

HONORS COLLEGE



Course Offerings
SPRING 2026

HONORS COURSE OFFERINGS

Spring 2026

Community note: If you are not an Honors College student but would like to enroll in one of our courses, that's wonderful news. Please email Associate Dean Kristin Barry (kmbarry@bsu.edu) or honors@bsu.edu for permission.

HONR 176 **Inquiries in the Physical Sciences**

Section 1: Computer Science and Algorithms to Live By (3 credits)

David Largent

Tuesday, 3:30-6:00 PM

CRN: 46463

The major purposes of this course are to help you understand what algorithms are, how they work, and that they exist in your life. What you learn here can apply to virtually any activity you participate in, whether that be in your professional or private life. This course provides 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. Class time will be split between small and large group discussions and small group activities that reinforce the course topics. *This course will be of particular interest to anyone curious about how algorithms exist in their life. No prior knowledge of algorithms or computer science is needed or expected.*

HONR 178

Inquiries in the Life Sciences

Sections 1 & 2: Movement for Health and Wellness (3 credits)

Bridget Lester

Section 1: Tuesday & Thursday, 9:30-10:45 AM

CRN: 46465

Section 2: Tuesday & Thursday, 11:00 AM - 12:15 PM

CRN: 47509

While it is commonly recognized that regular physical activity and exercise promote optimal health and wellness, most people in modern societies fall short of recommended levels. This course will explore the science behind the powerful benefits of an active lifestyle while also addressing the common barriers that prevent people from moving. We will take an evolutionary perspective, examining how physical activity was essential for human survival and comparing the lifestyles of hunter-gatherer societies with those of modern populations. Our approach to this topic will be to seek joy and meaning in an active lifestyle.

HONR 179

Honors Introduction to Science and Society

Sections 1 & 2: The Impact of Scientific Innovation on Human Health and Longevity (3 credits)

Bridget Lester

Section 1: Tuesday & Thursday, 2:00-3:15 PM

CRN: 46466

Section 2: Tuesday & Thursday, 3:30-4:45 PM

CRN: 46640

Over the last 120 years, scientific innovations have allowed human lifespan to dramatically increase. This course will explore the ways that science and society converged to increase human longevity, including challenges people faced to establish new ways of living and ethical tragedies that shaped how human research is performed. Furthermore, the course will also discuss emerging scientific innovations, such as advancements in biotechnology and artificial intelligence, that will strongly impact human health in the years to come. Finally, the impact of modern science on society will be related to the major themes of the classic novel *Frankenstein*.

Sections 3, 4, and 5: Science Communication for Wildlife Preservation (3 credits)

James Rankin

Section 3: Monday, Wednesday, and Friday, 1:00-1:50 PM

CRN: 48287

HONR 179 cont.

Section 4: Monday, Wednesday, and Friday, 2:00-2:50 PM

CRN: 48288

Section 5: Monday, Wednesday, and Friday, 11:00-11:50 AM

CRN: 48289

This class focuses on how to discuss and communicate the nuisances of scientific research to audiences outside of academia to enact change in the world through advocacy and public education. Students will learn how to discuss science in the broader social, anthropological, and cultural contexts surrounding science. The course integrates emerging research, examines modern problems, and immerses students in various aspects of wildlife conservation in Indiana.

HONR 189 **Inquiries in Global Studies** **Honors Introduction to Global and Social Issues**

Sections 1 and 880: Wisdom Traditions (3 credits)

C. Mickey Lorkowski

Section 1: Monday, Wednesday, and Friday 1:00-1:50 PM

CRN: 40626

Section 880: Online Asynchronous

CRN: 46467

What if your college class was a lab for living well? This course is a hands-on exploration of the world's greatest wisdom traditions- from Stoic philosophy and Buddhist mindfulness to Indigenous storytelling and the hidden wisdom in pop culture. We won't just read about these ideas; we'll apply and test them. Through practical challenges and creative projects, you'll assemble your own personal "wisdom toolkit," learning how ancient and modern insights can help you understand and navigate the complexities of today's world.

