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HONR 189, 810 (Online), Summer session I, Jason Powell
Latin America and the United States have maintained a tumultuous relationship for nearly two hundred years. This course provides a historical examination of how Latin American societies have responded to the United States as they have tried to emancipate themselves from their northern neighbor’s economic and militaristic dominance. Using this historical perspective we will develop an appreciation for the current social and ethical responsibilities of both United States and these developing Latin American countries as we come to terms with some of the unsavory parts of our own history.

HONR 199, 810 (Online), Summer session I, Jason Powell
There are a number of key institutions to help us determine the overall “social health” of a society. These include, but are not limited to, health care, education, penal system, welfare, and labor, as well as social institutions such as race, class and consumerism, and gender. In the United States these institutions take on special gravitas as we push our way into the twenty-first century with a struggling health care systems, an educational system under attack, the highest incarceration rate in the world, and the least fortuitous labor market and welfare safety net among industrialized western nations. This course will examine these vital American institutions by focusing on the central problems while proposing workable solutions.

HONR 203, 810 (Online), Summer session I, Tim Berg
The Honors Humanities sequence (HONR 201, 202, 203) is an engagement with the great questions of what it means to be human and with some of the major responses to these questions, primarily in the West. Honors 203 is the final course in that sequence, focusing on the 19th, 20th, and 21st centuries and building on the work in Honors 201 and 202, though students are not required to have taken Honors 201 or 202 before enrolling in this course. Honors 201 examined ancient notions of how to live the good life. In Honors 202 we saw a religiously-focused West evolve over time toward more critical analysis of everything (religion, the physical universe, what humans can know, political organization) and we saw a breakdown in the certainty about the world that seemed to characterize earlier eras. In Honors 203 we’ll see a continued questioning of traditional sources of meaning along with a larger search for new sources of meaning, whether personal and idiosyncratic or systematic and analytical. How did humans in the West attempt to make meaning of themselves and their world between 1800 and today? What answers did they find, if any? The course texts and learning opportunities are all chosen and designed to help us engage these ideas and questions, and as we go along we’ll encounter a range of responses to these questions that will perhaps disturb our commonly-held notions of who we are and why. This is a central theme in the intellectual history of the West in the last 200 years. As older rocks crumble or become unsteady, where do we find solid places to stand and be? Along the way, as you examine some of the responses of others in the past to these issues, you’ll have an opportunity to think deeply about who you are, why you are the way you are, what your values are, and who you want to be.

This 5-week, online-only, 3 credit-hour summer course takes as its guiding spirit the words of poet Mary Oliver, who wrote, “Instructions for Living a Life: Pay attention. Be astonished. Tell about it.” To that end, we’ll engage in an experimental, problem-based, choose-your-own-adventure learning approach that departs from the more traditional discussion-format found in our on-campus versions of 203. You will engage in personal projects based on the course readings designed to help you come to some of your own preliminary answers to one or more of the big questions our course authors faced. We’ll pay
close attention to what they engaged and what astonished them, see what astonishes us in their responses, and you’ll then craft your own ways of telling about it and making meaning from it all via an individual course project. Be aware that the 5-week schedule makes the reading and workload more intense than it is during a 15-week semester, so consider this if you are planning to take multiple summer courses and/or have a heavy work schedule.

HONR 297, 800 (Online), Summer Session I, Scott Rice-Snow
Explore volcanic, mountain, and desert landscapes in Yellowstone and Grand Teton National Parks and Craters of the Moon National Monument. Let the region inspire your ideas for creative writing, design, game mastering, education, art, music, and other creative project areas. The field experience component has been removed; this is now an online course.

HONR 298, 820 (Online), Summer Session II, Jagdish Khubchandani
This course builds on the concept of the historical term “international health” to better understand the modern term “global health”. With increasing globalization and communities becoming melting pots, the issues of global health are interconnected with the most demanding socio-economic, physical, cultural, and biological stresses of the 21st century. This course examines major global health challenges, programs, and policies. Students will be introduced to the world’s vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities and explore major global initiatives for disease prevention and health promotion. In addition, the students will be introduced to topics that interface with sociology and public policy, but influence health of global populations (e.g., poverty, conflicts and emergencies, health inequity, and health systems reforms).

