

UHON122.001 Legacy of Exploration: Explorers of Mountains, Lovata

"We have climbed the mountain,
There's nothing more to do.
It is terrible to come down
To the valley Where,
amidst many flowers,
One thinks of snow."
--Donald Justice

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

This course unfolds in both the classroom and the field. There are two to three required and one optional field trip into the mountains outside normal class time, on weekends. The required excursions include a hike or snowshoe hike (weather dependent) in the Sandia Mountains, a walk up the pilgrimage trail of Tome Hill in Los Lunas, and/or a hike to one of New Mexico's most scenic mountain hot springs in the Jemez. There is a course fee of \$45 to cover some, but not all, of the cost of these excursions.

UHON122.002 Legacy of Storytelling: Familial Ties, Collison

Our relationships with and understanding of our families influence every aspect of our lives—from how we view the world to how we view ourselves and create narratives about our lives. Numerous folk stories, epics, poems, plays, memoirs, and fiction novels throughout history possess familial themes and structures. In this class, we will consider precisely what it is about family that shapes us, and how and why we communicate about, or share stories of, this process. Why do we spend so much time analyzing, writing about, vocalizing, and sharing family history? We will also look at many examples of family influencing individuals as well as influencing state in many different genres of work.

For instance, The Odyssey is said to have been themed around domesticity, yet this domesticity also has wide-ranging impact on the larger culture. How does the smaller family unit impact the larger culture in such a way, and vice versa? We will spend time considering our specific connections to family and how that impacts our ties to community and our own worldviews today. In this vein, the final project will be to connect to someone in the family, interview him/her, and then understand how that relationship and that story of the relationship ties us to something larger.

UHON122.003 Legacy of Success, Obenauf

How do you measure success? Money? Power? Fame? Sex? Friendship? Love? Freedom? Happiness?

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

Our lively reading list will include a Kurt Vonnegut short story, Roman satires, medieval romances, a medieval morality play, Doctor Faustus, an eighteenth-century Oriental tale, a Mozart opera, autobiographies by Benjamin Franklin 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."

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.

Richard Obenauf double majored in English and French at the University of New Mexico. He subsequently earned his MA in English and his PhD in English at Loyola University Chicago. His research centers on the relationship between knowledge and society, with a particular emphasis on censorship and intolerance.

UHON122.004 Legacy of Power, Faubion

At its most ideal, the American system allows individuals to exercise their rights unimpeded by others. But as recent debates over issues such as free speech and immigration suggest, while Americans share a government, they buy into a wide range of dramatically differing values—values so divergent that sometimes it is difficult to understand how we might reconcile 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 explore the distinction between violence and power suggested by Hannah Arendt. Additional readings will include Mary Shelley's *Frankenstein* and Cesare Beccaria's *On Crimes and Punishments*.

Key assignments include a multi-staged analytic research project which will result in a policy paper. Over the course of the semester, we will also 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. For more information, please contact Dr. Faubion at sanren@unm.edu.

UHON122.005 Legacy of Renegade, Hickey

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.

UHON201.001 Rhetoric & Discourse: Become a Better Writer, Brewer

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.

UHON201.002 Rhetoric & Discourse: The Articulate Citizen, Obenauf

Our Founding Fathers considered a well-informed citizenry crucial to the survival of our republic. In this course, we will critically evaluate some of the most important essays, speeches, and other documents from American History and use them as models for our own writing. We will read texts in various genres and intended for distinct audiences to help us learn how to deliver our own messages more effectively. We will explore some of the ways that our own predispositions may affect our writing, as well as the impact of bias on the way information is presented to us. We will practice by emulating some of the most inspiring American voices to make our own writing more nuanced and persuasive.

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Consistent attendance and active participation are required. Students are expected to keep a reading journal, which will form the basis for a series of short reaction papers. There will be five brief exercises and three short analytical essays, the last of which you will expand into our term paper.

Richard Obenauf double majored in English and French at the University of New Mexico. He subsequently earned his MA in English and his PhD in English at Loyola University Chicago. His research centers on the relationship between knowledge and society, with a particular emphasis on censorship and intolerance.

UHON201.003 Rhetoric & Discourse: Writing in Place, Thomas

This seminar will undertake the advanced study of reading and writing. People read to engage ideas and information. They read to inform their decisions. And they decide what to read. Writers write to inform, persuade, and entertain. Writers seek to connect with readers, to engage an audience. Writers succeed when readers choose to read their works and complete those readings. This seminar examines the elements of effective writing and challenges students to build the skills that are fundamental to success in their written work. New Mexico has an impressive literary legacy. The state has nurtured native-born authors and inspired literary nomads. D.H. Lawrence, Denise Chavez, Tony Hillerman, Leslie Silko, Larry McMurtry, Ed Abbey, and Rudolfo Anaya, and many others have practiced the craft of writing both in and on New Mexico.

The product of that craft is literature (fiction and nonfiction) with a strong sense of the New Mexican landscape and New Mexican people, a literature of engagement rather than retreat. This seminar will feature a series of mainly afternoon/evening field trips that will challenge student writers to engage the diverse physical and human landscape that surrounds us. On these field trips writers will engage different places and different cultural realities. Students will also attend a Saturday writing retreat that the instructor will structure as an intensive skills based workshop tailored to the particular strengths and weaknesses students have shown in their work to that point.

This seminar will feature the reading scrutiny of celebrated, mainly New Mexican, stories. Students will explore the techniques the authors use to make their stories credible and resonant. Course activities, exercises, assignments, and prompts will challenge students to apply those techniques in their own writing. Stories are powerful in that they can infuse information with drama, emphasis, and credibility. The goal of this seminar is to provide inspiration while increasing competence.

