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<th>Course/Sect#</th>
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<tbody>
<tr>
<td>121.001</td>
<td>A Human Legacy</td>
<td>Hum</td>
<td>Cargas, Sarita</td>
<td>TR</td>
<td>11-12:15</td>
</tr>
<tr>
<td>121.002</td>
<td>Legacy of Comedy</td>
<td>Hum</td>
<td>Szasz, Maria</td>
<td>TR</td>
<td>8-9:15</td>
</tr>
<tr>
<td>121.003</td>
<td>Legacy of Comedy</td>
<td>Hum</td>
<td>Szasz, Maria</td>
<td>TR</td>
<td>9:30-10:45</td>
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<tr>
<td>121.004</td>
<td>The Legacy of Darwin’s Great Idea</td>
<td>Hum</td>
<td>Moore, Jason</td>
<td>TR</td>
<td>11-12:15</td>
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<tr>
<td>121.005</td>
<td>Legacy of Dreams</td>
<td>Hum</td>
<td>Higdon, David</td>
<td>MW</td>
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<tr>
<td>121.006</td>
<td>Legacy of Exploration: Rites of Passage</td>
<td>Hum</td>
<td>Collison, Kathryn</td>
<td>M</td>
<td>12-2:30</td>
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<tr>
<td>121.007</td>
<td>Legacy of Exploration: Cross-cultural Narratives</td>
<td>Hum</td>
<td>Faubion, Renee</td>
<td>TR</td>
<td>9:30-10:45</td>
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<tr>
<td>121.008</td>
<td>Legacy of Failure</td>
<td>Hum</td>
<td>Swanson, Ryan</td>
<td>MW</td>
<td>11-12:15</td>
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<tr>
<td>121.009</td>
<td>Legacy of Gender and Race</td>
<td>Hum</td>
<td>Karmiol, Sheri</td>
<td>MW</td>
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<td>121.010</td>
<td>Legacy of Gender and Race</td>
<td>Hum</td>
<td>Karmiol, Sheri</td>
<td>MW</td>
<td>1-2:15</td>
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<tr>
<td>121.011</td>
<td>Legacy of Power</td>
<td>Hum</td>
<td>Faubion, Renee</td>
<td>TR</td>
<td>12:30-1:45</td>
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<tr>
<td>121.012</td>
<td>Legacy of Power</td>
<td>Hum</td>
<td>Faubion, Renee</td>
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<td>3:30-4:45</td>
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<tr>
<td>121.013</td>
<td>Legacy of Rebellion</td>
<td>Hum</td>
<td>Walsh-Dilley, Marygold</td>
<td>TR</td>
<td>12:30-1:45</td>
</tr>
<tr>
<td>121.014</td>
<td>Legacy of Science and Society</td>
<td>Hum</td>
<td>Johnson, Liz</td>
<td>TR</td>
<td>11-12:15</td>
</tr>
<tr>
<td>121.015</td>
<td>Legacy of Social Justice</td>
<td>Hum</td>
<td>Stracener, Dawn</td>
<td>TR</td>
<td>2-3:15</td>
</tr>
<tr>
<td>121.016</td>
<td>Legacy of Success</td>
<td>Hum</td>
<td>Obenauf, Richard</td>
<td>MW</td>
<td>11-12:15</td>
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<tr>
<td>121.017</td>
<td>Legacy of Success</td>
<td>Hum</td>
<td>Obenauf, Richard</td>
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<td>1-2:15</td>
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<td>121.019</td>
<td>Legacy of the Renegade</td>
<td>Hum</td>
<td>Hickey, Nora</td>
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<td>121.020</td>
<td>Legacy of the Renegade</td>
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<td>Hickey, Nora</td>
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<td>121.021</td>
<td>Legacy of the Renegade</td>
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<td>Hickey, Nora</td>
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<tr>
<td>121.022</td>
<td>Legacy of Monsters and Marvels through the Ages</td>
<td>Hum</td>
<td>Donovan, Leslie</td>
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<tr>
<td>121.023</td>
<td>Legacy of Dissent and Democracy</td>
<td>Hum</td>
<td>Chavez-Charles, Margo</td>
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<tr>
<td>121.024</td>
<td>Legacy of Material Culture: The Story of Our Stuff</td>
<td>Hum</td>
<td>Jacobs, Megan</td>
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<tr>
<td>121.025</td>
<td>Legacy of Algebra</td>
<td>Hum</td>
<td>Holden, Chris</td>
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<tr>
<td>201.001</td>
<td>Rhetoric and Discourse: Become a Better Writer</td>
<td>W&amp;S</td>
<td>Brewer, Steve</td>
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<tr>
<td>202.001</td>
<td>Mathematics in the World: Statistics for Career and Life</td>
<td>Math</td>
<td>Sorge, Carmen</td>
<td>MW</td>
<td>9-10:15</td>
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<tr>
<td>203.001</td>
<td>Science in the 21st Century: Physics</td>
<td>PNS</td>
<td>Sorge, Carmen</td>
<td>MW</td>
<td>11-12:15</td>
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<tr>
<td>203.002</td>
<td>Science in the 21st Century: Energy, Burning the World from Both Ends</td>
<td>PNS</td>
<td>Johnson, Patrick</td>
<td>TR</td>
<td>3:30-4:45</td>
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<tr>
<td>203.003</td>
<td>Science in the 21st Century: Physics (Class includes Mandatory 1 Credit Hour Lab)</td>
<td>PNS</td>
<td>Sorge, Carmen</td>
<td>TBA</td>
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<tr>
<td>204.001</td>
<td>The Individual and the Collective: Individuals in Conflict with the Collective</td>
<td>SS</td>
<td>Johnson, Liz</td>
<td>TR</td>
<td>2-3:15</td>
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<tr>
<td>204.002</td>
<td>The Individual and the Collective: Fashion Communication</td>
<td>SS</td>
<td>Hillery, Julie</td>
<td>MW</td>
<td>3-4:15</td>
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<tr>
<td>205.001</td>
<td>Humanities in Society &amp; Culture: College Athletics</td>
<td>Hum</td>
<td>Swanson, Ryan</td>
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<td>207.002</td>
<td>Fine Arts as Global Perspective: Musical Theater in America</td>
<td>FA</td>
<td>Szasz, Maria</td>
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<td>11-12:15</td>
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<td>Course/Sect#</td>
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<td>301.001</td>
<td>Publication Process</td>
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<td>Ketcham, Amaris</td>
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<td>301.002</td>
<td>Clothing and Society</td>
<td>Hum</td>
<td>Hillery, Julie</td>
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<td>301.003</td>
<td>Ethics in the Fashion Industry</td>
<td>Hum</td>
<td>Hillery, Julie</td>
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<td>301.004</td>
<td>Indigenous South America</td>
<td>SS</td>
<td>Oakdale, Suzanne</td>
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<td>301.006</td>
<td>Is Everybody Really Equal: Politics of Education</td>
<td>SS</td>
<td>Stracener, Dawn</td>
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<td>3:30-6:00</td>
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<tr>
<td>301.007</td>
<td>Locked Up: Incarceration in Question</td>
<td>SS</td>
<td>Jacobs/Walsh-Dilley</td>
<td>T</td>
<td>3:30-6:00</td>
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<tr>
<td>301.008</td>
<td>Mathematical Impossibilities</td>
<td>Math</td>
<td>Holdon, Chris</td>
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<td>11-12:15</td>
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<tr>
<td>301.009</td>
<td>Meet the Authors: Exploring the Creative Process</td>
<td>Hum</td>
<td>Brewer, Steve</td>
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<tr>
<td>301.010</td>
<td>Researching Manuel Areu Collection</td>
<td>FA</td>
<td>Lorenzo, Javier</td>
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<tr>
<td>301.011</td>
<td>Artifact and Image</td>
<td>SS</td>
<td>Lovata, Troy</td>
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<td>2-4:30</td>
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<tr>
<td>301.012</td>
<td>Shamanism and Myth</td>
<td>SS</td>
<td>Oakdale, Suzanne</td>
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<td>12:30-1:45</td>
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<tr>
<td>301.014</td>
<td>The Holocaust: Path to Genocide</td>
<td>Hum</td>
<td>Karmiol, Sheri</td>
<td>MW</td>
<td>3-4:15</td>
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<tr>
<td>301.015</td>
<td>Wealth and Poverty: What Then Must We Do</td>
<td>Hum</td>
<td>Chavez-Charles, Margo</td>
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<td>12:30-1:45</td>
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<tr>
<td>301.016</td>
<td>What Good is Tolerance</td>
<td>Hum</td>
<td>Obenauf, Richard</td>
<td>MW</td>
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<tr>
<td>301.017</td>
<td>World Building</td>
<td>SS</td>
<td>James, Betsy</td>
<td>R</td>
<td>2:00-4:30</td>
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<tr>
<td>301.018</td>
<td>Nuclear New Mexico</td>
<td>Hum</td>
<td>Gomez, Myrriah</td>
<td>W</td>
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<tr>
<td>401.001</td>
<td>Archeology of the Trails</td>
<td>SS</td>
<td>Lovata, Troy</td>
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<td>12:30-1:45</td>
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<tr>
<td>401.002</td>
<td>Big Data, Big Ideas</td>
<td>PNS</td>
<td>Moore, Jason</td>
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<td>401.003</td>
<td>Ethics: Making the Right Decision</td>
<td>SS</td>
<td>Fornell, Paul</td>
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<td>401.005</td>
<td>Postwar Studies in Yugoslavia</td>
<td>SS</td>
<td>Goloversic, Tim</td>
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<tr>
<td>401.006</td>
<td>Solutions to Human Rights Problems</td>
<td>SS</td>
<td>Cargas, Sarita</td>
<td>W</td>
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<tr>
<td>401.011</td>
<td>Art and Ecology Computational Sustainability</td>
<td>FA</td>
<td>Polli, Andrea</td>
<td>M</td>
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Course Description
Every nation on Earth has accepted the language of human rights. The 1948 Universal Declaration of Human Rights, UDHR, was adopted East and West. Every single nation state has adopted one, if not all ten, of the human rights conventions that make up the body of international human rights law. This course will examine how it is that scholars can argue that human rights are truly universal. We will look at the texts and events throughout history that have contributed to the idea of rights, and we will examine the current debates. (This includes the so-called Asian Values debate which claims that human rights are a tool of Western oppression.) Thus, we will study the contributions of the major world religions and philosophies as well as the important events in the West that determined the language of human rights. We will study how the historic UDHR came to be written and what the status of its legacy is at present.

Readings and Texts
The Evolution of Human Rights: Visions Seen by Paul Gordon Lauren
A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights by Mary Ann Glendon

Films and Other Course Materials
Primary Sources include: The Universal Declaration of Human Rights, The French Revolution's Rights of Man and Citizen, Declaration on Independence, various drafts of the UDHR and documents gathered for writing it.

Films: Eleanor Roosevelt, and Eleanor Roosevelt: First Lady of the World

Course Fee
$0

Student Requirements
Students will be expected (and taught) to read texts closely, and to read documents thoroughly. Short writing assignments will help students analyze the various readings. Critical thinking will be explicitly discussed and expected. Participation in class discussion is required as it's essential in helping students' form and express opinions.

About the Instructor
Sarita Cargas earned her doctorate at Oxford University in the UK. She is a graduate of St. John's College and Georgetown University. Her research interest has been in psychology, the study of war, theology, and currently in human rights. Dr. Cargas is writing a book about the nature and content of human rights. Her teaching philosophy is student centered which means she uses various classroom activities to engage students with the material and develop lifelong habits for critical thinking.
Course Description

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

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

Readings and Texts

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

Films and Other Course Materials

(Lysistrata; a taped version of a live production)
(The Comedy of Errors; the basis of the Roman farce)
(The Boys from Syracuse; a musical version of the Roman farce)
(A Midsummer Night’s Dream; two versions: Max Reinhardt’s 1938 film and the 1999 film)
(Tartuffe; taped live on stage)
(The Country Wife; taped live on stage)
(She Stoops to Conquer; taped live on the National Theatre stage in London)
(The Playboy of the Western World; staged and filmed by the Druid Theatre company in Galway, Ireland)
(My Fair Lady; the 1964 film based on Pygmalion)
(Guys and Dolls; the 1952 film with Marlon Brando)
(Guys and Dolls: Off the Record; a filmed recording session from the 1992 Broadway revival)
(Rosencrantz and Guildenstern Are Dead; Tom Stoppard’s tragicomedy)

Course Fee

$0
Student Requirements
Reliable and eager attendance; careful, consistent reading and thoughtful contributions to class discussions; three short response papers (two to three pages each); attendance at a local production of a comedy; attendance at two Legacy Lectures and a one to two page review of each lecture; a one page proposal for a research paper and a ten minute conference with the instructor to discuss the proposal; a four to six page research paper; and a group project: a short (15-20) minute performance of one or two scenes from one of the plays we read this semester.

About the Instructor
Maria Szasz's main interests, in addition to comedy, include American and Irish Theatre, Musical Theatre, and the links between Theatre and Human Rights.
Course Description
Arguably the most important scientific discovery of the last 200 years was that of evolution, the credit for which most often falls squarely on the shoulders of Charles Darwin. After 150 years of dedicated research evolution is now one of the, if not the most thoroughly tested and reliably demonstrated of scientific facts. The insights provided by the development of this discovery have not only revolutionized our understanding of biology and medicine, but have also transformed many other subject areas, including linguistics, computer science, information science, music and art. It is also the reason that you need a new flu jab every year...

In this course we will learn what evolution is, the historical context behind the development of the idea (and the preceding ideas on which Darwin built his work), and how our understanding of evolution has developed since the first edition of the "Origin." We will then take this background of evolution and examine the history of some of the advances that have come about courtesy of evolutionary principles, how these ideas that developed in biology have been so successfully co-opted into other disciplines, and the causes behind the controversies that evolutionary thinking has sometimes provoked. Finally, we will look at some of the most recent developments of evolutionary biology and how they have impacted, and will continue to impact modern society.

Readings and Texts
On the Origin of Species; The Voyage of the Beagle (Charles Darwin)
The Reluctant Mr. Darwin: An Intimate Portrait of Charles Darwin and the Making of His Theory of Evolution (David Quammen)
The Blind Watchmaker; The Selfish Gene (Richard Dawkins)

A selection of classic historical and modern scientific articles describing evolutionary advances

Films and Other Course Materials
Evolution

Course Fee
$0

Student Requirements
Students must attend all classes and participate actively. Students will be expected to keep up with the class readings and contribute to every in-class discussion.

Students will write four short and one long essay discussing different aspects of the development of evolutionary ideas through the last 200 years.

At the end of the semester, students will give a short presentation on how evolutionary ideas have been applied to a modern field outside of biology, and the advances that has produced.