HONR 390, 800 (Online), Summer Session 10 weeks, Jackson Bartlett, “Gender & Society”
This course introduces students to the concept of gender as a social construction, paying attention not just to the social construction of femininity, but of masculinity, sex, sexuality, and the body. Starting with general sociological theories of gender and intersectionality (gender’s relationship to other modes of social difference, such as race, class, and sexuality), the course will then transition toward the ways in which gender inequality is produced, reproduced, and contested in various aspects of daily life and society. Examining gender in relationship to social institutions like family, reproduction, work, education, housing, the state, markets, and health, students will be asked to reflect on structure and agency, socialization and norms, social control, and material inequality. Students should come away from this course better able to “see” gender in their daily lives, equipped with analytical lenses that will allow them to view problems at the individual, interactional, and institutional levels of society.
HONR 390, 811 (Online), Summer Session I, Tim Berg “Photography and Visual Culture”
In this colloquium we’ll take a close look at photography as a means of understanding the world. This is not a history of photography but rather a more thematic look at some of the major issues in photography and visual culture. In what ways does the making and viewing of photographs and visual images shape how we understand reality, our world, ourselves? What does it mean to be the subject of a photograph? How does that change our conception of reality? We’ll ask some tough questions about these kinds of issues. We’ll examine such themes as documentary photography, visions of the self, historical memory, photography and the art world, photography as witness, photography and fiction, and other issues. We’ll also think about the larger topic of visual culture, exploring what it means to know the world through visual sources. In addition to readings and discussions, we are going to make photographs. Students will produce their own photographic work that intersects with some of the larger course themes. We’ll be doing portraiture and self-portraiture, documentary, social landscape, and other photographic assignments. Prior experience with a camera is NOT a prerequisite for the course, nor is owning a camera. Cameras can be borrowed from the library for the assignments. Please note that this course is NOT a "how-to" course in manipulating the camera, developing film, using Photoshop, etc. though I can answer questions about those things. Instead this colloquium is about ideas in photography, and we'll engage those ideas through a mixture of history, theory, aesthetics, cultural studies, and hands on experience making images. Course readings will include: Roland Barthes, Camera Lucida, John Berger, Ways of Seeing, Graham Clarke, The Photograph, and Susan Sontag, On Photography, among others. I am a practicing fine art photographer. You can see some of my work at http://www.flickr.com/photos/30720551@N08/.

HONR 390, 812 (Online), Summer Session I, Craig Webster, “Robots and the Future of Tourism”
While the history of the future is not yet written, the future will happen and the drivers that will lead to the future are already in motion. Already we know that robots and artificial intelligence are changing the economy and that these technologies will be incorporated increasingly in all sectors of the economy, including hospitality and tourism. There are many other political, social, economic and ecological trends that will influence the way people will experience hospitality and tourism in the future. In this course, students will have the opportunity to think about the way the world is changing and how people will experience tourism in the future. Students will explore such issues as how robotic technologies will be incorporated into the hospitality and tourism industry in the future. Students will also explore other key concerns that will impact upon tourism in the future such as oil depletion, the rise of the economies in Asia, and security threats will impact upon tourists and tourism in the future. Since students will be living in a reality that is different from what is already in place, students will have the opportunity to think about and prepare for the new world that they will face and how the new world will impact upon people, businesses, and industries (specifically, the hospitality and tourism industries). Students will discuss and analyze current technological, political, economic, social, and ecological trends and link them to how people will experience tourism in the future. There will be discussions of those forces that seem to be most relevant and assignments designed to enable students to explore the forces that will shape the future world we live in and tourism in the next 20-50 years.

HONR 390, 813 (Online), Summer Session I, Diane Bottomley “Contemporary Social Issues Book Club”
This class will explore contemporary social issues and will be organized in a book club format. Students will read and discuss several books pertaining to contemporary social issues. Dr. Bottomley is a reading and literacy specialist and has been a valued mentor for many Honors College HONRS 499 projects.