UHON201.004 Rhetoric & Discourse: A Mirror of My Own: Female Self-Portraits in Comics and Poetry, Hickey

In this course, we will examine self-portraits of women in a wide variety of comics and poetry. From the early poems of Sappho to the newest work of Marjane Satrapi, this course will focus on each woman's work as an act of definition. We will critically examine the comics and poems assigned in scope of broader issues facing females during the time of production. How does the intersection of gender, race, class, ethnicity and sexual orientation influence the way these women chose to depict themselves? How is their work responding to the same forces? Placing the pieces in historical and socio-political context will give way to a nuanced examination and understanding of the power of creation as a tool against inequality. The course is designed to facilitate exploration, examination, evaluation, and communication. Reading and reflection is crucial to student success, as we will engage in seminar style discussions. Attending three lectures is mandatory, as is reflecting on what we've learned during them. Producing high quality, college-level writing is expected, and we will be flexing our creative muscles as well. We will examine the relationship between creating and identity in numerous examples, and come away with a better understanding our own, as well.

UHON202.001 Mathematics in the World: Statistics for Career and Life, Sorge

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.

UHON202.002 Mathematics in the World: Journey Through Genius, Holden

This is a course that examines great mathematical thinking throughout history, mainly using the text *Journey Through Genius*, by William Dunham. A central concept in this course is the role of proof in mathematical discourse and discovery. A rare combination of the historical, biographical, and mathematical, this course is an introduction to a neglected field of human creativity. We will study many areas of mathematics such as algebra, geometry, analytic geometry, and some aspects of calculus. Students will solve problems and prove theorems each of these areas, both in problem sets and in small groups, in-class, for other students. They will also read about the history of mathematics from the time of the ancient Greeks up to the end of the nineteenth century, discussing the interplay of human culture, genius, and mathematical thinking. Finally, students read and discuss mathematically motivated fiction, giving another perspective to the themes and content above.

Students will come to realize how proofs in math differ from convincing arguments in other areas of scholarship, both epistemologically (especially in how mathematical arguments embrace generality), and rhetorically: The proof of a great theorem does more than claim validity; it can be more interesting and enlightening than the original question. Students will come to understand the aesthetics and historical situation of mathematical proof as nontrivial aspects of their understanding: this is intended as an intentional correction to the commonly held belief that math is ultra-rational and ahistorical.

By studying math as, when, and through whom it developed, by working through the proofs and attempting their own, students will experience the living breathing body of the subject. The adjacent study of mathematically influenced works of fiction reinforces this paradigm; students will learn that the math has importance outside the memorization of formulas; mathematical ideas play key roles in works that are strictly speaking not mathematical, and relate to concepts in other fields.

UHON203.001/UHON203L Science in 21st Century: Physics is Everywhere: Rainbows to Refrigerators, Sorge

3 credit hour course and 1 Credit Hour Lab (Students interested in the lab must also be registered for the 3 credit hour course.

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.

UHON204.004 Individual & Collective: Understanding Social Change, Walsh-Dilley

With rapidly changing technologies, and the increasing flows of people, goods, and cultural influences across regional and national boundaries, the world as we know it is changing at a rapid pace – every single day. How can we make sense of this rapid social change? How do people come together and make collective meaning within a context of perpetual transformation? How do these forces of change influence our everyday lives, identities, cultures, and opportunities? How do individuals fit into this context of social change, and how do we contribute to it? These questions are not only highly relevant today, but they are precisely those asked by some of the first social scientists during another period of rapid and unprecedented social transformation. At the end of the nineteenth century, far-reaching technological, cultural, economic, and political change led to a prolonged social crisis, particularly in Western Europe and North America.

New forms of knowledge transformed the world, and a “science of society” emerged to develop strategies for understanding the increasingly precarious world. This course is an interdisciplinary introduction to the social and behavioral sciences, with a particular focus on theories of society and social change. We will take a tour through some of the principal theories of modern society that have emerged over the past 150 years in order to build a toolbox for understanding our contemporary social climate. Our work in this class will revolve around current events, and we will begin by gathering a compendium of the principal social issues, changes, events, and ills facing society today. We will then examine some of the core concepts and theories in the social sciences and apply these frameworks to better understand our contemporary social world.

UHON205.001 & UHON201.002 Humanities in Society Culture: When Poe Talks to Freud: Theories of Horror and the Nineteenth-Century Gothic, Faubion

Ever wonder why we shudder when we see our own blood? Or why the dark seems full of demons—even when we know it isn't—and why we feel they are coming for us? This seminar sets out to explore these questions by considering nineteenth-century gothic narratives against the history of theories of horror drawn from philosophy, aesthetics, and psychology. Thinkers from the last 275 years, including Edmund Burke, Sigmund Freud, and Julia Kristeva will provide a context for our reading of horror tales as we try to understand how such tales attempt to terrify us. We will also look at key developments in the culture of the nineteenth century (notably, colonization, “race” theory, gender roles, and evolution) to help us understand how those events participated in the development of horror narratives. Ultimately, our goal this semester will be to dissect the illicit pleasure of the horror story to reflect upon how nineteenth-century Anglo-Americans translated their desires and anxieties about their changing world into literary texts.

Readings will include *Dracula*, *The Picture of Dorian Gray*, *Jane Eyre*, “The Yellow Wallpaper,” and whopping dose of Edgar Allan Poe. We will also read *The Bondswoman’s Narrative*, which is believed to be the first novel by an African-American writer. These works of fiction will be supplemented by a few secondary sources on the nature of fear. Key assignments will include a multi-staged analytic research project which may, at each student’s discretion, include the creation of an original horror text, such as a short story or an art project.

This course offers students three core credits in the Humanities. For more information, please contact Dr. Faubion at sanren@unm.edu.