Sections 2 and 3: The Intertwined Relationships Between Music & Power Around the World (3 credits)

Galit Gertsenzon

Section 2: Tuesday & Thursday, 8:00-9:15 AM

CRN: 20498

Section 3: Tuesday & Thursday, 9:30-10:45 AM

CRN: 20499

Throughout history and across the globe, the human impulse toward music-making has provoked continuing discourse over its use in times of peace and conflict. From Beethoven to Beyoncé, music is an expression of power, persuasion, resistance, and revolt. This course examines the role that music plays in our individual and collective

HONR 189 cont.

experiences and considers the intersectional relationship between music and power around the world. We look at national anthems and national identity, protest music, propaganda, and war (past and present). With particular emphasis on regions outside of North America and Western Europe, we aim to broaden the scope of global inquiry beyond the familiar, presenting cultural and socio-political landscapes in China, North and South Korea, the Middle East (Afghanistan, Egypt, and Iran), Russia, and Ukraine. *This course will be of particular interest to College of Fine Arts students and any students with an interest in music and performance, politics, geography, and culture studies.*

Section 4: Where Are You Eating? (3 credits)

Kelsey Timmerman:

Tuesday & Thursday, 9:30-10:45 AM

CRN: 20507

In this course, we will follow the food on our plates around the world in order to explore the environmental, cultural, political, historical, and social issues impacting our diets, our lives, and our planet, including climate change, slavery, colonialism, neocolonialism, and the green revolution. *This course is appropriate for students interested in Philosophy, Anthropology, Geography, Education, Business, Marketing, Communications and Media, Environmental Sciences, Environmental Design, Agriculture, Healthcare, Social Work, Political Science, and Economics.*

HONR 190 Honors Introduction to Humanities and the Arts

Section 1: Bending Toward Justice (Signature Experience, 3 credits)

Beth Dalton

Monday, Wednesday, and Friday, 10:00-10:50 AM

CRN: 48290

In this Honors 190 course, we will examine—through discussion, research, and writing—literature and works of art from a variety of time periods and cultures that ask the enduring question, “What is justice?” In our quest, we will look at the foundations some ancient civilizations laid in their efforts to redress wrongs or create just communities. We will also examine more recent efforts to identify problems and address them. Texts we will examine include *Hammurabi’s code*, Aeschylus’s *Oresteia*, tales from *One Thousand and One Nights*, Robert Owen’s writings, and the much more recent *Devil in the White City* by Erik Larson. *This course is open to Signature Experience students.*

Pursue your
Passion and
your Purpose



BALL STATE
UNIVERSITY

HONR 199 **Inquiries in American Civilization**

Section 1: Eyewitness Misidentification and Social Injustice (3 credits)

Robin Blom

Tuesday & Thursday, 2:00-3:15 PM

CRN: 20502

Eyewitness misidentification is the leading cause for wrongful convictions in the United States. This course examines common mistakes made by prosecutors, judges, jurors, and journalists in interpreting eyewitness reports that have resulted in innocent people behind bars. Students analyze crime reports to better understand the pitfalls of human memory and will be put to the test as eyewitnesses themselves. They will also explore true crime narratives in documentaries and podcasts, especially those dedicated to potential wrongful conviction cases. (There are asynchronous classes throughout the semester.) *This course will be of particular interest to College of Communication, Information, and Media students and any students with an interest in criminal justice.*

Section 2: The Techno-Consumer Human: A Philosophical Approach (3 credits)

Jason Powell

Monday, Wednesday, and Friday, 9:00-9:50 AM

CRN: 20500

Today, so much of American culture is understood in terms of consumerism and technology. We consume money, things, relationships, status, ideas, etc., but often fail to ask what are the perils to the unbridled consumerism that we face as a country? As individuals? For Millennials and Gen Zers, the forms of consumerism have changed drastically in the last 20 years, in large part because of technological advances. Indeed, the recent explosion of AI gives a special urgency to what it means to be a human being in such a society. *This course asks these questions and is for anyone who is not only interested in the deeper philosophical questions about the relationship between humanness, technology, and consumerism, but also for those who seek a more nuanced sociocultural criticism of America today.*

Sections 3 and 4: Sex and Zombies (3 credits)

