

Honors College Fall 2019 UHON 121 Course Descriptions

This information is provided to help plan your schedule. However, course descriptions and times are subject to change. Class locations will not be published until classroom numbers have been assigned in the new building.

ALL sections of UHON121 count toward UNM Core/ General Education Area 5 Humanities

UHON 121.001 (CRN 56545) Legacy of Darwin's Great Idea TR 12:30 -1:45
UHON 121.004 (CRN 48421) Legacy of Darwin's Great Idea TR 9:30-10:45
Jason Moore jrm@unm.edu

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 revolutionised 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.

UHON 121.002 (CRN 44288) Legacy of Comedy TR 8:00- 9:15
UHON 121.003 (CRN 45439) Legacy of Comedy TR 9:30-10:45
Maria Szasz deschild@unm.edu

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 class to help us find out!

UHON 121.010 (CRN 66354) Legacy of Ancient Greece MWF 10:00 – 10:50
UHON 121.013 (CRN67912) Legacy of Ancient Greece MW 12:30 – 1:45
Greg Lanier glanier@unm.edu

The Legacy of Ancient Greece

It is almost impossible to understate the influence that the Ancient Greeks has had on western civilization. From our democratic system of government to the classical style of imposing architecture with white marble pillars to the very concepts of History, Philosophy, Poetry and Theatre, our daily lives are suffused with the legacy that stems primarily from the daily activities of a thriving population tucked in under the shadow of an imposing hill fortress, the famous Acropolis of Athens. This Honors Legacy seminar will explore in depth the poetry, drama, history, and philosophy that has been handed to us as part of our heritage for hundreds of and hundreds of years. We will examine the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Aristophanes, Thucydides, and Plato in this journey through some of the seminal works that did much to establish our sense of what it means to be human.

UHON 121.006 (CRN 30121) Legacy of Power: Building the Perfect Government MWF 11:00-11:50
UHON 121.011 (CRN 56550) Legacy of Power: Building the Perfect Government MWF 8:00- 8:50
UHON 121.012 (CRN 30114) Legacy of Power: Building the Perfect Government MWF 9:00- 9:50
Renee Faubion sanren@unm.edu

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*.

UHON 121.007 (CRN 40455) Legacy of the Renegade

MWF 11:00-11:50

UHON 121.019 (CRN 35933) Legacy of the Renegade

MWF 10:00-10:50

Nora Hickey nhickey@unm.edu

What is a renegade? An outsider? A pioneer?

In this course, we will explore the trajectory of the renegade in art, literature, politics, and society from the emergence of Jazz to the dystopian world of Gilead in Margaret Atwood’s *The Handmaid’s Tale*.

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 a variety of 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.

UHON 121.008 (CRN 30110) Legacy of Failure

TR 8:00 – 9:15

Ryan Swanson swansonr@unm.edu

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. Students (and the instructor) will be asked to consider failure and losing on a more personal level as well. And we will, of course, debate the very definition of failure itself. Students will be evaluated regularly on both their written and verbal analyses.

UHON 121.009 (CRN 30111) Legacy of Rebellion

TR 12:30-1:45

Marygold Walsh-Dilley marygoldwd@unm.edu

In 1781, Tupac Katari was brutally executed by quartering, and his severed arms and legs publically displayed throughout the Andean highlands as a warning. Katari had led a rebellion against the Spanish Viceroyalty in what is now Bolivia, laying a 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 Tomás Katari, building on a long legacy of indigenous resistance against empire. 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 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. This class traces the influence of these resistance fighters up to contemporary indigenous politics in the region, where the memory of Tupac Amaru, Tupac Katari, their wives and rebels in their own right (Micaela Bastidas and Bertolina Sisa), and other indigenous insurgents remain strong. We will end by examining the global impact of Tupac Amaru and other Andean rebels, looking to the Black Panther movement in the United States and the music of hip-hop artist Tupac Shakur. What can we learn by paying attention to these stories of rebellion?

