presentations centered on several topics whose primary component is language. How are language and identity related on various levels? What mechanisms of symbolic and actual power of language help create an ethnic, national or global identity? Does bilingualism/multilingualism structure our personal and public identities differently? Entertaining the idea that our daily experience of reality is deeply rooted in communication will allow us to tease apart the main elements of the ‘communication-experience loop’ (John Shotter) and help us determine the ways our native communication patterns affect our behavior and perception of other cultures.

We will approach the kaleidoscope of topics and narratives in this course by drawing insights from various linguistic fields—sociolinguistics, cognitive linguistics, psycholinguistics, and others. Cutting-edge research in intercultural semantics, pragmatics, semiotics, language development and language acquisition will constitute our point of departure in generating ideas and applying them in familiar and novel contexts.

In addition, thought-provoking commentaries and discussions that have appeared in popular scientific literature (*Scientific American Mind*, *Psychology Today*) or are ‘floating’ in the virtual space will enrich our perspective of the complexity of human communication across cultures.

Readings

All reading materials will be put on eReserve. They include articles and chapters from: Jacob May, *Pragmatics*; Jennifer Coats, *Women, Men, and Language*; Stephen Riggins, *The Language and Politics of Exclusion: Others in Discourse*; Yasir Suleiman, *Language and Identity in the Middle East and North Africa*; Kirk Amant, ed.,

Linguistic and Cultural Online Communication Issues in the Global Age; Anna Wierzbicka, *Semantics, Culture, and Cognition: Universal Human Concepts in Culture-Specific Configurations*; Carol Myers-Scotton, *Multiple Voices: An Introduction to Bilingualism*; Mark Penn, *Microtrends*; and others.

Requirements

Attendance and class participation are essential since there will be a good amount of group work in class. This work will lay the foundation of a group project on one of the topics in the course chosen by the students. The individual parts of the group project will be presented in class by each member of the group. In addition, written assignments, such as short problem sets, reaction papers, and a summary of the group project results will enhance the analytical component of the class and strengthen students’ critical thinking.

About the Instructor:

Tania Ivanova-Sullivan

Originally from Bulgaria, Tania Ivanova-Sullivan did her doctoral work at the Ohio State University. She joined the the Foreign Languages Department at UNM in 2007 as an assistant professor of Russian. Her research focuses on foreign languages and linguistics, particularly on the topic of bilingualism from a psycholinguistic perspective. She is currently writing a monograph based on experimental work with bilingual speakers of Russian and English.

Conexiones: Mexico

June 28-August 10

The University Honors Program and the Department of Spanish and Portuguese presents Conexiones—an intensive program of culture and language study at UNM and the field site, Morelia, Michoacán, Mexico. In Morelia, participants will be placed with local families. Conexiones offers students up to ten semester hours of credit and features a three-day orientation session at UNM, a four-week field experience, and three days of closing seminars at UNM upon return.

Applicants must have taken course work in Spanish at any level or possess minimal knowledge of the language. (The program language study director will interview heritage speakers who have not completed a course in Spanish) A take-home exam on required culture study readings must be completed in satisfactory fashion prior to registration.

The Program

All students must register for UHON 301-001 “Mexican Culture” (4 credit hours). Additionally, all students must register for one of the following: Spanish 200, 301, or 439 (each worth 3 credit hours). Students may also register for 3 credit hours in Spanish Conversation.

Honors credits can count as Spanish credits if all Honors work is completed in Spanish.

Tuition

Students pay UNM Summer Session tuition plus CONEXIONES fees (\$2000) which includes room, board, and program travel during the field session in Morelia.) Students travel to Morelia and return to Albuquerque at their own expense.

Conventional financial aid is available. A limited number of University Honors Program (UHP) Travel Stipends are available and the Spanish and Portuguese Department has a number of similar stipends available to students in the Spanish Native Track Program.

Application & Deadlines

The application deadline is May 31, 2010. Applications for Conexiones and UHP travel stipends are available online: <http://sites.google.com/site/conexionesmexico/>.

