Honors 189: Inquiries in Global Studies
Obed Frausto

In this course, we will discuss the impact of the conquest and colonization by the Europeans over Latin America. We will start with a philosophical question: How is decolonization defined? What is the relationship between decolonialization and modernity? Is decolonization an anti-capitalist project? Is it possible to relate decolonialization to utopia? In what way? In order to respond to this question, we need to address the concepts of modernity. We need to think about concepts like progress, tradition, faith, secularism, intercultural dialogue, and understanding. We will read and discuss Walter Mignolo’s The Darker Side of Western Modernity where he made an argument that modernity led us into coloniality. Therefore, modernity is a form of coloniality that started with the renaissance, was developed by Christian theology, and was extrapolated by contemporary neoliberalism. We will also discuss new phenomena such as de-Westernization and decoloniality. Both are helping us to visualize a type of society without exploitation of nature and among human beings. In the second part of the course, we will read and discuss Santiago Castro-Gómez’s Critique of Latin American Reason where he uses analyses in archeology and cartography to oppose imperial and colonial forces.

Honors 189: Inquiries in Global Studies
Galit Gertsenzon

Inquiry in Global Studies: Music and Politics. This course focuses on an interdisciplinary exploration of the commonalities and diversities in global culture, economy, history, politics, and society; emphasizes the non-European, non-North American world. Specifically, in this course we will explore the relationship between two concepts – music and politics, and the ways in which both music and politics interplay and intertwine over social and political movements throughout the 20th and 21st centuries. This course provides an exploration of geographical regions in which historical events coalesced with musical movements to form social changes with lasting influential global effects.

Honors 189: Inquiries in Global Studies
Ellen Thorington

Achebe’s Arrow of God begins a discussion of societal crisis and how families and individuals deal with that crisis in the modern world. Achebe’s work, based in Nigeria and the conflict between traditional Ibo life and European colonialism and Christianity is but the first example of themes we will follow throughout the semester. We will examine cultural and generational conflict, questions of kinship and family, environmental concerns, gender, race and caste, and how these affect society, the family and the individual. Readings and assignments will be drawn from literary and documentary sources comprised of essays, autobiographical and fictive narratives and films. Students will examine diverse experiences from Africa, the Middle East and
from among First Peoples of the Americas. Leaving Achebe’s work, we explore generational conflict and motherhood in West Africa (Buchi Emeta’s *The Joys of Motherhood*), then motherhood and changing traditions in Sembène’s film *Mooladé*. Satrapi’s *Persepolis* moves us to post-revolutionary Iran, and to her account of growing up female within a patriarchal society. Faye’s *Small Country* intertwines race, ethnicity class and colonialism as he tells of his experiences as the child of a Rwandan Tutsi mother and a White French Father at the time of the Rwandan genocide. Returning to our own shores, we will end with Kimmerer’s *Braiding Sweetgrass*. Kimmerer’s perspective, as a botanist and as a member of the Potawatomi nation blends traditional knowledge with the scientific, creating a new way to look at the world. Throughout the course, students will analyze the context of different works through additional readings and research. Through short essays and discussion, they will reflect on their own experiences as members of a rapidly changing global community where Covid-19 and climate change are radically altering our way of life. This reflection may take the form of a journal or essay and should serve as a basis for comparison with the cultures covered in the course. A final project (written or creative) may develop this reflection further, or may address other topics from the course.

**Honors 199: Inquiries in Contemporary American Civilization**

Timothy Berg

What do misfits, artists, and outsiders, people “on the margins” in one way or another, see when they look at the United States? What do these kinds of people, and the cultural work they produced, tell us about who we are as Americans? About what kind of place this is and why? How do they help us understand ourselves? What role do they play in the process of social change in American society? How have they used their work, their expressions of self and their visions of society to respond to and move their cultures? What was it like for them to navigate a society which labels them as misfits or outsiders? How can an examination of their choices, their situations, illuminate our current condition? How have they acted as both mirrors (looking inward) and windows (looking outward at their culture)? These are just some of the questions we’ll explore in this course. We’ll look at a range of people, from a variety of backgrounds, who produced compelling takes on what the United States is and what it means to live here. We’ll look primarily (but not exclusively) at visual artists and we’ll give primary emphasis to female, BIPOC, and LGBTQ+ artists of the past 50 years or so. Students will have an opportunity to explore our course questions in a personal project, including in areas outside of visual art. The course will be heavily discussion-based and collaborative. Analysis of textual sources (written, visual) and making connections between ideas, our lives, and American society will be our primary focus. We’ll treat this as a laboratory of sorts. The texts are data that we’ll examine and we’ll draw tentative conclusions and meaning from both individual texts and from the overall collection of texts we explore together. After all, many of us are misfits, too, and proudly so!