UHON205.004 Humanities in Society Culture: Atomic Bomb Culture: Portrayals of Race in Nuclear Literature, Film, and Music, Simpson

The atomic bomb exploded into popular culture soon after the U.S. decimated Hiroshima and Nagasaki with Little Boy and Fat Man. During the Cold War, global citizens were terrified of a nuclear holocaust, but those fears slowly deescalated as the atomic bomb began to symbolize more than death and destruction. The mushroom cloud began popping up everywhere as a “cool” symbol, and people detached the symbol from its meaning. As fictional representations of the atomic bomb became popular, communities of color commonly became the subject of these fictional accounts. In this course we will interpret, analyze, and evaluate cultural production that evolved alongside the atomic bomb paying close attention to how Chicana/o, Native American, and African American peoples are represented in such works. Students will improve their reading, writing, and research skills by evaluating the nuclear age in a humanities framework. Not only will we examine literary, visual, and performance pieces, but also we will study government documents and declassified government materials along the more popular works.

UHON207.001 Fine Arts Global Perspective: Social Transformation through Art, Jacobs

Art can reflect and can alter the historical, social and political framework in which it was created. We will investigate how art has been used as a tool to transform cultural perspectives, alter policies, and prompt social change from the 1900s to today. The Industrial Revolution, Great Depression, Civil Rights movement and Women's Liberation movements have had a direct impact on seminal artists and their methods of expression and artists have resisted, protested, and supported shifts. Social photographers such as Jacob Riis and Lewis Hine who advocated for child labor rights critiqued industrialization. Dorothea Lange and Walker Evans were part of the photography group in the Farm Security Administration (FSA) and who documented the lives of American farmers. These images educated Americans and led to policy changes: aid for farmers during the Great Depression. The Civil Rights and Women's Liberation movements called into question the "body" and artists created entirely new methods of expression, such as performance art, to explore and support this new idea.

In addition to looking at social art works we will explore the line between traditional methods of protest and social art. What makes a performance "action" different from a demonstration? In some instances art has tested public values and expectations of a work of art, leading to censorship. We will investigate artworks that have been censored due to their content and how they challenged the status quo of their time. Further, we'll investigate philosophical texts which argue for and against the need for artists to make work that politically challenges their society.

We will also explore a range of contemporary artists whose methodologies, materials and approach challenge cultural norms. JR, Ai Weiwei, Vik Muniz, Yolanda Dominguez, Alfredo Jaar, Krzysztof Wodiczko, and Marina Abramovic use mixed-media, installation, photography, and performance to confront economic systems, media representations, sexism, and censorship. Students will evaluate these contemporary artists use of materials and media to further their concepts. Once a foundation of knowledge has been laid we will turn our attention to the creative process through an investigation of materials and practices— photography, performance, and mixed media. Students will research their communities and develop a series of solo and collective creative projects that promote social transformation in their communities!

UHON302.001 Creative Expression in Repressive Times: Reading Lolita in Tehran and New Mexico, Chavez-Charles

What does a book written in 2003 about banned books in Iran have to do with contemporary times in this country? How much do we know about a country relegated to the "axis of evil"? How does literature help to deepen our understanding of others whose lives are different from ours?

The 2003 best-selling book by Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*, is a testament to a love for creative expression in repressive times. The non-fiction book is set in Iran in the 1990's, a time when religious fundamentalism, political oppression and the on-going search for scapegoats prevail in the public domain. But in the private realm, individuals continue to defy, in the ways they can, the encroachments on their identities and their liberty. In particular, women come up against the theocracy that rules their lives. This book is about the author's creation of a haven of liberty: a place to discuss literature. It is a story of how a group of women (and one occasional husband) come together to explore works that seem far removed from their lives, but in fact touch them deeply. This is one woman's personal account of the upheaval in her country. It is an account of women's and men's lives in a troubled nation. It is a

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story of works of literature and how they grace our lives. Starting from this story, we explore in depth the historical context of Iran's revolution and the role that the United States played. Thus, this class is about history, politics, religious fundamentalism, theocracies, women's rights, culture, literature, intercultural communication and understanding, allowing us to better address the questions above.

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

UHON302.002 Explorations in Computations, Dani

As computer technology continues to become more pervasively integrated with older technologies and everyday life, it is more important than ever that we appreciate its capabilities and limitations. There are many profound ways that global connectivity shapes the way we learn about our surroundings, interact with each other, and even define what it means to be human. This course seeks to explore the concept of computation, and how it drives today's technologies. In the first part we will explore the simple ideas that form the basis of search engines, navigation systems, data compression, and recommender systems. In the second part through the study of many typical examples, we will discuss what makes certain computational problems harder than others and what it means for some problems to be intractable. In the third part we will see how this intractability of some problems can be harnessed to create powerful tools such as cryptography, secure computation, and data privacy.

UHON302.003 Rewriting Romance: Explorations of Courtship, Sexuality, and Gender in Pop Culture, Deblassie

This 300-level course examines what we talk about when we talk about love, sex, and gender. The courtship narrative is one of the oldest forms of the novel genre, dating back to the 18th century. But are our modern romantic narratives all that different from classics like *Pride & Prejudice*? Be it in fictional, poetic, or cinematic form, we can't seem to stop talking about love. This course explores that changing courtship narrative and rituals across various cultures, time periods, and social contexts. We will contrast the traditional marriage market—including the economic and social reasons a woman would need to marry—with often conflicting sexual and romantic desires in these narratives in order to understand the (often terribly unromantic) politics behind courtship. We will likewise explore how traditional 18th- and 19th-century gender, marriage, and sexual ideologies are reinforced in our contemporary narratives—and resisted. Integral to understanding the romance in contemporary culture is the shift away from set gender binaries toward a gender-fluid spectrum, as well as how cross-cultural relationships, and advances in technology necessitate new perspectives when it comes to talking about love. We'll study heteronormative, gender-queer, and cross-cultural romances and how they address issues of interracial relationships, Native American blood quantum, and queer romance.

