

Fall 2023 Honors ENGL 110 Descriptions

ENGL 110-080

Ideology, Rhetoric & You

Do you like to hear “both sides” of an issue before making up your mind? What if I told you that there are more than two sides? What if I told you that “liberal” and “conservative” is just the beginning, that there is a diversity of overlapping, complementary, contradictory ideologies? And what exactly is ideology, you ask? The answer is complicated, but a simple starting place is “a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy” (Oxford Languages). Through learning about ideology and rhetoric, this class will help you become a more careful reader, writer, and thinker. It is divided into three units. The first unit introduces us to theories of ideology and the basics of analysis through film, culminating in a film analysis. The second unit asks you to explore and analyze specific ideologies and their social impact as you construct a researched analysis of a primary source or particular social movement for its ideological content and impact using scholarly sources. Finally, the third unit invites you to think about the importance of style and genre as you create your own parody of ideological propaganda.

ENGL 110-081

Food Cultures in the US

The popular phrase “you are what you eat” is often an invocation for a healthier lifestyle. Food is, of course, a source of nutrition and sustenance, but it is also an integral part of our culture. We consume food not only through eating but also through reading, watching, writing and sharing. How we talk about food comes in many different forms and genres, such as food reviews, memoirs, recipes, documentaries, and competitive reality shows. Through our engagement with a wide range of topics and viewpoints about food, we will analyze and write about race/gender/class identities and digital technology and new media. The major assignments include 1) two papers on food culture; 2) an infographic on food justice and advocacy, and 3) one research paper that examines a food topic in depth.

ENGL 110-082

Dracula’s Victims Talk Back

You might recognize Dracula—the iconic vampire that haunts contemporary adaptations like *Hotel Transylvania*. But, what about Dracula’s victims? Who are they? Where are they today? This course will explore the practice of rewriting through minor character elaborations—stories that cast a minor character as the protagonist. How do marginalized characters “talk back” through contemporary adaptations and retellings? How does rewriting heighten our ability to understand the texts we encounter today? And why would a writer choose to rewrite a text of the past, now? Throughout the course, we will use adaptations to better understand key themes like audience and genre, as well as rewriting as a rhetorical practice. Readings will include selections from “canonical” sources, adaptations such as *The Invisible Man* (2020) and *Renfield* (2023), and academic essays from scholars like Joseph Harris and Thomas Leitch. We will also consider rewriting and “talking back” on social media platforms like TikTok and Twitter. Assignments for this course will include a weekly reading blog (or vlog), a research paper based on a suggested topic or a topic of choice, and a minor character elaboration of your own!

ENGL 110-083 and ENGL 110 097

What Should College Look Like?

Way back in 1996, Bill Readings used the term “posthistorical university” to describe what he saw as a higher education system that had abandoned its nineteenth century mission of creating an

educated, democratic society capable of making the best decisions for itself. The outcome of this abandonment was to focus on producing a new product: You. You are the product. You're entering the workforce; you're becoming consumers of technological items and cultural objects. Essentially, we are selling you to companies to make things and buy things. But what happened to the original mission? How can we, as present inhabitants of the modern university, work towards bringing that original mission back? Can we make this place more inclusive? What is your vision of the effective university? Through writing, research, and thinking, we will consider where we are, where we've been, and hopefully, where we're going. We will research a wide range of issues (cultural, economic, etc.), formulate ideas, and write towards reimagining the space at the center of our communities. We will begin by reporting on the current state of higher education in the United States and conclude with a persuasive multimedia proposal on how to form a more perfect university.

ENGL 110-084 and ENGL 110-095

Beat Generation and the 60s Counterculture

This course will examine the cultural upheavals of the 1950s, 60s, and 70s that continue to reverberate in our society today. In the midst of the prosperity and social stasis of the 1950s, the bohemian phenomenon of the Beat Generation rose as a challenge to conventional American mores. In novels like *On the Road* (Jack Kerouac) and *Naked Lunch* (William Burroughs), and poems like "Howl" (Allen Ginsberg), beat writers challenged norms of sexuality, drug use, and spirituality through experimental literary and artistic work. The challenge extended to gender and racial norms in the work of poets like Diane DiPrima and LeRoi Jones (Amiri Baraka). The countercultural movement expanded in the 1960s with the anti-war movement, the beginnings of the women's and gay liberation, the Black Power and environmental movements, and the celebration of alternative lifestyles. The effects of the beats and the 60s counterculture continue to be felt today in art, music, literature, and film, as well as in current protest movements. Texts to be considered will be taken from *The Portable Beat Reader* and *The Portable 60s reader*, both edited by Kerouac biographer Ann Charters. In addition to literature, attention will be given to art and music, and to the literature of the political and social movements of the time. Students can expect to complete several short papers on topics related to the countercultures of the 50s-70s, and a research paper.