Naomi Bennett

Section 3: Tuesday & Thursday, 12:30-1:45 PM

CRN: 35578

Section 4: Tuesday & Thursday, 3:30-4:45 PM

CRN: 46481

This course will take a close look at zombies as sexual beings. We will begin by looking at the origins of the zombie in West and Central Africa, coming to Haiti through the transatlantic slave trade, and eventually landing on the shores of the United States as one of the most enduring and undying horror monsters. As a representation of the dangerous "Other," we will critically examine what it means to be a gendered, sexualized, and sexually active zombie. We will examine the zombie as a metaphor for cultural anxieties related to the fear of miscegenation and racial tensions, the sexually liberated woman, gay male sexuality and the threat of AIDS, and the zombie as an unlikely focus of budding teen sexuality in shows such as Bob's Burgers. *This course will be of particular interest to students who study film*

HONR 199 cont.

and media, particularly the horror genre. This course may count as an elective for the Women's and Gender Studies major and minor. Contact Melinda Messineo at mmessineo@bsu.edu for more information.

Section 5: The Power of Music, Culture, and Society in the United States (3 credits)

Galit Gertsenzon

Tuesday & Thursday, 11:00 AM -12:15 PM

CRN: 35113

Music has the extraordinary power to evoke a strong emotional response in the listener. Pervasive and persistent, the interplay between music and social commentary in the United States is as varied and spirited as America itself. Throughout our nation's history, music has proven a remarkable force of unity and resonance—shaping identity, directing social change, and sustaining the human spirit. This course explores musical expression in the United States and examines the sociopolitical environments that give rise to a distinctly American voice. We'll listen closely to ideations of power, resistance, equality, and peace as we explore a variety of musical testimony. We will explore narratives of migration, immigration, race, religion, and class, as well as interconnection. Student work includes classroom and online discussions, listening-based assessments, critical reflection, and, if preferred, performance. Depending on student interests, this course may culminate with various performances during the Honors College music and arts showcase (artwork, poetry, prose, music). *This course will be of particular interest to College of Fine Arts students and any students with an interest in music and performance.*

HONR 201 Inquiries in Earliest Cultures to ca. 500 CE

Sections 1 and 2: The Golden Ages (3 credits)

Beth Dalton

Section 1: Tuesday & Thursday, 9:30-10:45 AM

CRN: 35601

Section 2: Tuesday & Thursday, 11:00 AM - 12:15 PM

CRN: 40633

In this class, we will read literature and discuss art from the earliest flowerings of civilization in Sumeria, Greece, Rome, India, and China. Each of these ancient civilizations experienced a golden age of cultural and technological excellence that reverberates through our lives even today. We will read, discuss and write about a selection of epics, lyric poetry, and drama. In addition, we will explore the visual arts produced by each of these civilizations. As we do so, we will continue to ask those Enduring Questions: What is the purpose of art and literature? Who is it for? What does it reflect about the original culture, and what does it mean for us today? *This course will be of particular interest to students who love stories and storytelling, creative writing, history, classics, and the visual arts.*



If you are not an Honors College student but would like to enroll in one of our courses, that's wonderful news. Please email Associate Dean Kristin Barry (kmbarry@bsu.edu) or honors@bsu.edu for permission.

HONR 201 cont.

Section 3: The Shock of the Foreign: Ancient Clashes and Culture (3 credits)

C. Mickey Lorkowski

Monday, Wednesday, and Friday, 2:00-2:50 PM

CRN: 40634

How does conflict with foreigners forge a culture's identity? This interdisciplinary course examines how ancient societies defined themselves through encounters with "others." We will explore how war, trade, and colonization were not just political or military events, but profound cultural catalysts that forced societies to re-evaluate their own philosophies and inspired new forms of literary and artistic expression. Our central question will be, "How does contact, whether violent or peaceful, shape a culture's sense of self and its creative output?"