In short, this class takes the traditional concept of romantic narratives as “by, for, and about women” and spins it on its head, looking at how we attempt “rewrite romance” in popular culture. Course Fee: \$10 (for guest lectures)

**UHON302.004/ UHON302.005 Reading & Writing the Rockies I (take with Read & Write II)
Reading & Writing the Rockies II, Moore & Ketcham**

This is a six credit hour course, listed as two separate entries in the UNM system. All students must register for both. The class will meet every week during the Spring semester, will contain a minimum of three short field excursions during the semester, and will culminate in a 14 day field expedition as a capstone experience after the semester has ended (and when the weather is sufficiently good in Montana that we can visit all of the localities that we would like to see). All students registering must be able to attend both the scheduled class periods and all of the field expedition. Students will be expected to keep a field notebook throughout the course, and complete 14 small assignments during the semester (one per week) in a variety of styles related to the week's course topic. In addition the students will be expected to give an in-class presentation developing one of the class readings and complete a final, integrative project after the field portion of the course. During the field portion of the course the students will complete a workbook containing exercises for each major stop, as well as broader exercises.

In 1804, thirty-four explorers departed St. Louis, MO, in an effort to determine the best route via water between the east and west coasts of North America, and to cement the allegiance of and build relations with the Native American tribes living along the route. During this voyage of diplomacy and discovery, Lewis and Clark's Corps visited lands that were unknown to Euro-Americans, and provided the first scientific descriptions of these places and the peoples, plants and animals that inhabited them. During this course you will learn about one of the most iconic parts of the Lewis and Clark Expedition – that through Montana. Using the country viewed by Lewis and Clark as a catalyst we will combine the disciplines of geology, geography, creative writing, fine arts, history, and anthropology to examine how landscapes can be understood and expressed. This course will culminate with a two-week trip following the route of the Corps of Discovery through Montana to put into practice the skills that you have learnt.

UHON302.006 Food and Society: Why we eat what we do and why it matters, Walsh-Dilley

What did you eat for breakfast this morning? Better yet, why did you eat it? Of course, we eat to satisfy biological needs, but, as the late Sidney Mintz (1996) tells us, "eating is never a 'purely biological' activity". Food is undeniably substantive, but it is also symbolic and social, and producing, preparing, and consuming food reflects who we are and how we fit into the world (even if we don't always realize it). In this course, we will investigate some of the social, political, and historical factors that shape what we eat, and why. This course emphasizes that food is never simply natural or personal, but is rather influenced by social institutions (from colonialism to class) as well as people's resistance to these forces. We will first look at how food both shapes and is shaped by culture and identity. We will then turn to the politics behind the distribution of food, examining both hunger and obesity. Finally, we'll turn to agriculture and food production to link production and consumption. We will consider our current agricultural system, examine its benefits and costs and how they are distributed, and what we can do to improve it. Students will have the opportunity to conduct original research and to connect food consumption and production through a Google Earth map. After taking this class, you'll never look at your breakfast the same again.

UHON302.007 Forensic Ecology, Moore

Not all ecological interactions occur under the watchful eye of a trained observer, but understanding such unseen interactions can be of great importance, both to scientists and, increasingly, to law-enforcement officials. In this class we will learn what kinds of ecological interactions we can reconstruct from crime scenes, landscape surveys and fossil assemblages. We will examine the wide range of processes that can obscure ecological information post-mortem, and how we can leverage some of these processes to our advantage in understanding past ecologies. During the lab portion of this class you will apply your learnt forensic ecological skills as part of a small group, by designing and undertaking a series of experiments or analyses to recover ecological information (or whose results would help others recover ecological information) from a dataset from the age of the dinosaurs.

UHON302.008 Truth, Lies, and Other Physics: Science Fiction and Fantasy as Critical Insight, James

In any moment, where do you stand: in reality or imagination? In the molecular world of physics, or in “other physics”—human culture’s world of belief, supposition, story, and literalized metaphor?

We constantly cross, confuse, and combine those worlds. Anthropologist Edward T. Hall observed that all cultures “mistake the symbol for the thing symbolized,” and treat metaphor as though it were molecular reality. Nowhere is this tendency more openly identified and examined—and used to explore and illuminate—than in the rapidly-evolving, interdisciplinary field of speculative fiction, or SF: the “what if?” genres of science fiction, fantasy, magical realism, and horror. SF both exploits and questions beliefs that we consider to be as “real” and innate as the Periodic Table.

As we learn more about neurolinguistics and how our minds work, SF helps us realize that worldviews and deeply-held biases like racism, sexism, and anthropocentrism are not givens but largely artifacts of cultural metaphor. Their controversial nature can make them too hot to handle in straightforward venues, so as the late Ursula K. Le Guin said, “If you’re going to handle lava, it’s a good idea to wear gloves.” SF gives us gloves. Its distanced, indirect, playful stories help us look at ourselves, recognize prejudice, and experiment with solutions. In the journey toward a non-hegemonic perspective, SF is a powerful and popular vehicle of cultural change.

This course combines a quirky, interdisciplinary lineup of reading and writing from biology, medicine, sociology, and anthropology with a broad range of short stories. You’ll examine the gap between hard science and cultural metaphor, and hunt for cultural projection in both popular media and your own writing. In assignments that combine reading, writing, graphic and other elements, you’ll use SF’s “serious play” to explore various forms of rhetoric—alternative history, grant proposal, explorer’s journal, political screed, etc.

The most common question asked about SF is, “How do you make a imaginary world believable?” You’ll answer that question by inventing and critiquing your own and others’ worlds, as you ride the interface between the hard-science world of molecules and the dynamic, mercurial, metaphorical world of the imagination.