ENGL 110-085

Justice, Crime, & Blood

This course will use writings about detection and trials and crimes as a way to discuss issues that confront Americans historically and now -- policing, race, coping with violence, just court proceedings, evidence. The course will begin with fiction from the early history of the crime genre through today. Authors may include Edgar A. Poe, Raymond Chandler, Patricia Cornwell, Rudolph Fisher. We will also read journalism about actual cases, such as articles that appeared in The New York Times, The New Yorker, and scholarly sources. For writing, we will begin with short essays about the readings, then move to negotiated longer pieces and research. In addition to these academic essays, the course will include the genre of the professional report intended for outside audiences and featuring multimodal design elements.

ENGL 110-087

Contemporary Dystopian Realities

What happens when dystopian fictions become dystopian realities? This course will examine what research-driven rhetoric can do to confront, challenge, and thwart what Maya Angelou once called the "pyramidal towers of evil [constructed] oftentimes in the name of good." Students will choose relevant contemporary and historical events to research, and will critically analyze texts and media in different genres—novels, short fiction, poetry, creative nonfiction, graphic novels, plays, musicals, films, documentaries, TV, and more—that touch on a variety of dystopian realities affecting our

planet today, like man-made eco-catastrophes, permanent war, creeping and overt authoritarianism, mass surveillance and incarceration, atomizing and dehumanizing online platforms, Balkanizing online Potemkin realities, and others. Students will read authors like Octavia Butler, J.G. Ballard, Ursula K. Guin, George Saunders, Svetlana Alexievich, and Yōko Ogawa, and will watch the documentary *For Sama*, the film *Children of Men*, and the TV show *Severance*. Assignments will include short critical reading responses, a group presentation on a class reading, a five-minute TED talk, a creative nonfiction narrative essay in vignettes (in the style of Eduardo Galeano's literary history book *Century of the Wind*) that unpacks the historical circumstances of a contemporary dystopian event, and a multimodal ad or PSA campaign.

ENGL 110-088

The Rhetoric of Radical Politics

The internet meme "Be Gay, Do Crimes" originated as spraypainted graffiti in 2016, which then became a cheeky shorthand for radical political action in the LGBTQIA+ community. For this course, we will take this message as an opening rhetorical provocation for critically reading, thinking, and writing about the politics of queer histories in the United States. Gay, lesbian, trans, and gender non-conforming communities, along with the intersections and affinities with black, indigenous, people of color (BIPOC), have always been political and cultural actors for progressive strides in American society. These communities often find themselves outside of the cisgender, heteronormative, and white paradigms rooted in a national history. Though this course will primarily focus on developing your writing, rhetoric, and research skills, it will also include readings from textbooks, articles, and memoirs, along with film viewings, podcasts, and other media sources in which to frame the assignments. Weekly discussion responses and close engagement with these materials will be expected. The three major projects will include a rhetorical manifesto, a final research essay on a topic related to the course, and an accompanying multimodal "3-Minute Thesis" presentation on your research project.

ENGL 110-089

The Marginalized Voice Expressed Through Bestsellers

This course examines minority voices in bestsellers, and as you might have noticed, the title is a bit of a paradox because the marginalized voice is being "heard" by millions of readers. But is anyone really listening? We start with Mary Rowlandson's captivity narrative (1682), perhaps America's first bestseller. It is written by a white woman captured by Narragansett warriors and gives an interesting voice to the captive and, indirectly, to the Native Americans causing mischief in colonial New England. We then read *The Absolutely True Story of a Part-Time Indian* (2007), a bestselling novel by Sherman Alexei, about a student who attends an all-white high school where the only other Indian is the school mascot. Next will be Richard Wright's *Native Son* (1940), the first African American novel to be a bestseller. It addresses a young black male living in utter poverty in Chicago. That will be followed by Ann Petry's *The Street* (1946), the first bestselling novel by an African American female. It concerns a single black mother trying to escape the streets of Harlem. Our last text will be a "minority" bestseller selected by the class. Assessments will include short papers, quizzes, participation, and a multimodal presentation using PowerPoint with embedded video. The capstone will be a research paper where you take a stance on an issue regarding the marginalized in America.

