HONR 290 sections fulfill a University Creative Arts and Humanities breadth (see note)*
artifacts, ideas, and practical applications that use mathematical patterns. The mathematics only assumes high school level algebra and geometry. We will study works by anthropologists, artists, and mathematical civil rights activists involved with social justice who are also accomplished authors (such as Marcia Ascher, Yasuo Akizuki, Robert Moses, Ron Eglash, Paulus Gerdes, Claudia Zaslavsky, Abdul Karim Bangura, Maurizio Covaz Gnerre, Michael P. Closs, and Tonya Gau Bartell) as well as provocative works on contemporary issues like fair voting, equity, and equality. Students will present visually and orally about art works, and write brief response papers, an analytical essay, and a research paper analyzing the connection between mathematics, social justice, and the arts by focusing on a culture or artist of their choice.

HONR 290-083
Gothic and Science Fiction Trends in Arabic Literature
Ikram Masmoudi
TR 3:30 – 4:45
Contemporary Arab writers from Egypt, Iraq and Syria are using Gothic conventions and science-fiction to address the darkness and the barbarity of the social and political landscapes in the Middle East. Through a selection of award winning novels and short stories this course will examine some of the new trends in Arabic fiction addressing civil wars, social disparities and future speculations about Arab societies. Among the novels we will read are *Frankenstein in Baghdad*, *Otared*, *Utopia* and *Death is Hard Work*. All the materials are in English; no knowledge of Arabic is required.

HONR 290-084
Good Company: Ethics, Society, and the Modern Corporation
Délicie Williams
TR 2:00 – 3:15
Modern corporations are much more than economic entities. Politically, culturally, and socially, they operate as powerful agents, exerting undeniable influences in our lives. We may love them. We may hate them. But whether or not we want to admit it, our relationships with them, their products, and their espoused values define much of who we are. Through discussions of essays, articles, documentaries, and works of fiction, this course invites you to reflect on our complex relationships to the modern corporation, paying particular attention to the ethical, social, and political questions to which those relationships give rise. As we explore these questions, we will consider three main figures that structure our perceptions of and interactions with corporate entities: the corporation as hero, as villain, and as (un)ethical citizen. As we look at corporations in these various roles, we will attend to the ways that corporations represent themselves (in documents such as advertisements and press releases). We will also focus on the ways that they are imagined and represented in works of fiction, film, and nonfiction. Course texts include documentaries (*The Corporation: Interrogating a Modern Institution*); feature films (*Promised Land*); and excerpts from longer works of fiction (Dave Eggers’ *The Circle*) and nonfiction (Satya Nadella’s *Hit Refresh*).

HONR 290-085
All the World’s a Stage: Performance, Illusion, and Reality in Shakespeare’s Plays
Chris Penna
TR 11:00 – 12:15
In obvious and not so obvious ways, Shakespeare frequently presents instances of performance and the creation of illusion in his plays. We see this in his early plays as well as his late plays, in the tragedies, the comedies, the history plays, and the romances. This colloquium will focus on a close
reading of a range of representative plays and consider some of the epistemological assumptions behind this relationship between the theatrical illusion and “reality.” Likely plays include tragedies like Romeo and Juliet, Hamlet, and King Lear; comedies like A Midsummer Night’s Dream and Twelfth Night; history plays like Richard II; and romances, like The Tempest. The colloquium will be built primarily on class discussions. We’ll also watch performances of some of the plays as well as listen to conversations among Shakespearian actors and directors. In addition to developing a richer awareness of questions of how we know what we know, students will also develop skills in close readings of Shakespeare’s texts, and respond to those readings in discussions, formal papers, and informal online discussions. Students will have the opportunity to revise and resubmit graded formal papers based on the feedback they receive.

HONR 290-086
Gods, Heroes, and Superheroes and Mythology
Alan Fox
TR 9:30 – 10:45
We will examine religion and myth by looking at its most modern expression in the Superhero genre. Superheroes are a modern form of mythology, in that religious motifs are prominent in the characters, situations, and ideas presented in these stories. For instance, in the case of Superman, this includes the fact that Superman’s Kryptonian family name, El, is the Hebrew word for any divine being, and he is the only son of a father from a distant planet sent to save humankind, discovered by locals like Moses in his basket of reeds. It is characteristic of the archetypal and mythic nature of comics that characters like Superman and Batman can be reinvented in so many different ways and still retain their power and influence. We will read works by Carl Jung and Joseph Campbell about myth and archetype, and movies, graphic novels, and novels including American Gods, Kingdom Come, the Dark Knight Returns, the Ultimates, and Watchmen, among others. Students will write several response papers, two extended essays with rewrites, and a final research paper on the topic of the student’s choosing. Class participation will also be emphasized.