UHON302.009 The Photographic Eye: Culture, Identity and Image Making, Jacobs

The course will explore the seminal artistic photographic movements since photography's inception. We will investigate contemporary fine art photography, which will provide the backdrop for which students will learn to use photography as a creative tool through an array of photographic camera techniques and editing approaches. We will explore how the act of deliberately making images can help one to think in new ways. Additionally, we will investigate the importance of what images are printed on and how that informs the meaning of a creative work. Additionally, we will investigate the role that photography has played in shaping and preserving culture historically and in contemporary times through an investigation of vernacular and fine art photographs.

For an individual living in the 1880's one may have only possessed one photographic image in their life time, yet now we can snap 20 images in a few seconds alone. The desire to take photographs has persisted over the last 130 years but the meaning of these very images has shifted. We'll investigate this transformation through an evaluation of the breadth of the contemporary photographs that we are exposed to daily ranging from selfies, to police body camera imagery, to Facebook portraits, to Instagram "food porn", to documentation of riots, to sexting. We swim in a sea of photographic images, but what compels us to take them? How do these photographs inform contemporary culture through the construction of one's virtual identity and in turn inform one's social status? How can photography be used as a social tool?

Requirements: 3 creative photographic projects, 1 argumentative paper, oral presentation on a contemporary artist, written observations, and participation.

UHON302.011 History and Culture of Northern NM, Gomez

This course will help you foster a relationship with northern New Mexico. In this class we will examine the history and culture of northern New Mexico as it is experienced in the politics, arts, and traditions of the region. We will discuss northern New Mexico's cultural heritage through primary texts, guest speakers, on-site, and hands-on learning. While we will learn about the evolution of northern New Mexico through the lens of origin stories and colonial periods, we will focus more specifically on learning about cultural practices related to agriculture, music, language, food, religion, land use, art, fiestas, dance, healing, and many other regional traditions.

We will also unpack the various groups of people who have made northern New Mexico their home in an effort to dispel the myth of a tricultural region. As we analyze place and space through various modes of cultural production, we will also examine our own particular beliefs and impressions so as to develop a deep awareness and understanding of the place in order to cultivate a cultural appreciation and understanding of the people and their practices.

UHON302.012 Five Great Composers: Their Music, Lives, Times, and Medical Histories, Oberg

This seminar will focus on five great composers, including their music, lives, times, and medical histories. The interweaving of humanity and science demonstrates that there is perhaps no sphere in the liberal arts as close as music and medicine. Music's spirit of humanitas is evident in medicine. And, medicine has a close historical and idealistic connection to music.

Wolfgang Amadeus Mozart, Ludwig van Beethoven, Robert Schumann, Peter Ilyich Tchaikovsky, and Gustav Mahler composed some of the greatest and most best loved works of Western Civilization. From Mozart's birth in 1756 to Mahler's death in 1911, their music and lives represent the ideas and spirit of their times. In a real sense, these composers are still with us. Their musical universality continues to touch our emotions, inform us intellectually, and, in a discordant world, even letting us know that we are never alone.

While Mozart, Beethoven, Schumann, Tchaikovsky, and Mahler musical presence remain in our lives, they were flesh and blood. In eras of rampant and often misunderstood diseases, they were not immune. The diagnoses and care they received are primitive to us but "state-of-the-art" for the times (did Mozart really die of "severe military fever"?)

The overall aim of this interdisciplinary seminar is to topically (music, composers, history, and medicine) recognize the past for context (pre-1756), have a deeper perspective of the "present" (1756-1911), project into the future (post-1911), and link these elements together.

Basic class requirements include inquisitiveness, research papers, projects, commitment to developing listening skills, collaboration, and active participation. This seminar is designed for students with an interest in music and for students may who also have an interest in medicine. Neither a classical music background nor a medical background is a requirement.

UHON302.013 20th Century American Drama, Szasz

"America leans into the future. It pursues a dream." -- Christopher Bigsby

How have American playwrights wrestled with their country and its changing politics, history and values, and how have they depicted the struggle of American women and men as they strive to understand their country? This is a central question of Twentieth-Century American Drama: the ways American dramatists have responded to, questioned and made sense of the American historical experience. This class will explore and celebrate how many of the greatest American playwrights from the 1930s to the early twenty-first century have used the stage, or what scholar Christopher Bigsby calls "the most public of the arts" to express their differing viewpoints on the tensions and concerns within American politics, history and society.

This class is primarily interdisciplinary. We will specifically consider the disciplines of theatre and history, as we continually ponder how they intersect and influence one another. We will explore how the theatre serves as a provocative platform for some of this country's brightest minds to express America's social conscience, by bringing to light the most pertinent issues at the core of American history. Some of these issues include: immigration; what it means to be "an American"; the American Dream; the evolving position of women, Native Americans, Asian Americans, Hispanics, and African Americans; the American family; sexuality; the rebellious 1960s and the Vietnam War; and the myths vs. the reality of the American West. We will also consider the traditional notion of an American "canon," and determine why certain playwrights

remain either inside or outside the canon. Our discussions will include the history of professional theatre in America: the development of Broadway, Off-Broadway and Off-Off Broadway, and the rise of regional theatres. We will also determine why our playwrights failed or succeeded (or both!) in these professional venues. Please join us to see how the links between American history and American theatre come alive.

UHON302.014 The Creative Impulse in New Mexico, Donovan

New Mexico's landscapes, traditions, people, and stories have captivated and nurtured the imaginations of numerous artists and writers for many generations. In the 21st century, audiences have witnessed vibrant new stories, poems, and images from New Mexico writers and artists that provide readers with new perspectives on the creative process, genre development, and the lives of artists. Throughout the semester, students will read and discuss works by artists and writers, many of whom will give public talks in the Honors forum. Students will also learn how to research original, archival research on New Mexico writers and artists by using materials in the collections of the Center for Southwest Research.