ENGL 110-090**Equity and Ethics in Sports**

Sports – and writing about sports – reflect already existing (un)equal and/or (un)just social structures, widespread attitudes about race, gender, class, professionalism and amateurism, sexuality, and disability—in short, what kinds of bodies are allowed, or “should be” allowed, to play what kinds of sports. This course will attempt to ask and address a number of questions related to sports, fairness and equity in American society: To what extent are sports a mirror of society? Do sports create, reveal, or erase our cultural and personal values and ethics? What do sports reveal about our deeply held stereotypes on the ideal human body? Sports have also become an arena for social activism, so we will also investigate the how and why of sports as social activism. We will consider a variety of media, from fiction to film to journalism and draw on relevant background to situate texts within their historical and cultural contexts and analyze how these texts did (or did not) spark change. Smaller writing assignments (definitional essay, multimedia presentation) build towards a research paper analyzing some aspect of fairness, equity and/or ethics within a particular sport and its relation to broader American culture.

ENGL 110-091**Reality, Adapted: From Page to Screen**

What does “based on a true story” mean to us and what expectations are associated with that expression? Could reality have multiple versions and where is the origin of that “true story”? This course explores the interrelation between the origin and the adapted text, the historical reality, fictional reality, and media reality by following the so-called true stories in multiple mediums including interviews, documentaries, and film adaptations. With a comparative approach to selected films and their references, we will analyze multiple narratives and the role of each adaptation in representing and rewriting versions of social, historical, and political realities. You will get familiar with topics of film and adaptation by reading selected texts including excerpts from Hutcheon’s *A Theory of Adaptation* and Leitch’s “History as Adaptation” and by watching a number of films and documentaries including *Milk* (2008) and *Selma* (2014). Throughout the course, you are expected to develop your skills in critical thinking, visual literacy, analytical writing, and researched composition, as well as reaching a deeper understanding of reality and truth. The assignments consist of short critical responses, online discussions, peer reviews, a midterm analytical paper, a final research paper, and a multimodal presentation project.

ENGL 110-092**Family, Race & Kinship**

In this course we will consider how individuals and groups form community in times of crisis. We will explore relationships in biological families, among chosen kin, and between people and their environmental context. We will read novels like James Baldwin’s *If Beale Street Could Talk*, Tanya Tagag’s *Split Tooth*, and Jacqueline Woodson’s *Red at the Bone*. We will also consider essays by ecologists, public health reporters, disability activists, and geographers, as well as poetry and podcasts. We will address topics including Indigenous land rights, urban gentrification, queer and trans justice, and birding and wildlife ecology.

ENGL 110-094**K-Pop, Explained**

In “ENGL110 K-pop Explained,” we will read, watch, discuss, and analyze to understand a growing hybrid global cultural flow of a local pop culture. Drawing on interdisciplinary scholarship from literary studies, film and media studies, sociology, fashion studies, and anthropology, this course will navigate the socio-cultural and political dynamics that have shaped Korean cultural production.

Students will explore international power dynamics in various fields such as cultural studies, political economy, nation branding strategies, gender and sexuality studies, cultural imperialism, and globalization by analyzing music and music videos, watching films, and researching literatures (fiction and nonfiction) to investigate how Korea pop culture is produced, disseminated, and consumed. The class will begin by examining the K-pop industry as a system and how it has pushed into the global market. We will then explore the term Korean Wave, and survey discussions in regard to this phenomenon. Next, we will analyze specific globalizing projects of K-pop (movies, TV shows, beauty products, cuisine), and their various problems within the American context. We will end the course by discussing what future K-pop has as a transnational cultural form as its values and practices are operated within the Korean entertainment industry and fandom clash with international fans' expectations.