Section 4: From the Caves: How Humanity Emerges into History (3 credits)

Pete Davis

Monday, Wednesday, and Friday, 10:00-10:50 AM

CRN: 40636

Starting with the first traces of human thought, the cave paintings of Western Europe, we will examine the way that human culture bursts from the relatively unknown origins of pre-history and grows to dominate life on this planet. The struggle of defining ourselves against the backdrop of a world previously dominated by wild animals produces a culture both captivated and fearful of the surrounding environment. From the ice-age paintings of vicious animals on cave walls and the earliest human literature of the Middle East to the lyric poetry of the Egyptians and the great epics of the ancient Greeks and Romans, we will follow the weird thread of early human thought as it begins to distinguish itself from the animal kingdom and begins to lay the foundations for all subsequent history. *This class will be of particular interest to students interested in early art, primitive man and the development of ancient artistic expression.*

Section 5: Wisdom and Her Daughters (3 credits)

Bart Huelsenbeck

Tuesday & Thursday, 11:00 AM - 12:15 PM

CRN: 48292

Course Description: "It is bad when one thing becomes two." The focus of these sections of HONR 201 is wisdom. Ancient stories often communicate hard-won lessons. They aim to teach. They pass down knowledge for the ages. In early antiquity, this kind of wisdom is all-embracing—touching on subjects as diverse as philosophy, science, religion, and the arts. Over time, the pursuit of wisdom becomes more systematic and specialized. A wisdom that was once one thing becomes many. In this course, we will explore the evolution of wisdom as expressed in stories, religious and philosophical texts, and other media. Some of our themes and questions: What are the results, both positive and negative, of wisdom's evolution? How do we define knowledge? How should it be used and communicated? *This course will be of particular interest to students who love stories and storytelling, poetry, philosophy, creative writing, language, history, anthropology, classics.*

HONR 202

Inquiries in Cultures from ca. 500 to ca. 1800 CE

Sections 1, 2, and 3: Ways of Knowing (3 credits)

Tim Berg

Section 1: Monday, Wednesday, and Friday, 9:00-9:50 AM

CRN: 46469

Section 2: Monday, Wednesday, and Friday, 10:00-10:50

CRN: 20522

Section 3: Monday, Wednesday, and Friday, 11:00-11:50

CRN: 39433

In this course we will be thinking about two of the major ways we make sense of our lived experience: feeling and thinking. While I've separated them here, these two ideas are, of course, deeply intertwined ways of knowing. But sometimes we know things via feeling more than logical thinking. And other times logical thinking satisfies our hunger. Sometimes both bring more questions than answers, and that's ok, too. We will examine a range of approaches to these notions of feeling and thinking. Most will come from the period between 100 c.e. and 1800 c.e. Some are written texts, some visual. We will do some experiential things, too, in order to feel as well as think about these ideas. The course is designed to be an experience to engage in rather than a body of content to master and be tested on. We will practice the European Medieval process known as *lectio divina*, (Latin for "divine reading"), a process that helps us engage with texts and their deeper meanings in order to improve our lives. The short-term goal is to have meaningful experiences with the voices and minds of other people and learn new ways of feeling, thinking, and understanding what it means to be human. The long-term goal is your personal transformation – to be moved and changed by the ideas you encounter – to grow and develop as human beings, to help you confront some of the main issues that come with being human, and to do so in a challenging but supportive, kind, and loving environment in collaboration with others. This course offers you an opportunity to develop new ideas about yourself and the world you live in and to engage in the on-going process of a meaningful construction of a good life well-lived. Through texts, artifacts, and experiences from a range of people and cultures, you'll be asked to grow your intellect and to open your hearts, to think and feel in new ways. This is our true and noble work.

Section 4: The Sacred, the Profane, and the Worldly: Forging Modern Life through Religious Conflict (3 credits)

C. Mickey Lorkowski

Monday, Wednesday, and Friday, 3:00-3:50 PM

CRN: 39435

What if the modern world is the masterpiece of heretics? This course provides an interdisciplinary analysis of how the "Worldly," the secular sphere of everyday life, commerce, and individual autonomy, emerged from the sustained dialectic between institutional orthodoxy and heterodox challenge. We will examine how the Sacred (the dominant complex of philosophy, theology, and art that reinforced religious culture) was systematically contested by the Profane (the heterodoxical ideas and expressions that subverted it). Through primary sources ranging from Aquinas's theology and Gothic architecture to the radical philosophy of Spinoza and the gritty realism of Caravaggio, we will trace the production of a new social reality.

HONR 202 cont.