**Honors 199: Inquiries in Contemporary American Civilization**

Bruce Geelhoed

For this semester, the course will revolve around a theme of family and history where we will try to reach an understanding of how the family has influenced American social, political, and economic life. In that respect, we will discover how the actions of several prominent families,
including the Ball family, the Wright Brothers and their family, the Dulles family, and the Kennedys, have played major roles in the unfolding of recent American history. We will focus on the importance of brothers and sisters in each family and how their interactions influenced the wider society. Finally, we will also discover a more important fact: that the family, our culture’s most basic social unit, is also a vehicle for the transmission of power throughout the various institutions of modern society.

Honors 199: Inquiries in Contemporary American Civilization
Galit Gertsenzon

Intertwined relationship between music and social movements have been prevalent throughout American history. Yet, some are more intricately different than others. Our course will explore the ways and extent to which selected twentieth-century (and some earlier) historical events in the United States have intertwined with music. Through the perspectives of identity, migration, race, and gender, this course will investigate the rich and varied facets of music reflective of American social change and resistance throughout the twentieth-century. The course will guide students through the development of early American music at the dawn of a young American nation, the formation of cultivated and vernacular American forms, and the journeys by which music became a way of self-identification for individuals and groups. Students will explore the evolution of Blues and Jazz as protest music. We will explore the music of Woody Guthrie and protest music in response to the Vietnam war. In our unit on migration and immigration we will explore composer Aaron Copland’s search for American sound, and the institutional discrimination of Black composers. In that context, we will also glance into the music history books and learn how historic institutions ignored black composers. In our unit on music made by Women, we will focus on composers Florence Price and Margaret Bonds, music written in response to the Suffrage Movement, music by black female singers during the Civil Rights movement and culminate the semester with protest music in response to Black Lives Matter and Me-Too movements.

Honors 199: Inquiries in Contemporary American Civilization
Kathryn Ludwig

Contemporary arts both reflect and shape social meaning. This class introduces students to works of literature, art and film that interrogate the notion of the “American Dream.” Class discussions and textual investigations will attend to the varied portraits of American life available in creative texts. We will examine pairs of texts that unsettle narratives of “equal opportunity for all” and explore how deeply rooted “American Dream” ideology within the national imagination stands in the way of widespread acknowledgement of systemic inequalities. Moreover, we will explore our situatedness as readers, acknowledging obstacles to reading outside of the cultural groups to which we belong. A primary goal of this course will be students’ development as critical readers who understand informed engagement with textual arguments as one aspect of social responsibility.
Honors 199: Inquiries in Contemporary American Civilization
Aaron Paige

Even before its independence, the music of the African diaspora was shaping America's culture. Today, more than ever, music pioneered by African Americans shapes what food we eat, what clothes we wear, and what we think is cool. In this class, we discuss the origins of each genre of music created by African Americans, and its lasting impact on American culture.

Honors 199: Inquiries in Contemporary American Civilization
Jason Powell

Much of American society is defined by consumerism. We consume money, things, relationships, status, ideas, worldviews, etc. But is consuming the best way to live? What are the perils to unbridled consumerism that we face as a country? As individuals? This course looks at the structure of American consumerism and also seeks to offer alternative ways to understanding what it means to be an authentic individual in a consumer-based society.

Honors 296: Inquiries in the Physical Sciences
David Largent

A broad survey of computer science including its history, applications, programming languages, and computer architecture. A strong emphasis will be placed on algorithms and the relationships of computer science to human concerns and society, including the social and ethical consequences raised by the application of technology in contemporary society.

Honors 296: Inquiries in the Physical Sciences / Honors 297: Inquiries in the Earth Sciences
Mary Annette Rose

Assuring access to clean, reliable, and secure electrical energy is a perplexing problem. With a long history of steam-based turbine generators driven by coal combustion, U.S. citizens enjoy one of the highest standards of living in the World. However, these systems also load the atmosphere with carbon dioxide and other greenhouse gases, sulfur dioxide, nitrogen oxides, and mercury that threaten human health, climate, and ecosystem health. Aiming to avoid future emissions of combustion gases, national policies have incentivized renewable energy production, including utility-scale wind systems and concentrating solar systems. However, each renewable energy system has its own physical constraints and consequences, including known, unintended, delayed, and cumulative. During this course, students will examine the science behind renewable energy and the modern utility scale technological systems that harness renewable energy. After analyzing empirical evidence about the benefits and negative impacts of renewable energy systems, especially bird and bat deaths and habitat loss, students will critically evaluate national policies and guidelines, then propose and defend avoidance or mitigation strategies for wind development. As a result of this study, students will be better prepared to evaluate and participate in the national debate regarding our energy future, as well as make more informed decisions regarding electricity generation and consumption.
Honors 299X: Science and Society
Obed Frausto