Works from varied fields of art and literature will be explored through such interdisciplinary perspectives as social and cultural history, landscapes and human involvement in them, technological developments in the publishing industry, archival study of original manuscripts, the psychology of the creative will and process, business practices involved in selling works, aesthetics of illustrative and abstract visual art, among others. Grounded primarily in methods from the Humanities and Fine Arts, with additional skills-building from the fields of Rhetoric, Writing and Communications, we will study creative works from such genres as detective fiction, photography, poetry, fantasy and science fiction, painting, memoir, lithography, and historical fiction.

This course will not only be of interest to students who aspire to be writers or artists themselves, but also to students interested in acquiring the advanced research skills not usually available to undergraduates to engage directly with original manuscripts and other archival materials. Above all, students will work with artistic and literary works from diverse and distinctive interdisciplinary approaches to learn about the richly varied cultural heritage of our Land of Enchantment.

READINGS AND OTHER MATERIALS

Betsy James, *Road Souls* Gabriel Meléndez, *The Book of Archives and Other Stories from the Mora Valley*, New Mexico

Additional readings by speakers will be announced later (past versions of this course have featured works by Daniel Abraham, Anne Hillerman, Demetria Martinez, Margaret Randall, and Melinda Snodgrass, among others).

Other short readings and multimedia materials from artists and writers on the subjects of place-based writing, and articles concerning the creative process will be available online.

STUDENT REQUIREMENTS: 1 archival research project, 3-5 cultural response papers, 1 creative project, leading class discussion, speaker questions, weekly blog work, final portfolio, attendance, and engaged class participation.

Leslie Donovan is continuing Honors faculty and a past 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.

UHON302.015 Games for Change, Holden

Maybe you think videogames are just entertainment, a simple waste of time. But today they're also being put to many serious uses, a practice which has quickly become a multi-billion dollar industry. We even have a new term for this activity: gamification. Some people want to teach with games, others want to make us skinny, or help us understand Somali pirates. Education, health, politics – it seems like no arena is untouched. The aim of this course is to explore, analyze, and even become involved in the movement sometimes known as Games for Change. Why all this serious interest in games? Well it turns out not all of this interest is new.

The military and physical education have always made prodigious use of games – videogames are just a new wrinkle. And what is school if not a game. At the same time, simulations, a close cousin of digital games, have recently become an indispensable part of science. But the fad of gamification comes from the success of videogames as entertainment. They are excellent at recruiting not only time and dollars from their consumers but motivation, activity, and agency. In a lot of ways, the games that people play for fun bring out the best in them. This course will give you a chance to get your feet wet in the sometimes exciting, sometimes troubling business of applying games to the world around us. To do this, we'll certainly need to play videogames, and we'll also read emerging scholarship: from theoretical perspectives, industry players and practitioners, and a wide array of criticism and commentary.

Our goals will be roughly to explore, evaluate, and create. We want to know what's out there, how games work, and who's trying to change the world with games. We want to establish a perspective to evaluate this kind of work, and train ourselves as knowledgeable critics. And we'll actually get our hands dirty and design and make (and hopefully test) our own game-derived interventions.

UHON302.016 Theatre and Human Rights, Szasz

“Art has a purpose, and that purpose is action: it contains the energy to change things.” --James Baldwin and Lorraine Hansberry

Theatre and Human Rights will investigate the complex and fascinating ways twentieth-century world drama has questioned, probed and pushed forward in the quest for equal rights. This class is primarily interdisciplinary. We will specifically focus on the disciplines of fine arts, history, and politics as we ponder how they intersect, overlap and influence one another. For instance, we will discuss four plays that have responded to the rampant injustices in some of the most defining wars in history, such as the Thirty Years War in Europe (1618-1648), World War II (1939-1945), the Irish Civil War (1922-1923), and the Vietnam War (1965-1975). Our journey will also take us to the major recent conflict in South Africa, where we will discuss how the dramatist Athol Fugard has used the theatre to chronicle the struggle for equality under the South African apartheid regime (1948-1990).

We will also read plays from Trinidad and Tobago and Ireland, which scrutinize the long-term impact of British colonialism. In addition, the class will discuss plays that reflect upon the rise of women's rights, and the search for equality for Hispanics, African-Americans and the First Nations People of Canada. Our discussions will explore how the theatrical genre known as “political drama” has changed during the twentieth century, comparing Bertolt Brecht's notion of “Epic Theatre,” Augusto Boal's Theatre of the Oppressed and the growth of agit-prop drama.

Throughout the semester, we will consider the particular tactics and styles our playwrights use as they comment on the provocative and divisive issues that underlie human rights. Do the dramatists rely on irony, humor and wry commentary on their particular human rights issue, or do they write more directly, with palpable and undisguised raw emotion? Which approach is most effective from an audience's perspective? This seminar will discover, as critic Brian Crow has stated, "where normal political forms of opposition are ruthlessly silenced, art—and perhaps especially the theatre—may become a means of resistance, however enfeebled by censorship and harassment." Please join us in this seminar to see how twentieth-century drama has led the way in the continuing, passionate struggle around the globe for equality and respect for the entire human race. As Paul Rae states in *Theatre and Human Rights*, "as an inherently social activity, the theatre provides a distinctive platform for addressing human rights issues."

UHON302.017 Why People Believe Weird Things, Cargas

You know the media distorts information, you know that your own thinking can suffer from biases and prejudices, and you have certainly noticed that some people reason very poorly. This class is going to show you why this happens and how to arm yourself against assaults on your mind. You will also learn how to be a better thinker thereby improving the quality of your life. Recent books written on the topic are clever fun which make this class enjoyable (when not slightly frightening). The title of the class comes from one of the books we'll read, and in it we'll discuss why people believe in unusual phenomena from religion to UFOs. (This is not a negative claim about religion just an acknowledgement that some religious beliefs are extraordinary.) We will examine the role of scientific reasoning, and numerous forms of illogical thinking that lead us astray. This course has potential to help you become an even smarter person.