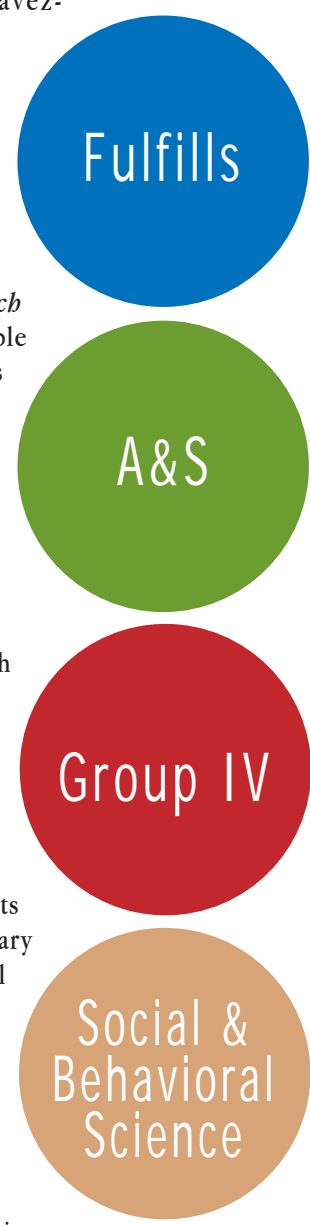
About the Instructors:

Michael Thomas and Margo Chávez-Charles

Michael is an anthropologist. He directed the Conexiones: Mexico Program for many years and has been involved in many other endeavors in experiential education. His novel, *Ostrich* received a Barnes and Noble “Discover Great New Writers Award” in 2000. He has published three critically acclaimed novels (*Crosswinds*, *Ostrich*, and *Hat Dance*). A collection of his short stories *Sister Cities* is in process.

Margo holds a B.A. in English from NMSU, an M.A. in Teaching English as a Second Language and Teaching French from the School for International Training in Vermont, and an M.A. in Liberal Education from St. John’s College. Her special interests include literature, interdisciplinary education, intercultural communication, and the history of ideas. She also regularly works for the Conexiones programs in Mexico and Spain.

Other instructors include: Damian Vergara Wilson and Aaron Salinger, Senior Teacher Kamie Ulibarri, as well as a T.A. from the Spanish Department.



Senior Options

Students who plan to graduate with an honors distinction from the UHP must complete a 6 credit-hour Senior Option during their senior year. The Honors Program offers four Senior Options described in summary below with links to full descriptions, procedures, and requirements.

Senior Colloquium and Service Learning

This course represents the UHP's commitment to education for civic responsibility. It gives students the opportunity to integrate academics with service in an experiential way. This one-semester plan combines seminar-style classroom work with a hands-on community service research project. Students enroll in both the Colloquium and the Service Learning for a total of 6 credit hours in one semester. Students design a service learning project that integrates with the topic of the Colloquium. They invest a minimum of 40 hours in service learning activities during the semester. Service-learning includes volunteer work with a designated agency, integrating service into a student academic studies, outreach programs that engage students and the community in common, hands-on action, policy research, or community problem solving. Students may become involved through the UNM Center for Service Learning. Students also write several papers, including a final Integrated Service Project summary, which becomes a permanent part of the Honors Library.

Senior Student Teaching

The Senior Teaching option is intended for selected graduating seniors who are contemplating becoming professional teachers and who wish to gain experience working with an Honors instructor in an interdisciplinary setting. This two-semester plan offers students the opportunity to plan and co-teach an Honors seminar. During the first semester, students collaborate with a Master Teacher to plan the course. In the second semester students will co-teach the course implementing the lesson plans and materials gathered during the preparatory semester. Students wishing to be senior teachers must be bona fide Honors students, have senior classification, and have completed a minimum of 18 UHP credit hours by the time of the teaching semester. This option involves a detailed application process and requires attendance at several workshops.

Senior Interdisciplinary Honors Program Thesis

In this three-semester option students conduct independent research in preparation for writing a thesis. In the first semester, students formalize a thesis committee and draft a thesis proposal. Next, during the research semester, students will meet regularly with their UHP Thesis Advisor. They will discuss thesis options and then complete and sign a Thesis Proposal form, which will be given to the Thesis Coordinator. Once this proposal has been formalized, students will spend the remainder of the semester completing research into these topics. Completion of a major interdisciplinary research paper (approximately 30 pages excluding bibliography). Students will meet regularly with their UHP Thesis Advisor and attend regular thesis meetings.