About the Instructor
Dr. Moore received his Ph.D. from the University of Cambridge, where he studied paleontology. He studies how vertebrate ecosystems change through time in response to climate, disaster, or biological perturbation. He is fascinated by the power and simplicity of the evolutionary process that underpins not only his research, but everything that we can observe about living systems on Earth and beyond.
Course Description
Dreaming seems to be both a biological imperative and a physiological process for all mammalian species, and scientists estimate that the average person experiences approximately 136,000 dreams in a lifetime even though extremely few of these can be remembered by the dreamer. From the time writing systems came into being, dreams have been recorded, interpreted, and theorized by the world’s cultures in attempts to determine why we dream and how we can use the dreams. The course explores famous historical and personal dreams through the theoretical perspectives developed through the ages: early concentration on prophecy, classical interest in diet, psychological theories of Sigmund Freud and Carl Jung, and neurological advances laboratory studies of sleep and dreams have developed in the last sixty years. Constantly, we will be reminded that dreaming is a universal human experience which has affected fields from theology to sports, science to politics, military strategy to contemporary music and film.

Readings and Texts
Sigmund Freud, "On Dreams" for psychological analysis
Carl Jung, "The Undiscovered Self" for archetypal analysis
Calvin Hall, "Content Analysis" for quantification analysis
J. Allan Hobson, "The Dreaming Brain" for neurological analysis
Course Reader contains dream material from 3000 BCE to the present from Sumerian, Babylonian, Hebrew, Norse, First Nation, Indian, Chinese, and European and American cultures as well as several fictional and film representations of dreams

Films and Other Course Materials
Victor Fleming, "The Wizard of Oz"
Christopher Nolan, "Inception"
Disney/Pixar, "Inside/Out"

Course Fee
$0

Student Requirements
Each student will be required to write two analytical essays on dream topics, work in a group for a major oral presentation, and keep a dream journal throughout the semester to be turned into an analytical essay as a capstone project.

About the Instructor
David Leon Higdon earned his B.A. from Oklahoma City University (1962) and his M.A. (1964) and Ph.D. (1968) from the University of Kansas, with concentrations in modern fiction and narrative theory. His teaching and research interests have resulted in 130 published essays and several books, most recently "Wandering into Brave New World" (2013). These earned him appointment as the Paul Whitfield Horn Professor at Texas Tech University. Presently, he is researching Viking dreams and exploring the influence of the Prodicus’s archetypal treatment of Hercules. His interest in dreams was sparked by childhood exposure to Jewish and Christian dream interpretations, university courses in medieval dream visions and psychology, exploration of divination systems, and his own very active experiences of dreaming, sleep talking, and sleep walking.
In its most basic sense, a rite of passage is the transition from one state to another—it is the process when one moves from innocence to experience, from ignorance to knowledge, from adolescence to adulthood. But, the journey of self-discovery and identify formation is complicated, involving more than just biological factors. Indeed, coming of age is marked by numerous legal, religious, cultural, historical, and psychological milestones, and there is no one predominant or exclusive rite of passage when a child becomes an adult. Further, contemporary rites of passage and the maturation process are clearly much different from ancient pathways—how we reach the moment of adulthood now is much different from Spartan “baptism by fire” in the Agoge for instance. How boys become men and girls become women, how students become teachers, how initiates become members is a complex process that varies from time period to time period, region to region, class structure to class structure. What ties us all together across these varying time periods, regions, and interdisciplinarity is that we all come of age, one way or another. We all embark on the journey of maturation, we all sooner or later get initiated into adulthood. Once we reach adulthood, though, this journey doesn’t stop. There are still many coming of age moments ahead of us as we never truly learn all there is or experience everything. In this class, we will look at a variety of rites of passage and coming of age journeys from around the world and from varying moments in life. We will also explore multiple interdisciplinary contexts of coming of age themes, including text and film, and consider other initiatory processes. Students will write analytical and reflective papers addressing how/why rites of passage are important. Students will also work in groups to select additional rites of passage for the class. For the final project, students will choose between creative or interview options to understand their place in their own rite of passage moments.

Readings and Texts
Antigone, Sophocles (this can be found on the Class Documents page of the wiki)
The Taming of the Shrew, Shakespeare
Ender’s Game, Orson Scott Card

Selections from:
Coming of Age in America: A Multicultural Anthology, ed. Mary Frosch; Coming of Age Around the World: A Multicultural Anthology, ed. Faith Adiele; Into the Widening World: International Coming-of-Age Stories, ed. John Loughery

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

Films and Other Course Materials
Stand by Me
Now and Then
American Beauty
Father of the Bride

Course Fee
$0

Student Requirements
Attendance, active participation in class (discussion, in-class activities, short writes), active participation online (wiki), attendance of three legacy lectures, research/analytical essay, group project, reflective essays, final rite of passage project, and final presentation.

About the Instructor
Kathryn Collison earned an M.F.A. in creative writing from the Inland Northwest Center for Writers at Eastern Washington University and a B.A. in English from UNM. She has taught in the Honors College since 2007 and was the Scribendi 2007-2008 Faculty Advisor. She also teaches creative writing classes online at the University of Phoenix. 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.
One of the greatest problems facing travelers has long been the challenge of accepting systems of values which are alien to their own. Confronted with peoples who dress differently than we do, who have different religious and moral philosophies, or even different diets than our own, we may—like many travelers before us—be inclined to respond with anxiety, distrust, or even violence. In this course, we will review a variety of historical, literary, and philosophical texts to trace Western responses to unfamiliar cultures and to understand better the historical distinctions made between “savage” and “civilized” behavior. How, for example, can we evaluate the practice of cannibalism? Michel de Montaigne argues that, in some situations—specifically, when the practice fits into a larger system of cultural values honoring valor,—cannibalism may be much more defensible than the European practice of torture. And what about taboos regarding sexual behavior? According to Denis Diderot, many of these prohibitions are pointless, even illogical. As the responses from Montaigne and Diderot indicate, in earlier periods travelers could be surprisingly open-minded about alien cultures. But such open-mindedness can lead to other problems; while ethical relativism breeds tolerance, taken to an extreme, it can actually paralyze us by justifying almost any behavior, however violent or destructive. This semester, we will consider how so-called “civilized” people have responded to values which differ from their own; in the process, we will also consider whether there is such a thing as a value that is objectively “true.”

**Readings and Texts**

- Kwame Anthony Appiah, *Cosmopolitanism*
- Bernal Díaz, *The Conquest of New Spain*
- Mary Rowlandson, *The Sovereignty and Goodness of God*
- Françoise Graffigny, *Letters from a Peruvian Woman*
- Friedrich Nietzsche, *Genealogy of Morals*
- Claude Lévi-Strauss, *Tristes Tropiques*
- Also selections from Pope Urban II, Chaucer, Fulcher of Chartres, Montaigne, Denis Diderot, and George Catlin, as well as Muslim and Jewish responses to the crusaders and images from Catlin and Paul Gaugin

**Films and Other Course Materials**

- Film: Roko Belic, *Genghis Blues*

**Course Fee**

$0

**Student Requirements**

- Research project; synthesis paper; series of homework assignments; facilitation of one session of class discussion; thoughtful and attentive participation in class discussion; attendance at lectures, as stipulated by the Honors College

**About the Instructor**

After receiving degrees in Russian from Trinity University and the University of Kansas, Renée Faubion earned a second M.A. and a Ph.D. in English at UNM. Her article on Tim O’Brien’s “Sweetheart of the Song Tra Bong,” is forthcoming in *Critique*. She has won three awards for excellence in teaching.
Course Description
Failure. Losing. Rejection. Defeat. A look around American society and throughout history reveals that countless noble efforts and ideas have failed. Individuals have crashed and burned, so to speak. Some of these failing endeavors nearly succeeded; others never had a chance. This course will investigate notable failures and "losers" in America's past and present. The course will weave together economics, history, and psychology in order to address how and why these failures occurred. Just as significantly, we will study how the rejections were received. The course will begin with Articles of Confederation and end with the New Mexico Spaceport. In between we will consider winless basketball teams, real estate collapses, failed inventors, and spectacularly flawed political experiments. And we will, of course, consider the very definition of failure itself.

Readings and Texts
1. Michael Lewis, The Big Short
2. Pat Conroy, My Losing Season
3. Scott Sandage, Born Losers: A History of Failure in America

Films and Other Course Materials
The Best that Never Was; Steve Jobs: The Man in the Machine; The Natural; Four Falls of Buffalo; Waiting for Superman; Enron: The Smartest Guys in the Room;

Course Fee
$0

Student Requirements
Students will write and speak throughout the semester. Multiple small papers and speeches will provide students with the opportunity to improve upon both their written and verbal communication.

About the Instructor
I am a historian at UNM, specializing sport and US history. I have failed at many things, thus preparing me, at least in part, to teach this course.
Consider the ways in which we are the same but different. This class deals with “isms,” those words that help to define difference—race, ethnicity, class, gender. Our construction of difference is longstanding. The Greeks defined themselves as different from the Spartans. Christians were different from the Jews or pagans. In our own world, women are different from men and black is different from white and both are different from brown. This legacy class will examine the ways in which difference—whether gender, ethnicity, class, or race—is depicted in literature and film. We will consider a variety of topics, but be prepared to discuss how ethnicity, race, gender and social class define our lives and how these differences reflect the past and inform the future.

**Readings and Texts**
Charlotte Brontë, *Jane Eyre*
Toni Morrison, *The Bluest Eye*

**Films and Other Course Materials**
Excerpts from *To Kill a Mockingbird*, *The Magdalene Sisters*, *Jane Eyre*, *Remains of the Day*, *A Class Divided*, *Smoke Signals*, *Crash*.

**Course Fee**
$0

**Student Requirements**
One 3.5 page location paper or one 3.5 page analytical/major concepts paper, four short 2-page papers, 2 oral presentations, a final research project on how race, ethnicity, gender, and class impact economic, educational, and social outcomes.

**About the Instructor**
Sheri Karmiol has a Ph.D. in British literature. Much of Sheri’s academic research had focused on behavioral and social anthropology and the ethical and philosophical decisions that people make to adapt to changes in their lives. Most of the classes that she teaches have centered on issues of 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.
UHON 121.011/012 Legacy of Power: Building the Perfect Government
Renee Faubion, sanren@unm.edu
Core: Humanities

Course Description
At its most ideal, the American system allows individuals to exercise their rights unimpeded by others. But as recent debates over issues such as gun control and the right to contribute to campaigns suggest, while Americans share a government, they buy into a wide range of dramatically differing values—values so divergent that sometimes it is difficult to understand how we might reconcile their competing claims to forge meaningful law and policy. To better understand this problem, we will explore theories about the role of government. Aristotle, for example, argues that every community aims at some good; what might our “good” be, and how can we best achieve it? To help refine our ideas, we will consider Locke’s "Second Treatise on Civil Government" and Mill’s "On Liberty," both fundamental to understanding our own system, as well as Yevgeny Zamyatin’s science fiction novel "We," which asks whether it is better to be “happy” than to be “free.” We will also consider the premises and sources of some of our values, the role of property in the civil state and the distinction between violence and power suggested by Hannah Arendt. Over the course of the semester, we will create our own presidential candidates, fictional figures with developing platforms who will compete against one another in a class election. Through readings, discussion, and exercises both fanciful and grounded in reality, we will make ourselves more thoughtful, better-informed participants in our political system.

Readings and Texts
U. S. Constitution and Amendments (available on e-Reserve)
Aristotle, The Politics
Locke, Second Treatise of Government
Mary Wollstonecraft, Maria, Or, The Wrongs of Woman
Pierre-Joseph Proudhon, What Is Property?
John Stuart Mill, On Liberty
Yevgeny Zamyatin, We
Hannah Arendt, On Violence

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Analytic essay; a final research project involving the writing of a policy paper; short homework assignments; active participation in seminar sessions, including the election project; attendance at Legacy lectures, as stipulated by Honors College policy

About the Instructor
After receiving degrees in Russian from Trinity University and the University of Kansas, Renée Faubion earned a second M.A. and a Ph.D. in English at UNM. Her article on Tim O’Brien’s “Sweetheart of the Song Tra Bong,” is forthcoming in Critique. She has won three awards for excellence in teaching.
In 1781, Tupac Katari was brutally executed by quartering, and his severed arms and legs sent by the Spanish to the four corners of the former Inca Empire as a warning to others. Katari had led a rebellion against the Spanish Viceroyalty in what is now Bolivia, laying siege to the city of La Paz that lasted 184 days before it was broken. Born Julián Apasa Nina, Tupac Katari took his name in honor of two previous rebels against Spanish rule, Tupac Amaru and Tupac Amaru II, some of the last descendants of the Inca “god-king” who had ruled over the Inca Empire until the Spanish conquest. Upon his death, Tupac Katari is reported to have said: “I die but will return tomorrow as thousand thousands.”

This class examines the legacy of Tupac Amaru, Tupac Amaru II, Tupac Katari, and the “thousand thousands” indigenous rebels and fighters that resisted Spanish colonization in the Andean region, and later marginalization and dispossession under the emergent nations of Bolivia and Peru. We begin by understanding the world of the early years of the Viceroyalty of Peru, reading directly from the first chronicles of the time, which describe the indigenous culture and population before and in the early years under the Spanish empire. We will then explore the emergence of resistance movements and rebellions throughout the region. From Tupac Amaru onward, Latin American history is filled with rebellious fighters, insurgent Indians, and dangerous pacts across ethnic lines. We will read about some of the most notorious of these, including the various Tupacs, Pablo Zarate Willca, and more recent rebels including Che Guevarra. This class traces the influence of these resistance fighters up to contemporary indigenous politics in the region, where the memory of Tupac Katari, his wife and rebel in her own right, Bertolina Sisa, and other indigenous insurgents remain strong. We will end by examining the broader global impact of Tupac Amaru and other Andean rebels, looking to the Black Panther movement in the United States, the music of hip-hop artist Tupac Shakur, and stories of rebellion from around the world. What can we learn by paying attention to these stories of rebellion? Who is a true rebel, why do they rebel, and how has rebellion contributed to the world we know?

Readings and Texts
Selections of primary texts from early chroniclers of the Viceroyalty of Peru.
José Maria Arguedas. Yawar Fiesta.
As well as articles and other selections available in a course reader.

Films and Other Course Materials
Motorcycle Diaries
Tupac: Resurrection
Music and poetry from 2Pac.

Course Fee
$0

Student Requirements
1. Full and regular participation in class activities and discussions.
2. Five short essay ranging in length from 2 to 8 pages.
3. One oral presentation.
4. Attendance in at least two Legacy Lectures with a half-page summary and reflection for each.
5. Attendance in at least one Writing Workshop before Fall Break.

