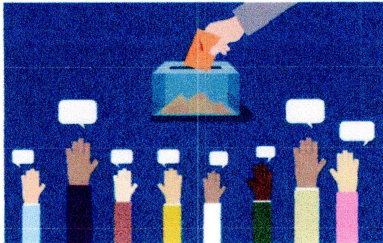


# Fall 2024: Honors College Seminars

***\*"Seminar Room" refers to the Honors College Seminar Room, Library, 216M***



## **HONR 200-01: Be Your Best Self in Real Life [3782]**

**Instructors:** David Hoffman and Tess McRae, Center for Democracy and Civic Life, Tues.. 4:30-7:00pm, Seminar Room

This course investigates institutions such as education, employment, and civic life, exploring how social norms in those institutions can suppress or liberate people's capacity to choose and build the lives they want. Students will engage in discussions and activities that will help them become more conscious of their values and passions, think critically about the environments in which they have and will spend their lives, and envision empowering new possibilities for themselves and their communities. The course features opportunities to engage in personal storytelling, speak with alumni at various stages in their careers, and reimagine aspects of UMBC.



## **HONR 200-02: You Are What You Eat [3953]**

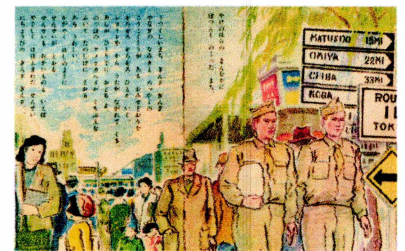
**Instructor:** Allison Tracy, Biological Sciences, Tues./Thurs. 10:00-11:15am, Seminar Room

In this course, students will be introduced to the most recent advances in nutritional studies and will have the opportunity to research current nutritional topics. The class will utilize work in physiology, biochemistry, and molecular biology (made accessible to non-STEM majors), psychology and anthropology to explore the influence of attitudes, beliefs, preferences, and cultural traditions on food choices. We will explore questions such as, Why are some diets more appropriate for people with a certain genetic composition? How does nutrition affect our behavior and mood? Finally, we will investigate the crises caused by malnutrition and poverty, assessing how the world community addresses these issues.

## **HONR 300-01: Occupying Enemy Japan, 1945-52 [2827]**

**Instructor:** Constantine Vaporis, Mon./Wed. 10:00-11:15am, Seminar Room

Since 2001, military occupations have been the subject of public discussion around the globe. In contrast to the U.S. occupations of Afghanistan and Iraq—generally considered major failures—the Allied (largely American) occupation of Japan following World War II has been commonly viewed as successful. In this course we will explore the American experiment to demilitarize and democratize Japan and its legacy today, which is still heavily debated. Together we will examine this encounter between the cultures from both the American and Japanese perspectives, asking questions such as, Did America fundamentally remake Japan or simply act as a catalyst for change already visible before the war? What was the Japanese people's contribution to the events taking place in their country during these years? We will utilize the most recent scholarship on the Occupation as well as visit the Gordon Prange archive at College Park.



## **HONR 300-02: The Experimental Theater [3436]**

**Instructor:** Nikki Hartman, Theater, Mon./Wed. 2:30-3:45pm, PAHB 201

A great wave of innovative work in the American theatre began around 1960, spurred on by the pressing need felt around the world to create a theatre that reached deeply into the soul of human experience. The result was a vibrant and personal new theatrical language, one that continues to influence the nature and form of theatre performance, film, and television today. Through selected readings and viewing of archival digital performances, this course will look closely at some of the artists who pioneered the American Experimental Theatre Movement and essentially devised new forms of theatrical experience. The course will culminate with a student performance that utilizes the ideas and techniques of the artists studied during the course.