In this course we will explore philosophical inquiries within the fields of science, such as: What is science? What is a scientific theory? What is the scientific method? What is science for? With that purpose in mind, we will explore Kuhn’s The Structure of Scientific Revolution, which is one of the most influential books in the 20th century for developing the idea of paradigm in the context of a scientific revolution. We will explore the definition of a paradigm, why paradigms are produced, and why it is so hard to question them. In our final section, we will explore the contemporary discussion between Imre Lakatos and Paul Feyerabend. Lakatos believes that method is necessary to produce discoveries in science whereas to Feyerabend, scientific knowledge is only possible when it does not follow a method. Feyerabend argues against use of the scientific method because, according to his thought, the scientific method produces a unitarian and totalitarian perspective rather than promoting diversified and plural perspectives, which results in a type of tyrant knowledge. This debate will help us explore inquiries on the impact of science in modern society and culture. We will discuss the relationship between power and knowledge. This course counts toward the Honors College Natural Science Requirement, i.e. may be substituted for Honors 296, 297, 298, but it does not fulfill UCC Natural Science requirement.

Honors 390: Math and Art
Roza Aceska

This course explores the mathematics of artistic creations and the mathematics behind the creation of digital images. We explore a wide breadth of disciplines, including mathematics, computer sciences, art, and design. We identify influences of mathematics to art and design, identify types of math transformations and of fractal images, present original mathematically-created digital images and comment on their artistic value. We use mathematical tools to create digital images, to both visualize the effects of these tools and explore when a digital images have artistic value. These topics will be explored in a hands-on way by having students learn how to create their own images and/or movies in a laboratory-style classroom. We will employ some ready-to-use Python code and use Processing to explore the mathematics hidden in the process of creation of digital art. There will be a moderate emphasis on using the computer to create various types of images. Students will explore ways to increase the artistic value of their work during special topics weeks; this may involve guest artists and art museum visits. The course, which can go in many directions, will be guided by student interests. Grades will be based on class participation, homework, and a presentation of a final project/paper of your choosing.

Honors 390: Worldviews: Science on Stage
Jennifer Blackmer

This class is an interdisciplinary Honors Colloquium exploring the intersections between science and the arts. Science has long been the subject of artistic expression; by examining both plays and scholarly texts, students will consider the significant paradigm shifts brought about by scientific discoveries (heliocentric solar system, relativity, quantum theory) and study works of art that emerged from within these seismic shifts. Students will then develop creative projects
exploiting these connections in new ways that seek to close the perceived divide between the supposed “two cultures.”

Honors 390: Bond. James Bond.
Jaquelyn Buckrop

For more than 60 years, James Bond (007) has been a hugely popular cultural icon. This course surveys what we know and what we can learn about 007 and ourselves with the goal of creating the ultimate course in Bond. Course will examine both literary and film depictions, among other popular culture influences.

Honors 390: Risk, Improbability, and Gaming
John Emert

Each HONR 390 is an exploration of selected issues that explore a single topic in depth or connect subjects or disciplines. Emphasis is on discussion, individual projects, and ways of combining information from several sources. This colloquium will examine the present spectrum of risk and improbability through the lens of gaming. Today’s world thrives on the thrill of a chance event, as evidenced by our increasingly pervasive culture of gambling. We will explore how gaming can challenge perceived expectations and influence decisions. This colloquium will provide opportunities to explore the extent to which risk-taking impacts today’s society. This course has an advance assignment: Read Bringing Down the House (Mezrich) before the first class.

Honors 390: Civil War and American Memory
Nicole Etcheson

In this colloquium, we will discuss how Americans have remembered the Civil War, the bloodiest event in this country’s history. After an overview of the narrative of the Civil War and Reconstruction and the themes historians have found important, we will examine what aspects of the war white Northerners, white Southerners, and African Americans have emphasized from the late 1800s to the present day. In politics, religion, artwork, and popular culture, Americans have given meaning to the sacrifices and results of the war. We will examine what those meanings have been, how they have changed over time, and consider how the Civil War should be represented today. Some of the material in the course is offensive and disturbing, yet we cannot understand the memory of the Civil War without confronting it. Please be prepared to discuss difficult material in an open, yet civil and respectful manner.