Section 5: The Monsters We Make (3 credits)

Amy Bosworth

Monday, Wednesday, and Friday, 11:00-11:50 AM

CRN: 20519

This course will explore how individuals or groups became “monsters” in the public consciousness. Why did 9th-century Europeans view medieval Scandinavia as the land of plundering, marauding heathens? What motivated 16th-century communities to label some women as “witches” and subject them to horrible acts of cruelty? Why are some histories celebrated, while others are willfully forgotten? Using primary and secondary source readings, along with art, objects, videos, podcasts, etc. we will study several examples of the “Othering” of individuals and groups from c.500-1800 and address what motivated these actions.

HONR 203 Inquiries in Cultures from ca. 1800 CE to the Present

Section 1: The Human Condition: Russian Style (3 credits)

Jason Powell

Monday, Wednesday, and Friday, 8:00-8:50 AM

CRN: 46470

Join us as we take a literary journey through the rapidly changing social and cultural landscape of the nineteenth and twentieth centuries to try to discover what it means to be a human being. Our case study will be great Russian writers, who will help us grapple with the introspection of our mortality, the ennui of bourgeoisie culture, and the fracturing of selfhood under the crushing weight of twentieth-century totalitarianism. Together, we will try to better understand this amorphous thing we call humanness in a post-enlightened and post-industrial world in a time of radical sociopolitical change. *This course is for anyone who loves history, literature, philosophy and the wonderful ideas that are born from them.*

Sections 2 and 3: Our Lives, Our Labor (3 credits)

Kelsey Timmerman

Section 2: Tuesday & Thursday, 11:00 AM - 12:15 PM

CRN: 46471

Section 3: Tuesday & Thursday, 2:00-3:15 PM

CRN: 42259

From industrialization in the 1800s to the present-day gig economy and AI, technology has shaped what humans do with their time, how we see ourselves in the world, how we treat each other and nature. In this class, we will encounter works of literature, art, and ideas trying to make sense of our lives and our labor in an ever-changing world. We'll see how ideas spread across cultures. For instance, yoga influenced Thoreau and his idea of Civil Disobedience, which influenced Gandhi's nonviolence, which influenced Martin Luther King Jr. Through Canvas responses, group

HONR 203 cont.

discussions, and small group work, we will practice asking questions of the art, the artist, society, ourselves, and each other. Many of these questions won't have definite answers, but, in the pursuit of them, it's my hope you'll be further down a path that leads to a life and a life's work of meaning and purpose. *This course is appropriate for students interested in Philosophy, Anthropology, Geography, Education, Business, Marketing, Theatre, Art, Environmental Sciences, Environmental Design, Healthcare, Social Work, Political Science, and Economics.*

Section 4: Performance and Technology (3 credits)

Naomi Bennett

Monday, Wednesday, and Friday, 2:00-2:50 PM

CRN: 47564

During the semester we will explore the history and evolution of digital, virtual, and multimedia performance. From the first computer programs written by Ada Lovelace in the 1840s and Wagner's immersive Bayreuth Festival Theatre built in the 1870s, we'll trace the ways that artists have been on the forefront of integrating technological advancements to push the boundaries of aesthetic performance. We will look at what it means for performance to be technologically entangled, including the integration of robotics, cyborgs, holograms, and current debates on the ethics of using generative AI in art and performance. We'll examine issues of time, space, and co-presence through analytical and theoretical readings, as well as experiment with creating our own short performances to explore the potential of technology as a creative tool. *This course will be of particular interest to students studying theater, dance, multimedia performance, or who have an interest in video game design or social media interaction and performance.*

HONR 299X Inquiries in Cultures from ca. 1800 CE to the Present

Section 1: The Body and Culture (3 credits)

Cristina Freiburger

Tuesday & Thursday, 3:30-4:45 PM

CRN: 42290

Bodies offer a wealth of knowledge about the lived experience. Bodies communicate many intriguing and significant ideas about societies and the individuals that comprise them. Ideas around the body are best informed by an interdisciplinary approach that combines biology and social theory. For this class we will focus primarily on perspectives from biological/medical anthropology. Pulling social theory from other humanities and other fields of study this class will provide an effective way of formulating and evaluating how societies view bodies and individuals. Viewing bodies as symbols and forces that retain information about social processes and practices. For this class we will exam both the past and present. We will examine cultural modification of the body including tattoos, dental and cranial modifications as well as the symbolic meaning behind altering bodies and/or body parts. We will look at how bodies are resistance, subjectivity and show their lived experience both physically and socially.