ENGL 110-096

Starfleet Academy's First-Year Writing Program

I propose using episodes from the seven main series of the Star Trek franchise, in conjunction with a host of relevant real-world articles concerning the socio-political, religious, and technological/scientific issues most relevant to the scope of each episode assigned. Star Trek's values from the very first series on exemplify the principles of acceptance and federation, consistent (and constant) self-examination, and a well-regarded attention to the most relevant intersections of race, gender, ability, history and technology, not to mention an almost limitless exploration of the alien "other." Each episode models in the writing of the episode itself the very principles of the critical writing skills we try to teach our students: the clear statement of one's thesis, the argumentative organizational arc necessary to defend said thesis, the insistence on circumspect self-reflection, the open investigation and critique of one's biases and critical blind spots as well as the exploration of the most effective novel contributions to the issues that face us today. Students can expect to write weekly response papers in addition to a personal narrative, a research paper and a multimodal project reflective of the vast array of topics addressed by Star Trek's always evolving vision of our collective futures.

Fall 2023 Honors Colloquia Descriptions

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

HONR 290-080

Brave New World: Navigating How to Live, Learn, and Work in a Hyperconnected World

The rapid advancement of Artificial Intelligence technology in the past year has led to hyperbolic claims of the social good and ills that could result from AI. The possibilities and challenges of these new tools represent something that feels startlingly new, yet this is just the latest in a series of developments that is shaping our lives in ways that demand our attention. A confluence of political, social, and technological change is creating world in which the twin perils of disinformation and distraction have emerged as dystopian writers of previous century predicted, albeit not quite in the ways they predicted. This course will look to how writers in the past imagined the future in order to help us better understand the present moment. We will begin by reading three classic dystopian novels: Ray Bradbury's *Fahrenheit 451*, Aldous

Huxley's *Brave New World*, and George Orwell's *1984*. Published between 1932 and 1953, these novels, each in their own way, describe societies that lose their freedom either due to totalitarian regimes that use disinformation or due to the allure of entertainment that distracts citizens from civic engagement. None of them accurately predicted the future, but what they envisioned can help us to make sense of our present moment.

HONR 290-081

Ethnomathematics: Art, Culture, and Social Justice

Ethnomathematics is the intersection between art, cultural anthropology, and mathematics. This multicultural course specifically focuses on issues of equity and social justice. Our objective is to identify, understand and appreciate some of the distinctive intellectual and cultural accomplishments of underrepresented groups here and abroad. We will explore how different cultural groups comprehend, articulate and embed beauty within their artifacts, ideas, and practical applications that use mathematical patterns. The mathematics introduced (such as tessellations, fractals, symmetry, knot theory, graph theory, networks, chaos, automata) only assumes high school level algebra and geometry.

HONR 290-082

Art of Medicine

We will explore connections between the arts and medicine by looking at the patient-doctor relationship, the interpretation of illness, the duties and responsibilities of medical professionals, bioethics, death and dying, and other topics in medicine. Using stories, plays, films, essays, memoirs, poems, and the visual arts, we will examine the many challenges faced by medical professionals and patients as they deal with birth, death, health, illness, suffering, treatment, and recovery. We will study works by doctors and nurses who are also accomplished authors (such as Anton Chekhov, William Carlos Williams, Atul Gawande, Richard Selzer, Oliver Sacks, Cortney Davis, and Jeanne Brynner) as well as provocative works on medical themes, such as *Wit*, *The Collected Schizophrenias*, and *Stitches*. Students will write brief response papers, analytical essays, and a research paper analyzing the connection between medicine and the arts by focusing on an author or artist of their choice.

HONR 290-083

Engaging the Dramatic Imagination

Why theatre? What accounts for a form lasting thousands of years? What does it mean to engage the dramatic imagination? What is the unique nature of the dramatic form and how is it made manifest in the theatre? What distinguishes the theatre from television, film, and other mediated performance forms? Working in collaboration, we will explore these and other questions in depth as we read about theatre, see theatre, make theatre, and speculate about the possibility of the theatre in our media age.

HONR 290-084

Method in the Madness: Multiple Worlds in Film and TV

Is truth as strange as fiction? In 1961 DC comics used the device of a parallel universe to bring two *Flashes* together, and now multiverses are commonplace in fiction. Hugh Everett had proposed an actual multiverse in the late 50s, but it wasn't called the "many-worlds" interpretation of quantum mechanics until 1967. By 1986 David Lewis had proposed "modal realism": the view that in addition to the actual world—multiverse or not—all possible worlds

exist. In 1977 at a conference in France Philip K. Dick said “we are living in a computer-programmed reality, and the only clue we have to it is when some variable is changed, and some alteration in our reality occurs.” By 2003 Nick Bostrom had developed the Simulation Argument that (to a reasonable probability) we are simulated people, in part because the number of simulations running would be very, very large. In this course we shall use recent movies (e.g. from Marvel Studios), and TV shows (e.g. DEVS) to introduce and explore these hypotheses, which we can then evaluate using the resources of modern philosophy. The basic question is: what would be the consequences for our lives if a multiple world hypothesis were true? Answering will involve inquiries into knowledge, morality, the fundamental nature of the world (is it made of bits or bytes?), religion, the nature of human beings, and personal identity. We will read David Chalmers’ new book, *Reality+*, and Susan Schneider (ed), *Science Fiction and Philosophy*, 2nd Edition, as well as online sources.