About the Instructor
Marygold Walsh-Dilley is Assistant Professor of Social and Behavioral Sciences in the Honors College at UNM. She holds a PhD in Development Sociology from Cornell University. Her research focuses on rural development, food and agricultural systems, and indigenous politics, primarily in the Andean region of Bolivia. She has extensive experience living, working, and conducting research in Bolivia, and has studied Quechua for 3 years.
In modern society, we are accustomed to the discussion of scientific theories and discoveries, as well as debates over the appropriate use of that scientific knowledge. For example, we frequently hear about debates over the teaching of evolution in schools versus the teaching of creationism, a subject which has carried over into our political campaigns and court system. Similarly, since the discovery of the nature of DNA in the 1950s, interest in and information about genetics has spilled over from scientific research facilities and into popular culture, even appearing in movies such as the X-Men. However, this interest in and concern over scientific theories and discoveries is not unique to modern society. Since the birth of science as a philosophical and practical pursuit in the ancient Greek world, scientists and ordinary people have debated the study and use of scientific knowledge. The work of ancient Greek scientists and natural philosophers was parodied in plays, such as Aristophanes’ The Clouds. While Roman scientists and physicians debated astronomical and medical theories among themselves, philosophers such as Lucretius forwarded the theory of atomism, drawing the ire of all those who accepted traditional Roman polytheism. In the medieval period, those societies that inherited Greco-Roman scientific and medical knowledge made few advances on that knowledge, but scientists and physicians faced resistance from religious figures, both Catholic and Muslim, because much of Greco-Roman science hailed from a pagan past. With the beginning of the Scientific Revolution in the 17th century, however, not only did scientists begin to question the received wisdom of the Greco-Roman world, they also began to question the limitations placed on scientific discovery by religious authorities. Since that time, science has advanced tremendously, but the old debate over the development and use of scientific knowledge has remained. While scientists have argued among themselves the potential applications of and ethical issues regarding their work, aspects of that argument have appeared in literature as well, such as in the works of Mary Shelley and H.G. Wells. In the 20th century, the debate over the use of scientific knowledge has only become more prominent in issues such as the conflict over evolution and creationism, the use of genetic information and materials and the protection of individuals’ genetic identities, the development and use of atomic weapons, and even the use of taxpayer money to fund space exploration. In this course, we will examine works of science from these different eras and societies, as well as works which describe debates over or fears of new scientific discoveries, in order to come to a better understanding of how scientific discoveries, theories, and debates have changed the study of science over time and have shaped modern society itself.

Readings and Texts
The following books are required for the course:


Other readings will be available through the course website

Films and Other Course Materials
Agora (2009).
Blade Runner (1982).
Contact (1997).

Course Fee
$0
Student Requirements
Active participation in daily discussions.
Short oral presentation on a particular topic or reading for class.
Three reaction papers of 2-3 pages each.
One synthesis paper of 6-8 pages.
One assessment paper of 2-3 pages.
Participation in a group project.

About the Instructor
Lizabeth Johnson earned a B.S. in Biology and a Ph.D. in Medieval History. She has several years of experience teaching ancient and medieval history, particularly British history, and her research is in medieval British legal history. Due to her early work in the field of Biology, however, she has also retained a strong interest in science in history, including diseases and their effect on society.
Course Description
Western culture has a long history of what constitutes justice and the role of a power hierarchy in society. Plato believed that if ruler intellectually understood good, he would be good and work for the benefit of society. Aristotle, on the other hand, felt that a ruler would become good only if he engaged in the practice of just and virtuous actions. Classical republicanism stressed that the primary purpose of government was to promote the common good of the whole society and that civic virtue was a necessary characteristic of citizens. Yet with the Enlightenment, came a paradigm shift from the idea of ruler to the concept of leader and embedded in these new ideas was the notion of social justice. With the advent of the American and French Revolutions, the ‘new leaders’, philosophers, and innovative thinkers, both men and women, began to examine what constitutes social justice in a democratic society. Students in this seminar will investigate how the legacy of ‘other’ constructed strict class divisions that helped maintain the status quo, shaped gendered rules of conduct, and constructed racially prejudiced views to maintain westernized power structures. Our present world is a reflection of this legacy we will explore literature that speaks with our Western voice and the voices of marginalized populations to recognize how social justice was shaped by an understanding of the essential components of democratic civic responsibility. Students will develop an intellectual understanding of critical social justice theory past and present in order to develop their own theory on what constitutes social justice in society.

Readings and Texts
Is everyone really equal?: An introduction to Key Concepts in Social Justice Education, Ozlem Sensoy and Robin DiAngelo
Gulliver’s Travels, Jonathan Swift
The French Revolution and Human Rights, Lynn Hunt
Peoples Movements, People’s Press: The Journalism of Social Justice Movements, Bob Ostertag

Films and Other Course Materials
The Seneca Falls Declaration
The Universal Declaration of Human Rights 1948
Intersectionality 101, Olena Hankivsky

Course Fee
$0

Student Requirements
All students are expected to voluntarily and regularly contribute to class discussions. Effective participation is dependent on you keeping up with all the reading assignments. Various short in-class assignments will be given often, i.e. free writes, role play, debates. These assignments are designed to generate class discussions and/or give you a place to start when analyzing texts or doing written assignments. In addition to participation and assigned readings students will also be given the following assignments for assessment: one group presentation which will include an individual 2 page paper; three analytical essays on the assigned readings; attend 2 Legacy Lectures (students must turn in a 1 page summary paper for each lecture) and a final synthesis paper.

About the Instructor
Dawn Stracener has a Ph.D. in Language, Literacy and Sociocultural Studies with a focus on how issues of gender, race, and class define social environments, create identities, and construct communities. Her MA is in Modern European history with an emphasis on how cultural and gender issues have shaped modern day Western societies. Dawn has spent 18 years developing learning environments to address issues of social injustice in our communities.
UHON 121.017/018 Legacy of Success
Richard Obenauf, obenauf@unm.edu
Core: Humanities

Course Description
How do you measure success?
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.

Readings and Texts
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 and Frederick Douglass, and two great American novels from 1925, The Great Gatsby and Gentlemen Prefer Blondes. We may also read the selection for the "Lobo Reading Experience."

Films and Other Course Materials
N/A.

Course Fee
$0

Student 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 personal or creative paper, and a group presentation.

About the Instructor
Dr. Richard Obenauf, a fourth-generation Lobo, graduated from the University Honors Program at UNM before pursuing graduate studies at Loyola University Chicago. He recently defended his dissertation, Censorship and Intolerance in Medieval England. He teaches interdisciplinary literature courses centered on the history of ideas.
Course Description
What is a renegade? Outsider? Pioneer? In this course, we will explore the trajectory of the renegade in American Arts and Literature from the 19th century emergence of Jazz, to the modern tale of Chris McCandless as told in Jon Krakauer’s Into the Wild.

Our studies will focus on the construction of identity in these literary and cultural texts. In particular, we will examine how these works portray and celebrate the diversity and dynamism of those that forged their own, new paths in modern American frontiers. We’ll focus on renegades who have reached “success,” and also study those that have met worse fates, in part due to their unwillingness to conform to societal standards.

Through our critical written and oral examinations of renegades, we will be able to articulate aspects of our own desires to buck the system.

Readings and Texts
Books:
- Jon Krakauer – Into the Wild
- Leslie Marmon Silko – Ceremony
- Art Spiegelman – Maus
- Tim O’Brien - The Things They Carried

Essays:
- Malcolm X
- Margaret Atwood
- James Baldwin
- David Foster Wallace
- Ruth Ozeki
- Frederick Jackson Turner

Films and Other Course Materials
- Grizzly Man – Werner Herzog
- Crumb – Terry Zwigoff

Course Fee
$0

Student Requirements
You will be required to write academic papers, give two presentations (one - individual, one - group) and participate in class discussions. Students must attend three legacy lectures. For the final project, each student must prepare and write a major research paper investigating a person they consider to be a modern day renegade. Be prepared to actively discuss events of yesterday and today!

About the Instructor
After receiving my BA in English Literature at Kalamazoo College, I attended the MFA program in Creative Writing at UNM. My main focus was poetry, although I enjoy writing and reading widely. My poetry appears in numerous journals. I currently write for the Weekly Alibi, the local alternative weekly in Albuquerque, and teach freshman about composition and creative writing. I am very much looking forward to teaching my first Honors College course on women in poetry and comics in spring 2015.
UHON 121.022 Legacy of Monsters and Marvels Through the Ages
Leslie Donovan, ldonovan@unm.edu
Core: Humanities

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

Readings and Texts
Classic Fairy Tales, ed. Maria Tatar
Gilgamesh, trans. Stephen Mitchell
Beowulf
William Shakespeare, The Tempest
Mary Shelley, Frankenstein
Robert Louis Stevenson, Dr. Jekyll and Mr. Hyde
Michael Harvey, The Nuts and Bolts of College Writing
Cal Newport, How to Become a Straight-A Student (optional)

Additional readings include the following:
Monsters by Vincent Price and V.B. Price; “Bisclavret,” a medieval werewolf story by Marie de France; “The Wasgo and the
Three Killer Whales,” a Northwest American Indian shape-shifter legend; “Culhwych and Olwen,” a Welsh quest tale featuring
King Arthur; readings on Sheela-na-gigs in early Irish architecture; Gothic gargoyle sculptures; medieval bestiaries, especially
images and readings of the unicorn, phoenix, and leviathan and animal fables; and animal fables

Films and Other Course Materials
N/A

Course Fee
$0

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

About the Instructor
Leslie Donovan is continuing Honors faculty and a UNM Presidential Teaching Fellow. She earned her B.A. in Creative Writing
and M.A. in English from UNM and her Ph.D. in Medieval Literature from the University of Washington. Her publications include
studies of J.R.R. Tolkien, Beowulf, Anglo-Saxon women saints, and Honors teaching.
HONORS COLLEGE

UHON 121.023 The Legacy of Dissent and Democracy
Margo Chavez-Charles, margocc2126@yahoo.com
Core: Humanities

Course Description
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.

As with all University Honors classes, an important objective is to develop our skills within the seminar format: the skills of engaged discussion, attentive reading and listening, and clarity in written and oral expression.

Readings and Texts
Plato: "The Apology", excerpts from "Phaedo"
Sophocles, "Antigone" and Aristophanes, "Lysistrata"
Machiavelli, (The Prince)
Gandhi, (Gandhi on Non-Violence)
Lillian Hellman, (Scoundrel Time)
Howard Zinn: (The People Speak: American Voices, Some Famous, Some Little Known)
Andrew J. Bacevich: (The Limits of Power)

Selected readings on E-Reserve and a reader purchased from Honors to include readings from Martin Luther King, Noam Chomsky, Henry David Thoreau and others.

Films and Other Course Materials
We will watch excerpts from films such as: "Lysistrata", "Antigone", "Good Night and Good Luck", "Citizen King", "The Weather Underground", "Hearts and Minds", "Why We Fight" and others.

We also invite guest speakers who are activists in different areas.

Course Fee
$0

Student Requirements
Regular attendance; participation in class discussions; weekly response papers or questions; participation in group led discussion; 2 papers of 5 pages; final research paper of 8-10 pages.
The second paper in Week 13 will be the Common Assignment.

About the Instructor
Margo Chavez-Charles 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, experiential education, and the history of ideas. She also regularly works for the CONEXIONES programs in Nicaragua, Mexico, and Spain.
Course Description
How much stuff do you need to be happy? The material goods we purchase fill our homes, impact our bank accounts, and have vast environmental ramifications on the planet. The average American has more than 300,000 possessions and current homes in the U.S. are three times as large as in the 1950's all the while the personal storage is a 22 billion dollar a year industry. We aren’t the first to wonder what part “things” play in the good life. As early as 340 BC Aristotle argues that one must have the “furniture of the good life” in order to truly flourish. He believed that material goods play a role in happiness. We cannot live up to our potential as humans if we have nothing. But how much and what kinds of things do we need to be happy? We will explore the role of possessions in detail, asking questions such as: Why do we buy things and what role does media take in shaping our material desires? What does the consumption and inevitable disposal of these goods do to the planet? How do material goods express our identities, informing others of our gender, socioeconomic, and ethnic backgrounds? How do our possessions serve as markers of personal or collective memory? We will read a range of historic and contemporary thinkers, Marx, Ruskin, Tanazaki, Miller, and Humes who explore the effect of stuff in our lives as we try to answer the fundamental question: what role does material culture play in the good life?

Readings and Texts
Selected readings will be available in a course reader and/or the course website. Selections will be drawn from, among others:

Nicomachean Ethics, Aristotle
Unto This Last, John Ruskin  Capital, vol. 1
The fetishism of commodities and the secret thereof, Karl Marx
In Praise of Shadows, Junichiro Tanizaki
Consumption and Its Consequences, Daniel Miller
Stuff, Daniel Miller
Garbology: Our Dirty Love Affair with Trash, Edward Humes

Films and Other Course Materials
Story of Stuff & People Like Us

Course Fee
$20

Student Requirements
Students will present an oral presentation on global perspectives of consumption, write an argumentative paper (3-5 pages) on the environmental impact of consumption and will prepare a annotated bibliography for a research paper and correlating oral presentation. Regular participation, consisting of reading observation, class discussion legacy lecture reflection writings and a common legacy assignment, is a key component of the class.

About the Instructor
Megan Jacobs is an Associate Professor of Art in the Honors College. She holds an M.F.A. in Photography from the University of New Mexico. Jacobs’ work has been exhibited internationally and explores the delicate relationship between our existence as material and concept. Jacobs’ teaching interests include fine art, aesthetics, and cultural preservation through new media.
UHON 121.025 Legacy of Algebra
Chris Holden, cholden@unm.edu
Core: Humanities

Course Description
You may hate Algebra. It may bore you. Or maybe you're one of few who love puzzles in equation form. Regardless, we typically take Algebra for granted as a fact of life. Yet Algebra did not always exist, and it did not spring to life fully formed. Even though we can trace its roots back to ancient Babylonia (the word problems about finding area of rectangular fields with widths 6 feet longer than their lengths), even something as seemingly simple as a negative number was not widely accepted as a sensible object until late in the 18th Century. In 1759, Francis Maseres, an English mathematician, wrote that negative numbers "darken the very whole doctrines of the equations and make dark of the things which are in their nature excessively obvious and simple".

In general, what we typically call Algebra came to the world in fits and starts from a variety of cultures. We will pull back the curtain on this strange technology, explore its history, and unpack its congealment into the school subject we know today. We'll even glimpse some of the fantastic and strange developments that aren't in school books (maybe if you're a grad student in math). We'll see these changes not as a steady stream of new facts to assimilate but as an aspect of humanity's eternal quest for understanding.

This journey is approved for a general audience, anyone who is looking to be fascinated and frustrated at the same time. You will be responsible for creating meaningful discussion and an environment where everyone feels comfortable asking questions.

Readings and Texts
"Unknown Quantity: A Real and Imaginary History of Algebra" by John Derbyshire
"Algebra: Sets, Symbols and the Language of Thought" by John Tabak
"The Crest of the Peacock: Non-European Roots of Mathematics" by George Joseph
Additional Online Resources

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Students will work in small groups to produce two presentations based on weekly topics, one on a method, technology, or period of intellectual activity within historical cultural context, and one on a topic that connects algebraic thinking to life outside math. There will be several take-home exercise-sets based upon the math we encounter, and weekly written responses to the readings. Each student will also complete one short (1000 word) research article based on the themes in your presentation.