UHON 121.014 (CRN 46734) Legacy of Science & Society

TR 9:30-10:45

Liz Johnson lizjohnson@unm.edu

In modern society, we are accustomed to the discussion of scientific theories and discoveries, as well as debates over the appropriate use of that scientific knowledge. For example, we frequently hear about debates over the teaching of evolution in schools versus the teaching of creationism. Similarly, since the discovery of the nature of DNA in the 1950s, interest in and information about genetics has spilled over from scientific research facilities and into popular culture, even appearing in movies such as the *X-Men* franchise. However, this interest in and concern over scientific theories and discoveries is not unique to modern society. Since the birth of science as a philosophical and practical pursuit in the ancient Greek world, scientists and ordinary people have debated the study and use of scientific knowledge. The work of ancient Greek scientists and natural philosophers was

parodied in plays, such as Aristophanes' *The Clouds*. While Roman scientists and physicians debated astronomical and medical theories among themselves, philosophers such as Lucretius supported the theory of atomism, drawing the ire of all those who accepted traditional Roman polytheism. In the medieval period, those societies that inherited Greco-Roman scientific and medical knowledge made few advances on that knowledge, and scientists and physicians faced resistance from religious figures, both Catholic and Muslim, because much of Greco-Roman science hailed from a pagan past. With the beginning of the Scientific Revolution in the 17th century, however, not only did scientists begin to question the received wisdom of the Greco-Roman world, they also began to question the limitations placed on scientific discovery by religious authorities. Since that time, science has steadily made progress, but the old debate over the development and use of scientific knowledge has remained. While scientists have argued among themselves the potential applications of and ethical issues regarding their work, aspects of that argument have appeared in literature as well, such as in the works of H.G. Wells and Philip K. Dick. In the 21st century, discussions of the appropriate use and application of scientific knowledge have become more prominent because of various developments such as genetic research and testing, the anti-vaccine movement, climate change and global warming, and funding for space exploration. In this course, we will examine works of science from these different eras and societies, as well as works that describe negative reactions to scientific discoveries, in order to come to a better understanding of how scientific discoveries, theories, and debates have changed the study of science over time and have shaped modern society itself.

UHON 121.015 (CRN 39932) Legacy of Monsters & Marvels through the Ages

TR 2:00-3:15

UHON 121.022 (CRN 42387) Legacy of Monsters & Marvels through the Ages

TR 11:00-12:15

Leslie Donovan

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

READINGS AND VIDEOS: Gerald Graff and Cathy Birkenstein, *"They Say / I Say": The Moves That Matter in Academic Writing*; Seamus Heaney (trans.), *Beowulf*; Stephen Mitchell (trans.), *Gilgamesh*; Jacob Neumann, *A Professor's Guide to Writing Essays: The No-Nonsense Plan for Better Writing*; Nnedi Okorafor, *Binti*; William Shakespeare, *The Tempest* (video of filmed performance that will be provided); Mary Shelley, *Frankenstein*; Research materials on our course topic; library tools and resources; writing tips and reference materials; sheela-na-gigs in early Irish architecture; gothic gargoyle sculptures; medieval bestiaries; and others. STUDENT REQUIREMENTS: 2 analytic papers (5-7 pages), 1 creative project (10-15 pages), 1 group oral presentation (15-20 minutes long), weekly electronic discussion, final portfolio (10-15 new pages, including a synthesis paper), attendance and active class participation.

UHON 121.017 (CRN 30120) Legacy of Success

MWF 9:00- 9:50

UHON 121.018 (CRN 51333) Legacy of Success

MWF 10:00-10:50

Richard Obenauf

obenauf@unm.edu

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

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

Our lively reading list will include a Kurt Vonnegut short story; ancient Roman satires by Horace, Juvenal, and Petronius; medieval romances; a medieval morality play translated especially for this class; Christopher Marlowe's "Doctor Faustus"; an eighteenth-century Oriental tale by Samuel Johnson; Mozart's "Don Giovanni"; autobiographies by Benjamin Franklin and Frederick Douglass; and two great American novels from 1925, "The Great Gatsby" and "Gentlemen Prefer Blondes."

Consistent attendance and active participation are required. Students are expected to keep a reading journal, which will form the basis for a series of ungraded (but required) one-page response papers. There will be two short analytical essays, a longer personal or creative paper, and a group presentation.

UHON 121.020 (CRN 61974) Legacy of a Thin Man: Bob Dylan**MW 2:00-3:15****Michael Thomas** mthomas@unm.edu

The Swedish Academy awarded The Nobel Prize in literature for 2016 to Bob Dylan. "...for having created new poetic expressions within the great American song tradition." This was a momentous award. Since the establishment of the prize in 1901, only twelve Americans have received the award. Dylan is the first American to get the award since 1993 and the first singer-songwriter to ever get the award. Over a career that has spanned 57 years, Dylan has been a folk singer, a touring rock and roll musician, a pop star, a gospel singer, an ethnomusicologist/music curator, a writer, a filmmaker, a cultural icon, a poet, a graphic artist/metal sculptor, and a Nobel Laureate. He more or less invented the singer/songwriter performance role/genre. Although some critics have characterized Dylan as evolving from persona to persona and genre to genre with abandon, never looking back, Dylan has never abandoned his past as he has evolved. He is consistent, not only in his creative preoccupations but also in his unambiguous commitment to the creative impulse. This course is an interdisciplinary introduction to Bob Dylan, his work, his times, and his continuing impact on the various worlds he inhabits as an iconic musician and creative artist.