HONR 390 Honors Colloquium

Section 1: Design for Web with AI (3 credits)

Michael Lee

Monday & Wednesday, 10:00-11:15 AM

CRN: 35106

Discover the future of web design in our “HTML, CSS, and AI-Powered Web Development” course! Starting with a clear foundation in how the internet works—from its underlying structure to how websites are delivered—you’ll gain a strong understanding of the digital landscape. From there, we’ll dive into hands-on lessons in HTML and CSS, building the skills to create clean, functional, and visually appealing web pages. What sets this course apart is the integration of AI-assisted design, where you’ll learn to craft effective prompts that generate HTML and CSS code, accelerating your workflow and inspiring creativity. Whether you’re a beginner or looking to modernize your web development skills, this course will equip you to design smarter, faster, and with confidence.

Section 2: Love Where You Live: The Importance of Neighborhoods (1 credit)

Heather Williams

Monday, 2:00-2:50 PM

CRN: 35102

Neighborhoods are the basic building blocks of our cities and towns, and they are often where grassroots change takes place. This course will investigate the history of city development in America with an emphasis on the importance of neighborhoods. Readings and discussion will focus on the many dimensions of today’s neighborhoods, including the forms they take, the forces and factors influencing them, and the people and organizations trying to change them. We will use Muncie, IN (Middletown, USA) as our living laboratory. Students will tour the community by bus, work with a city neighborhood to address a community need, and explore what it means to love where they live.

Section 3: Jane Austen's England (3 credits)

Beth Dalton

Monday, Wednesday, and Friday, 11:00-11:50 AM

CRN: 35100

As an author, Jane Austen was much more than witty woman with a hobby, or a writer of romantic fiction in which well-behaved young women are rewarded with weddings after learning their lessons. A keen observer of Regency-era manners and locales, Austen’s legacy to Western literature is undeniable. For a comprehensive look at Austen’s England, the class will read Austen’s completed, published fiction, paying special attention to Austen’s use of setting (in the larger sense, this includes time period and social issues as well as geographic location) in her fiction. In addition, students will look at some popular criticism of her fiction and influence as a writer. An important, and enjoyable, component of this class is a field study to England during spring break, where we will examine some of the more famous Austen-related locales, including her childhood home of Steventon, her most despised city of Bath, and Chawton, the village where she lived the last but most productive years of her life. During this field study, students are charged with studying the settings in which Austen lived and positioned her characters’ lives.

HONR 390 cont.

Section 4: The discursive construction of poverty: comparative studies from the West and the Global South (3 credits)

Abdelaadim Bidaoui

Monday, Wednesday, and Friday, 1:00-1:50 PM

CRN: 35101

The course provides an overview of mainstream Western and non-Western media coverage of poverty, inequality, and marginalization. The way poverty or any other social construct is discursively defined and perceived designates its weight and shapes how people react to it. This course allows students to understand the mediation and discursive construction of poverty and inequality. Specifically, it offers a comparative study of the construction of poverty with a focus on cases from the West and the Global South. The goal is to offer a good understanding of poverty in the news by examining the tone of coverage (negative, neutral, or positive), the type of sources (government officials, experts, media, international organizations...), and the framing of poverty (social/collective responsibility, individual responsibility, rationalizing frame, and corruption or state failure). The course will present a rich educational experience for promoting analytical skills and critical insights into how the difference in culture may lead to difference in how the media portrays poor people either as “deserving” by giving more weight to the positive tone and social/collective frame or “undeserving” by highlighting the negative tone and the individual frame.

Section 5: A Life in Story: The Musical Poetry of Ethel Cain (3 credits)

Jason Powell

Tuesday & Thursday, 8:00-9:15 AM

CRN: 35557

The Southern Gothic artistic genre exposes the American South’s oppressive past and present, tackling themes such as the faux American Dream, religious oppression, poverty, and other social injustices. Ethel Cain, a contemporary Southern Gothic musician, has built her short but illustrious career around topics of religion, feminism, and queer oppression in Bible-Belt America. Focusing on her two amazing concept albums, *Preacher’s Daughter* and *Willoughby Tucker, I’ll Always Love You*, this class will examine the themes, narrative voice, and poetic devices of these works, and seek to situate them within their genre and contemporary historical context. *This course is for lovers of music, poetry, philosophy, cultural criticism, and lots of interesting discussions!*