Senior Disciplinary (Departmental) Thesis

Seniors who have been admitted to a departmental honors program (for their major), usually beginning in the junior year, may use 6 hours of credit toward the 24-hours required in the UHP. Most departments require that seniors complete a thesis, but some departments may offer other options, such as an extensive design project. Students interested in this option must submit an application form for this option to the Honors Director on the first day of the semester in which they are enrolled to begin the research/project. A completed, signed copy of the thesis or project must be submitted to the UHP office no later than two weeks before graduation.

UHP Interdisciplinary Senior Honors Thesis

The Senior Honors Thesis is one of four capstone options for graduating seniors. The thesis is an interdisciplinary culmination of the diverse topics students encounter throughout their studies in the University Honors Program. Additionally, a few departments at UNM may not offer a Senior Honors Thesis option, may not have faculty members available to oversee a student's research or may not offer students the opportunity research across disciplines. By selecting the interdisciplinary Senior Honors Thesis, students are able to work with any one of the outstanding faculty members or instructors in the UHP. The Senior Honors Thesis is a 3-semester, 7-credit hour undertaking.

Thesis Prep Semester: UHON 499

The prep semester lets students focus on understanding the Senior Honors Thesis process, identify faculty who can facilitate research and writing, and craft a Thesis Proposal. Students register for UHON 499 Independent Study (1 credit hour) with any willing UHP Continuing Faculty member. This faculty member will help you organize your ideas and formalize the thesis proposal. This faculty member need not have direct knowledge of the student's intended topic of study or serve on their Thesis Committee—the prep semester faculty is merely a mentor there to help students negotiate the University and organize initial research. Students then meet regularly with their respective Independent Study faculty to complete the Thesis Proposal Packet and identify scholars to serve on the student's Thesis Committee as a Thesis Coordinator and Reader.

Research & Reading Semester: UHON 490

Students register for UHON 490 Reading and Research (3 credits) once the Thesis Proposal is approved by the Thesis Coordinator. Students spend this semester completing the research into their theses topic in regular consultation with the Thesis Advisor. The Thesis Coordinator also assigns short, required exercises that help students assemble a bibliography, hone their methodologies, and refine research. There are 3 to 4 meetings with the Thesis Coordinator and other thesis students over the course of this semester.

These are excellent opportunities for students to share as colleagues the various successful research and writing techniques and strategies. These group meetings are required portions of the process—you cannot complete the thesis without attending. Students meet with their Thesis Advisor on a more regular basis as required to complete their research. The semester ends with the production of an 8 to 10 page draft of the thesis.

Writing & Presentation Semester: UHON 491

Students register for UHON 491 Senior Honors Thesis (3 credits) during your final semester. This portion of the Senior Honors Thesis option requires students to synthesize their research into a written thesis and oral presentation. First is the actual writing of the thesis. Students work with their Thesis Committee to determine their own schedules for completing any outlines or preliminary drafts. The completed thesis should be at least 30, double-spaced, word-processed pages in length (excluding endnotes and bibliography). After the Thesis Advisor approves the thesis it should be submitted to the UHP Thesis Coordinator by the end of the 13th week of the semester. A Thesis Abstract and a Senior Honors Thesis Form must accompany the final manuscript. Thesis candidates are also required to present an oral summary of their research at the UHP Thesis Presentation Day shortly before finals week. The Thesis Coordinator directs this part of the semester, helps students distill their research into a 20 to 30 minute oral presentation, and organizes 2 to 3 required practice sessions for each student.

For more information about Interdisciplinary Theses contact Dr. Troy Lovata, Senior Thesis Coordinator, by phone at 277-3663, by e-mail at lovata@unm.edu or visit his office in room 2B of the Honors Center.

Senior Teaching Preparation UHON 492

The Senior Teaching Option is intended for selected graduating seniors who are contemplating becoming professional teachers and who wish to gain experience working with an Honors instructor in an interdisciplinary setting. Selected students will complete a prep semester (not available during summers) and a teaching semester, both worth 3 credit hours each.

Eligibility

Students wishing to be senior teachers must be bona fide Honors students, have senior classification, and have completed a minimum of 18 UHP credit hours by the teaching semester. You must have either taken the course you wish to co-teach or have taken a seminar with your chosen Master Teacher.

