Honors 189: Inquiries in Global Studies
Obed Frausto Gatica

In this course, we will explore Latin American thought in the humanities and social sciences. First, we will study concepts such as pluriversality, which refers to the possibility of multiple worlds within our world. It emphasizes the importance of thinking about the meanings of plural and diverse viewpoints. In understanding the limits of only one world, we will be able to open it to a horizon of possibilities. In this course, in sum, we will explore how to transform reality by bringing together multiple perspectives, learning from each other, and especially listening to those hidden and dismissed voices from the indigenous cultures and the Afro-descendants in the American continent (América and Abby Yala). Second, we will examine the main underpinnings of decoloniality, which posits that society’s hierarchy and power are still based on race, gender, and ethnicity. Based on decoloniality, in order to transform society, we should focus on understanding and ultimately dismantling the interrelations between these categories. In this course, we will explore Latin American thinkers such as Enrique Dussel, Anibal Quijano, Santiago Castro-Gómez, Maria Lugones, Walter Mignolo, Rita Segato, Silvia Rivera Cusicanqui, Boaventura de Sousa Santos, Bolivar Echeverría, among others.

Honors 189: Inquiries in Global Studies
Galit Gertsenzon

"Music and Politics throughout the World:" This course explores the interdisciplinary aspects of music in the context of political turmoil in different parts of the world throughout the 20th century. While politics is associated mainly with ways in which governments, parties or groups, utilize laws and policies to install power, music defines as vocal or instrumental sounds, organized in such a way to produce esthetic form and expression. What happens when music departs from its sole function of entertainment and becomes a means of response to political powers around the world, or when governments use music as a method of control, censorship, unity, and divide between various ethnic, religious, and class groups? We will explore these questions by investigating music in China, Russia, North Korea, Cuba, South Africa, Iran, Egypt, and Nazi Germany. We will examine how, in these countries, governments have utilized music to strengthen their power, and how people create music to respond to political power and call for collective action. We will critically analyze cross-cultural problems while learning about various systems of government, such as communism, totalitarian regimes, monarchies, military dictatorships, and more. By combining different disciplines, such as music history, social studies, and political science, this course addresses various international events that have taken place in the 20th century, in which the combination of music and politics have generated social change and reaction.

Honors 189: Inquiries in Global Studies
Abdelaadim Bidaoui

The course provides an interdisciplinary overview of major aspects of the Arabic language, culture and national identity. Based on scholarly works, primary texts, and media from the Arab World, the course examines the Arab people’s historical background, language varieties, literary traditions, customs, social practices, and representative institutions. The course explores the different aspects that contributed to the formation of present day Arab identity and culture; e.g.,
historical/older and contemporary realities in the Arab world, social, and political landscape. As one of the world’s most influential and major languages, Arabic has and is still viewed as the language of Islam; therefore, the intertwined relationship between religion and language is also examined. In addition, a brief overview of major sociolinguistic topics related to the Arabic language is introduced; e.g., classical, Modern Standard vs. spoken Arabic, dialects, influence of Arabic on other languages, etc. The course will present a rich educational experience for promoting analytic skills and critical insights into a non-Western culture and its complexities.

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

This course will revolve around the theme of the Family and Modern America. We will study how the Ball family, the Wright family, the Dulles family, and the Kennedys have influenced American life in the recent past. More significantly, we will focus on the importance of brothers and sisters in these families: the Ball brothers and their sisters Lucina and Mary Frances; Wilbur and Orville Wright and their sister Katharine; John Foster and Allen Dulles and their sister Eleanor Lansing; and John F. Kennedy and Robert Kennedy and their sisters Rosemary, Kathleen, and Eunice, and how their interactions affected the larger society. Reading for the course includes David McCullough’s *The Wright Brothers* (2016), Alan Brinkley’s *John F. Kennedy* (2012), and Margo Lee Shetterly’s *Hidden Figures* (2015), as well as other reading assignments placed on course reserve. Students’ grades will be determined by their scores on two book reviews and two exams.

**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, 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 music genre created by African Americans and its lasting impact on American culture.
Robin Blom

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.

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
Dave Largent

A broad survey of computer science including its history, applications, programming languages, and computer architecture. A special 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
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 section of HONORS 296/297—Renewable Energy: Benefits & Tradeoffs—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. This
is a combined section of Honors 296 and 297. Students select in which class they want to enroll for credit.