UHON 121.021 (CRN 67794) Legacy of Great Villains**MWF 8:00 – 8:40****Jona Kottler** jkottler@unm.edu

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

UHON121.023 (CRN 67795) Legacy of Law and Literature**MWF 2:00 – 2:50****Jona Kottler** jkottler@unm.edu

Living with and under laws is a part of daily life for each of us. Literature frequently chooses to dramatize particular ideas in the law in order to work out abstract concepts through concrete, if fictional, examples. Where do laws come from? By what authority are they created? Can people live without them? What happens when there are too many of them? These are just some of the questions we will address through careful reading, discussion, and writing. We will listen to the voices of the past, as well as guests from the present to develop an idea of the meaning of law in our own lives and our responsibility to the future.

UHON 121.024 (CRN 54984) Legacy Material Culture: the Story Our Stuff**TR 11:00-12:15****Megan Jacobs** mejacobs@unm.edu

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 possession and current homes in the U.S. are three times as large as in the 1950's (while the personal storage industry 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 good *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 read a range of historic and contemporary thinkers--Aristotle, Marx, Ruskin, de Botton, Schor, Kondo and the Minimalists--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? Course Fees \$20

UHON 121.025 (CRN 63271) Legacy Arthurian Legend**TR 12:30-1:45****Lizabeth Johnson** lizjohnson@unm.edu

As evidenced by some of the earliest written documents in human history, human beings need heroes. Heroes are the figures, whether male or female, that we admire, respect, view with awe, and, in some cases, rely on for protection from that which threatens us individually or collectively. While the earliest hero tales in Western Civilization originated in the Near East and in Greece between 2800 and 1200 BCE, only one hero has had an extremely long life in terms of the number of stories told about him over time, and those stories themselves show the remarkable degree to which this hero, and his companions, have been modified over time to suit the needs and desires of successive audiences. That hero is King Arthur. The earliest stories about King Arthur surfaced in the early seventh century in Britain and, over the next seven centuries, spread to all parts of Western Europe, such that the original British hero came to have French, Spanish, Italian, Dutch, and Scandinavian personae. Similarly, King Arthur's companions, the Knights of the Round Table, and his wife, Guinevere, became more and more popular over the course of time, such that some of these originally marginal characters came to have their own story cycles and adventure tales. While the Reformation era saw a decline in interest in the Arthurian legend, that interest was renewed during the Romantic era, in the works of Alfred Lord Tennyson, William Morris, and the pre-Raphaelite painters. This interest continued to be lively into the twentieth century, with authors such as T.H. White and Marion Zimmer Bradley using the Arthurian characters and their, by now, well-known adventures to respond to modern issues, such as world wars and women's rights. In short, few Western heroes have been as loved as Arthur, and

none have legends that have proved to be as flexible as that of Arthur, whose legend encompasses ideas that any and all readers can embrace and sympathize with: how our personal choices or actions affect us and those around us; the conflict that can arise between love and loyalty; the search for a higher purpose in life; and the creation and dissolution of friendship. In this class, we'll examine the development of the Arthurian legend over the course of the past 1500 years and how different societies have embraced these heroic figures and used them to express their own hopes, dreams, doubts, and fears.

UHON 121.026 (CRN 63426) Legacy Romantic Comedies

MW 3:30-4:45

Maria Deblassie deblassiem@unm.edu

This 100-level course explores the romantic comedy of western civilization, from Shakespearean and Restoration plays, to the screwball comedies of the mid-twentieth century, to contemporary romantic comedies that span historical, cultural, and social contexts in order to examine how these stories can reinforce or resist sexist ideologies and reshape the stories we tell about sex, love, and gender.

UHON 201.001 (CRN 56992) Rhetoric & Discourse: Becoming a Better Writer

M 4:00-6:30

Stephen Brewer abqbrew@unm.edu

This course counts toward UNM Core/ General Education Area 1 Writing and Speaking/ Communication

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

Each week, students will 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 before delivery. We'll also write short pieces in class each week, so attendance is mandatory.

UHON201.002: Rhetoric & Discourse: A Mirror of My Own: Female Self-Portraits in Comics and Poetry

MW 2:00 – 3:15

Nora Hickey nhickey@unm.edu

This course counts toward UNM Core/ General Education Area 1 Writing and Speaking/ Communication

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 comic autobiographies of contemporary creators, 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 one outside event (lectures, musical acts, etc.) 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.