About the Instructor
Chris Holden 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 center around the creation of place-based augmented reality mobile games. Chris enjoys videogames like DDR and Katamari Damacy, and he takes a whole lot of photos.
UHON 201.001  Rhetoric and Discourse: Become a Better Writer
Stephen Brewer, abqbrewer@gmail.com
Core: Writing & Speaking

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

Readings and Texts

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Students will read from Zinsser each week and complete a writing assignment outside of class. These writing assignments typically will be short, but students will be expected to rewrite and edit so the papers will be polished upon delivery. Several of the assignments require students to "cover" an event or lecture as a reporter would. We'll also write short pieces in class each week, so attendance is mandatory.

About the Instructor
Steve Brewer has published 25 crime novels, plus several short stories and two humor books. He has taught writing at national seminars, including the Midwest Writers Workshop. A graduate of the University of Arkansas-Little Rock, he also has been an award-winning journalist and syndicated columnist.
Course Description
Have you ever wondered why first the newspaper tells you that coffee prevents cancer, and the next day the headlines proclaim coffee will kill you? Are you aware that some stock fund statistics are technically true, but presented in a way designed to manipulate you? When a doctor tells you that a test for a disease is 99 percent accurate (and you just tested positive) what questions should you ask?

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

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

Readings and Texts
Texts will include “Naked Statistics: stripping the dread from data” by Charles Wheelan “What is a p-value anyway? 34 Stories to Help You Actually Understand Statistics by Andrew J. Vickers” and the optional “The Cartoon Introduction to Statistics” by Grady Klein. We will also be reading provided selections from “Damned Lies and Statistics”by Joel Best and “The Drunkard's Walk: How Randomness Rules our Lives” by Leonard Mlodinow as well as selections from other books, current journals and media.

Films and Other Course Materials
We will be watching some shorter videos in class and you will watch a few longer documentaries online on your own, including the Joy of Stats.

Course Fee
$5 Consumables (We will test some preferences using foods)

Student Requirements
You will be learning basic statistics techniques and completing homework assignments demonstrating your mastery of these topics. Some of these assignments will include the collecting, interpreting and presenting of your own collected data.

You will write two major papers. The first paper will involve analyzing a research study for issues relating to data collection, ethical behavior, applicability and adherence to reasonable statistical methods. You will chose a research paper in your own area of interest with my help and approval. Your paper will address the validity of the results, the limitations of the study and any problems with good research you encounter with the method in which the study was conducted. The second paper will involve a critical analysis of previously published research and/or data of your own choice and collection. You may choose the topic based on your own interests or major. For example, an education major might want to investigate how NMPED is evaluating teachers or a health student might want to look into data about hormone replacement. You will create a presentation on your conclusions and present it to the class.

You will be participating in hands on experiments in the classroom demonstrating statistics principles and writing up mini labs using the data. You will also write a final short reflection paper at the conclusion of the class.

About the Instructor
Carmen has taught both physics and mathematics from middle school level through college. She has a Ph.D in Educational Psychology, a M.S. in Science Education and a B.S. in Physics. But what should really matter to you is that Carmen has experience in making science useful, exciting and interesting.
Course Description
The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' (I've found it!), but 'That's funny...' - Isaac Asimov

This course is about understanding physics in the world around you. Many students have the impression that science (physics in particular) is a bunch of rules discovered a long time ago by a bunch of boring dead white guys. Nothing could be further from the truth. Physics has a huge impact upon our daily lives, many issues including energy use, safety procedures and government regulations are based on physics principles. Understanding basic physics and learning to read and interpret scientific information critically will allow you to make decisions based on sound scientific reasoning.

You might be thinking physics is just another name for math class. Not in this class. We will use math in the class, but nothing above basic algebra and a teeny bit of trigonometry. The ability to plug numbers into an equation, and chomp through them is not physics. You will need use a little math in this course, but this course is not ABOUT math.

Scientists are not handed a lab worksheet to fill in when doing research. Like scientists, you will utilize the scientific method to produce hypotheses based on experimentation. You will design the experiment, record the information needed and then analyze the data in order to produce and defend your hypothesis. This course is for students who want to DO science and understand how to critically read and discuss scientific concepts (rather than memorize science facts).

Our topics will vary and will include both basic physics fundamentals such as optics, radioactivity, motion and energy conservation and others. The course also includes readings in science and critical interpretation of articles in current journals which relate to physics.

The 3 hour course does not include a separate lab section; for this section, labs will be done during class.

The 4 hour course includes both the normal in-class labs and a SEPARATE requirement to be held outside of the regular class hours on the same days that class meets. You will be designing and conducting your own experiments and demos and presenting them to the class. There is an additional course fee of $25 for the 4 hour lab section. Contact me for further information.

Readings and Texts
We will be reading sections from texts such as those listed below as well as from current scientific journals. These will be available online.

Richard A. Muller, Physics for Future Presidents: The science behind the headlines
Richard Feynman, Six Easy Pieces: Essentials of Physics explained by its most brilliant teacher
Walter Lewin, For the love of Physics: From the edge of the Rainbow to the Edge of Time- A journey through the wonders of Physics
Christopher P. Jargodzki and Franklin Potter, Mad about Physics: Brain twisters, Paradoxes and Curiosities
Paul G. Hewitt, Conceptual Physics Fundamentals

Students in the 4 hour class will have additional readings on lab design.

Films and Other Course Materials
We will be watching some videos in class demonstrating physics principles that are too expensive (no access to a space) or dangerous (your teacher is too scared to skydive) for class demonstrations. You will also be watching some longer videos on your own time online.

Course Fee
A course fee of $10.00 will be collected, this will cover materials used for in class experiments such as straws, liquid soap, a few simple Lego sets, aluminum foil, superballs, balloons and other such materials which are simpler to buy as a group.

Students will also be asked to bring in some materials from home such as empty 2 liter soda bottles. An additional fee of $25 will be required for the 4 hour class for the lab section.
Student Requirements
Regular attendance, active in class participation and weekly reading assignments are expected. You will also write a paper explaining and examining an application of physics that is observable in the real world. You will be participating in hands on experiments in the classroom demonstrating physics principals and writing up a short report on each lab. You will also research and present a short physics demonstration to the class.

If you choose the 4 hour option you will be meeting with me to design and execute your own labs/demos and presenting the material to the rest of the class. These labs will be in addition to those done during class time.

About the Instructor
Carmen has taught both physics and mathematics from middle school level through college. She has a Ph.D in Educational Psychology, a M.S. in Science Education and a B.S. in Physics. But what should really matter to you is that Carmen has experience in making science useful, exciting and interesting.
Most scientists agree that two centuries of fossil fuel use has destabilized the climate, damaged the environment, and created a toxic future environment for life on earth. Dwindling reserves and increased consumption suggests that 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?

Addressing these questions requires a firm understanding of where energy comes from, how it is stored, and how it is distributed and used. Energy, burning the world from both ends, is a course that is designed to probe such questions in a highly interactive discussion environment. This is an energy-science literacy course for anyone and it is designed to equip you with a better understanding of the scientific method and how physics, chemistry and biology shape our daily lives. 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 interconnectedness of the world’s energy landscape.

Classes are discussion based - active individual participation is mandatory and group work is crucial. Weekly assignments range from mock journal writing assignments to organized group-based debate. The final exam consists of individual or group 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. No previous college-level science education is expected, but students are expected to come prepared for an engaged and active learning environment.

Readings and Texts
All reading material will be collected into a single pdf document that can be printed as a reader or viewed on a computer. The readings will consist of selections from the following sources:

- Peer edited journals such as Nature Publishing Group, Proceedings of the National Academy of Sciences, Science, Scientific American, among others.
- Recent periodicals from local and national newspapers.

Films and Other Course Materials
Pocasts:
- "Earth’s Changing Climate". The Teaching Company.

Films
- The Smartest Guys in the Room
- Fuel
- Gasland

Other media
- TED talks
- Select Futurama clips
- Clips from Idiocracy

Course Fee
$0
Student Requirements
In class participation is vital and mandatory. Out-of-class assignments will consist of audio-lectures and various readings from the text and current event articles.

Final projects will be held at the end of the semester and will consist of an 'experimental thesis' in which the student explores the intersection of Energy Science along with another subject: e.g. sociology, policy, urban planning, etc. These projects will allow the students to develop their ideas into a tangible product that has the potential to serve concrete and potentially significant use in "the real world". We will discuss the Scientific Method in detail in class and students should execute their projects accordingly. You will present your final projects to your peers during what will inevitably be a dynamic and exciting final week of class.

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 Instructor
Patrick is completing a Nanoscience Ph.D. at UNM working on shelf-stable live-cell vaccines against tuberculosis and metastatic cancer dormancy. His B.S. in physics combined with his expertise in nanotechnology has allowed him to explore the subject of energy science and how it might have implications on environment, policy, and health.
**HONORS COLLEGE**

**FALL 2016**

**UHON 203.003 Science in the 21st Century: Physics is Everywhere: Rainbows to Refrigerators**

Carmen Sorge, csorge@unm.edu  
Core: Physical & Natural Science  
*THIS CLASS SECTION INCLUDES AN ADDITIONAL MANDATORY 1 CREDIT HOUR LAB*

**Course Description**

The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' (I've found it!), but 'That's funny...' - Isaac Asimov

This course is about understanding physics in the world around you. Many students have the impression that science (physics in particular) is a bunch of rules discovered a long time ago by a bunch of boring dead white guys. Nothing could be further from the truth. Physics has a huge impact upon our daily lives, many issues including energy use, safety procedures and government regulations are based on physics principles. Understanding basic physics and learning to read and interpret scientific information critically will allow you to make decisions based on sound scientific reasoning.

You might be thinking physics is just another name for math class. Not in this class. We will use math in the class, but nothing above basic algebra and a teeny bit of trigonometry. The ability to plug numbers into an equation, and chomp through them is not physics. You will need use a little math in this course, but this course is not ABOUT math.

Scientists are not handed a lab worksheet to fill in when doing research. Like scientists, you will utilize the scientific method to produce hypotheses based on experimentation. You will design the experiment, record the information needed and then analyze the data in order to produce and defend your hypothesis. This course is for students who want to DO science and understand how to critically read and discuss scientific concepts (rather than memorize science facts).

Our topics will vary and will include both basic physics fundamentals such as optics, radioactivity, motion and energy conservation and others. The course also includes readings in science and critical interpretation of articles in current journals which relate to physics.

The 3 hour course does not include a separate lab section; for this section, labs will be done during class.

The 4 hour course includes both the normal in-class labs and a SEPARATE requirement to be held outside of the regular class hours on the same days that class meets. You will be designing and conducting your own experiments and demos and presenting them to the class. There is an additional course fee of $25 for the 4 hour lab section. Contact me for further information.

**Readings and Texts**

We will be reading sections from texts such as those listed below as well as from current scientific journals. These will be available online.

- Richard A. Muller, Physics for Future Presidents: The science behind the headlines
- Richard Feynman, Six Easy Pieces: Essentials of Physics explained by its most brilliant teacher
- Walter Lewin, For the love of Physics: From the edge of the Rainbow to the Edge of Time- A journey through the wonders of Physics
- Christopher P. Jargodzki and Franklin Potter, Mad about Physics: Brain twisters, Paradoxes and Curiosities
- Paul G. Hewitt, Conceptual Physics Fundamentals

Students in the 4 hour class will have additional readings on lab design.

**Films and Other Course Materials**

We will be watching some videos in class demonstrating physics principles that are too expensive (no access to a space) or dangerous (your teacher is too scared to skydive) for class demonstrations. You will also be watching some longer videos on your own time online.

**Course Fee**

A course fee of $10.00 will be collected, this will cover materials used for in class experiments such as straws, liquid soap, a few simple Lego sets, aluminum foil, superballs, balloons and other such materials which are simpler to buy as a group. Students will also be asked to bring in some materials from home such as empty 2 liter soda bottles. An additional fee of $25 will be required for the 4 hour class for the lab section.
Student Requirements
Regular attendance, active in class participation and weekly reading assignments are expected. You will also write a paper explaining and examining an application of physics that is observable in the real world. You will be participating in hands on experiments in the classroom demonstrating physics principals and writing up a short report on each lab. You will also research and present a short physics demonstration to the class.

If you choose the 4 hour option you will be meeting with me to design and execute your own labs/demos and presenting the material to the rest of the class. These labs will be in addition to those done during class time.

About the Instructor
Carmen has taught both physics and mathematics from middle school level through college. She has a Ph.D in Educational Psychology, a M.S. in Science Education and a B.S. in Physics. But what should really matter to you is that Carmen has experience in making science useful, exciting and interesting.
Throughout much of human history, the individual and his or her desires, needs, and actions were almost always subordinated to the needs of the collective, whether this was the individual’s family, political or religious community, or social class. This subordination was reinforced by a variety of structures and institutions and therefore was rarely challenged, as it often assured the safety of the individual and the stability of the collective. Nonetheless, there were instances in which individuals, whether male or female, chose to pursue goals that pitted them against their family, community, or class, sometimes for the greater good of the community as a whole and sometimes for the good of the individual alone. This subordination of the individual to the collective persisted throughout the ancient and medieval periods in European society, but by the Reformation era, the subordination of the individual to the collective was coming under question. In the 17th and 18th centuries, philosophers such as Rene Descartes and John Locke began to emphasize the importance of individualism, the former with regard to challenging received intellectual tradition and the latter with regard to challenging received political traditions. By the late 19th century, these early statements regarding the role and rights of individuals evolved into discussions of “individualism” and “individuality,” both of which came to be viewed in a positive light in the Western world because of a growing emphasis on democracy and equality. Along with this growing approval of individualism, the 19th, 20th, and early 21st centuries have witnessed individuals, both male and female, more frequently challenging the assumptions and traditions of their communities or families, particularly the institutions and structures that have long contributed to the subordination of individuals, or groups of individuals, to the collective, such as imperialism, racism, and gender bias. In this course, we will examine social science theories and texts regarding the collective institutions and structures that influence or constrain individual actions and choices, and we will also examine historical and literary sources from the ancient Greek era forward that describe individuals working with or against the collective, the nature of the structures and institutions that existed to reinforce the will of the collective, and the consequences that followed upon individuals’ actions when they acted against the will of the collective.

Readings and Texts
Students must purchase the following books for the class:

Films and Other Course Materials
Boys Don't Cry (1999).
Milk (2008).
I Am Malala (2014).

Course Fee
$0

Student Requirements
1. Active participation in discussions, both in large and small groups
2. Leadership of one discussion session, including providing a list of discussion topics/questions
3. Two 5-page papers focusing on specific issues regarding individuals in conflict with their collective
4. A 10-page research paper on some aspect of individuals in conflict with their collective
5. An oral presentation on the research paper

About the Instructor
Lizabeth Johnson earned her MA in History from UNM in 2000 and her Ph.D. in History from University of Washington, Seattle in 2008. She has long had an interest in both ancient and medieval history, particularly the history of Celtic peoples. This interest in Celtic peoples led her to focus her dissertation research on kinship in Welsh society and conflict within Welsh kin groups.
Course Description
Fashion communicates and with the popularity of social media today there is no time in history where this may be more applicable. Yankelovich, a market research firm, estimates that 30 years ago, people living in cities saw up to 2,000 ad messages a day. Today that number is around 5000! TV shows such as "Project Runway", "The Housewives'", and "What Not to Wear", along with movies such as "The Devil Wears Prada" also fuels society's awareness of fashion. Through the media, fashion images provide a language used to communicate about one's self-image, roles, and status within society. This class will look at the language fashion creates and analyze the ways individuals translate, interpret and manipulate that language. Popular theories of fashion will provide the framework for analysis.