Pre-Application Actions

Once you have identified a potential Master Teacher, you and the Master Teacher are required to attend an Information Session the semester before you plan to submit a course proposal. In this meeting students and faculty will get a better idea of what senior teaching involves in terms of time, commitment and work loads.

Application and Deadlines

Once you and your Master Teacher have committed to co-teach, complete the Student Teaching Application (available online at: <http://honors.unm.edu/senior-teaching-application.html>). This must accompany the Master Teacher's course proposal, which is submitted to the Honors Curriculum Committee around December 1st. NOTE: The UHP is only accepting applications to prep Spring 2011 then teach Fall 2011. All available positions to prep Fall 2010 then teach Spring 2011 have been filled.

Once the Curriculum Committee approves the course, your Master Teacher will notify you to register for the Senior Teaching Preparation component (worth 3 credit hours).

Preparatory Semester

Prep students and Master Teachers will begin weekly meetings to begin planning the course, selecting materials, readings and activities. Prep students and Master Teachers will also participate in discussions and assignments posted on the Senior Teacher Blog.

Throughout the course of the prep-semester it is expected that you will:

- Master the content
- Collect the intellectual agenda about texts/authors (content)
- Form a plan (syllabus)
- Have knowledge about a variety of methodologies, papers, in-class exercises, projects, etc., which are grounded in the content
- Understand the professional role of being a teacher
- Be prepared to teach

At the end of the semester you will write a final "Mastery of Content" paper (minimum 5-8 pages), a plan for facilitating one entire class period, and an annotated bibliography of all books read to prepare for the class. The final bound copy is due on the Friday before exam week. One copy will be given to the Master Teacher and another copy to the Honors office for inclusion in the permanent collection of the Honors Library.

WARNING: In the event the course is cancelled (when enrollment does not meet or exceed a minimum of 12 students), you will need to be prepared to enroll in an alternate Senior Option.

Mandatory Workshop

Prep students and Master Teachers must attend a mandatory Senior Teaching Workshop to be scheduled every semester on the Friday after break (Fall or Spring Break). Students are expected to arrange their schedules accordingly to attend this meeting as a component of their prep semester.

Teaching Blog

At the beginning of each semester (preparatory or teaching) a blog for continuous on-line collaboration is set up for prep-students, student teachers, and Master Teachers. The blog allows these unique colleagues to communicate with each other and give support.

Contact

Master Teachers are mentors during the the application process, as well as during the preparation and teaching process. For more information, please visit our website or contact a Peer Advisor by phone at 277-7415, or visit SHC Room 17C during advising hours.

Honors Senior Teaching UHON 493

During this second semester of the Senior Teaching Option, prep students will put last semester's planning to use, participating in all aspects of guiding and facilitating an Honors seminar under the direction of the Master Teacher.

The Co-Teaching Dynamic

Master Teachers must not allow student teachers to prepare all classes by themselves or be completely in charge of all classes during the teaching semester. This is a co-teaching experience and the Master teacher is ultimately responsible for the success of the class. In order to create this unique working dynamic Master Teachers and their student teachers must hold weekly pre-seminar meetings of at least one hour, covering the intellectual agenda for the day. They should also hold a post-seminar debriefing and must adhere to the contract made in the previous semester regarding shared responsibilities. The Master Teacher ensures he/she is dedicating ample time to mentor the student teacher throughout this semester.

The Master Teacher must allow the student teacher to facilitate at least 1 (or 2) classes independently. (The student should use the plan for one class facilitation created during the preparatory semester). Student teachers must also facilitate one class completely alone (with no Master Teacher present during one hour and fifteen minutes, or part of an entire class period). The rest of the time, Master Teacher and student teacher should always facilitate classes together.

Requirements

At the end of the semester, student teachers write a final paper reflecting on what student teaching has meant to their lives and their education, including both positive and negative aspects. The paper is more than just a response and more than just anecdotes; it must be a well thought-out synthesis of the two-semester process. Some students use a simile to describe their experiences: "Teaching is like..." In any case it has to be reflective and thoughtful with a specific title. The length of the paper ranges from 10-15 pages and is due the Friday before exam week. One copy is given to

the Master Teacher and a second copy is given to the Honors Director for permanent inclusion in the Honors Library.

