HONR 290 sections fulfill a University Creative Arts and Humanities breadth (see note)*

HONR 290-080
The Personal Essay
Steve Tague
MWF 10:10 - 11:00
What this class is and isn’t: It is personal; it isn’t persuasive. It is writing about obsessions, personal obsessions, revealing your taste and how you spend your time; it isn’t writing about politics or issues. It is often about the overlooked and the underappreciated; it is rarely about the obvious hot-button topic. This writing requires reflective thinking; it doesn’t require research. You will exercise your powers of observation, like the stand-up comic and the poet, not your powers of persuasion like the politician or a parent. You might have a thesis statement, but there won’t be any footnotes or citations. The essays that we will read and write can look like the college app essay you wish you had written, but they wouldn’t be mistaken for an entry to Dear Diary. Our model is Montaigne, not AP Lang. We will often read from Letter of Recommendation in the New York Times, but rarely any other part of The Times. In the room, laughter is encouraged: getting on one’s high horse, including my own, is discouraged. You are all you got and all you need for this class.

HONR 290-081
Citizenship in a 21st Century Democracy
Richard Hanley
MWF 1:25 - 2:15
The 2020 general election has been called the most important in U.S. history, with the stakes including what kind of country we want to live in. That such an election should take place during a pandemic and in the wake of a summer of BLM protests only magnifies its importance. This course will examine the role that we as citizens can play in shaping the future of our nation, and assess the dangers of failing to engage politically. In addition to the coronavirus crisis and the debate over systemic racism, issues examined in the course can include: climate change, media and misinformation, voting rights and responsibilities, alternatives to the political structure set out in the Constitution, nationalism versus globalism, poverty and immigration, capitalism versus socialism, and policies concerning sex, gender, and sexual orientation. Student interest will determine emphasis. (Yes, your vote will count!)

HONR 290-082
The Personal Essay
Steve Tague
MWF 2:30 - 3:20
What this class is and isn’t: It is personal; it isn’t persuasive. It is writing about obsessions, personal obsessions, revealing your taste and how you spend your time; it isn’t writing about politics or issues. It is often about the overlooked and the underappreciated; it is rarely about the obvious...
hot-button topic. This writing requires reflective thinking; it doesn’t require research. You will exercise your powers of observation, like the stand-up comic and the poet, not your powers of persuasion like the politician or a parent. You might have a thesis statement, but there won’t be any footnotes or citations. The essays that we will read and write can look like the college app essay you wish you had written, but they wouldn’t be mistaken for an entry to Dear Diary. Our model is Montaigne, not AP Lang. We will often read from Letter of Recommendation in the New York Times, but rarely any other part of The Times. In the room, laughter is encouraged: getting on one’s high horse, including my own, is discouraged. You are all you got and all you need for this class.

HONR 290-084
Social/Science/Fiction
Jenny Lobasz
TR 2:00 - 3:15
The notion that science fiction might provide insight into the study of social and political life is not as far-fetched as it initially sounds. Indeed, for a genre purportedly focused on the future, sci-fi has long been recognized for its ability to speak to concerns of the present, from cautionary dystopias of 1984, Brave New World, and The Handmaid’s Tale to the startling prophetic Neuromancer and Snowcrash. In Social/Science/Fiction we will explore one theme in particular: the cultural politics of alien encounter. “Alien encounter” in this case refers not to the actual or potential existence of extraterrestrial life, but to encounters with the Other—those marked as outsiders, as less-than-human. The required reading for the course include novels such as Ender’s Game by Orson Scott Card, The Left Hand of Darkness by Ursula Le Guin, and Wild Seed by Octavia Butler. In reading works of science fiction in conjunction with those of social science, our purpose will be less to seek out new worlds than to strive for a nuanced understanding of our own, and of the fear and wonder that accompany, in the words of astronomer and science fiction author Carl Sagan, contact. We will explore these themes together through class discussion, a course blog, and the writing, workshopping, and revising of a long essay.