UHON 202.001 (CRN 53474) Mathematics in the World: Statistics for Career & Life

MW 11:00 -12:15

Carmen Sorge csorge@unm.edu

This course counts toward UNM Core/ General Education Area 2 Mathematics

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

That day is now. Have you ever wondered why first the newspaper tells you that coffee prevents cancer, and the next day the headlines proclaim coffee will kill you? Are you aware that some stock fund statistics are technically true, but presented in a way designed to manipulate you? Do you know when a doctor tells you that a test for a disease is 99 percent accurate (and you just tested positive) what questions you should 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. You will practice collecting and interpreting data through hands on work in the classroom and on your own. 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.

Carmen Sorge csorge@unm.edu

This course counts toward UNM Core/ General Education Area 3 Physical and Natural Sciences – Please check with an advisor to determine whether or not you need the lab

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. 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. 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. Three short class presentations are required. One is on examining physics observable in the real world. The second involves finding physics demonstrations and concepts on the web. The third is a physics demonstration for your classmates. You will be participating in hands on experiments in the classroom demonstrating physics principles and writing up a report on each lab. This is a very interactive class, with lots of hands on work and discussion. The course fee is \$10.

UHON 203L.001 (CRN 66356) Science in 21st Cent Lab: Physics is Everywhere: Rainbows to Refrigerators Lab

M 8:30-9:20

Carmen Sorge csorge@unm.edu

A one hour lab is available as a SEPARATE class to be held outside of the regular class hours on the same days that class meets. The separate lab class is optional, if you need four hours of science credit, you can add the lab class to the three hour class. You will be designing and conducting your own experiments and demos and presenting them to the class. You will also be presenting ideas from the lab section to the regular class section. Course Fee \$25

UHON204.001: (67491) The Individual and the Collective: Individuals in Conflict With the Collective

TR 3:30 – 4:45

Liz Johnson lizjohnson@unm.edu

This course counts toward UNM Core/ General Education Area 4 Social & Behavioral Sciences

"I like it when a flower or a little tuft of grass grows through a crack in the concrete. It's so f*****' heroic." George Carlin
Carlin's description of the flower or tuft of grass growing through a crack in the concrete can be read as a metaphor for individuals who have, throughout much of human history, found their desires, needs, and actions subordinated to the needs or demands of the collective, whether that collective is defined as the individual's family, political or religious community, or socio-economic class. As much as the flower or tuft of grass may want to reach out to the sunlight and grow, the concrete serves to hinder that growth. Similarly, as much as an individual, male or female, may wish to strive for personal development, collective institutions often function to hinder that development or even prevent it entirely. In much of pre-modern society, collective structures and institutions such as gender roles, politico-military authorities, and concepts of racial inequality limited the ability of individuals to pursue their own goals, regardless of whether those goals had the aim of contributing to the greater good of the collective itself or the good of the individual alone. Beginning in the 19th century, however, as philosophers, political and social scientists, and even poets began to discuss the merits of individuality, individualism came to be viewed in a positive light in the Western world, largely because of a growing emphasis on democratic political institutions and legal and social equality. In this class, we'll examine the ways in which the collective has traditionally functioned, and in some societies still does function, to hinder individualism. We'll also examine individuals who have, like George Carlin's flower or tuft of grass growing through a crack in concrete, broken through the barriers placed in their way by collective structures and institutions and gone on to be regarded as heroes or, in some cases, villains.

UHON 204.002 (CRN 67635) The Individual and the Collective: Keeping the Peace

TR 8:00 – 9:15

Andrew Carey acarey1@unm.edu

This course counts toward UNM Core/ General Education Area 4 Social & Behavioral Sciences

Conflicts occur in all societies large and small, and all societies have customs for resolving disputes and keeping the peace. This course combines Anthropology, Political Science, and Criminal Justice to examine social control and conflict resolution in different societies around the world. We will explore how the members of different societies are organized politically, how they make decisions collectively, and how this affects how people deal with conflict. Through articles, literature, video, and film, we will discover how cultures and societies define different types of crimes and reveal what kinds of tools they use to resolve conflicts. This will involve exploring transgressions from the use of foul language in an inappropriate context to the most serious crimes of murder, apartheid, and genocide. We will explore the variety of tools people employ to resolve conflicts, from the ritual apology of giving

flowers after a romantic tiff to the ultimate resolution of banishment and the death penalty. The class will discuss the difference between punitive and restorative justice, and we will also delve into the consequences of conflicts that go unresolved. Finally, we will explore when societies resort to personal contests to resolve differences. From the song duels of the Inuit, medieval trial by combat, sword duels in Europe and Japan, to gun fights in the old west, personal combat has often been used as a method of resolving disputes. We will analyze when and how such personal contests are used to settle differences between individuals and why such personal contests are no longer used to resolve differences in American society today. The instructor is a registered fencing coach with the United States Fencing Association and students in the class will learn the basics of fencing and will be able to fight mock sword duels at the end of the class.