### **HONR 300-03: The Neighborhood: Theory and Simulation [3612]**

**Instructor:** Eric Stokan, Political Science, Thurs. 4:30-7:00pm, Seminar Room

In this collaborative course, students will begin by contemplating how best to develop a fictitious neighborhood based on exposure to urban theory, critical planning, public policy considerations, and community development practices. The class will then partner with the Urban Land Institute, which supplies a slate of volunteers from development agencies, quasi-government entities, and non-profits to work with the students in their visionary process for building this fictitious neighborhood. The end goal is to create a realistic simulation, where students (in teams) will assume the roles of site planner, financial analyst, environment and equity director, and community liaison to ensure that all stakeholders' needs are being fulfilled. In the final weeks of the course, the students will present their final plans to volunteers, defending their choices to the "city council."



### **HONR 300-04: Criminal Justice [3778]**

**Instructor:** Jeffrey Davis, Political Science, Tues./Thurs. 1:00-2:15pm, Seminar Room

The United States imprisons more people per capita than any other country in the world and it jails African Americans at a much higher rate than white Americans. This course examines the U.S. criminal justice system, exploring how crimes are defined, prosecuted, and punished. In the course we explore the following questions: How do racial and economic inequality affect outcomes in the U.S. criminal justice system? To what extent does the process of criminal justice comply with the constitutional and human rights protections of the accused? Students will examine court cases where they will confront conflicting arguments on legal and political issues; they will also encounter materials that reflect the work of underrepresented scholars, lawyers, advocates, justices, and government officials. Finally, the class will visit a Baltimore City Circuit Court to observe a criminal trial.



### **HONR 300-05: Understanding HIV and AIDS [3779]**

**Instructor:** Jodi Kelber-Kaye, Honors College, Wed. 1:00-3:30pm, Seminar Room

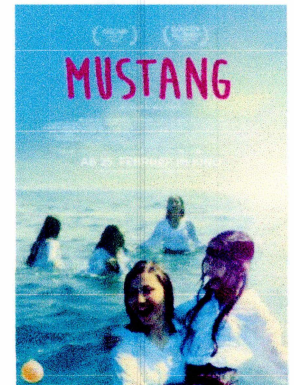
This course will focus on how HIV and AIDS are understood in the United States, both in terms of their domestic presence and global manifestations. We will examine biological, policy, artistic, and activist ways of producing knowledge about the virus, how those knowledges, or understandings, depend on each other for meaning. We will also be looking at how these knowledges are inter-disciplinary and, while they depend on each other for their meanings, those meanings are often contradictory or even ultimately untrue. Readings will come from all of these disciplines, but no particular expertise in any of them is required for this course. Besides reading, there will be shorter and longer writing assignments, and a group project that includes an intervention in cultural expressions of HIV and AIDS.



### **HONR 300-06: Contemporary Cinema in West Asia/North Africa [3780]**

**Instructor:** Samir El Omari, MLLI, Mon. 4:30-7:00pm, PHYS 107

This course will introduce students to films from WANA (West Asia and North Africa) regions related to history, politics, economics, culture, religion, linguistics, geography, literature, gastronomy, architecture, and technology. Readings will provide background on the particular cultural and historical contexts in which the films are produced as well as the aesthetic traditions from which they emerge and to which they refer. Reading will also serve to familiarize students with approaches to critically interpreting visual media. The course will consider the significance of the national practices and policies and how they have shaped the work of filmmakers throughout West Asia and North Africa; however, the films will also reach beyond the boundaries of the nation, encouraging students to consider factors such as censorship, the role of language and dialect on film viewership, and distribution, and foreign financing. All films will be screened either in English or with English subtitles.



### **HONR 300-07: Solving Wicked Problems [7199]**

**Instructor:** Simon Stacey (Honors College) and Bob Carpenter (Economics), Wed. 4:30-7:00pm, ILSB 118.

Students in this course will work in teams to learn to solve complex problems. The class adopts a case study model used at the Harvard Business School: every few weeks, teams of students will be presented with a new case study problem, on which they will work together to prepare a paper or presentation that will include a proposed solution to the problem. The case studies will span the disciplines, so all students will acquire knowledge about a range of new topics; however, the main objective of the class is to help students develop the skills to address complex and unstructured problems like they will encounter in their post-college careers. The final assessment will be a research project focused on improving teamwork skills, and the students will be credited in any publication that may result from the course.