Readings and Texts
In addition to the required book, reading assignments will be in the form of articles from both scholarly and popular media, books, websites, and will be available for electronic download. See list below for references and readings:

Journals:
- Journal of Fashion Theory
- Clothing and Textiles Research Journal
- Fashion Practice

Books: (All of these books are available through the Zimmerman library site as an e-book except Barthes)

Additional References available online through the Berg Fashion Library (I will provide since this is a subscription-based database):


Articles in the Berg Fashion Library (I will provide):

Websites:
SHOWstudio: http://showstudio.com
TEDtalks on fashion: http://www.ted.com/topics/fashion
Films and Other Course Materials
Additional Materials: There are many films, tv shows, blogs, websites and fashion magazines that we will use each week for our discussions and activities.

Course Fee
$0

Student Requirements
Students will complete short assignments based on readings and weekly topics, lead one class discussion and complete two writing assignments including analysis of fashion magazine advertisements, and a course blog post. In addition students will have weekly assignments and will also be expected to participate in class discussions and activities.

About the Instructor
Dr. Hillery earned her B.S. and M.S. from Ohio State University and her Ph.D. from the University of Wisconsin-Madison in Textiles and Clothing, and has received numerous teaching awards. She has published two books: Ethics for the Fashion Industry and Professional Development for Apparel Merchandising and Retailing, in addition to numerous articles related to clothing and society, retailing, and best practices in teaching. She is especially interested in mentoring and helping students with professional development as they transition into careers.
Why do American universities, unlike their foreign counterparts, spend billions of dollars annually on athletics? This course will analyze America’s unique blend of higher education and sports. We will consider how sports came under the jurisdiction of universities and what benefits and pitfalls derive from this partnership. The role of college athletic conferences and the NCAA will be considered. We will analyze the priorities of these governing bodies, paying special attention to how the ideals of amateurism have compared to realities. The course will begin when the connection between colleges and sports began: in the 1870s. The course will conclude by considering the creation of the BCS and the modern collaboration between college athletic programs and America’s media outlets.

Readings and Texts
Neal Bascomb, The Perfect Mile
Bob Kuska, Cinderella Ball
John J. Miller, The Big Scrum: How Teddy Roosevelt Saved Football
Murray Sperber, Beer and Circus
Susan Ware, Title IX: Brief History with Documents

Films and Other Course Materials
Rudy
Jim Thorpe: All American
Knute Rockne: All American

Course Fee
$0

Student Requirements
Students will be expected to read extensively and participate in class discussions. Students will write several analyses and complete a significant group project at the end of the semester. Students will be required to attend several college sporting events during the course of the semester as well.

About the Instructor
I earned my Ph.D. in history at Georgetown University. This is my second year at UNM and I’m thrilled to be here. I research and write on Sports History and 19th Century American History.
HONORS COLLEGE

UHON 207.002 Fine Arts as Global Perspective: Musical Theatre in America
Maria Szasz, deschild@unm.edu
Core: Fine Arts

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

Fine Arts as Global Perspective: Musical Theatre in America will carefully consider one of America’s unique contributions to the fine arts. We will read, listen to, and watch excerpts from the most revolutionary musicals from 1904-2004, concentrating primarily on American works. The class will extensively discuss the background and major accomplishments of the twentieth and twenty-first century’s most significant musical theatre composers, lyricists, writers, actors, dancers, choreographers, directors, designers, and producers.

This class is, first and foremost, interdisciplinary. We will frequently discuss how the disciplines of theatre and history interact and co-exist. For instance, what do musicals say about American history? South Pacific suggests that American racism “has to be carefully taught”; Hair defiantly and poignantly protests the Vietnam War; Guys and Dolls celebrates American energy, drive and spirit. Our discussions will pay special attention to the ways musicals engage and respond to the major historical, political and social issues of their day.

We begin in the early years of the twentieth century, with the charismatic “song and dance man” George M. Cohan, whose upbeat, sassy songs and heroes in Little Johnny Jones (1904) and George Washington, Jr. (1906) jump-started American musical comedy. Through Oklahoma! (1943), South Pacific (1949), and West Side Story (1957), we explore what made the “Golden Age” of American musical theatre so rich, creative, and admired. In the 1960s-1970s, we determine why both the form and content of musicals radically changed, with the bold introduction of “rock musicals” such as Hair (1967) and “concept musicals” such as Company (1970) and A Chorus Line (1975). In the 1980s-1990s, we focus on the “British Revolution,” with the arrival of the “megamusicals” Cats (1982), Les Misérables (1987), The Phantom of the Opera (1988), and Miss Saigon (1991). We conclude by examining the most recent developments in musical theatre that invigorate theatergoers, such as Wicked (2003), Memphis (2009), Million Dollar Quartet (2010), Spiderman: Turn Off the Dark (2011), The Book of Mormon (2011), Once (2012) and Hamilton (2015).

Our primary goal is to reach an understanding and appreciation of this eclectic, vibrant, innovative form of theatre that entertains and challenges audiences worldwide.

Readings and Texts
George M. Cohan, (Little Johnny Jones) 1904
Oscar Hammerstein II and Jerome Kern, (Show Boat) 1927
Cole Porter, (Anything Goes) 1934
Oscar Hammerstein II and Richard Rodgers, (Oklahoma!) 1943 and (South Pacific) 1949
Fred Saidy, E. Y. Harburg, and Burton Lane, (Finian’s Rainbow) 1947
Frank Loesser and Abe Burrows, (Guys and Dolls) 1950
Leonard Bernstein, Arthur Laurents and Stephen Sondheim, (West Side Story) 1957
Gerome Ragni, James Rado and Galt MacDermot, (Hair) 1967
Stephen Sondheim and George Furth, (Company) 1970
James Kirkwood, Nicholas Dante, Marvin Hamlisch and Edward Kleban, (A Chorus Line) 1975
Claude-Michel Schönberg and Alain Boublil, (Les Misérables) 1987
Claude-Michel Schönberg and Alain Boublil, (Miss Saigon) 1991
Jonathan Larson, (Rent) 1996
Lin-Manuel Miranda, (Hamilton) 2015
Films and Other Course Materials
(Yankee Doodle Dandy) 1942
(Irving Berlin’s This is the Army) 1943
(Show Boat) 1951
(Anything Goes) 1956
(South Pacific) 1958
(Hair) 1979
(Finian’s Rainbow) 2005
(West Side Story) 1961
(A Chorus Line) 1985
(Oklahoma!) filmed live on stage in 1999
(Les Miserables) Two versions: filmed live on stage in 2008 and the 2013 film
(Rent) filmed live on stage in 2009

Course Fee
$0

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

About the Instructor
Maria Szasz received her MA in Theatre Education from Emerson College and her PhD in English Literature from UNM, where she specialized in Drama and Irish Literature. Her love for musical theatre began with her discovery of the little known musical comedy The Robber Bridegroom.
UHON 301.001 The Publication Process (Scribendi Part 1)
Amaris Ketcham, ketchama@unm.edu
Writing & Speaking

Course Description
The Publication Process (Scribendi Part 1)

Scribendi is a high quality, award-winning publication of art and literature, sponsored by the Western Regional Honors Council and the UNM Honors College. Produced completely by Honors College students, Scribendi publishes creative works by undergraduate honors students in more than 200 western colleges and universities. This first half of our year-long process is designed specifically for students who have committed themselves to the immensely rewarding and enormously challenging experience of producing our award-winning publication. Functioning largely as an educational internship in small publication production, this course provides students with practical, hands-on experience in copyediting, typography, magazine design and layout (using Adobe Creative Suite desktop publishing software), fundraising, marketing and distribution, as well as small press management. The Scribendi experience differs from the usual academic class in that it is focused on active learning accomplished by intensive discussion, practice and application, and an emphasis on professional behavior. Enrollment is limited to students selected through an application and interview process conducted by the instructor. Students should understand this is a two-semester commitment, spanning both fall and spring semesters.

Readings and Texts
Texts:
Scribendi Staff Handbook (available free online)
Scribendi Staff Website
Denise Bosner, Mastering Type
Bill Walsh, The Elephants of Style
Robin Williams, The Non-Designer’s InDesign Book (optional)

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Attendance; participation in class discussions and activities; maintenance of weekly office hours; 10 assignments covering design, software, copyediting, and assessment; and a final 10-15-page miniature magazine project.

About the Instructor
Amaris Ketcham received her MFA in Creative Writing from the Inland Northwest Center for Writers at Eastern Washington University. Professor Ketcham has published essays, poetry, and short fiction in a variety of magazines, anthologies, and online venues. Her teaching interests include creative writing, fine arts, graphic design, and print and digital production. She currently serves as the Faculty Advisor for Scribendi, the Honors College and Western Regional Honors Council literature and arts magazine.
Course Description
Everyone in society is affected by clothing, dress and appearance. In fact, dress is one of the most personal and visible forms of self-expression and can indicate an individual's current position or future aspirations in society. In this class we will explore some of the specific factors influencing clothing choices, perceptions of those choices, and the role that society plays. Some of the specific issues this class examines include:

Identity of the Individual and Social Self: What role does clothing and appearance play in the construction of individual and social identities? How does that role change over the lifespan? What role does clothing play in political, cultural, and social movements? Class, Race, Ethnicity, and Culture: How are class, racial, and ethnic categories and ideologies constructed through dress and appearance? What role does our own culture play in our perceptions of others' dress?

Gender roles: In what ways do men and women use clothing and dress differently/similarly? How has the acceptance of more diverse gender roles and identities affected dress today?

Work and leisure: How do shifts in people's work lives and leisure time affect the use of clothing? What does our workplace dress reveal about our beliefs and social values, and what factors are occurring or enduring?

Readings and Texts
Readings assignments will be in the form of articles from both scholarly and popular media and will be available for electronic download. Readings may also be provided by the Professor as current events occur related to our class topics.

Films and Other Course Materials
Some of the Films and Documentaries in full or part include:
America the Beautiful
Goth Cruise
September Issue
Beautiful Sisters
Paris is Burning
Secondhand (Pepe)

We will also use Ted Talks, You Tube videos, blogs, and other popular social media for current events related to the course.

Course Fee
$0

Student Requirements
Since this class is not lecture-based, students are expected to attend class regularly and come to class prepared to participate in lively discussions. Specific assignments will include:
Social media posts, Short Assignments for class discussions, Interview Paper (5 - 7 pages) and presentation.

About the Instructor
Dr. Hillery is a Professor in Fashion Studies at Columbia College Chicago, and was also the Kohl's Professor of Retailing at Northern Illinois University. Her degrees include a B.S. and M.S. from The Ohio State University and a Ph.D. from the University of Wisconsin-Madison. In addition to writing two college textbooks, Dr. Hillery has received numerous teaching awards for undergraduate education. Since New Mexico is her absolute favorite place on earth she is thrilled to be teaching at UNM especially in the Honors’ College.
Ethical issues face all of us everyday. The fashion industry seems to always be in the news for making the wrong decisions when it comes to ethical business practices. A few examples include the use of thin models that promote unrealistic beauty ideals, the exploitation of workers in developing countries through substandard labor practices and the promotion of a throw-away society through the rising popularity of “fast fashion” stores such as Forever 21 and H&M. How do these decisions affect society, why do they matter, and what can we do about them? As you enter your professional career you will find yourself in situations where you have to make decisions not only for yourself but also as part of a team and as a representative of a business. In this course we will take a critical look at issues faced by the fashion industry and relate those to making professional decisions in your own chosen careers as well as your personal life. We will also analyze successful fashion businesses built around being socially responsible.

Readings and Texts
Current event readings from various print and online sources will be provided by the professor in pdf format for printing or online reading.

Major reference will be:

Films and Other Course Materials
The T---Shirt Travels (2011, dir. Shantha Bloemen)

Various online media clips.

Course Fee
$0

Student Requirements
Weekly assignments will consist of current-event readings, in-class discussions, short writing assignments, and participation in a course blog. Other assignments include a current-event presentation and a final research-based paper and presentation based on a topic of interest selected by the student.

About the Instructor
Dr. Hillery is a Professor in Fashion Studies at Columbia College Chicago, and was also the Kohl's Professor of Retailing at Northern Illinois University. Her degrees include a B.S. and M.S. from The Ohio State University and a Ph.D. from the University of Wisconsin-Madison. In addition to writing two college textbooks, Dr. Hillery has received numerous teaching awards for undergraduate education. Since New Mexico is her absolute favorite place on earth she is thrilled to be teaching at UNM especially in the Honors’ College.
**Course Description**

This class focuses on indigenous South American peoples from “the lowlands” and the “the highlands.” The history and contemporary situations of indigenous South Americans are addressed through a series of debates – debates that do not have obvious or easy answers. We begin with a debate in archeology. Has lowland Amazonia ever supported large, populous settlements with intensive agriculture and or has its history been characterized by low-density settlements and what does this mean about the present colonization of the Amazon? Have Amazonian peoples been shaped by the powerful Amazonian environment or have they shaped nature? Next, we turn to the colonial period and ask, was the cannibalism Europeans reported a myth or did it exist and if so, what did it mean? With respect to contemporary debates, we focus on questions surrounding environmentalism. Through readings about the Brazilian Kayapó, we ask, to what extent is the indigenous-environmentalist alliance a natural fit? Should Amazonian rivers be dammed and if not, is celebrity activism a good way to stop these dams? Other topics addressed in this class include, debates about how to carry out scientific research in the Amazon and the recent debate over if “isolated peoples” should be contacted by government teams or if should they be left in isolation. Turning to the highlands, we again begin with a few controversies about the past such as, what caused the Inka Empire to fall? With respect to contemporary issues, we turn to the role of coca (the plant used in manufacturing cocaine) in one Peruvian indigenous community and ask how this differs from recreational drug use. Focusing on Bolivia, and reading an article by Bolivia’s indigenous president, we debate if this plant should be prohibited by the international community and if the growing interest in planting coca due to international demand is beneficial or detrimental to native communities.