HONR 290-085

Creating Musical Taste

Thanks to the internet, we have easy access to an almost limitless range of music. How do we decide when to listen to new and unfamiliar music? Can we change our musical taste, or are we conditioned to follow the mainstream? How do race, gender, and social interaction influence musical taste? What role do recommender systems and collaborative filtering play in creating musical taste? Are our musical tastes nothing more than a data profile? We will examine music that has defied popular conventions in favor of a distinctive path, from experimental classical music to electronic and computer music to free jazz to punk to turntablism and sampling. We will read Carl Wilson’s *Let’s Talk about Love: Why Other People Have Such Bad Taste*, Peter Shaffer’s *Amadeus*, Geoff Dyer’s *But Beautiful: A Book about Jazz*, and a number of articles. We will also listen to samples of the music under discussion. Students will write brief response papers, critical reviews, analytical essays, and a research paper examining the creative process in the work of a composer or musician of their choice.

HONR 290-086

The Syntax of Rivers

Rivers are essential and ubiquitous parts of human life; as the writer Tim Palmer reminds us, of the 150 biggest cities in America, 130 of them are found on the banks of rivers. They provide us with food, drinking water, crop irrigation, hydroelectric power, shipping lanes, and recreation; here, both this state and our university are named for the river that reaches its mouth off the tip of Cape Henlopen. But for many of us, rivers are simply things we drive over or drive alongside. In this class, we will discuss how the ecosystems of large and small rivers function in the United States, how rivers are engineered and controlled, how climate change is impacting them, and how scientists are working to protect them and the creatures that live in and around them. The class will take several field trips with regional scientists and hydrologists to experience these efforts firsthand. We will read fiction, creative nonfiction, and scientific journal articles, watch films and documentaries, and students will write a series of short response papers, analytical essays, and a research paper on a river of their choosing.

HONR 290-087

Meaning in Life and in Work

What makes for a meaningful life? What kinds of work are meaningful, what kinds are not, and, more importantly, why? Should you aim to find your calling or vocation? Or is it enough to find a stable job that provides financial security? We will explore these questions and related ones

with the help both of film and of readings in existentialism, ethics, political economy, social and political theory, and literature. Students will also write brief response papers and analytical essays on these questions. At the end of the course, students will not only be familiar with how other thinkers have answered these questions but will have some sense of how they might answer them in their own lives.

HONR 290-088

Arab Cinema and the Contemporary Middle East

This course offers an overview and an introduction to the emergence and development of cinema in the Arab world and traces the larger historical context of the contemporary Middle East. We will explore different cinematographic genres from entertainment to realism and resistance; the portrayal of Arab women as well as Arab cinema's role in the development of cultural identity and cultural memory; with films from Egypt, Algeria, Tunisia, Lebanon, Syria and Palestine. The films are to be watched at home with written responses and oral discussions in class. No previous knowledge of Arabic required.

HONR 292 sections fulfill a University Social and Behavioral Sciences breadth (see note)*

HONR 292-080

(In)Equity and Education in the United States

Public education in the U.S. is framed as both the cause of and solution to multiple forms of social inequality. In this course, we will critically examine how, when, and whether public education functions as a lever of equity. When are schools positioned as the solution to broader social inequalities and when are they named as a cause? We will examine the systems and structures in schools that address, reinforce, or disrupt inequities, making connections to systems outside education, and consider justice-oriented alternatives for addressing educational inequalities. Students will be asked to draw on their own K-12 schooling experiences alongside key texts to complicate their understanding of issues of access and opportunity in education. We will interrogate what it means for schools to be considered “good schools”—good for whom and according to whom? Course materials will include historical analyses about the origins of public education in the U.S. and how race and racism have shaped the U.S. system of public education, ethnographies about schools and schooling, education policy documents, podcasts, and news articles. Students will examine a number of education policies, continually engaging in a critical examination of who benefits and how from educational systems and structures. Assignments may include weekly short synthesis papers in which students synthesize course readings and discussions to develop an argument, a positioning paper in which students reflect on their own schooling experiences, a midterm policy analysis, and a final course project in which students focus on an education issue of their choosing.