Honors 390: Journeys in British Fantasy Literature
Laurie Lindberg

In this course we’ll read and discuss a range of British literary fantasy: short stories, novels, articles, and critical essays. The readings are enjoyable, but besides that, you’ll become skillful at recognizing and interpreting fantasy motifs and analyzing critical theories of fantasy and what some particular critics, as well as the writers themselves, have said about the genre and the
controversies that have surrounded it. You’ll develop your own theories of fantasy based on our readings and discussions. We’ll also analyze some excerpts from fantasy films and watch *Howl’s Moving Castle* in its entirety.

**Honors 390: Fine Focus**
John McKillip

This immersive learning class is comprised of a group of interdisciplinary students working to manage the first digital and print journal for undergraduate microbiology research. The only real requirement as a student not in the sciences is that you would have an interest and passion in helping us creatively market/communicate our main product - the journal. We work over the semester as two teams to learn about scientific publishing, manuscript management, and peer review, along with marketing and promoting our journal to the international research community. We also have partnerships with the American Society for Microbiology (ASM), University of Detroit Mercy, and the Muncie Community Schools (MCS), specifically Muncie Central High School.

**Honors 390: Emens Oral History Project**
Ronald Morris

This class is an exploration of selected issues that explore the history of the Ball State University Emens Scholarship in depth and in context to the national trends in higher education. Emphasis is on writing individual interview questions and ways of sharing information through several sources. Students will analyze critically various aspects of the course topic to determine the best possible mix of interviewees, generate knowledge both independently and collaboratively and disseminate it through oral history interviews available at the BSU Archives, and will articulate their thoughts through well-crafted discussions and presentations of their projects.

**Honors 390: Theater, Politics & Religion**
Michael O’Hara

The class will start with *The Orestia* and supporting readings as they begin to research what the rest of the texts might be. Once the class has charted out a course, we will read significant essays on aesthetic, political, cultural, and theological history and theory as well as an additional seven plays that the class believes challenged, reinforced, or transformed how intellectual and social discourse shaped, constrained, or sustained theatre, politics, sex, and religion. Students will keep a reflective journal, an electronic copy of which will be graded as the final exam. Students will also identify an important topic or interest otherwise embedded in the class for additional research that intersects with an important play in the history of theatre. They will then perform an in-depth explication and analysis on that topic/play. These efforts will result in a research paper, revised at least once, that attempts to persuade the rest of the class on the importance and/or significance of that subject. The class will vote for the most persuasive paper/presentation. A reflective essay will serve as the mid-term exam. Those three grades—midterm, research paper/presentation, and final/journal—together with a class participation grade will constitute the basis for the grade in the class. For theatre majors, the class may sub for THEA 317, 318, or 319.
**Honors 390: Latino USA**  
Susana Rivera-Mills

This course provides a foundation for understanding Latinx populations in the United States. The focus will be on the major groups of Latinos in the US: Mexican-Americans, Puerto Ricans, Central Americans and Cubans. Each group will be studied from a sociolinguistic, historical and political perspective. We will explore issues including but not limited to: migration patterns and motivations both historical and current, language maintenance and language in contact with English, community ideologies that are specific to Latinx communities in the U.S., cultural contributions and influences, and various perspectives on current political issues at the local, regional, national and international levels.

**Honors 390: Robin Hood (Online Asynchronous)**

The focus of this online asynchronous course will be on the representations of Robin Hood from the Middle Ages to the present day. By the end of the semester, students will read a representative sample of Robin Hood texts in glossed Middle English, Early Modern English, and Present Day English, analyze the various treatments of the Robin Hood tradition to ascertain what they reveal about the times and places in which they were written, trace literary themes and greenwood techniques through the various Robin Hood texts, and explain the on-going appeal of the Robin Hood tradition in literature, film, and culture.

**Honors 499: Honors Thesis, The Class**  
Jason Powell

This asynchronous online, 3-credit-hour course is devoted strictly to the production of the honors thesis. It is Honors 499, just in an online classroom format. The instructor will be the advisor for all the students in the course, and he will aid the students in the writing process, from genesis to completion. The course will be participation-heavy and work-intensive, and we are looking for students who are eager to participate, who want to interact with and encourage others throughout the process. Students will be required to engage in the peer-review process, critiquing each other’s work and offer constructive insights and perspectives. By the end of the semester, all the students in the course will have produced and submitted a polished and commendable thesis and presented it to an audience of their peers. Dr. Powell’s areas of competence for advising are predominately in the arts and humanities as well as some subjects in the social sciences. Please email Dr. Powell (jpowell@bsu.edu) to apply for a spot in the course and follow this link for an application. **Enrollment by permission only.**