Evaluations

At the end of the semester, student teachers must print off ample copies of the **Student Teacher Evaluation Form** and distribute to students before the last class. Master Teachers will collect these evaluations and keep them confidential until grades have been posted for the students.

Student and Master Teachers share the responsibility of completing Honors Student Evaluations for the class. These forms are distributed to faculty two weeks before the end of term.

Additionally Master Teachers must complete a Final Evaluation of the student teachers.

Evaluation forms can be found online: http://honors.unm.edu/senior-teaching_teach-semester.html.

Workshops

Student teachers and Master Teachers must attend 2 mandatory meetings during the teaching semester. The first is a Senior Teaching Workshop scheduled for the Friday after the semester break (Fall Break or Spring Break). Along with discussions, student teachers meet with prep students and go over what teaching is really like. Student teachers will schedule a second meeting before the end of the semester to synthesize and share their experiences. This meeting can also be used to stimulate ideas for the final papers.

Contact

Master Teachers are mentors during the the application process, as well as during the preparation and teaching process. For more information, please visit our website or contact a Peer Advisor by phone at 277-7415, or visit SHC Room 17C during advising hours.

Senior Colloquium: Teaching Community: The Politics of Learning and Knowledge

UHON 495-001

T 4:00-6:30 UHP 16

The Service Learning Senior Colloquium is a teaching and learning strategy that integrates meaningful community action with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. UHP seniors will apply their academic skills and knowledge to address real-life needs in the communities in which they choose to work.

The feminist and educational theorist bell hooks reminds us that we must value learning as an end to itself not as a means for power or class status. The purpose of this Senior Colloquium is for students to recognize how to become life long learners, challenge the status quo, and understand the “world as classroom”. While undergraduate education offers facts and knowledge in abundance, what is often lacking is learning which is connected to our own valued experiences. It is difficult to become agents of change when we are taught to live only in an objective reality. Through your experiences in this seminar, you will understand how to assert personal ownership over learning and knowledge. Students in this seminar will learn to honor subjective experience as valuable theory through a Honors Senior Action Project supported by readings and class discussions. Each of the chosen authors will offer students challenging ideas on how to become ‘radical’ agents of change from a bottom up perspective rather than the usual top down hierarchy that is experienced within most bureaucrat institutions. The ‘teacher’ in this seminar will be you, the student, your community partner, and other seminar participants. You will ‘teach community’ together as you develop your own theory on the politics of learning and knowledge.

For more information contact Dawn Stracener, by phone at 764-8500 or 944-7440, or by E-mail at dawns@unm.edu.

Readings

Teaching Community: A Pedagogy of Hope, bell hooks

Bridging the Class Divide, Linda Stout

Requirements

The student will:

- Be able to understand the ideas inherent in a Participatory Democracy.
- Be able to explore a variety of community issues through observation, reading and dialogue with peers, the colloquium facilitator, and community members.
- Select a community issue and write a research paper in order to become more knowledgeable on the issue.
- Write a proposal outlining the Honors Senior Action Project.
- Identify a community partner with which to work while planning and implementing the HSAP.
- Keep a portfolio documenting the work on the HSAP (32-35 hours minimum for a credit; 36-40 plus hours for an A).
- Provide a letter of support from the community partner stating her/his involvement and knowledge about the student’s work at the end of the project.
- Present a public exhibition of the HSAP.

About the Instructor: Dawn Stracener

Dawn Stracener has a Ph.D. in Educational Thought and Sociocultural Studies with a focus on how issues of gender and class define learning environments, create identities, and construct communities. Her MA is in Modern European history with an emphasis on cultural and gender issues that have shaped modern-day Western societies. Dawn has spent 10 years developing service learning as a “pedagogy of hope”.

Senior Service Learning UHON 496-001

This course represents the service learning component of the Colloquium Senior Option. You must be concurrently enrolled in the colloquium (UHON 495-001) in order to register for this component.

Service learning represents the UHP's commitment to education for civic responsibility. It gives students the chance to integrate academics with service in an experiential way and to reflect on that experience.

For more information contact Dawn Stracener, by phone at 764-8500 or 944-7440, or by E-mail at dawns@unm.edu.