HONR 291 sections fulfill a University History and Cultural change breadth (see note)*

HONR 291-081 and HONR 291-082
The Impact of Sports on Race, Culture and Society
Ron Whittington
TR 8:00 – 9:15 (section 82) & TR 9:30 – 10:45 (section 81)
This course will focus on moments in history from the 1800s to the present where sports played a major role in forming attitudes and shaping cultures. We will discuss points in time where the very mention of a sports figure could insight a riot, cause youth to spend enormous sums of money to purchase the latest styles or brand names, or lead a government to bid and host Olympic events that will ultimately bankrupt the economy. We will also discuss the impact of sports in the quest for human rights, asking questions related to equality of gender as well as race. An atmosphere of respect will be present at all times, even when there are different points of view presented. Reading include: From Jack Johnson to LeBron James: Sports, Media, and the Color Line by Chris Lamb, University of Nebraska Press (2016). Additional articles, books and films related to class discussion topic will be assigned as needed.
Brexit and the Irish backstop, referendums on Scottish and Catalonian independence, mass migrations of Middle Eastern peoples, and the proposal to build a wall between the United States and Mexico have intensified discussions of national identities and boundaries, as well as their physical manifestation in the form of border monuments. These physical borders can alternate between hard and soft, shift locations, or become politically obsolete, but the markers that remain memorialize long histories of cultures and speak to the essential values that these groups desired to convey to outsiders. Through art, film, and literature, we will explore definitions and debates concerning borders and their tangible expression in the form of monuments from the ancient period until the current day. Along with regional boundaries, we will also broadly consider conceptual, societal, and religious borders and rites of passage, as well as any monuments or architecture that highlight these transitional spaces from across time and space. Some of the case studies from history that we will investigate include the boundaries between man and god in Ancient Greece, the apotropaic markers of liminal spaces of Rome and Pompeii, the zones of contact between the Roman Empire and “other” groups on its expansive periphery, the Christian beliefs in duality and intercession as expressed by the cross and medieval church architecture, and the construction and purpose of the Great Wall of China. This course will also examine contemporary topics, such as the political and societal implications of the Berlin Wall-Iron Curtain, the contentious debates surrounding the Mexican-American border and illegal migration, and the significance of the Northern Irish border and the murals of Belfast’s neighborhoods both during the Troubles and in today’s ongoing Brexit negotiations. Through readings, class discussions, and short response papers, students will develop their skills in visual analysis, critical thinking, and persuasive writing to assist them in completing a final project that involves a short presentation and research paper on the “border” of their choice.

How is it that Delaware became America's corporate capital, the state in which thousands of firms both large and small are incorporated? In large part, the answer has to do with Delaware’s Court of Chancery, an entity established in 1792 that evolved into the single most important court guiding U.S. business affairs. At first blush, it’s something of a peculiar entity; it doesn’t utilize a jury in reaching decisions, and it traces its roots to English courts predating the American Revolution by centuries. Its judges base their rulings on the concept of equity that might otherwise be unavailable in more rigid courts of common law. And yet, although the Court specializes in matters affecting corporate America, its rulings have had a profound impact upon the University of Delaware as well. To best study Chancery and its sweeping reach, students will read various case histories from the Court, including Parker v U.D. (the case that desegregated the University,) Gebhart v Belton (which became one of four cases that were combined into Brown v Board of Education in which the U.S. Supreme Court found segregated education to be unconstitutional,) Keegan v U.D. (another case ultimately wending its way to the Supreme Court that established the freedom of religious worship on public college campuses,) and Time v Paramount (the case that dramatically reshaped the relationship between shareholders and corporate boards, leading to a wave of corporate mergers and acquisitions in the 1980s and ’90s.) In addition to reading
landmark cases, students will hear from guest lecturers connected to the Court. Although there will be no exams, students will be expected to participate in class discussions and write several papers.