**Readings and Texts**

Selections from *Man and Culture in a Counterfeit Paradise* B. Meggers

“The Rise and Fall of the Amazon Chiefdoms” article by A. Roosevelt

“Amazonia: The Historical Archeology of a Domesticated Landscape” article by C. Erickson

Selections from *Man Eating Myth* by W. Arens

Selections from Han Staden’s True History edited by N. Whitehead

Selections from *Consuming Grief* by B. Conklin

“An Indigenous People’s Struggle for Socially Equitable and Ecologically Sustainable Production: The Kayapo Revolt Against Extractivism” article by T. Turner

“The Shifting Middle Ground: Amazonian Indians and Eco-Politics” article by B. Conklin and L. Graham

“Activism is the New Black!” article by J. Jampolsky

“Protecting Isolated Tribes” article by R. Walker and K. Hill

“Uncontacted Tribes Don’t Need the ‘Protection’ of Western Anthropologists” article by S. Cory

Selections from *The Hold Life Has* by Catherine Allen

Selections from *1491* by Charles Mann

Selections from *Religion and Empire* by Conrad and Demarest

“Let me Chew My Coca Leaves” by Evo Morales

As well as a few other short webpages

**Films and Other Course Materials**

Excerpt from *Decade of Destruction*

The Secret of El Dorado

The Kayapo: Out of the Forest

Return from Extinction: The Panara Return to their Ancestral Home

The Battle for the Amazon: The Xingu vs. the Belo Monte Dam

Excerpt from Avatar

Excerpt from *Guns, Germs, and Steel: The Fates of Human Societies*

Excerpt from Cocalero
Course Fee

$0

Student Requirements
Students must attend all classes and participate actively. This includes keeping up with the class readings and consistently contributing to class discussions. Over the course of the semester, students will have the choice of following one of two plans. Plan One: four short essays (3-4 pages each) over the course of the semester. Plan Two: two short essays (3-4 pages) and one longer research paper (7-8 pages) plus a two-page proposal for a research paper and an oral presentation of research. Each student following either plan will also be responsible for one in-class presentation of the readings.

About the Instructor
Suzanne Oakdale is one of the Distinguished Honors Fellows during spring and fall of 2016. She comes from the Department of Anthropology at UNM where she has taught since 1998. She received her PhD in anthropology from the University of Chicago. Her ethnographic and historical research is done in lowland Brazil and her interests include the study of ritual, autobiographical narrative, and indigenous history.
Course Description
This seminar will explore how the purposes and origins of educational institutions construct meanings of literacy and equity. Using insights from multiple disciplines such as sociology, political science, educational chronicles, and ethnographical studies, students will critique the public educational system. Seminar participants will investigate how current educational practices and environments have been constructed by politicians, educators, and social institutions within the framework of complex and diverse communities. Students will answer the following essential question, How Does Purpose of Public Education Construct Meanings of Literacy and Equity? In order to answer this question and justify their critiques, students will give presentations on educational chronicles, engage in discussions based on assigned texts, and complete a Participatory Action Research project which will include both academic materials from various disciplines and field based research. This final project will include an action plan to enhance educational opportunities and equity for public school and university students.

Readings and Texts
Books:
Is everyone really equal?: An Introduction to Key Concepts in Social Justice Education, Ozlem Sensoy and Robin DiAngelo
Critical Race Counterstories along the Chicana/Chicano Educational Pipeline, Tara Yasso
Revolutionizing Education: Youth Participatory Action Research in Motion

Readings:
Pedagogy of the Oppressed, Paulo Freire, Chapter 2
Intersectionality 101, Olena Hankivsky PhD

Films and Other Course Materials
Student generated research

Course Fee
$0

Student Requirements
All students are expected to voluntarily and regularly contribute to class discussions. Effective participation is dependent on you keeping up with all the reading assignments. Various short in-class assignments will be given often, i.e. free writes, role play, debates. These assignments are designed to generate class discussions and/or give you a place to start when analyzing texts or doing written assignments. In addition to participation and assigned readings students will also be given the following assignments for assessment: one group presentation which will include an individual 2 page paper; one analytical essay on the assigned readings; and a final participatory action research project, presentation, and reflection paper.

About the Instructor
Dawn Stracener has been an educator in the public schools and at the University for 18 years. During that time she has given a great deal of thought to educational equity as a process and a goal for student achievement as a way of creating a more stimulating learning environment for her students. Dawn has an interdisciplinary PhD in Language, Literacy, and Sociocultural Studies with a focus on Critical Social Justice Theory which examines how institutional discrimination impacts race, class, and gender.
HONORS COLLEGE

UHON 301.007 Locked Up: Incarceration in Question
Megan Jacobs, mejacobs@unm.edu
Marygold Walsh-Dilley, marygoldwd@unm.edu
Social and Behavioral Sciences
Fine Art

Course Description
Why does the U.S. incarcerate a higher proportion of its citizens than any country in the world? How does incarceration reflect the values of society, both historically and today? How does imprisonment affect incarcerated individuals, as well as their families, communities and the national? How do former inmates adjust to life after a period of incarceration? And how might we re-imagine a more socially-just criminal justice system?

“Locked Up: Incarceration in Question” is a year-long interdisciplinary course that integrates the disciplines of art and sociology to examine incarceration in the United States. In the fall semester, we will begin to explore historical and contemporary incarceration through analytical and creative projects that will challenge us to place incarceration into broader social and political contexts, understand how social science and art make meaning about incarceration differently, and begin community-based action research in order to both better understand the complexities of incarceration and to contribute to solutions. We will begin to understand how incarceration is used as a means of social control and an exercise of power, and examine some of the most egregious historical examples of incarceration including some from New Mexico’s own history. We will also work to understand the demographic, social, and political underpinnings of the contemporary era of mass incarceration, examine incarceration as a civil rights issue, and explore how incarceration impacts individuals, families, communities, and the nation more broadly. Finally, we will examine art produced by prisoners and in response to incarceration, as well as develop technical artistic skills.

During the spring semester, students will participate in an intensive service-learning project that will build links between the arts and social sciences to generate social dialogue and civic engagement in order to facilitate positive social change. This project aims to build empathy, community spirit, and responsible citizenship across diverse demographics.

Readings and Texts
Selected sociological and artistic works will be available in a course reader and/or the course website.

Selections will be drawn from, among others:
Discipline and Punish, Michel Foucault
The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander
Inside This Place, Not of It: Narratives from Women’s Prisons, Ayelet Waldman, Robin Levi
Prison/Culture, Sharon E. Bliss, Kevin B. Chen, Steve Dickison
Humans of New York, Brandon Stanton

Films and Other Course Materials
Possible films:
Broken on All Sides
Herman’s House & The House I Live In
Lost in Detention

There will be two field trips in the fall semester, and several service learning trips in the spring semester. We will also have regular guest speakers who do artistic, academic, and service work in this field.
Course Fee
$30

Student Requirements
By the end of the fall semester, students will complete a proposal for a service learning project to be undertaken during the spring semester. Other requirements include data visualizations, an interview and report, a 5-7 page paper, and a group presentation. Regular participation consisting of reading observations, class discussion, and field trips are a key component of the class.

About the Instructors
Megan Jacobs is an Associate Professor of Art in the Honors College. She holds an M.F.A. in Photography from the University of New Mexico. Jacobs’ work has been exhibited internationally and explores the delicate relationship between our existence as material and concept. Jacobs’ teaching interests include fine art, aesthetics, and cultural preservation through new media.

Marygold Walsh-Dilley is Assistant Professor of Social and Behavioral Sciences in the Honors College. She holds a PhD in Development Sociology from Cornell University. Her research interests focus on rural development, food and agricultural systems, and indigenous politics, primarily in Andean Bolivia.
You can’t prove a negative!” You probably hear it all the time. But in math, we prove negatives for breakfast. In fact, the impossible has been a driving force like no other in this most exact of disciplines.

We all know a little bit about the impossible in math: why is there is no highest number to which you can count? Because you can always add one more. It’s a little bit harder to show that there is no last prime number, but it’s true. We also know that it is not possible to write √2 or π as ratios of whole numbers. You cannot trisect an angle, square a circle, or duplicate a cube using only a compass and unmarked straightedge, and neither can anyone else, ever. Euclid’s 5th postulate cannot be proven from the first four. These are all well-known, ancient impossibilities, some of which took more than 2000 years to be understood.

Sometimes in math, a thing that seems impossible turns out to be anything but. Once transceded, imagined impossibilities lead to new advances again and again. Two examples are right under our noses: minus one and its square root. Negative and imaginary were for a long time impossible fictions, total nonsense, but today they are part of the standard numerical toolkit we all take for granted.

The perspective of the impossible gives us access to some of the biggest moments in the history of mathematics: Pierre de Fermat in a few short scribbles described an impossibility of arithmetic that inspired new thinking for more than 350 years before it was finally laid to rest. Evariste Galois showed that the quintic is unsolvable - there is no general formula to solve equations beginning with x^5. Georg Cantor showed that it is impossible to count all the real numbers between 0 and 1, even if you could count forever. Kurt Gödel proved that it is impossible to create a system complicated enough to do basic arithmetic that can also prove its own consistency (there are no inherent contradictions within the rules of the system) or its completeness (answer all of its valid questions), showing that the dream of founding math securely on logic is necessarily doomed.

In math, not only do we transact continually with the impossible, but it is in fact a muse of the highest order. Our modern understandings of form, number, and even the universe owe much to the famous impossible problems above and more.

In this class we will uncover the power of the impossible by taking a historical perspective. We will visit impossibilities throughout the history of mathematics, take them apart, and map their influences. We will also explore the impossible as it can be seen in the mathematics today. By learning how to deal with the impossible, we’ll get a unique inside look at what math is all about. Students will get a chance not just to see important ideas and do problems, but to dig into the contexts that give these mathematical developments meaning.

Readings and Texts
Yearning for the Impossible by John Stillwell
Mathematics and its History by John Stillwell
Users as Agents of Technological Change by Kline and Pinch
The Structure of Scientific Revolutions by Thomas Kuhn
Things that Make Us Smart by Donald Norman
Other online resources

Films and Other Course Materials
N/A

Course Fee
$0
Student Requirements
There are no prerequisites, but math is not a spectator sport; we will be getting our hands dirty. As Euclid supposedly told King Ptolemy, “There is no royal road to mathematics.” Frustration is the name of the game, after all we’re talking about the impossible. It’s going to make your head hurt. In a good way.

We will solve and create problems. So you will need a pencil and paper. You will also need a wastebasket. We will use 21st century tools like computer algebra systems and the typesetting language Latex to do and express math in print and electronically. Students will work in small groups to present two episodes from the history of mathematical impossibility, and write about a third, individually, in research papers. There will also be take-home problem sets.

Students will also be asked to do additional research into the mathematical topics and historical context and use this research to write short essays. A particular focus will likely be analogies between the development of math and sciences and technologies.

About the Instructor
Chris Holden is a mathematician for the people. He received his Ph.D. in number theory from the University of Wisconsin-Madison. Originally from Albuquerque, his current research focuses on place-based mobile game design and implementation. Chris enjoys videogames like DDR and Katamari Damacy, and he takes a whole lot of photos.
UHON 301.009 Meet the Authors: Exploring the Creative Process
Steve Brewer, abqbrewer@gmail.com
Humanities

Course Description
New Mexico's landscapes, traditions, people and folklore have captivated and nurtured the imaginations of artists and writers from the time of our state's first settlement. The 21st Century has witnessed vibrant new stories, poems and images from New Mexicans that provide readers with new perspectives on the creative process, genre development, the lives of artists and the state itself. In this course, students will study and meet with nationally known New Mexico authors to discuss their published works, creative process and public lives. We will explore works in a variety of fictional genres, plus poetry and non-fiction. Each week, students will read and discuss works by a different author and prepare questions for the face-to-face meeting.

Readings and Texts
The reading list will depend upon the final lineup of authors. Students will be allowed to read anything written by that week's author, so short stories, poems and non-fiction are included. Students will be encouraged to use library books and e-books to keep costs down.

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Students will be graded on attendance, class participation and on their research papers. We'll do three papers -- two short and one longer, final paper -- over the course of the semester.

About the Instructor
Albuquerque author Steve Brewer has published 25 books, including the Bubba Mabry mystery series and new Random House/Alibi thrillers written as Max Austin. A former journalist and humor columnist, he has been a full-time author since 1997. He also teaches the Become a Better Writer course in Honors.
UHON 301.010 Researching Manuel Areu Collection: Hispanic Music and Theatre in the Turn of the 20th Century
Javier Lorenzo, lorenzo@unm.edu
Fine Arts

Course Description

Readings and Texts

Films and Other Course Materials

Course Fee

Student Requirements

About the Instructor
HONORS COLLEGE

UHON 301.011 Artifact and Image
Troy Lovata, lovata@unm.edu
Social and Behavioral Sciences

Course Description
This course explores the artifacts and images people create as cultural expressions. Topics of study will include: prehistoric rock art; historic arboglyphs and culturally modified trees; and graffiti found around the world from prehistoric to modern times.

We live in a material world. Our understanding of ourselves, the relationships between people, and the ways in which we interact with our environment and all its inhabitants are all expressed in material terms. At the same time the physical nature of the world around us affects how we behave and how we organize ourselves into cultures and societies. This course is an interdisciplinary study of the artifacts and images that comprise material culture. Students in this class will go into the field—in Albuquerque and across New Mexico—to examine material culture first-hand.

This course unfolds in both the classroom and the field because artifacts and images have contexts and are not merely abstract concepts. We will travel to numerous sites to view, record, and catalog artifacts and images. Field trips during the regularly scheduled class time include excursions to Petroglyphs National Monument to study Native American rock art and tours of buildings on the UNM campus and the Albuquerque Railyard to examine modern graffiti. There will also be three required weekend field trips to the Sandia and Sangre de Cristo Mountains to study arboglyphs and to El Morro National Monument to examine historic graffiti. These required, one day trips will occur on Friday, Saturday or Sunday (based on student availability) the last weekend in September and the 2nd and 4th weekends in October. Field trip attendance is mandatory and a $70 course fee is charged to cover some, but not all, travel and field study costs.

Readings and Texts
Books:
Understanding Graffiti: Multidisciplinary Studies From Prehistory to Present by Troy Lovata and Elizabeth Olton
El Morro National Monument by Dan Murphy

Course Reader:
A course reader with selections from texts and peer-reviewed research articles on rock art, arboglyphs, and graffiti from the fields of Archaeology, Geography, Art History, and Cultural Studies.

Films and Other Course Materials
N/A

Course Fee
$70

Student Requirements
As with all Honors courses, this class requires students to be active seminar participants and attend and fully participate in seminar discussions. Students will complete a series of field observation projects and written reports that link seminar readings and discussions to first-hand observations. Students are also required to participate in multiple field trips, including 3 day-long excursions during the weekend over the course of the semester. These will occur during the Friday, Saturday or Sunday (based on student availability) the last weekend in September and the 2nd and 4th weekends in October. Field tools and some transportation costs are included in a required $70 course fee. But, to keep this fee low, students will be responsible for their individual travel to some field sites as they are when traveling to campus for other classes.

There are no specific prerequisites for this course, but because this course contains significant field components students must be physically able to travel to and walk across sites located outdoors. They also must be willing and able to spend significant amounts of time outside in a variety of weather conditions. Students are expected to wear suitable clothing, based on instructor recommendations, for such excursions.