About the Instructor: Dawn Stracener

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Requirements

Participation in a minimum of 40 hours of service learning activities during the semester documented in a portfolio; development and implementation of an Honors Senior Action Project; submission of a proposal for the project, which will be placed in the Honors Library as a permanent record of the student's work in the Honors Program. Students must also keep a portfolio documenting the work on the HSAP (32-35 hours minimum for a credit; 36-40 plus hours for an A); provide a letter of support from the community partner stating her/his involvement and knowledge about the student's work at the end of the project; present a public exhibition of the HSAP.

Honors Program Faculty Directory

Faculty and Instructors

Joseph Alarid
Andrew Ascherl
Shawn Berman
Bernice Braid
Margo Chávez-Charles
Kathryn Collison
Ed De Santis
Leslie Donovan
Renée Faubion
David Higdon
Chris Holden
Tania Ivanova-Sullivan
Patrick Johnson
Sheri Karmioli
Jonatha Kottler
Celia López-Chávez
Troy Lovata
Valerie Martinez
Ruth Meredith
Bruce Noll
Richard Obenauf
Marina Oborotova
Mark Ondrias
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2010-2011 Academic Calendar

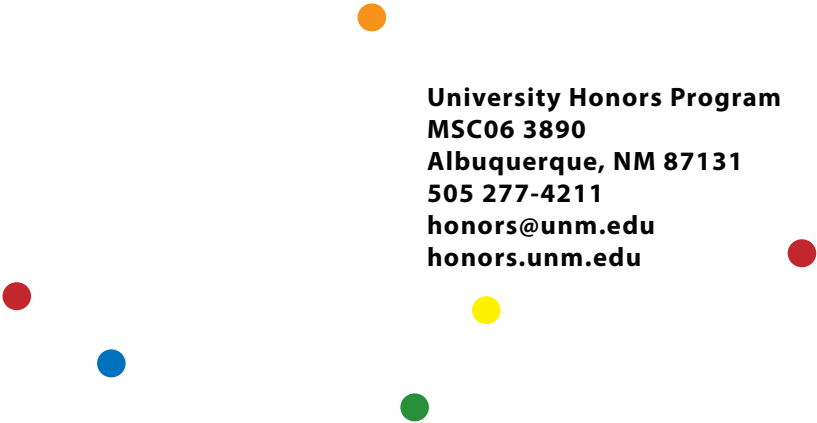
Preview Night	Monday, April 12th, 2010
Registration for active¹ Honors students	Monday, April 19th, 2010
Deadline for UHP Thesis Packets	Friday, August 20th, 2010
Fall Semester Begins	Monday, August 23rd, 2010
Last day to add courses	Friday, September 3rd, 2010
Labor Day	Monday, September 6th, 2010
Last day to drop a course (without a grade)	Friday, September 17th, 2010
FALL BREAK	Thursday, October 14th & Friday, October 15th, 2010
Mandatory Info-Sessions (Senior Teaching and UHP Thesis)	Friday, October 22nd, 2010
Last day to withdraw (without approval of college dean)	Friday, November 12th, 2010
Thanksgiving Holiday	Thursday, November 25th—Sunday, November 28th, 2010
Last day to withdraw (with approval of college dean)	Friday, December 10th, 2010
Last day of instruction	Saturday, December 11th, 2010
Final Exams	Monday, December 13th—Saturday, December 18th, 2010
UHP Commencement Ceremony	Thursday, December 16th, 2010
UNM Commencement Ceremony	Friday, December 17th, 2010

¹ To be considered "active" in the Honors Program, students must have a.) a 3.2 cumulative GPA or higher, b.) seen a peer advisor (Spring semesters: all sophomores, juniors and seniors in Honors), and c.) attended Preview Night.



cultivating excellence

The mission of the University of New Mexico Honors Program is to provide a vibrant, interdisciplinary educational environment for the intellectually curious and scholastically capable student. It is also our mandate to serve as a catalyst for innovative growth and change in the University community. Students are encouraged to “discover” knowledge through discussion, critical reading, writing, laboratory experience, and research. Often the greatest benefit we provide for Honors students is the chance to enrich their academic pursuits within a small community of life-long learners.



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