HONR 290-086
Identity, Literature and Society
Chrysanthi Leon
W 5:30 - 8:30
This class focuses on deep reading of nonfiction essays, short stories, documentary film and poetry as well as the novel, Motherless Brooklyn, that each offer different ways to think about identity. The class will encourage reflection and discussion across differences and introduce students to tools for understanding identity drawn from academic approaches including queer theory, anthropology, sociology and intersectional feminism. Topics include: family influences, navigating identity in the workplace, cloning, "coming out" about disability, and clothing as self-expression. Writing assignments will encourage students to try different creative forms and to apply tools from various disciplines in short analytical essays.
HONR 291 sections fulfill a University History and Cultural change breadth (see note)*

HONR 291-080
Public Monuments and Enslavement
Jennifer Van Horn
TR 11:00 - 12:15
This course investigates public monuments erected in America between 1870 and the present (dedicated to the Union, Confederacy, Indigenous peoples, enslaved people, and emancipation). We will consider the reasons behind these monuments’ initial construction as well as recent BIPOC responses including destruction. Part of the seminar will address efforts on college campuses to interpret their racialized pasts through the construction or removal of monuments. Students will participate in a class project to further UD’s public outreach on histories of disenfranchisement. Possibilities include drafting a statement about UD and enslavement that we suggest the Blue Hen Ambassadors incorporate into their campus tours and/or suggest as web text for a landing page about efforts to recover Black histories at UD. Readings may include: selections from Kirk Savage, Standing Soldiers, Kneeling Slaves; Erica Doss, Memorial Mania; Dell Upton, What Can and Can’t Be Said; Craig Wilder, Ebony and Ivory.

HONR 291-081
The Impact of Sports on Race, Culture, and Society
Ron Whittington
TR 9:30 - 10:45
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 includes: 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.

HONR 291-082
The Impact of Sports on Race, Culture, and Society
Ron Whittington
TR 8:00 - 9:15
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 includes: 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.
HONR 292 sections fulfill a University Social and Behavioral Sciences change breadth (see note)*

HONR 292-080
Sustainability: At the Crossroads of Social Justice and Climate Change
Michael Chajes
TR 8:00 - 9:15
What does it mean to be a sustainable society? According to the UN’s Sustainable Development Goals, sustainable societies must be environmentally sound, socially just, and economically prosperous. As such, the looming climate crisis, racial injustice, and global pandemics like COVID-19 are very much linked. We will examine how these events share roots in unsustainable and unfair economic systems, cause disproportionate impacts on our most vulnerable populations, and demand solutions that require an overhaul of how we live and interact. As the June 2020 report by the House Select Committee on the Climate Crisis states, “What happens next—for racial equality, for public health, for the climate crisis—depends on us.” Our goal will be to explore the intersection of these issues and discuss and write about what we can do individually and collectively to create a better future for all.

HONR 292-081
What’s Love Got to Do with It? Exploring Love and Sex from Dowries to Tinder
Adam Foley
MWF 9:05 - 9:55
Over the course of history, dueling notions of love and sex have pervaded our societal and cultural landscape. Is love biological or psychological? What is the purpose of sex? How are love and sex portrayed in the media, and what impact does that have on society? Does pornography have a place in mainstream society? What are the philosophical, ethical, and moral issues present within the debate over the sex industry? What is the role of sexuality education in our schools? How has online dating changed our relationship landscape? Do we actually live in a hookup culture? These are all questions we will attempt to answer as we begin to unravel the nature of love and sex! Students will have the opportunity to engage in readings from texts such as Psychopathia Sexualis, Sexual Behavior in the Human Female, Sexual Behavior in the Human Male, A Billion Wicked Thoughts, Come As You Are, and Bonk: The Curious Coupling of Science and Sex. Additional readings will be found in academic journals, popular publications, television, and film. The intellectual evolution of love and sex can no sooner be decoupled from popular culture than our academic understanding of the subject can be disconnected from our personal experiences. All aspects make up the topography for our journey into the evolution of love and sex!

HONR 292-082
Imperfect Justice
Rachel Wickenheiser
MW 8:40 - 9:55
People are often irrational decision makers. This in turn affects the institutions they create, and the justice system is no exception. This course examines how these imperfections play out in the courtroom context, where flawed human beings decide others’ fates. Incorporating readings from several disciplines, including philosophy, psychology, and political science, this course may consider such topics as: the nature of justice, the purpose of the court system, the role of politics in the judiciary, privilege and bias, and how people make decisions both in and out of the courtroom. Together, we will discuss and analyze the shortcomings of the judicial system and what can be done about it. Readings may include selections from A Theory of Justice by John Rawls, Blink by
Malcolm Gladwell, and *Mistakes Were Made (But Not By Me)* by Carol Tavris and Elliott Aronson, as well as U.S. Supreme Court opinions and a courtroom drama such as *12 Angry Men*. Students will write brief reflection papers, two essays with rewrites, and a final research paper proposing a strategy to enhance fair decision making in the courtroom.

**HONR 292-083**

**Our Own Worst Enemy: Overpopulation and the Environment**

Jack Bartley

MW 3:35 - 4:50

“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 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 292-084**

**Our Own Worst Enemy: Overpopulation and the Environment**

Jack Bartley

TR 9:30 - 10:45

“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 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.

* 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.