UHON 207.001 (CRN 59269) Fine Arts as Global Perspective: Musical Theatre in America

TR 12:30-1:45

Maria Szasz deschild@unm.edu

This course counts toward UNM Core/ General Education Area 7 Fine Arts Core

Fine Arts as Global Perspective: Musical Theatre in America will 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 1904-2010, 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), Spiderman: Turn Off the Dark (2011), The Book of Mormon (2011), Once (2012), Hamilton (2015) and Dear Evan Hansen (2016). Our primary goal is to reach an understanding and appreciation of this eclectic, vibrant, innovative form of theatre that entertains and challenges audiences worldwide.

UHON 207:002 (CRN)Fine Arts as Global Perspective: Color Disobedience

W 4:00 – 6:30

Amanda Curreri acurrerib@gmail.com

This course counts toward UNM Core/ General Education Area 7 Fine Arts Core

Communicating beyond the strictly representational, color speaks to cultural codes both public and private. In this course we will investigate color systems, racism as a color-construct, the phenomenology of color, and the capacity of color to exceed definition and cross boundaries.

Think of this course as a Color Theory redux in which we will collectively research the socio-political histories of color across cultures, within and beyond the realm of art. Grounded in Julia Kristeva's feminist semiotics of color and Fred Moten's recent writings on radical blackness, this course will investigate color as a communicative language. Art will be considered for its role in identifying and proposing new forms of freedoms. The course includes discussion and critique of art theory, art history, as well as the larger socio-political context of art and democracy. Expect a semester that challenges and supports you across a range of access points and methodologies. We will visit regional institutions to conduct arts-based research. Critical readings will lead to a series of material-based projects, along with response writing, visiting artists, integration of current events, and more.

UHON 301.001 (CRN 41936) The Publishing Process (Scribendi Part I)

TR 3:30-4:45

Amaris Ketcham ketchama@unm.edu

Scribendi is a high-quality publication of art and literature, sponsored by the Western Regional Honors Council and UNM's Honors College. Produced completely by Honors College students, *Scribendi* publishes creative work by undergraduate honors students in more than 800 colleges and universities. This first half of our yearlong process is designed to train students who have committed themselves to the immensely rewarding experience of producing our publication. Functioning largely as an educational internship in small publication production, this course provides hands-on experience in proofreading, copyediting, typography, magazine design and layout, professional desktop publishing software, fundraising, marketing and distribution, as well as small press management. Students should understand this is a two-semester commitment, spanning both fall and spring semesters. The *Scribendi* experience differs from the usual academic class in its focus on active learning accomplished by rigorous discussion, lots of individual practice, and professional behavior and teamwork. This course is an environment in which learning takes place alongside professional tasks that must be accomplished to meet deadlines. Those enrolled in the class are both students and staff

members. Staff members who work hard to meet these responsibilities in a conscientious, serious, and creative manner will gain marketable skills and enjoy an extremely rewarding educational experience. *Applications for positions are accepted in March and April.*

UHON 301.002 (CRN 34246) Food and Society

TR 3:30-4:45

Marygold Walsh-Dilley marygoldwd@unm.edu

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. 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 and negotiations of 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. After taking this class, you'll never look at your breakfast the same again.

UHON 301.003 (CRN 44563) Photographic Eye: Culture, Identity & Image Making

TR 2:00-3:15

Megan Jacobs mejacobs@unm.edu

This course has been approved for the Anderson School of MGMT Upper Division Humanities Requirement

This course will explore 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. This inquiry will provide the backdrop for students to use photography as a creative tool through an array of photographic camera techniques and editing approaches. How does the act of deliberately making images help one to think in new ways? We'll investigate how the materiality of an image or method of presentation informs the meaning of a creative work.

For an individual living in the 1840's one may have only possessed a few photographic images in their lifetime, yet now we can snap 20 images in a few seconds alone. The desire to take photographs has persisted over the last 180 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—ranging from selfies, to surveillance imagery, to "snapshot" aesthetic ads—and how they impact photographic artists.