HONR 292-083

The Political Economy of “Race” in the United States

America seems, once again, to be at a ‘crossroads’ with respect to race-relations. The country is now more unequal economically, and more segregated racially, than it has been in at least the last 70 years. Contemporary American discourse and efforts are typically dominated by questions of ‘identity’ and ‘culture,’ e.g., the raging battle between the ‘discourses’ of a revived

'Christian Nationalism' and the continuing commitment to building a fully multicultural society. As critical and essential as the focus on identity and culture is, this course will take a different (though not unrelated) tack. This course will focus on the long traditions of thought and practice regarding what has been called 'structural racism,' the complicated intersection of economic, social and political policies and realities. We will proceed historically, from the founding of the country to the contemporary situation in which we find ourselves; always, with an eye towards 'what is to be done' now, with respect to the structure of America's political economy. This is a seminar-style class. The class will have an intensive reading load. Reading assignments will be drawn from original texts (or portions/chapters therein). Both power point material, as well as videos will provide summaries/outlines of the readings. Three major essays assignments will serve as the primary assessment. These essays will provide a detailed summary of competing analytic frameworks used to understand the conditions of race in the US. Class time will emphasize discussion (and debate) of the assigned reading material, and competing perspectives.

HONR 292-084

Youth Involvement in Politics and Public Life

Millennial political candidate Jennifer Lawless said, "When somebody wonders whether being young is a disadvantage, if your response can highlight how it might be an advantage, you can totally change the direction of the conversation." This quote resonated with Rep. Madinah Wilson-Anton, who was elected at 26 and currently serves as the youngest member of the Delaware General Assembly at age 28. This colloquium emphasizes the historic importance of young people's involvement in political movements in the USA as we explore the various ways we can engage in democracy and solve the issues that "Zoomers" find especially poignant. We will discuss climate change, racial justice, gun control, mental health, and other issues based on student interest and current events. Various methods of social change, from protesting and direct-action to running for political office, as well as the unique opportunities and challenges young people face in these various activities, will be addressed and critiqued. Young guests from diverse political backgrounds (community organizers, research analysts, philanthropists, elected officials) will attend the colloquium to share their experiences in political engagement; students will have the opportunity to engage our guests in conversation, interrogate their paths to political involvement, while planning their own future involvement with guidance from the professor. Readings and course materials may include excerpts from John Della Volpe's *Fight: How Gen Z Is Channeling Their Fear and Passion to Save America*, and other relevant texts, articles, films and social media content. Class participation and engagement with guests will be included in students' final grades.

HONR 292-086

The Art of Inclusivity: A Systemic Approach to Race

Taking a family science perspective, in this course, we explore how the intersectionality of cultural dimensions, structural factors, and relation(ality) influence the developmental trajectories of marginalized youth and young adults. More specifically, we aim to clarify the inconsistencies and add to in the current literature on broader multi-systemic impacts on large, nationally representative and racially diverse samples, as well as examine the effects of individual and community factors on outcomes such as academic achievement, mental health and physical well-being. We will explore the works of scholars of color including Derrick Bell, Kimberlé Crenshaw, Richard Delgado, and others, which calls attention to how laws are constructed to systemically maintain a racial hierarchy through which Black people (and other minoritized people), their families, and their communities are disproportionately disenfranchised

and subordinated. We explore such topics as contemporary segregation, wealth disparities, “School-to-prison” pipeline, and healthcare, in an effort to adequately interpret and understand the experiences of diverse families within the United States. Students will be expected to provide brief 1-2 page response papers that critically review the weekly assignments (e.g., readings, music, movies, etc.) as well as produce essays and a research paper that critically investigates a phenomenon that has systematically disenfranchised people of color.

* In most cases, Honors Colloquia are approved to fulfill both University and College-level Breadth requirements as indicated, except in the College of Agriculture & Natural Resources and the College of Education & Human Development where they can only count as University Breadth, if applicable. Finance Majors should check with the College of Business & Economics Undergraduate Advising Office for approval of Colloquia into the finance majors’ College-level breadth requirements.