**Honors 297: Inquiries in the Earth Sciences**  
**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.

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**Honors 298: Inquiries in the Life Sciences**  
**James Olesen**

This course introduces students to the biological basis of human life and explores several of the most important cellular mechanisms that operate in the body. Based on a working knowledge of these systems, such topical issues as aging, cancer, stem cells, cloning, euthanasia, alternative medicine, genetic engineering of plants and animals, gene therapy, the Human Genome Project, recombinant DNA biotechnology, and DNA fingerprinting will be discussed to clarify and strengthen personal beliefs. Concurrently, the numerous ethical and societal issues surrounding these topics will be addressed in class. It is the hope that students will have a more complete, insightful understanding of the biological world around them and will gain an appreciation of how scientific advances affect their lives now and in the future. In the end, it is envisioned that each student will be better prepared for life-long learning and intelligent decision-making based on knowledge gathered in this course.
Honors 390: Making Marks  
Craig Farnsworth

In this age of TikTok and Instagram, the drive to self-curate and share creative works is stronger than it has ever been. Add to this a global pandemic that separates us from our “normal” routines and forces us into uncomfortable proximities with other people and ideas, and the realization that creative acts can provide places of refuge and mental calm—“safe spaces,” if you will—has become more pervasive than ever. Or has it? People have been creating things since the dawn of humankind, starting with prehistoric cave paintings made over 40,000 years ago. The drive to create, or to “make marks,” has been evident across cultures the world over. As soon as a toddler can hold a crayon, the temptation to see what it can do (or how it tastes?) becomes palpable. Making marks, then, appears to be essential to our being. It’s in our DNA, so to speak. Taken in this way, one can say we are all driven to create…we all want to make marks. But why do we do this, and what does it mean?

That is the purpose of this course. We will investigate mark-making in many of its forms, from the intentional “work of art” to the small, seemingly-inconsequential actions that create or improve our surroundings, and then seek to see how those marks can help support a life well-lived. We will look at what has driven others throughout history to create as a way of gaining insight into our own innate artistic desires. And, of course, we will make our own marks, uniting hand and eye and heart to discover new insights about what it means to be fully human.

Honors 390: Making Marks  
Tim Berg

In this age of TikTok and Instagram, the drive to self-curate and share creative works is stronger than it has ever been. Add to this a global pandemic that separates us from our “normal” routines and forces us into uncomfortable proximities with other people and ideas, and the realization that creative acts can provide places of refuge and mental calm—“safe spaces,” if you will—has become more pervasive than ever. Or has it? People have been creating things since the dawn of humankind, starting with prehistoric cave paintings made over 40,000 years ago. The drive to create, or to “make marks,” has been evident across cultures the world over. As soon as a toddler can hold a crayon, the temptation to see what it can do (or how it tastes?) becomes palpable. Making marks, then, appears to be essential to our being. It’s in our DNA, so to speak. Taken in this way, one can say we are all driven to create…we all want to make marks. But why do we do this, and what does it mean?

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Please note that there are two separate sections of Honors 390: Making Marks. However, the classes will occasionally collaborate and work jointly.
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 Unity Center in the local Muncie Community, all of which are part of our STEM outreach priorities.

Honors 390: Music and the Holocaust: Exploring the Creative Impulse of the Incarcerated
Galit Gertsenzon

During the Holocaust, Music was vital to numerous people incarcerated in Nazi concentration camps and ghettos. In some ghettos and camps, music-making in the form of performance and composition was central to the lives of inmates, while in other camps, the Nazi officials utilized orchestras to accompany the daily routines of the imprisoned. In this course, we will explore the wealth of musical artworks composed in the camps and ghettos while learning about the musicians who documented their personal tragedy in music. We will explore how their music responded to the historical events of the Holocaust during the years 1933-1945 while also understanding how Nazis used music and art as a means for censorship and discrimination of minorities. Our Course will culminate with a performance of compositions composed during the Holocaust and the music of composers banned by the Nazis. Other aspects of the performance will include poetry, and prose written by survivors and recited by students in the class.

HONORS 390: The Fall of Tenochtitlán in Mexico and Witch-Hunts in Spain: The
Primitive Accumulation of Capital
Obed Frausto Gatica

In August 2021, it marked 500 years since the fall of Tenochtitlán, the ancient city of the Aztecs. This event has raised vigorous debates in Mexico about the accuracy of the conquest of América, told from the perspective of the Spaniards and many Spanish references. Based on historical analysis, contemporary historians and indigenous sources argue that there is a prevalent, persistent myth that the fall of Tenochtitlán was due to the superiority of the Europeans over the indigenous civilizations. Rather, they affirm that the fall of Tenochtitlán happened due to the revolt of a dominated indigenous population, ruled by the Aztecs, as opposed to rule by European conquistadores. Importantly, they argue that a European conquest of the indigenous never occurred in Mexican territory until the mid-19th Century. As one might imagine, there has been significant upheaval as the question has emerged about how to interpret these new contemporary narratives of the indigenous conquistadores and the ‘no-conquest’ of America until the 19th Century and implications for the economic, political, social, and cultural colonialism that has been imposed in Mexico by the Spanish for centuries. Additional questions explore how these new narratives are helpful to disrupt a perceived complex of inferiority that exists in the Mexican culture. Thus, in
this course, we will discuss Matthew Restall’s *Seven Myths of the Spanish Conquest* in which he argues that fallacies have been promoted on the superiority of the Conquistadores and the European cultures over the Aztecs and Incas. In the second part of the course, we will read Silvia Federici’s *The Caliban and the Witch* in which she argues that a type of mechanical thinking has been imposed over rebellion bodies, especially against women.