Course Fee \$35

UHON 301.004 (CRN 48239) Sketch Autobiographix & Poetry Comics 1

TR 11:00-12:15

Nora Hickey nhickey@unm.edu

UHON 301.009 (CRN 30142) Sketch Autobiographix & Poetry Comics 2

TR 12:30-1:45

Amaris Ketcham ketchama@unm.edu

This course has been approved for the Anderson School of MGMT Upper Division Humanities Requirement

Creative writing and comics have more in common than you might think. Image has been a cornerstone of poetry for a century. We ask that writers "show" instead of "tell." When we hear a good story, we want to be able to *visualize* it. More and more artists are starting to draw from creative writing to create autobiographical and lyrical comics. Memoir is perhaps one of the most democratic forms of writing—anyone who has lived and been passionate about a subject can write one. Many of the autobiographix (drawn memoir) we will read in this course act as eyewitness accounts of history. We will delve into coming of age stories that take place during wars and social upheaval. We will explore lyricism and its relationship to image, the power of text when joined with art, and the various forms in which we can create poetry and memoir comics.

In this block course, students will enroll in two sections of UHON 302 to practice writing and sketching both poetry and essay comics. They will analyze examples, learn the history of comics, and ultimately, create their own comics. There will be opportunity to create and experiment in class, and workshop works in progress. Open to creatives of all levels and abilities—no background in art or creative writing necessary. Course Fee \$15 per section

UHON 301.005 (CRN 59271) World Building: Designing the Multiverse of Speculative Fiction

MW 3:30-4:45

Elizabeth James ejames04@unm.edu

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

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

UHON 301.006 (CRN 56556) What Good is Tolerance**MW 12:30-1:45**

Richard Obenauf

obenauf@unm.edu***This course has been approved for the Anderson School of MGMT Upper Division Humanities Requirement***

From heresy to hate crimes, humans have a long and tortured history of subjecting one another to persecution.

In this highly interdisciplinary course, you will get a chance to read some of the most important texts of the past two thousand years; we'll begin with some medieval literature to see why intolerance has been the default ethical position for almost all of human history, but we'll also look at key political treatises from the Renaissance and Enlightenment to understand how tolerance became one of the most important values associated with modernity. How is it that careful thinkers like St. Augustine, John of Salisbury, Machiavelli, Erasmus, Hobbes, Locke, Paine, Smith, Marx, Franklin, Jefferson, and Thoreau could each take such different views of tolerance?

We will be asking under what circumstances intolerance has been justified in the past and 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.

UHON 301.008 (CRN 46744) Mathematic Impossibilities**TR 9:30-10:45**

Christopher Holden

cholden@unm.edu

"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 $\sqrt{2}$ 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 transcended, imagined impossibilities lead to new advances again and again. We not only transact continually with the impossible, but have come to value it as a muse. In this class we will uncover the power of the impossible. We will visit impossibilities throughout the history, ancient and recent, of mathematics, take them apart, and map their influences. By learning how to deal with the impossible, we'll get a unique inside look at what math is all about.

Our foundation will be reading. We will largely follow John Stillwell's excellent *Yearning for the Impossible* to jump start our journeys, with a little help from Alberto Martinez' *The Cult of Pythagoras* and *The Mathematical Experience* by Philip Davis and Reuben Hersh. These are not our bibles, but our springboards, a way to get used to a more natural mathematical discourse to prepare us for our own research, writing and speaking. What unites these texts and the others we then seek is that they thread a needle. They are neither "stuff you're supposed to cram and parrot" nor "fluffy, fun, but shallow pop math". This will be the goal for our own work too.

Besides working through this prepared material, we will Practice posing and solving math problems that relate to these impossible topics. Likely three problem sets. Research, prepare, and teach, in small groups, two of your own impossible-themed vignettes. Learn and use mathematical typesetting and a blogging platform to curate, revise, and publish a portfolio of your best work from the semester as a resource for those who come after. For more details, you can see [our course webpage from last year](#).

UHON 301.010 (CRN 53481) Getting Away with Murder: Cultural Construction of Serial Killers MW 12:30-1:45

Renee Faubion

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German Expressionists were preoccupied with the phenomenon of serial murder. In numerous paintings, a few staged photographs, and one great film (Fritz Lang's *M*), they return again and again to this subject. As educated audiences, we understand that works of art and film present interpretations of reality, as opposed to being objective depictions of events. What we might miss, however, is the fact that other assessments of serial killing in disciplines such as the sciences and sociology might themselves also be interpretations shaped to some extent by the cultures that create them. In this class, we will consider the stories (both fictional and academic) cultures develop to explain the phenomenon of serial killing. For example, why is sexual deviance often assumed to be a motive even when no overtly sexual aggression is demonstrated in the course of a particular serial crime—and why are such killings at times romanticized? What happens to a culture's explanations of serial killing when the perpetrator is a woman? The Ripper crimes, perhaps the most famous serial killings in western culture, will be a focus of extended study this semester as we try to understand how a range of cultural forces, including sensationalism, anti-Semitism, Victorian sexuality, and social reform movements, came together to shape responses to this legendary crime. Our texts will come from a range of disciplines, including art, literature, the history of criminal psychology, and cultural studies.