Section 6: Doing Good Better (3 credits)

Kelsey Timmerman

Tuesday & Thursday, 3:30-4:45 PM

CRN: 43790

The world is full of inequities and injustices. It’s good to want to do something about it. However, sometimes our individual and societal motivations are flawed, our intentions misguided, and our efforts hurt more than help. In this course, students will examine social and environmental injustices and ways that individuals, nonprofits, NGOs, and governments have sought to address them (microfinance, direct cash payments, effective altruism, protests, political action, techno and cultural climate fixes). Ways that worked and ways that didn’t. Students will also examine how their own lives are tied to these issues and how they can use their own gifts, privileges, and challenges to make

HONR 390 cont.

a positive difference in the world. *This course is appropriate for students interested in Psychology, Philosophy, Education, Business, Marketing, Communications and Media, Environmental Sciences, Healthcare, Education, Social Work, Political Science, and Economics.*

Section 7: Contemporary Native American History, Art, and Culture (3 credits)

Jim Buss

Monday & Wednesday, 3:00-4:15 PM

CRN: 39520

This course examines Native American history from the early twentieth century until the present by using contemporary art, television, film, literature, and social media created and produced by Native artists to provide a window into contemporary issues related to Indian Country and beyond.

Section 8: The Photograph (3 credits)

Tim Berg

Monday, Wednesday, and Friday, 3:00-3:50 PM

CRN: 35105

What is a photograph? How does it work? What does it want? Photographs create an alternate universe that collapses time and space. Or does it? We'll be asking some heavy questions about that universe. In what ways does the making and viewing of photographs and visual images shape how we understand reality, our world, and ourselves? We will center our investigation using two of the most influential pieces of writing about photography, Susan Sontag's *On Photography* (1977) and Roland Barthes' *Camera Lucida* (1980). Everything that's been written about photography since then has done so in reference to these two books. We'll read these texts, along with a few other texts, and, of course, view and analyze lots of photographs by others and make some ourselves. This is not a how-to course in making photographs, though we will make some. It is rather, a philosophical and cultural investigation of the photograph as a major element in our contemporary lives.

Section 800: Silenced Voices: Exploring the Music, Art, Film and Literature of World War II (3 credits)

Galit Gertsenzon

Online Asynchronous

CRN: 45080

This online course considers the historical events of World War II and the Holocaust in the context of music, art, film, and literature, honoring the lives of those who made it (art, composition, and performance), commemorating it (music, film, and literature), and acknowledging the tactics of those who exploited it (propaganda and expurgation). Together we explore the diverse roles that various arts played during the years 1933–1945, including the Nazi use of music and art as a means for censorship and discrimination; music performance and artistic creation in various ghettos and concentration camps in Europe; and ways in which composers, performers, and audiences used music for emotional and physical survival and for spiritual resistance during World War II and after. We survey a treasury of

HONR 390 cont.

musical artworks composed in Nazi concentration camps and ghettos and dive deep into artworks that testify to the horror and heroism of this extraordinary time. We consider how art and music-making were central to persecuted life in the prison camps and how officials exploited orchestras for various purposes, including entertainment for perpetrators and execution for prisoners. Through primary source documents, scholarly literature, and listening exercises, we witness personal and collective tragedy through the arts. Course themes will teach students about diverse minorities persecuted by the Nazis, including Jews, LGBTQIA+, Black, Sinti, and Roma people. Depending on student interests, this course may culminate with various performances (poetry, prose, music) of compositions created or banned during the war or made in postwar response. *This course will be of particular interest to College of Fine Arts students and any students with an interest in music and performance.*

Section 9: Neurodiversity & Disability Studies (3 credits)

James Rankin

Thursday, 12:30-3:00 PM

CRN: 36555

An in-depth experience and view into neurodiversity/disability rights history. The overarching goal of the course is to explore the lived experiences of neurodivergent individuals in today's society. As part of the colloquium, focus will be on building or executing a research project examining the neurodivergent experience.