UHON301 Curanderismo Part II (Online)

Visit <http://curanderismo.unm.edu/> for more info.

UHON402.001 Model->Understand->Act: systems thinking and system dynamics, Malczynski

Systems thinking and system dynamics have connections back to the early use of feedback thinking in the Golden Age of Greece (1). These ideas and techniques had a resurgence in the late 1950s (2) due to the work of Jay Forrester at MIT and later by his student Peter Senge in 1990 (3). Today systems thinking and system dynamics are practiced worldwide as an approach for critical thinking and a methodology for problem solving. System dynamics has been applied to problems in business (Master Card), public policy (Veteran's Affairs), conflict management (Afghanistan), resource management (Middle Rio Grande), medicine (kidney disease), health care (polio eradication), psychology (depression), and other areas. Many more details can be found at www.systemdynamics.org

In this course students will learn how to approach a problem from the systems thinking/system dynamics perspective and have the opportunity to build system dynamics simulation models. Students will learn a methodology that has been successfully applied across multiple disciplines (political science, business, medicine, health care, natural sciences, and engineering). The course will introduce participants to the seminal works in system dynamics

and the wide and growing literature in system dynamics. Students will also gain hands on experience in constructing and communicating models on paper and in computer simulations. Successful participation will give students the tools that will allow them to tackle real world problems, build and test models, and present their results to policy makers thereby increasing their ability to understand complex problems in not one, but many domains. They will also attempt to tackle a real-world problem. The technical challenge is much less than the change in thinking that comes from studying systems thinking and system dynamics.

Students will play the interactive hands-on learning games, the 'Beer Game' and Fish Banks.

1. Richardson, George. Feedback Thought in Social Science and Systems Theory. Pegasus Communications, Waltham, MA, 1999.
2. Forrester, Jay W., "Industrial Dynamics: a major breakthrough for decision makers". Harvard Business Review, July-August, 1958.
3. Senge, Peter. The Fifth Discipline: The Art and Practice of the Learning Organization. Currency Doubleday, 1990.

UHON402.002 The Making of a Magazine (Scribendi Part II), Ketchem

Scribendi is an annual undergraduate honors publication affiliated with the Western Regional Honors Council as well as Honors College. Produced at UNM by a staff of Honors College students, Scribendi publishes work submitted by Honors students from more than 200 colleges and universities in the 14-state western region of the U.S. In the spring semester of our yearlong process, students put into practice the graphic design, copyediting, desktop publishing, and submission assessment skills they learned in the fall semester to perform the entire process of creating the next edition of our high-quality literature and art magazine. Students perform all of the editorial, design, typesetting, promotional, and operations management functions necessary to create a successful magazine. By the end of the year, student staff members gain practical, marketable skills in the art and process of producing a small press publication. For student staff members, Scribendi is a highly rewarding experience that begins in the fall and culminates with this course. PERMISSION TO ENROLL IS REQUIRED. If you are interested in joining next year's staff, look for applications in March!

UHON402.003 Field Experience in Ethical Practice: An Experiential Honors Course, Fornell

Field Experience in Ethical Practice: An Experiential Honors Course – 400 Level Are you familiar with the expression, "everyone talks about the weather, but no one ever does anything about it?" Well, whether you are familiar with that expression about the weather or not, a similar statement could be made about ethical behavior; "everyone (business executives, media personalities, educators, politicians, technology gurus, religious leaders, et.al.) talks about ethical behavior, but no one ever does anything about it!" In this field experience in ethical practice you will work in an environment of your choice (business, non-profit, media, education, government, etc.) where you will have the opportunity to actually do something about ethical practices. You will work side by side with professionals who care about ethics and who are anxious to utilize your talents to enhance the ethical practices of their organization. While these professionals have years of experience in their field; you will bring fresh, innovative, cutting edge ideas to them.

SPRING 2019 COURSE DESCRIPTIONS – updated 11/1/18

If you are ready to immerse yourself in the practical study of ethical behavior and decision making then this experiential course is for you. You will learn through observation and hands on interaction what happens in the real world of ethics. Apply what you have learned in your classes by truly utilizing your technological and communication skills as well as your gift for building systems for the future. If making discoveries, conducting observations and research excite you then consider Field Experience in Ethical Practice.

UHON402.004 Self Determiniation and Indiginous Human Rights, Teran

Email mteran@unm.edu for course description

UHON402.005/UHON402.010 Bio Art and Design, Polli

Email apolli@unm.edu for course description

UHON402.006 Ethics: Making the Right Decision, Fornell

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?

UHON402.007 What Worlds May Come, Donovan

French writer and aviator, Antoine de Saint-Exupery once wrote that “When it comes to the future, our task is not to foresee it, but rather to enable it to happen.” In this course, we will explore what kinds of new worlds we would hope to live in someday. To accomplish this, we will study present-day visions of both near and far futures primarily in literature and popular culture, but also in fields such as popular social and natural science, sociology, fine and performing arts, modern technology, among other fields.

Our discussions will include discussions of the future in: popular music such as John Lennon’s “Imagine”; current environmental concerns; television shows such as Star Trek; the colonization of Mars; concepts from the interdisciplinary field of Future Studies; speculative fiction from perspectives of gender, race and culture, accessibility; social cartoons of imaginary inventions; robotics, 3D printers, and other technologies; sustainable architecture of homes and cities. However, while many contemporary perspectives on the future are bleak or apocalyptic, our

SPRING 2019 COURSE DESCRIPTIONS – updated 11/1/18

class will focus its investigations on texts and materials that generally feature decidedly optimistic views.

In our efforts to envision real possibilities for our own tomorrows, we will work with two primary modes of examination: 1) Research, using academic methods and materials to develop papers and presentations; and 2) Imagination, exploring creative visions of the future constructed by yourselves and others in art and literature.