**HONR 292 sections fulfill a University Social and Behavioral Sciences change breadth (see note)**

**HONR 292-080**  
The Global Energy Revolution: Fossil Fuels to Fracking to Renewables  
John Madsen  
TR 12:30 – 1:45  
In this colloquium, we will explore the on-going global energy revolution involving the transition from fossil fuels (coal, oil and natural gas) to unconventional sources of oil and natural gas via fracking to clean, renewable energy sources. Through a series of problem-based learning investigations, we will examine the geologic setting, exploration and recovery, and human use of fossil-fuels, the various types of renewable energy sources including hydropower, solar, wind, and biomass, and examine some potential solutions to reverse global warming. Activities to be completed during this seminar will include three group written reports, oral/slide and poster presentations, two individual essays focused on current global energy issues, and an individual research report on a topic of interest derived from participation in the course. Readings will include the trade book “Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming” by Paul Hawken and selected materials from energy-related reports and texts.

**HONR 292-081**  
Our Own Worst Enemy: Overpopulation and the Environment  
Jack Bartley  
TR 11:00 – 12:15  
“We have met the enemy and he is us.” Walt Kelly’s famous phrase from his 1971 Earth Day Pogo cartoon strip continues to ring true almost a half century after it was published. People are very good at making babies and keeping them alive until they mature; in turn, they make babies of their own. So, what traits do humans possess that make us so successful at reproduction, and how has this explosive population growth affected the environment? We will begin by examining several models of population growth to see how humans fit into various reproductive strategies. Is it possible that we can draw an analogy between our growth rate and that of a fermenting vat of beer? Using several chapters from Jared Diamond’s Guns, Germs and Steel we will see how the structure of our planet has affected population growth around the globe. In addition to sheer numbers, humans have developed technologies to exploit the Earth’s resources far beyond the capabilities of any other organism. We will use excerpts from Dawkins’ The Selfish Gene, the National Geographic video The Power of Water, an interview with Garrett Hardin, and articles and essays from current publications to try to understand how population growth is the driving force behind the environmental problems we face today. Students will write short response pieces, two essays, and a research paper throughout the semester.

**HONR 292-083**  
Grand Challenges for Innovation and Society  
Sujata Bhatia  
TR 3:30 – 4:45  
As a society, we must not confuse technological advancement with moral progress. If we fail to do so, then we are in danger of becoming “tools of our tools,” in the words of Henry David
Thoreau. Since the ultimate goal of technology is to improve the quality of life for all, we must be cognizant of not only the technical feasibility of our designs, but also the social impact on humanity, as well as the environmental impact on our shared planet. Technology structures our communication, transportation, education, health care, and economy. Technology drives the distribution of food, water, energy, and shelter. Technology shapes the way we work, the way we are born, the way we die, and the relationships we form in between. Novel technologies can assuredly bring societal benefits, yet these technologies can also exaggerate societal disparities, leave out underserved communities, create moral and legal dilemmas, and remove human agency. The National Academy of Engineering convened a panel of leading scientists, engineers, and policymakers to identify the most important challenges for engineers in the 21st century. The 14 challenges, known as the Grand Challenges for Engineering, are grouped into four categories – energy & environmental sustainability, health, security, and joy of living. However, the Grand Challenges have not fully addressed the philosophical and moral dimensions of novel innovations. In this course, students will examine each of the Grand Challenges for Engineering from a critical and multidisciplinary perspective. Students will discuss the moral, ethical, social and cultural dimensions of the engineering innovations, as well as the technical and economic feasibility of engineering designs. Students will discuss strategies for designing technology to support a diverse and growing global population, thereby bridging the technical-social divide. Readings will include articles on emerging technology from Wired, Scientific American, and The New Yorker; excerpts from science fiction such as Do Androids Dream of Electric Sheep? by Philip K. Dick; and policy reports from the National Academies of Science, Engineering, and Medicine. Students will write papers and make oral presentations, in which they will propose modifications to the Grand Challenges. Diverse students with a variety of interests and backgrounds outside of engineering would benefit from this course, including (but not limited to) sociology, economics, philosophy, science, history, business, education, and public policy.

* In most cases, Honors Colloquia are approved to fulfill both University and College-level Breadth requirements as indicated, except in the College of Agriculture & Natural Resources and the College of Education & Human Development where they can only count as University Breadth, if applicable. Finance Majors should check with the College of Business & Economics Undergraduate Advising Office for approval of Colloquia into the finance majors’ College-level breadth requirements.