UHON 301.011 (CRN 56558) Sports in American Society**M 4:00-6:30**

Ryan Swanson

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This course is an analysis of American culture and history *using* sport. We live in a sports obsessed society. The sports connection starts young. Millions of American boys and girls spend their afternoons and weekends playing in soccer leagues and on t-ball teams. The kids might do it for the post-game popsicles, but their parents yell at the referees and spend increasing amounts of money for these supposedly formative experiences. Beyond the kiddie realm, high school, college, and professional sports serve as powerful community building institutions. These athletic endeavors help define American identity, perhaps as powerfully as political, religious or media constructs do. In this course we will explore questions such as: How did sports become so important and. What positives and negatives result from America's unique sporting construct? In doing so we will read several lively books, investigate primary sources such as sports contracts and statistics, and we will assess the role of Hollywood in creating American sports lore. While one might argue that a game is just a game, I think you'll be convinced by the end of the semester that sports are an invaluable lens by which to examine American society.

UHON 301.012 (CRN 49740) Leadership & Public Speaking**W 5:30-8:00**

Timothy Goloversic

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

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

Are there are some simple leadership rules to improve your everyday life and performance at work? I believe there are...but first you need to be introspective and ask yourself some questions to see if you want to become a leader. In this course, we will explore the theories, traits, successes, and failures of leadership. An important part of becoming a leader is the ability to speak to your audience. Speak clearly, convey your information, motivate your employees, and address their needs. Over the semester you will acquire knowledge, experience, and skills to aid you in developing your leadership skills. You will need these skills to excel in your chosen field.

UHON 301.014 (CRN 46745) Blood on The Tracks: Assessing the Work of Bob Dylan**M 4:00-6:30**

Michael Thomas

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In 2016 the Swedish Academy took an unprecedented and controversial stance in awarding The Nobel Prize in literature for 2016 to Bob Dylan. In doing so the academy departed from its practice of naming an internationally recognized author of fiction, drama, or poetry for the award. Dylan is the only singer/musician/songwriter to ever receive the award. The Nobel Prize is consequential. The academy recognizes Nobel laureates as having made the highest achievements in their field. In recent decades literary critics and others have debated the status of Bob Dylan's work. Is it literature or simply pop music? In awarding Dylan the Nobel Prize, Academy has indicated that Dylan's work is not only literature but that it is great literature. The award challenges us to look at Bob Dylan's body of work in that light. And that is what we will concern ourselves with in this seminar. We will consider Dylan's body of work, not only the 492 songs from his 31 studio albums but also Dylan's forays into poetry, film, and ethnomusicology. The course will have a research component. The focus will be on the literary merit of Dylan's work, but students will be encouraged to research that work using the tools that their disciplinary majors provide. It's a cliché to note that there is a Dylan quote for every occasion, but it is certainly accurate to note that his work may be approached in seemingly endless ways.

I expect the seminar to be lively and engaging. Much class time will be devoted to listening to selections from Dylan's work and discussing them. There will be an online song archive and nearly all of Bob Dylan's recorded songs will be available to students online. We will also be sampling other creative projects Dylan has taken on from film to poetry to his "Theme Time Radio Hour" archive of 20th century American popular music.

401.003 (CRN 41836) Ethics: Making the Right Decision**W 4:00-6:30**

Paul Fornell

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Dynamic and oftentimes difficult discussions about ethics in your everyday life – and the impact that our decisions have on our community and country. Is it possible to always do the right thing in every situation? Or, perhaps we must try to make the best decision we can in a particular situation. Join this class for lively weekly discussion and debate on our ethical decision making.

401.004 (CRN 59265) Critical Hacking**TR 2:00-3:15**

Christopher Holden

cholden@unm.edu

This course is an opportunity to work together at something hard and interesting: to make a game about food.

These games will center on some aspect of food, like the difficulties in feeding humanity through 2050, the roles acequias play in our region's agricultural identity, or what to do about food deserts in our own backyard. We will work in small teams to produce a

few playable prototypes, see others play these games, and learn a lot about games, food, and ourselves along the way. We will be hacking ideas together and critical in how we imagine these creations might become a force for good.