Section 10: Artful Lives: Purpose, Values, and Meaning through the Arts (1 credit)

Seth Beckman

Tuesday 3:30-4:20 PM

CRN: 45079

Rudine Sims Bishop has used the metaphor of "mirrors, windows, and sliding glass doors" to describe books and literature. By association, this metaphor describes the arts as well. And so this colloquium examines perspective, and how engaging with the arts can inspire self-exploration of purpose, values, and meaning.

Section 11: Performing Visual Art (3 credits)

Naomi Bennett

Monday & Wednesday, 4:00-5:15 PM

CRN: 39827

This interdisciplinary course examines visual art through the practice of embodied performance. As both a method and a way of being, performance allows for a deeper understanding of cultural texts. Combining theories of visual culture and performance studies, students will learn methods and techniques for analyzing, interpreting, and adapting visual artworks through physical performance. Looking at artworks from the Cercle et Carré artist group (currently on display at the David Owsley Museum of Modern Art through December 19, 2025), Bauhaus, and the study and creation of graphic scores, students will explore techniques for analyzing, interpreting, and bringing abstract art to life as a visual-physical score. The culmination of this course will ask students to create original performance adaptations of a work of visual art, connecting their own lived experiences with a close analysis of the artwork, artist, and historical context in which it was created. *This course will be of particular interest to students*

HONR 390 cont.

who like to move and use their bodies, including physical performers, athletes, and anyone who can't sit still. All bodies and abilities welcome!

Section 12: The Taylor Swift Phenomenon: Exploring Her Music, Poetry, Fandom, Business, and Policy (1 credit)

Galit Gertsenzon

Wednesday, 12:00-12:50 PM

CRN: 46473

From *Fearless* to *The Life of a Showgirl*, Taylor Swift sings—and millions worldwide follow. In this course, we will explore her remarkable impact as a poet, influencer, entrepreneur, and cultural icon who has redefined music, identity, business, and society. Whether or not you consider yourself a Swiftie, this course has something for you. Taylor has reshaped our understanding of poetry, fandom, policy, and industry. Each Wednesday, we'll meet to engage in discussions and explore one theme alongside one studio album. Between sessions, students will journal on the musical and literary dimensions of her work. Together, we'll consider how Swift's music crosses boundaries of business and industry, sexuality, gender, race, and class—and most importantly, how words and music can serve as catalysts for self-transcendence and human connection. *This course will be of particular interest to students interested in music, culture, business, and fandom. All majors are welcome!*

Section 13: The Politics of 1968 (3 credits)

Brandon Waite

Tuesday & Thursday, 9:30-10:45 AM

CRN: 46474

The year 1968 is widely considered to be one of the most turbulent and traumatic years of the 20th century. It was marked by historic achievements, shocking assassinations, a devastating war, and a spirit of rebellion that swept the world. In this seminar we explore the issues, people, organizations, events, and cultural artifacts of 1968. Our purpose is not only to better understand the events that took place during that tumultuous year, but also to reflect on how the motifs that defined 1968 – liberation, egalitarian inclusiveness, and participatory openness – continue to affect our current political climate and cultural zeitgeist.

Section 14: Citizenship, Community, and Leadership (3 credits)

David Roof

Tuesday & Thursday, 12:30-1:45 PM

CRN: 48293

This seminar is discussion based and investigates the ideas and practices that animate democratic life by examining how citizenship, community, and leadership shape one another. Students read primary texts alongside contemporary scholarship to interrogate the responsibilities of engaged citizenship, the ethics of leadership, and the social conditions that enable or inhibit life in common. We will analyze classic speeches and writings and ask how these texts can speak to present-day questions of identity, obligation, and institutional design. Short analytical writing and structured conversations will connect texts to lived contexts on campus and our community. This HONR390 course serves as a foundational course for the Civic Studies Minor and is open to all Ball State students.

“H” Sections

“H” sections are open to all students and allow Honors students to earn Honors College credits through their major or minor coursework, complete a UCC requirement, and forge meaningful, interdisciplinary connections across their various programs of study. Please look out for the following sections tagged with an “H” and “HONC” for Spring 2026:

LA 498H: Concept Sketching in Design (3 credits)

Craig Farnsworth

For More Information

Come see us in the Ball Honors House:

1707 W. Riverside Ave.

Contact us by email:

honors@bsu.edu

Call us:

765-285-1024