These two fascinating debates inspire my course. We will explore the notion of primitive accumulation of capital as we review the fall of Tenochtitlán and the persecution against women in Spain. The persecutions of women and the subjugation of the indigenous play a fundamental role to understand the origins of capitalism.

**Honors 390: Religion and American Identity: Literary Explorations**
Kathryn Ludwig

This course embraces the potential of stories to enable connections among readers from diverse backgrounds and considers how such literary points of contact can expand outward. Students will read contemporary American fiction that treats of the lived experience of characters belonging to different religious groups. We will interact with members of Muncie religious communities and with participants in Maring-Hunt Public Library book clubs. Students will develop reading guides to empower people to facilitate difficult conversations in their own communities about religious diversity. **This is an Immersive Learning course.**

**Honors 390: Fabric of Words**
Elizabeth Dalton

Beginning with Penelope’s famous shroud, the history and power of textile work has been woven into literature and culture. These references to textile creation are overlooked by contemporary readers because today most of us are far removed from the process of turning fibers into fabric. In the works we will read, writers reference weaving, knitting, and embroidery with intention. For this colloquium, the focus will be on the significance of these crafts in the literature selected.

During the semester, students will not only read, discuss, and write about works of literature that include textile creation, they also agree to find a mentor to help them learn a textile skill to better acquaint themselves with the motor skills and mindset of textile makers.

**Objectives:** Students will master the literature of the course, make connections between these literary works from various times and places, and finally, begin an apprenticeship in one aspect of textile creation. In addition, students will continue to develop research and academic writing skills.

**Honors 390: Politics of Terrorism**
Francine Friedman

This class examines national and international terrorism as a mode of warfare in the twenty-first century. Given that ethnic and social cleavages, as well as religious polarization, are now worldwide phenomena and that terrorism is a weapon of choice to further the aims of the discontented, this course is designed to study the causes and reasons that underlie the existence
of nationalism, fundamentalism, and terrorism today. We will look into the sources of ethnic and religious cleavages and the choice of terrorism as a method of struggle to achieve their aims. We will also evaluate the implications of the phenomena for societal, regional, and international order and stability, while we examine ways to cope with the new situation, particularly through counter-terrorist activities.

**Honors 390: Race, War, Feminism, and Hippies: American Cold War Culture in *Planet of the Apes***
Jason Powell

In 1968, American audiences witnessed the first cinematic production of a world where talking apes are the rulers and humans are the mute savages. *Planet of the Apes* did not just capture the American imagination; it also reflected upon and shaped the cultural ethos in an age of flux, turmoil, and transition. The original film produced four sequels, two television series and, to date, four contemporary remakes, along with multiple series of graphic novels. We will begin the course by reading the Pierre Boulle's 1963 novel that began it all. We will then look at the films, the questions they raise, and see how they fit into their historical context, along with an analysis of these films' place in contemporary American society especially as they relate to issues of race, Vietnam and the atomic age, feminism, and the construction of a countercultural reality.

**Honors 390: Thor, Ragnarök and the End of the World***
Brent Blackwell

Are you a Marvel fan? Are you eagerly anticipating the end of the world as promised in movies like *Thor: Ragnarok* or *Avengers: Infinity War*? Did you know that the “o” in Ragnarök had an umlaut? If so, then this class is for you. This colloquium will explore our modern fascination with End of the World (EOW) myths, specifically the Norse myth of *Ragnarök*. We will read original source material from the Norse (in translation) that makes up the Ur-Germanic conception of *Götterdämmerung*—the “Twilight of the Gods”; compare this myth with other Indo-European EOW myths; and, explore how the 21st century thoroughly re-works this concept in the *Thor* comics and film franchise. Some familiarity with the Marvel Universe is a boon but certainly is not required.

**Honors 499: Honors Thesis, The Class***
Robin Blom

Enrollment by application only.

This in-class, 3-credit-hour course is devoted strictly to the production of the honors thesis. It is Honors 499, just in a 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 and 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 offering 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 will present it to an audience of their peers. Dr. Blom is a journalism and mass communication professor with his research building on theories from social psychology, political science, criminal justice,
memory studies, and more. His research is focused on why people believe things that are false and do not believe things that are true, as well as eyewitness misidentification as structural violence in journalism and perceptions about people with mental illness based on news coverage. Most of these studies are experimental or based on survey data (i.e., quantitative methods). However, he has also conducted historical studies and, as a former newspaper journalist in The Netherlands, is familiar with other qualitative methods as well. Thesis topics can be from a wide variety of fields and disciplines, yet must align with his ability to effectively oversee the thesis projects. Ideally, these projects would be located in the social sciences or have social science components to them. **Enrollment by application only.**