About the Instructor
Troy Lovata, Ph.D. is a tenured, Associate Professor in the Honors College. 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.
Course Description
Shamanism has been of interest to anthropologists, psychologists, medical doctors, and artists, among others, for over a century. In the first part of this course we will read some of the classic texts that define the term “shamanism” and ask if it is useful to think about indigenous South American, North American and Asian religious practices as all basically similar to each other or if the idea of shamanism might not be a European myth. We ask if specific traditions are too unique to be categorized together as well as look at how various traditions have taken shape in particular historical and political contexts. Next, we focus on South America and read about a new approach in anthropology that seeks to generalize at a slightly lower level. This approach focuses on the study of myth texts and sees South American indigenous cosmologies and shamanism as defined by a radically different ontology or theory of being, what has been called “perspectivism.” This position is then juxtaposed with work that critiques this understandings of shamanism and cosmology as dehistoricized and calls for more attention to be given to how indigenous people are situated in larger social and historical structures and processes, bringing us to topics such as shamans’ central roles in environmentalism, tourism, the commodification of culture, and struggles for political recognition.

Readings and Texts
- Selections from Shamanism by M. Eliade
- Selections from I Foresee My Life by S. Oakdale
- Selections from Shamans of the Foye Tree by M. Bacigalupo
- “Cosmologies: Perspectivism” by E. Viveiros de Castro
- Selections from Ethnicity, Inc. by J. and J. Comaroff
- Selections from “Ayahuasca Shamanism in the Amazon and Beyond” edited by Labate and Cavnar
- “Shamanism from Ecuador to Chicago: A Case Study in New Age Ritual Appropriation” by P. Johnson
- “Shamans versus Pirates in the Amazonian Treasure Chest” by B. Conklin
- Selections from The Falling Sky by D. Y. Kopenawa and B. Albert

Films and Other Course Materials
A selection of ethnographic films will be shown.

Course Fee
$0

Student Requirements
Students must attend all classes and participate actively. This includes keeping up with the class readings and consistently contributing to class discussions. Over the course of the semester, students will write two short essays (3-4 pages) based on the class readings. During the second half of the semester students will do a mini research paper on a topic of their choice and do a class presentation based on this research. There is a short proposal for the research paper (2 pages) also required. Each student will present one of the class readings and lead class discussion one time over the semester.

About the Instructor
Suzanne Oakdale is one of the Distinguished Honors Fellows during spring and fall of 2016. She comes from the Department of Anthropology at UNM where she has taught since 1998. She received her PhD in anthropology from the University of Chicago. Her ethnographic and historical research is done in lowland Brazil and her interests include the study of ritual, autobiographical narrative, and indigenous history. She has written about the Tupi-speaking Kawaiwete/Kayabi people in I Foresee my Life and with Magnus Course has edited the volume Fluent Selves, focusing on indigenous autobiographical narratives in lowland South America. Both books are published by the University of Nebraska Press. In addition she has articles published in a variety of journals, including, American Ethnologist, Ethnohistory, and the Journal of the Royal Anthropological Institute. Her research and publications have focused on one tradition of indigenous shamanism in Brazil.
UHON 301.014 The Holocaust: Path to Genocide
Sheri Karmiol, metzger@unm.edu
Humanities

Course Description
This 300 level Holocaust course focuses on the years of greatest destruction, 1942-1945, and on the area of greatest loss—Eastern Europe and Belorussia. Much of our focus in this class will be on how ordinary citizens transformed themselves from farmers and shop-keepers into murderers. One of the myths of the Holocaust is that ordinary Germans were not Nazis and that they did not participate in a genocide that claimed the lives of more than 18 million people. While the victims of the Holocaust often had no choices before them, bystanders and perpetrators defined themselves by the decisions they did or did not choose to make. Some bystanders believed that they could continue to live as they had before the Nazis took power. They chose not to see that they were directly or indirectly contributing to the Nazi effort. Others, ordinary soldiers—the German Wehrmacht—followed orders, even though they might not agree, thereby becoming perpetrators. And yet some bystanders chose to become resisters or rescuers, often risking their own and their family’s lives. This class will use a selection of short texts—a mix of memoirs and histories—to focus upon the choices open to individuals, the decisions they made, and the ethical choices that guided those choices.

Readings and Texts
Christopher Browning, (Path to Genocide)
Christopher Browning, (Ordinary Men)
Daniel Jonah Goldhagen, (Hitler’s Willing Executioners: Ordinary Germans and the Holocaust)
A reader with excerpts from additional texts, available at the Honors College office.

Films and Other Course Materials
A selection of documentaries, including selected scenes from (Shoah), (Broken Silence), (Image Before My Eyes), and (The Nazis: A Warning From History).

Course Fee
$0

Student Requirements
Field Trip to the NM Holocaust & Intolerance Museum, Discussion Leader, Inquiry Paper, Final Research Project, Active Class Participation.

About the Instructor
Sheri Karmiol has a Ph.D. in English Literature & Language. Much of Sheri’s academic research has focused on behavioral and social anthropology and the ethical and philosophical decisions that people make to adapt to changes in their lives. Many of the classes that she teaches have centered on issues of social inequity and prejudice, including anti-Semitism. Sheri has received two fellowships, including one for study at the United States Holocaust Memorial Museum. Sheri also teaches classes that focus on Holocaust memoirs and on xenophobia.
Course Description
Wealth and Poverty in America: What Then Must We Do?

Consider these statistics reported in the media: in 2011 the 400 wealthiest Americans had more wealth than half of all Americans combined. The richest 1 percent in the United States now own more additional income than the bottom 90 percent. The gap between the top 10% and the middle class is over 1,000%; that increases another 1000% for the top 1%. The average employee needs to work more than a month to earn what the CEO earns in one hour.

Wealth inequality can be described as the unequal distribution of assets within a population. The United States exhibits wider disparities of wealth between rich and poor than most other major developed nations. Despite the fact that a 2011 study found that US citizens across the political spectrum would prefer a far more egalitarian distribution of wealth, the same citizens also dramatically underestimate the current US wealth inequality.

This class looks at the issues of wealth inequality, particularly in the United States, but we will also look at the impact of American policies on our other American neighbors in Central and South America. Our investigations will cover readings in history, political science, economics, and sociology, but not forgetting the human stories that fiction and memoir will bring us as well. We will explore causes and impacts of these inequalities, and at consequences in racial disparities, in the well being of children, in equity in education, and power in the political system. Each of these areas is strongly impacted by wealth and poverty. In 1886 Leo Tolstoy wrote a book entitled What Then Must We Do? that is an account of life in the Moscow slums and that examines the causes of poverty throughout the ages. But more importantly, Tolstoy examines the question of what our responsibilities are to our fellow human beings. This last question is an important part of our debate in this class.

Readings and Texts
What Then Must We Do?, Leo Tolstoy
The Road to Wigan Pier, George Orwell
The Other America: Poverty in the United States, Michael Harrington
The Working Poor: Invisible in America, David K. Shipler
All Over but the Shoutin’, Rick Bragg
Famine, Affluence and Morality, Peter Singer
A Place to Stand and/or selected poetry, Jimmy Santiago Baca
A Course Reader to be purchased from the Honors Office

Films and Other Course Materials
Excerpts from films and YouTube segments will be used that illustrate wealth inequality, as well as conditions of wealth and poverty in the US and other countries.

Course Fee
$0

Student Requirements
- Regular attendance and active participation in class discussions
- Regular observation papers
- One 5-page paper
- Group and individual presentations
- Final Research Paper

About the Instructor
Margo Chávez-Charles holds a B.A. in English from New Mexico State University, an M.A. from the School for International Training in Vermont, and an M.A. in Liberal Education from St. John’s College in Santa Fe. Her special interests include literature, history, social justice, interdisciplinary and intercultural communication, and the history of ideas. She has taught courses in Honors that blend history, political science and literature: Dissent and Democracy, Hidden Histories: Untold Stories, and War Cry.
Course Description
From heresy to hate crimes, humans have a long and tortured history of subjecting one another to persecution. In this course, we will be asking under what circumstances intolerance might be justified in the modern world, and in what cases we might prefer something beyond toleration such as the enthusiastic endorsement of difference. We will survey justifications for intolerance in the Western tradition, spanning the Middle Ages through the present day, with a particular interest in the rise of toleration as a founding and guiding principle of the United States. We will examine the dangers associated with difference in homogeneous societies while also exploring some ways that diversity is understood to enrich our culture and our political process. We will read a variety of highly canonical texts dealing implicitly and explicitly with our topic of tolerance, and we will discuss them in their literary, social, historical, and political contexts.

Readings and Texts
Our dynamic reading list will include recent works on tolerance by political philosophers including Preston King and Michael Walzer; medieval and Renaissance handbooks offering advice to rulers by John of Salisbury, Niccolò Machiavelli, and Erasmus of Rotterdam; documents from the American Revolution; essays by Emerson, Thoreau, and E.M. Forster; a variety of other works by authors including Augustine of Hippo, Geoffrey Chaucer, Thomas Hobbes, John Locke, Adam Smith, Karl Marx, Jonathan Swift, Nathaniel Hawthorne, and Viktor Frankl; and a movie, D.W. Griffith’s 1916 masterpiece Intolerance.

Course Fee
$0

Student Requirements
Consistent attendance and active participation are required. Students will be expected to keep a reading journal which will form the basis for a series of short reaction papers. There will be one shorter analytical essay and a longer seminar paper, plus a concise presentation summarizing your research. Depending on enrollment, each student may be expected either to lead class discussion for approximately thirty minutes at some point during the semester or to offer a series of three-minute “leads” to stimulate our discussion throughout the semester.

About the Instructor
Richard Obenauf earned his BA at the University of New Mexico and his MA and PhD in Medieval and Renaissance English Language and Literature at Loyola University Chicago. He has argued that the roots of formal print censorship in England are to be found in earlier forms of intolerance which sought to enforce conformity, and that censorship is not distinct from intolerance, but rather is another form of intolerance.
Cada mente es un mundo: each mind is a world.
The worlds built by our culturally-conditioned minds differ, mostly unconsciously, from the demonstrable world of molecules. What happens when we examine the verbal/visual worlds of speculative fiction, then consciously build our own? What do we discover about nature, culture, and personal bias?

The multiverse of speculative fiction—novel, graphic novel, screenplay, illustration, map, you name it—provides cultural thinking tools and arenas for syncretic experiment. Want to explore your understanding of this world? Build one yourself. You can’t build convincingly unless you’ve thought about the myriad ways in which a world might be put together, from geology on up: ecology, society, and ethos, all expressed, finally, in the behavior of its denizens. In this course you’ll read and write short speculative fiction and pertinent works of nonfiction; examine and experiment with maps and diagrams, both realistic and symbolic; explore illustrative and narrative art, including your own diagrammatic thinking. You’ll compose your own short works and critique them as cultural constructs, good writing, and interesting documents.

Readings and Texts
In addition to short fiction, graphic novels and essays, you will read and discuss a selection of such longer works of fiction and nonfiction as:

Fiction:
The Secret History of Fantasy, Peter Beagle
The Beginning Place, U. K. Le Guin
The Tricksters, Margaret Mahy
The Moon and the Sun, Vonda McIntyre
Among Others, Jo Walton

Nonfiction:
You Are Here: Personal Geographies and Other Maps of the Imagination, Katharine Harman
Cheek By Jowl, U. K. Le Guin
Architecture Without Architects, Bernard Rudofsky
The Demon-Haunted World: Science as a Candle in the Dark, Carl Sagan

Films and Other Course Materials
You will touch on selected speculative fiction book/cinema/graphic novel crossovers such as McInyre’s The Moon and the Sun, Itimaera’s Whale Rider, and Miyazaki’s Spirited Away, as well as a range of related graphic art. Nationally published authors of science fiction and fantasy will visit the classroom for presentation and discussion, as well as professionals in fields where speculative fiction provides outside-the-box insight.

Course Fee
$0

Student Requirements
Daily and weekly assignments require reading, writing, and experiments with graphics—no artistic skill necessary—followed by peer critique and/or guided discussion. A choice of longer projects will range from writing or writing-illustrating fiction, through graphic novels, other graphic experiments, and self-led field experience. Because its tools include peer critique and in-class discussion, this course is interactive and highly participatory; attendance is mandatory, and both absence and lateness will affect the grade.

About the Instructor
Betsy James is the author and illustrator of sixteen books for adults and children. Among other honors, her books have been named: New York Public Library Best Book for Teens; Voices of Youth Advocates Best Book; Junior Library Guild Selection; Canadian Children’s Book Center Best Book; International Reading Association Children’s Choice; and Tiptree Award Honor Book. She has taught and presented on fiction and speculative fiction for more than twenty years, and leads workshops nationally and in Mexico. She lives in the North Valley.
http://www.listeningatthegate.com (older readers)  http://www.betsyjames.com (younger readers)
UHON 301.018 Nuclear Nuevo México
Myrriah Gomez, myrriahg@unm.edu
Topics: Humanities

Course Description
In 1942, the U.S. government introduced the nuclear industry to New Mexico with Site Y of the Manhattan Project located in Los Alamos, New Mexico. Since then, New Mexico has become the only state in the country to contain a cradle-to-grave nuclear industry, including but not limited to uranium mining, weapons development, nuclear testing, waste storage, and nuclear spills. In this class we will explore the past and contemporary history of the nuclear industrial complex as it relates to Chicana/o and Indigenous New Mexico. Students will examine economic and sociocultural dynamics of the nuclear industry across New Mexico and the lived experiences of New Mexicans directly affected by nuclear alienation.

This course will emphasize the social and cultural make-up of communities of color most affected, including Hispanic and Pueblo communities near Los Alamos, Hispanic communities in the Tularosa basin, and Navajo communities in the western part of the state. Students will examine the intricacies of those experiences as they relate to race, ethnicity, sex, gender, class, and health.

Readings and Texts
Szasz, Ferenc. The Day the Sun Rose Twice: The Story of the Trinity Site Nuclear Explosion, July 16, 1945.

Films and Other Course Materials
Course Fee
Student Requirements
About the Instructor
Troy Lovata, lovata@unm.edu  
Social and Behavioral Sciences

Course Description
This is an interdisciplinary, experiential course that allows students a first-hand opportunity to study how culture plays out across the landscape. Students will gain an understanding of the diverse disciplines of Anthropology, Archaeology, and Cultural Geography as they examine trails and the artifacts that people create to navigate, claim, and mark their place on and moving across the land. Students will walk, observe, and study prehistoric, historic, and modern recreational and utilitarian trails in the Albuquerque Bosque and over mountains across Central and Northern New Mexico. They will explore various aspects of trail building, repair, and preservation. Students will also collect data about the morphology and function of both formal and informal navigational aids and signs as well as learn the tools of maps, compasses, and geocaching. This course is an opportunity to study how a wide range of peoples have traveled, used, and marked the landscape in New Mexico.