Our other great hope will be to move forward these conversations outside our classroom. This might mean anything from addressing the course's future students, academia, or the general public. Something we do here should become part of the wider world.

You don't need to worry about the technical difficulties. You don't need experience in programming, game design, or games generally to participate. What you do need is curiosity that can motivate you to forge ahead, a willingness to adopt new tools and try new things, to become unafraid of failure, and an outlook that lets you see your work as part of a greater whole. This course is about doing work that is part of something bigger than you.

Why food? It is important, relatable, and full of problems. There's a chance you have relevant experience to build on or transform. Food is diverse; work in our community already intersects food, and these folks might be natural sources, critics, and customers for our work. We will speak with other professors in Honors, visit a farm, and more. But food is also narrow enough that we can follow and contribute to the work of our peers.

Why games? Games and play are old, but their recent and rapid development as electronic media, and the even more recent accessibility of development to non-professionals, means that there is a lot of interest in looking for new, good uses for games, and no one really knows yet what is possible. The work you do as a novice making games has potential to make a mark. Plus, the skills of game design are collaborative, multi-faceted, and applicable elsewhere. With games, there is no one right answer, no golden path to follow. You have to try hard, learn to listen, and expect to fail a lot. Making games is a lot more like real life than most class assignments. And finally, there is a real joy in getting to watch someone play your game.

Please check out [our course webpage from 2018](#) for details about readings and assignments, more information about the nature of our work, and perhaps most importantly, the final game design projects. While our course will depend very much on who takes it, the broad outlines should be similar.

401.005 (CRN 47862) Model-Understand-Act

MW 3:30-4:45

Leonard Malczynski lamalcz@unm.edu

In this course you will learn how to approach social, economic, and resource management problems from the systems thinking/system dynamics perspective and have the opportunity to build system dynamics simulation models. You 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 you to the seminal works in system dynamics and the wide and growing literature in system dynamics. You will also gain hands on experience in constructing and communicating models on paper and in computer simulations.

Successful participation will give you the tools that will allow you 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. The technical challenge is much less than the change in thinking that comes from studying systems thinking and system dynamics.

401.006 (CRN 53483) Archaeology of Trails

MW 2:00-3:15

Troy Lovata lovata@unm.edu

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

This course takes place both inside and outside the classroom as it combines typical Honors College seminar discussions with the opportunity to explore real-world examples through a series of field trips and field studies. These include, depending on weather and site access, weekend day trips to Tsankawi Pueblo in the Jemez Mountains and El Morro National Monument near Grants, New Mexico. Students will also be required to participate in a 3 day, 2 night backpacking trip along the Continental Divide National Scenic Trail (in either the San Pedro Parks Wilderness Area near Cuba, New Mexico or the Cumbres Pass region of the Rio Grande National Forest along the New Mexico and Colorado border), where they will study the overlay of modern trails over historic and prehistoric trails. Because of the nature of the field trips in wilderness, undeveloped, and wild lands; students must be physically able to hike and backpack in the outdoors and must provide some of their own hiking and backpacking equipment. There is \$85 required course fee to cover some travel and food expenses.

401. 008 (CRN 65687) Big Data, Big Opportunities**TR 2:00-3:15****Jason Moore**jrm@unm.edu

Do you want to know why Alphabet, Facebook and Amazon are worth so much money?

Living in the information age, we are awash with data. Everything, from where we are, to what information we seek, to what we create, what we buy, and with whom we communicate, is recorded digitally; in minute details by the devices with which we interact on a second-by-second basis. 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. If we can translate these reams of data into terms that we can understand, these data can answer a huge range of questions of fundamental interest. 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, analyze 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 from a mother's purchases. We will debate these as we begin to understand the breadth and power of big data analyses.

Most of the practical part of this class will be focused on your gathering data to address a problem of local or global importance. In prior years, problems that have been considered have included such complex topics as vaccine uptake, climate change policy, and world hunger! We will use the quantitative tools that we learn as part of this class to try to model this complexity and help understand the impact of our decisions on our chosen system.

UHON 401. (CRN# TBA) Scribendi Editorship Part 1**TR 3:30-4:45****Amaris Ketcham**ketchama@unm.edu

This course is reserved for student editors (Editor in Chief, Managing Editor, and Digital Editor) of the arts and literature magazine *Scribendi*. These students must be full-time UNM students during the year they act as editors; they must be members of UNM's Honors College in good standing; they must be previous *Scribendi* staff members or have had significant experience with a similar publication.

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