

CMST 1110-099

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*)

ENGL 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.*)

MATH 1960-099—Calculus II

MTWR 9:15-10:20am—Griff Elder

Why does a process that produces slope undo a process that produces area? In what sense are these *opposites*? This is the miracle of the Fundamental Theorem of Calculus. Your first semester of Calculus was all about derivatives and slope. This semester will be all about integration and area, but also some spin-offs... So by the end of the semester we will have the tools to take all of trigonometry and pack it into one compact, little formula. All of Trig! Double-angle formulas, angle difference formulas... From the mountain top the view will be spectacular.

SOWK 2120-099

Race, Class, and Gender in the U.S., TR

10-11:15am—Liam Heerten-Rodriguez

Students will analyze the complex—and often contradictory—roles of race, class, gender, sexuality and ability in contemporary U.S. life. In particular, students will explore how major social institutions produce and reproduce narratives about these characteristics and how those narratives are used to justify systems of oppression, such as racism, classism, sexism, heterosexism, and ableism. Students will be challenged to view such systems of oppression as interlocking and mutually reinforcing, creating complex webs of oppression, discrimination, power and privilege. Using a social work perspective, students will consider social movements and actions that attempt to challenge and dismantle systems of oppression. Ultimately, students will explore their own responsibilities and obligations in light of injustice, attempt to envision a more just world, and determine what steps they can take in their own lives and spheres of influence to realize greater social and economic justice. (*U.S. Diversity*)

HONR 3000-099

Solving Through Innovation

TR 1:30-2:45pm (Scott)—Ann Fruhling

The Solving through Innovation course guides students through the process of exploring, identifying, designing and evaluating a new innovative product that includes interdisciplinary fields of study, knowledge, skills and expertise. Students will work in teams to create a low-level new innovative product. The challenge is to create innovative products that are both reliable and flexible, and to do so in a timely way; the course addresses that need through an in-depth practical experience. Students will receive guided, instructional experiences indicative of the challenges and opportunities they will face in the “real” entrepreneurial world – but without the real world risk. Students are expected to bring knowledge from other courses and disciplines and their own experience. There is no “one right way” to engineer and implement a new innovative product; that innovation design can be approached from different perspectives; and that a variety of disciplines can inform the engineering problem at hand.

HONR 3020-097

American Rebels, MW 2:30-3:45pm—

Stevie Seibert Desjarlais

Rebellious characters are ubiquitous and sometimes trite in American pop culture; this course will offer students an opportunity to take a deep, interdisciplinary dive into the motivations and methods employed by popular rebel personas. We will look at how a character embodies their rebellion and how that depends on the means available, along with the social implications of the rebel’s agency (or lack thereof). Our efforts will necessarily address the significance of gender, race, economic class, and additional identities that shape a rebel’s worldview and that which they rebel against. Course content spanning film, television, music,

literature, and social movements will afford us occasions to consider: does one become a rebel simply because one desires to do so, or because one cannot conform to social expectations, or some combination of the two? Do fictional, historical, and imagined rebellious acts produce change? (*Humanities & Fine Arts*)

HONR 3020-099

Beyond the One Ring

MW 10-11:15am—Matthew Marx

J. R. R. Tolkien is best known for writing *The Lord of the Rings* and *The Hobbit*, but the breadth and scope of his work goes far beyond the influence of a novelist of fantasy literature: as a writer, he invented the stories, characters, languages, and deep history of Middle-earth as elucidated in *The Silmarillion* and other works of fantasy history. As a professor of English at Oxford University, he researched and taught British literature and languages, including Anglo-Saxon, Old English, and Middle English; his critical essays, concerning *Beowulf* and other important texts, acknowledge profound influences on Tolkien’s writing and philosophy. This class will examine Tolkien’s life, scholarship, and literary achievements by employing an interdisciplinary approach that will include the study of literature, language, academic criticism, philosophy, mythology, fine art, history, culture, and film. Themes to be examined include nature and technology, courage and warfare, race and gender, fate and free will, hope and death. (*Humanities and Fine Arts*)

HONR 3020-899, REMOTE

Satire and Culture

MW 10-11:15am—Bob Darcy

Satire is a human mode of expression that lampoons a serious subject or institution through humor and critique. While contemporary satire is perhaps best associated with sketch comedy or political parody, such as on *Saturday Night Live*

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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