Public Speaking Fundamentals
TR 10-11:15—Herbie Thompson
This course addresses basic principles of audience adaptation, invention, organization, development of ideas and presentation of speeches, and the critical analysis of oral presentations. For effective communication, certain responsibilities must be discharged by audiences and speakers alike. This course aims to help you become a more effective public speaker and a more discerning consumer of rhetorical communication in a variety of communication situations. You will study theories and practices of effective communication, and you will practice applying those principles by preparing and delivering a minimum of four speeches, as well as evaluating your classmates’ performances. (Public Speaking)

CMST 1110-099

ENG 2160-899, REMOTE Honors Composition II, MW 11:30am-12:45pm—Joanie Latchaw Students in Honors Composition focus on writing academic papers, increasing their reading proficiency, and engaging in discussions on a variety of topics. Students experience several styles of writing and will learn to read carefully, develop literary artistry, summarize texts, critically interpret and evaluate texts, integrate materials from other texts, evaluate other writers’ drafts, and be proficient in sentence-level editing and proofreading. In order to complete their final projects for the course, students will learn to navigate the library, locate material, and compile quality research. Each student must exhibit the ability to write a clear thesis, write with a clear structure, provide a thorough exploration of ideas, and use well-constructed sentences in proper usage and mechanics conforming to standard English. (English Composition II.)
or the Daily Show, there are excellent examples of satirical work in literature and art dating back at least to ancient Greece. This course will offer a deep dive into both silly and serious satire in all its available modes from classical and Renaissance Europe to contemporary America, in written, visual, dramatic, musical, and multi-media formats. Texts include Roman poetry, English and Irish satire from Donne and Swift, and American installments from Dorothy Parker, Keegan and Peele, and The Onion. We will ask what has made satire such an enduring mode of critique and resistance as well. We will develop as a class a theory about the role of satire in cultures where there are inequities of power drawn along lines of gender, race, sexuality, ethnicity, identity, and class, and we will attempt to identify the limits of the mode before it would seem to become something else. (Humanities and Fine Arts)

HONR 3030-098
Terrorism in Media
Tu 4:30-7:05pm—Erin Kearns
Terrorism and counterterrorism are regularly discussed—and often misunderstood—topics in media and public discourse. News media regularly discuss terrorism, which can leave the public with an overstated—and inaccurate—view of these threats. At that same time, entertainment media like 24, Homeland, and Jack Ryan focus specifically on terrorism and counterterrorism. As a class, we will examine the following broad questions: What are terrorism and counterterrorism in reality? How do news and entertainment media depict terrorism and counterterrorism? How are these media depictions accurate and—more often—how are they inaccurate? And what influence do these media depictions have on the public and on policy? We will draw from literature across arts and humanities, the social sciences, and the natural sciences to address these questions. Using a multidisciplinary lens, we will analyze media depictions of terrorism and counterterrorism in text, images, video, music, and podcasts. (Social Sciences)

HONR 3030-099
Sacred and Violent
TR 10-11:15am—Ramazan Kilinc
This course investigates the complex relationship between religion and violence by examining historical, political, sociological, and theological reasons behind religion-related violence in a comparative perspective. After being equipped with theories of religion and violence, students will be asked to get a deeper research experience in coordination with the National Counter-Terrorism Innovation, Technology, and Education Center (NCITE) at UNO. The course aims to familiarize students with the sources of violence in religious traditions; to give students a more nuanced and complete understanding of the religion, politics, and violence in a comparative perspective, and to supply students with the theoretical and empirical evidence necessary to evaluate and make critical, analytical arguments about religion and violence in comparative perspective. (Social Sciences)

HONR 3030-898, REMOTE
Locating the Zombie in Society
MW 11:30-12:45—Jennifer Heineman
At a deeply politicized social and historical moment punctuated by collective anxiety around bodies, health, and viruses, the zombie is a useful allegory for exploring pertinent social issues. Using narratives of contagion inherent in zombie lore, this course’s foundational question will be, “What does it mean to have a monstrous body?” We will apply classic Gothic texts and film to the study of pertinent social issues such as systemic racism, sexism, and ableism while also addressing both normative and resistant philosophies. To that end, we will ask, “Are zombies a symbol of resistance or oppression?” Likewise, we will use said contagion narratives to critically engage conversations on colonialism and imperialism, with particular foci on queer and trans “containment crypts” in pulp fiction and elsewhere. (Social Sciences)

HONR 3970—Honors Internship
Honorize an internship! Enroll in this Honors course and, by submitting weekly logs and a final paper, receive Honors credit for your internship.

HONR 4980—Honors Thesis
The Honors thesis course allows you to investigate an area of interest to YOU. Think about this effort before the semester in which you enroll; consult our website for full details.

J-TERM
HONR 3030-899
Public Health and Civil Rights in DC
Sofia Jawed-Wessel
Students will travel to Washington, DC to learn about public health policy and civil rights in the capital city. The class will connect with national headquarters of public health and civil rights organizations (e.g. American Civil Liberties Union, Advocates for Youth) to better understand the profound role of civil rights, inequities, and systems of oppression on health disparities and general health outcomes. The class will visit various national landmarks to learn not just of their traditional history, but also of the various civil rights events that have taken place at these historic landmarks. Students will also tour various museums and neighborhoods (historic and current). Students will connect historical policies to current public health outcomes and identify current civil rights issues and how they may impact the health of communities in the future. (Social Sciences)

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