Students will be required to participate in both in-class seminar discussions as well as campus and city tours during class time. Also required are two day-long hikes and one three-day-two-night backpacking hike outside normal class time. The day hikes will be during the last weekends in September. The camping trip will be the last weekend in October. This course requires students to fully participate in out-of-classroom work and make explicit and meaningful connections between readings, seminar discussions, and field experiences.

Readings and Texts
“Basic Illustrated Map and Compass” by Cliff Jacobson  
A reader with selections from the fields of Anthropology, Archeology, and Cultural Geography and a student workbook with a series assignments and observational exercises; both available for purchase from Honors.

Films and Other Course Materials
N/A

Course Fee
A course fee of $85.00 is required to cover some transportation costs to hikes and food during the overnight camp/hike.

Student Requirements
Grading will be based on seminar participation, a reading journal and worksheet based field book, and a large, collaborative research project entailing cultural mapping and analysis of data collected during several out-of-classroom hikes. Students will be required to participate in both in-class seminar discussions as well as campus and city tours during regularly scheduled class time. Also required are two day-long hikes and one three-day-two-night backpacking hike outside normal class time. The day hikes will be during the last weekends in September on Friday, Saturday or Sunday—depending on student availability. The camping trip will be the last weekend in October. This is a three credit course with commensurate contact hours, so the required weekend work means we will not be meeting every week on campus during the scheduled class time. Students will be expected to provide their own camping gear (backpacks, tents, and sleeping gear are available for rent from UNM Recreational Sports for a small fee). Students will also be expected to arrange transportation to some field trips as they do to regular classes on campus. A course fee of $85.00 is required to cover some transportation costs to hikes and food during the overnight camp/hike.

There are no specific prerequisites for this course, but because this course contains significant field components students must be physically able to travel to and walk across sites located outdoors. They also must be willing and able to spend significant amounts of time outside in a variety of weather conditions. Students are expected to wear suitable clothing, based on instructor recommendations, for such excursions.

About the Instructor
Troy Lovata is a tenured, Associate Professor in the UNM Honors College. 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.
Do you want to know why Google, Facebook and Amazon are worth so much money? Living in the information age, we are awash with data. Our lives are recorded digitally in minute details by the devices with which we interact, often on a second-by-second basis - where we are, what information we seek, what we create, what we buy, with whom we communicate, etc. Additionally, we have the means to gather data in unprecedented quantities relating to any question in which we have interest, and to store it in perpetuity, readily accessible to anyone with an internet connection. These reams of data can answer a huge range of questions of fundamental interest, if we can translate the data into terms that we can understand. With the right data, we can create tailored cancer therapies for individuals based on their genetics, we can predict the outcome of elections ahead of time with a 98% accuracy, and we can describe the fundamental processes sculpting the world around us in unprecedented detail.

In this course we will learn many of the techniques that we can use to ask and answer questions of datasets that are far too vast for the human mind to be able to comprehend in toto. Using the freely available statistical software R and similarly freely available online datasets, we will see the power of computer-driven multivariate statistical analyses. With this newly gained knowledge and tools, you will find a dataset of your own, pose some hypotheses, analyse your data and draw some completely new insights into the world around us.

The societal issues associated with big data are also complex - from the recent revelations about NSA and GCHQ data collection from innocent citizens to the fact that credit card companies are able to predict both pregnancy and due date before a mother knows. We will debate these as we begin to understand the breadth and power of big data analyses.

Readings and Texts
The course will use online tutorials in the statistical programming language R. Peer reviewed articles providing background to the introductory exercises will be provided. The majority of the course will be students individual projects, and students will be responsible for researching and reading the relevant literature.

Films and Other Course Materials
N/A

Course Fee
$0

Student Requirements
Students must attend all classes and participate actively. We will learn how to analyse large datasets using the statistical programming language R. Be prepared to delve into its depths!

Students will undertake a series of exercises at the beginning of the course to familiarise themselves with R, and the manipulation of large datasets. Each exercise will be written up for credit. A long paper investigating the ethical issues raised by a chosen aspect of big data will be due half way through the semester.

The second half of the semester will comprise a student-driven research project in an area of your choice. You will be expected to locate a suitably big dataset, and subject it to analysis using the techniques that you have learnt during the class, and to present a formal write-up of your analyses and conclusions.

About the Instructor
Dr. Moore received his Ph.D. in Vertebrate Palaeontology from the University of Cambridge. His doctoral dissertation, and much of his subsequent work has focused on the statistical analysis of large palaeontological and geological datasets to provide insight into past life on Earth. The techniques that he uses are applicable to a vast range of problems, however, and he is excited to see what novel questions we can answer during this course!
**HONORS COLLEGE**

**FALL 2016**

**UHON 401.003 Ethics: Making the Right Decision**  
Paul Fornell, pfornell@aol.com  
Social & Behavioral Sciences

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

This course will provide the vehicle to address these matters. In part one we will examine some of the most influential ethical theories in philosophical thought, from ancient Greece to contemporary thinkers. Part two explores theoretical issues concerning the nature of ethical judgments, the resolution of disagreements and the evolution of ethical theories. And, then in part three we will delve into contemporary ethical problems that may include; abortion, euthanasia, famine relief, animal rights, capital punishment, business practices and universal health care – to name just a few.

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

**Readings and Texts**  

Additional Readings:  
Each student will select at least one primary source (Aristotle, Kant, Dalai Lama, etc.) to present and utilize in their individual and team project.  
The Codes of Ethics of pertinent professional associations will be examined (American Medical Association, American Management Association, Bar Association, etc.)

**Films and Other Course Materials**  
Television:  
In Treatment, The Office, and the ABC News Primetime Ethical Dilemmas.  
Others to be selected by the students based on their interest areas.

Movies/DVD’s:  
Inside Job, written and directed by Charles Ferguson, 2011  
Why We Fight, written and directed by Eugene Jarecki, 2006  
Others to be selected by the students based on their interest areas.

**Course Fee**  
$0

**Student Requirements**  
Each student will research and present on an ethics expert of their choice (see selection of primary source above.) In addition to the readings required for class, students will select a focused area of ethical decision making to research and prepare an individual and group project. The area selected is designed to lead to a practical application of ethical decision making. For example, a proposed change in government ethics or business practices. The research paper and class presentation must demonstrate a synthesis of the ethical disciplines explored and integrate the theoretical and the practical applications from these disciplines. This research is also intended to be submitted for publication in a professional journal, newsletter or other appropriate source. Finally, students are encouraged to invite esteemed members of the community to present to class on their efforts in ethical decision making.

**About the Instructor**  
Paul David Fornell, MS, LPCC-NM Lic. # 0002, has taught undergraduate and graduate courses in ethics and is a practicing clinical mental health counselor. Paul has served as the Director of Ethics for the American Counseling Association and as the chair of the ethics committee for the New Mexico Counseling Association.
In this course we will examine the history of the Balkans to discover how geography, conquest, religion, and war combined to mold the modern religious and cultural diversities in the countries of southeastern Europe. Our studies will begin with the Roman Latin and Greek influence on the region, move to the Ottoman Empire, through the Austro-Hungarian Empire to the post-WW I formation of the country, WW II, and ultimately to the death of the Dictator Tito and the breakup of Yugoslavia. Students will research the current post-Balkan War situation and examine the societies, economies and governments of Slovenia, Croatia, Bosnia-Herzegovina, and Serbia/Kosovo. Some questions we want to answer during our studies are: How and why did a region with three distinct religions consisting of Russian Orthodox Christianity, Roman Catholic, and Islam; Multiple ethnicities consisting of Croats, Bosniaks, Serbs, Slovenes, and other minorities; and five different languages become a successful country only to fall into civil war by succumbing to nationalism, ethnic cleansing, and ultimately splinter into six independent countries? Can these countries prosper with their current governments and relations with each other? Groups of three students will be assigned specific topics to research about post-Yugoslavia deciding if the region will ultimately prosper by analyzing the political, historical, religious, economic, and social driving factors that currently effect the Balkan region. The focus of the research will be to make recommendations to an organization such as the United Nations or State Department about the effectiveness of using the former Yugoslavia as a model to peacefully end other ongoing conflicts. The groups will present their findings in a document modeled after an internal governmental white paper consisting of a one page executive summary with an additional 10 to 12 pages of writing. In addition, the groups will present and defend their findings in a thirty minute presentation to the class.

Readings and Texts
Recommended Readings:
Holbrooke, Richard: To End a War (1999)
West, Rebecca.: Black Lamb and Grey Falcon: A Journey Through Yugoslavia

Films and Other Course Materials
The Death of Yugoslavia: BBC Documentary
Yugoslavia: The Avoidable War: Bogdanich, George: 1999
In the Land of Blood and Honey
The World’s Most Wanted Man: Frontline: PBS
How Yugoslavia’s Destroyers Harnessed the Media: Frontline: PBS
Srebrenica, A Cry from the Grave
Bosan!
Exile in Sarajevo: A Tale of Multiculture under Siege

Course Fee
$0

Student Requirements
During the second week of class, students will be assigned to a group for the two person presentation and to a group of three for the final project to research and present information to your classmates.

Presentations must include the following material:
1. A thorough discussion of the assigned topic presented in a logical sequence including the background and any contemporary issues.
2. The effects of your topic on the former Yugoslavia and the ethnic groups involved.
3. Your ideas and thoughts on how these events may affect the future outcome of the former Yugoslavia.
4. Bibliography
The three major assignments in this course are:

1. Students will individually research a topic assigned by the instructor, write a three to four page essay on the topic, and present their findings to the class in a 15 minute presentation. Be prepared to answer questions and defend your research after your presentation in a 15 minute answer/question session.

2. Groups of two students will research and present a topic to the class. You will have 30 minutes for this oral presentation plus an additional 15 minutes for discussion/questions. Writing is not required for this assignment, but the use of multi-media and a bibliography are required.

3. For the final paper students will be divided into groups of three and assigned specific topics/ethnic groups to research about post-Yugoslavia deciding if the region will ultimately prosper by analyzing the political, historical, religious, economic, and social driving factors that currently affect the Balkan region. Students will use critical thinking to derive conclusions on whether Yugoslavia should have remained a country or if breaking up into individual countries was positive for the region and peace. The paper will also include persuasive arguments based on research and characterized by original and insightful theses using knowledge that integrates ideas and methods from different disciplines. The focus of the research will be to make recommendations to an organization such as the United Nations or State Department about the effectiveness of using the former Yugoslavia as a model to peacefully end other ongoing conflicts. The groups will present their findings in a document modeled after an internal governmental white paper consisting of a one page executive summary with an additional 10 to 12 pages of writing.

The paper will address if there are lessons learned can be applied to other regions of the world to help end wars. The paper will include the student’s predictions how some of these topics: political, ethnic, religious, military, educational, debt redistribution, economic, social, or cultural issues affected the region based on their research and findings.

Student groups will present presentations based on their findings that include arguments to support their recommendations. Plan on a thirty minute presentation followed by a thirty minute question/discussion session.

The exercise of preparing and presenting will prepare you for real world situations in the future whether it is presenting a paper at a conference or applying for a job.

Participation and attendance are required because much of the learning and critical discussion takes place in the classroom. This course is historic, intercultural and requires collaborative research, writing, and presenting.

About the Instructor
Tim Goloversic spent over nine months in the Balkans working with the U.S. Army, NATO, The United Nations, and Multi-National Forces during the late 1990s as part of the peace keeping/enforcement force. He is a contributing author and researcher to the Lessons from Kosovo: The KFOR Experience, Defense Technical Institute Publication. During his time in the Balkans he assisted with planning and executing operations to ensure peace was maintained to include humanitarian missions. Tim holds an MBA from IUP, an MS in International Relations from Troy University, and a BS in Aeronautics from ERAU.
Course Description
Over 20 million people are thought to be enslaved today (some in the United States). Several billion people experience hunger regularly including 14% of Americans. 1 in 6 children on the continent of Africa are dying before the age of five due to preventable diseases. Dictators who deny their citizens basic freedoms rule 70 countries. 125 countries have been found to torture people. And yet, humanity is making progress. In the past one hundred years, life spans have increased, literacy is on the rise, and dozens of new democracies have been created. This class will focus on humanity’s solutions to human rights problems. It will therefore focus on the positive. Many entities contribute to problem solving and we will study their methods. We will learn about the United Nations, non-governmental agencies, and what multinationals contribute. Thus, students will learn about humanities failures – the human rights abuses around the world – and humanities considerable achievements.

Readings and Texts
The readings are a compilation from books including: An Introduction to Human Rights, NGOs in International Politics, Human Rights at the UN, Business and Human Rights.

Films and Other Course Materials
This course includes film clips from numerous sources.

Course Fee
$0

Student Requirements
This course will have short written assignments about the readings. Each student will be required to make one short presentation to the class about an NGO of their choice, and there will be two 5-8 page papers. Class discussion is, of course, a required feature as well.

About the Instructor
Sarita Cargas, D.Phil. Oxford University, MA Psychology Georgetown, BA St. John’s College (ed. Encyclopedia of Holocaust Literature). My main research area is human rights, and I am currently writing a textbook on human rights. I teach in the Peace Studies program as well as in Latin American Studies at UNM.
Andrea Polli, apolli@unm.edu
Fine Arts

Course Description
Computational sustainability focuses on computational methods for balancing environmental, economic, and societal needs for a sustainable future. It is a highly interdisciplinary field full of diverse developments. The course is designed to be an introduction to computational sustainability, providing a broad coverage of the field. Computational Sustainability encompasses computational challenges in disciplines as diverse as environmental sciences, economics, sociology, and biological and environmental engineering. In this course, we will not deal with political or policy issues in the domain of ‘sustainability’, but focus entirely on energy. We will study smart energy use, as well as energy reduction, and assignments will focus on energy efficiency and renewable energy.

Readings and Texts
Design is the Problem: Chapters 3-4,15-16 and extensive resources/links
Suggested for Programmers: Android Programming Big Nerd Ranch Guide

Films and Other Course Materials
Extensive resources/links on syllabus

Course Fee
$0

Student Requirements
Students will gain a basic background in some of the tools and techniques of computational sustainability through hands on experiments, research into the work of other designers in the field, cross-disciplinary collaboration and individual and group project development.

About the Instructor
Andrea Polli is currently Professor of Art & Ecology with appointments in the College of Fine Arts and School of Engineering at the University of New Mexico. She holds the Mesa Del Sol Endowed Chair of Digital Media and directs the Social Media Workgroup, a lab at the University’s Center for Advanced Research Computing.

Polli’s work with science, technology and media has been presented widely in over 100 presentations, exhibitions and performances internationally, and has been recognized by numerous grants, residencies and awards including a NYFA Artist’s Fellowship, the Fulbright Specialist Award and the UNESCO Digital Arts Award. From 2006-2009 she was co-chair of the Leonardo Education Forum, an affiliate of the MIT Press and the College Art Association of America (CAA) that promotes the advancement of research and academic scholarship at the intersections of art, science, and technology and from 2004-2008 she was co-chair of the New York Society for Acoustic Ecology, a multi-disciplinary group exploring the urban sound environment and a chapter of the American and World Forums for Acoustic Ecolog.