READINGS AND OTHER MATERIALS

Ursula K. Le Guin, *The Dispossessed*

Nnedi Okorafor, *Binti*

David J. Rothkopf, *The Great Questions of Tomorrow*

Kelly and Zach Weinersmith, *Soonish: Ten Emerging Technologies That'll Improve and/or Ruin Everything*

Additional short readings/videos works available online will include: Speculative short fiction from online magazines and anthologies, Stephen Petranek's *How We'll Live on Mars* (excerpts); TED Talks on varied subjects; Peter H. Diamandis and Steven Kotler's *Abundance: The Future Is Better Than You Think* (excerpts); Brian David Johnson's *Science Fiction Prototyping: Designing the Future with Science Fiction* (communication and design); Social/political cartoons from Steven M. Johnson's *Have Fun Inventing!*; TV episodes from *Star Trek: The Next Generation*; Music such as John Lennon's "Imagine," Alanis Morissette's "Utopia," and Ron Jones's *Fight for Space*; and others.

STUDENT REQUIREMENTS: 1 extensive career-focused research project, 2-3 short multimedia projects, 1 creative project, leading a class discussion, weekly social media interaction, final portfolio, attendance, and engaged class participation.

Leslie Donovan is continuing Honors faculty and a past 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.

UHON402.008 Integrated Ecology and Social Transformation, Banjeree

Email subhankar@unm.edu for course description.

UHON402.009 Post War Studies: Iraq, Goloversic

In this course we will examine how the geographical, religious, conquests and colonialism of Mesopotamia and Islam led to the formation of the country of Iraq by a League of Nations mandate. Our studies will travel from the great schism in Islam to the current post-Iraq War situation formed in part by the implementation of the U.S. led Provisional Coalition Authority. Some questions we want to answer during our studies are: How and why did a country formed with three different distinct peoples the Sunni, Shiites, and Kurds survive? Can Iraq survive in its current form? Will the current civil war in Syria and the spread of ISIS destroy Iraq? We will research if post-war Iraq will ultimately prosper or become separate countries by analyzing the political, historical, religious, economic, and social driving factors.

**UHON 498-001: Individual Experiential Study, Donovan
Tolkien: Maker of Middle-earth**

Interdisciplinary Study and Research on the Life and Works of J.R.R. Tolkien in New York City for Spring Break (March 12-17)

This field experience course explores a wide range of unique materials on Tolkien's works and personal history that will be on exhibit at the Morgan Library and Museum in New York, NY, for four months only in 2019. Using the materials in the exhibit as its primary focus, students will conduct advanced, interdisciplinary research on a topic of their choice related to Tolkien's work or life. Among topics students may wish to investigate are languages, fine and performing arts, economics, history, literature, popular culture, and psychology.

The course will be held on an Arranged (ARR) schedule at a time convenient to all students who enroll. During the first half of the semester, we will meet weekly before travelling to New York, NY, over Spring Break (March 12-17). While in NYC, the Morgan exhibit will serve as both our field workshop and archival source for our research. In addition to researching materials from the exhibit, we will attend a symposium presented by Tolkien experts and explore other local sites. Students may also choose to attend an optional mini-conference hosted by the NY Tolkien Society. After returning from NYC, students will present their research projects in a public colloquium at UNM and have the opportunity to submit their work for consideration to an international professional conference.

Using methodology primarily from Humanities fields, with additional skills-building from Communications and Fine Arts fields, we will engage in advanced study of the ways in which Tolkien's life experiences and academic background inspired him to create what is still considered one of the richest mythopoeic or world-building subcreation in modern literature. To accomplish our goals, we will work with two primary modes of examination: 1) Archival Research, evaluating one-of-a-kind objects of art, literature, and history through academic papers and presentations; and 2) Experiential Learning, analyzing and reflecting on observed experiences and their value in education and academic professions.

READINGS AND OTHER MATERIALS

McIlwaine, Catherine. Tolkien: Maker of Middle-earth.

Carpenter, Humphrey. The Letters of J. R. R. Tolkien.

Tolkien, J. R. R. A Tolkien Reader

Additional short readings/videos works will be available online.

PROGRAM FEE \$1,250.00 plus airfare, most meals: Includes NYC lodging, local ground transportation, 2-3 meals, and admission fees/tickets for museums, events, and day trips.

STUDENT REQUIREMENTS: 1 extensive interdisciplinary research project, 3-5 short research tasks, 1 multimedia reflection project, weekly social media interaction, final portfolio, attendance, and engaged class participation.

Leslie Donovan is continuing Honors faculty and a past 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.

For more information: Contact Dr. Leslie Donovan (ldonovan@unm.edu)

PSY450.004 Sigmund Freud Debates C. S. Lewis, Fornell

3:30-6:00 p.m., Thursdays, Logan Hall 125 **updated date**

The fundamental question to be addressed in this course is, as Freud termed it, “The Question of a Weltanschauung [worldview].” Arguably the most influential individual in the history of psychology, Sigmund Freud’s atheism, like his focus on sexuality, is well known. One might think his life would have little in common with that of C. S. Lewis, the Oxford professor who wrote not only the Chronicles of Narnia but also numerous books arguing for belief. However, they faced many of the same struggles. Both experienced losses in their childhood: Freud lost his nanny; Lewis, his mother. Later in life, Freud battled cancer and Lewis agonized through the illness and death of his wife. Despite their similar life experiences, Freud and Lewis arrived at radically different worldviews. This class will focus on Freud and Lewis’ thoughts about sexuality and love, pain and suffering, and ultimate questions of human significance, such as the meaning of life and the existence of God. We will also be examining their biographies, trying to discern the commentary their lives offer on the viability of their views. Although they never met, juxtaposing their writings and life stories permits their diametrically opposed positions to stand out in bold relief for evaluation like two debaters on a stage. Participants in this seminar will enter into this debate, and in the process refine our own answers to some of life’s ultimate questions.