

Fall 2020 Honors Course Descriptions

All courses are subject to change; check Class Search for a definitive list of offerings.

Cultural Visions Courses

Intro to Art History (Dr. Kristine Ronan)	
ARHI 10043-615	This course offers a broad overview of the history of visual arts and focuses on the history of the visual arts with a focus on the relationship between art and its historical and societal contexts. In this regard, the course provides students the tools to understand how art reflects its associated cultures' mores, values, worldview, and sensitivities. These tools would be the skills to describe and analyze the formal and design elements of a work of art and an understanding of how art, in terms of style and subject matter, relates to its cultural circumstances. Students will gain an appreciation of the aesthetic values of these cultures and an understanding of the historical, social, economic, political, and/or religious contexts for the creation of art. Through reading, writing, speaking and seeing, students will enhance their skills in critical thinking and the synthesis of ideas within the discipline of art history.
CA, FAR, Cultural Visions	
Engaging Difference/Diversity (Jacinto Ramos)	
CRES 10103-680	Race isn't rocket science, it's harder than rocket science. Why? Because American K-12 school systems do not teach about race and ethnicity. How in the world are we supposed to know the rules of engagement? This is an introductory course to the interdisciplinary field of comparative race and ethnic studies. Students will explore the social construct of race and become familiar with the Courageous Conversations About Race protocol. The class will be highly interactive, include a community visit, and introduce students to people engaging in racial and ethnic equity in Fort Worth, Texas.
CA or CSV , Cultural Visions	
Dance in World Cultures (Lily Sloan)	
DANC 10453-650	Students in this course engage in a historical and cross-cultural examination of dance as a fundamental human expression. The course design helps students develop a critical understanding and appreciation of dance as culturally situated in diverse world cultures and how socially constructed notions of gender, class, and race manifest within these dance practices.
CA, FAR, Cultural Visions	

Literature and Civilizations I (Dr. Jill Havens)

ENGL 20913-670	<p>The story of Troy and the Trojan War is among the most influential stories ever told about the Western World. Why has this tale (“the founding story of Europe”) proved so enduring? And why was it considered important to the many artists, writers, and historians who preserved it? In this course we will explore the many retellings of this famous story, starting with the original versions by Homer and Virgil and ending with a recent novel (part of a present and growing trend) that returns us to Homer’s poem while giving voice to the silent victims of that epic, the women. We will look at all of these works to answer questions about the impact and survival of this legendary story of love, honor, war, and betrayal.</p>
LT, HUM, Cultural Visions	

World Regional Geography (Dr. Jeffrey Roet)

GEOG 10003-635 GEOG 10003-636 (LAB) GEOG 10003-637 (LAB) GEOG 10003-638 (LAB)	<p>Regional geography synthesizes human and physical geography to present a holistic portrait of place or a region. We will “visit” Europe, Russia, China, Latin America, Africa, Middle East, and India and study these regions through the eyes of the people who live there. We will also eat at local ethnic restaurants and go on field trips throughout the Metroplex. This course will appeal to students interested in geopolitics, global economics, and ethnic conflict or students who have traveled abroad or wish to travel abroad.</p>
GA, SSC, Cultural Visions	

College Life and Identity (Dr. Estee Hernandez)

HNRS 20113-645 HNRS 20113-655	<p>Students will examine social justice in the context of leadership and come to understand their unique role in creating social change on campus, in their academic discipline, and within our larger society. In this theory-to-practice and dialogue-heavy course, students will develop and practice skills necessary to be effective in the leadership process. Students will learn from each other’s perspectives, read and discuss relevant reading material, and explore their own and other groups’ experiences in various social and institutional contexts.</p>
CA, HUM, Cultural Visions	

College Life and Identity (Dr. Whitnee Boyd)

HNRS 20113-674	<p>Students will explore how their identities and life experiences help to shape how they navigate society and make decisions. Students will read and discuss interdisciplinary material related to race, class, gender, education, faith and spirituality, building community, inclusion, and more. Students will be challenged to think critically on how their respective identities connect them with others and how to use their space in society to empower others. Through this time of self-exploration and reflection, students will derive a more holistic understanding of who they are and how they exist amongst the many other people in the community and world around them.</p>
CA, HUM, Cultural Visions	

College Life and Identity (Mr. Trevon Jones)

HNRS 20113-680	Students will explore how their identities and life experiences help to shape how they make decisions and navigate society. In this dialogue-intensive course, students will be expected to engage fully with the intersecting topics of race, class, gender, education, faith and spirituality, community building, and inclusion. Students will examine sources of privilege and oppression in their own lives in order to build empathetic, equity-focused lenses with which to examine social systems. Through this time of self-exploration and reflection, students will derive a more holistic understanding of who they are and how they exist amongst the many other people in the world around them. This course will balance intense self-reflection with mindful inquiry into the experiences of others.
CA, HUM, Cultural Visions	

Language, Communication, & Cultural Identity: The Psychosocial Self (Dr. Randi Proffitt Leyva)

HNRS 20213-615 HNRS 20213-636	What does it mean to become who we are? What language and ideas do we use to make sense of our identity and our lives? What are the biological and psychological milestones of identity development, especially in the transition from childhood, to adolescence, then to emerging adulthood? This seminar-style course introduces students to the concepts, literature, language, and metaphors humans use (such as psychological theories, coming-of-age stories, films, social media, etc.) to understand and define their identity in the world and how they fit into the broader, ever-changing social landscape.
CA, HUM, Cultural Visions	

Gender and Sexuality in History and Literature (Dr. Wendy Williams)

HNRS 20233-647	All social human beings are assigned and perform gender roles; all organized societies also regulate sexuality. By examining gender and sexuality as represented in literature in a specific historical context, this course is designed to help students learn to comprehend, theorize, and analyze systems of gender and sexuality in their own era. Assigned authors will include Oscar Wilde, George Eliot, and Anne Brontë; historical documents will include a newspaper series on child prostitution and the law that sent Wilde to prison.
CA or LT, HUM, Cultural Visions	

Faith and Social Movements (Dr. Andrew Ryder)

HNRS 20403-641
HNRS 20403-676

CSV or RT, Cultural Visions

Faith is a practical activity that changes the conception of community and has considerable cultural effects; indeed, it has been crucial in achieving human rights and social justice. This course explores a series of case studies from the Americas, Africa, and the Middle East, driven by the energy and commitment of many thinkers and leaders whose belief systems and activities are shaped by religious faith. Students write papers and present research on contemporary religious problems and practices, and are asked to reflect on their own beliefs and develop them. Course material includes reflection on Black, feminist, and indigenous theologies, as well as attention to ecology, sexuality and gender, Latin American social movements, political Islam, human rights, and contemporary interfaith dialogue.

Cultural Contact Zones: 21st Century Europe (Dr. Juan Carlos Sola-Corbacho)

HNRS 20503-610
HNRS 20503-620

GA, HUM, Cultural Visions

In this class we will focus on the more than 50 European sovereign states and the territories that are only partially recognized as such. Students will make individual presentations on their geography, their people, their culture, their traditions, and their political and economic situation. We will pay particular attention to the political, cultural, social, and economic differences and similarities among them and between Europe and the rest of the world, especially the United States. Students will read, discuss, and write about the latest news and the most important current issues in Europe. They will also research, analyze, and debate migration, gender inequality, and environmental problems in Europe.

Cultural Contact Zones: U.S. Schooling and American Society (Dr. Lynn Hampton)

HNRS 20503-635
HNRS 20503-645

GA, HUM, Cultural Visions

Through classroom debates, policy discussions, and active learning exercises – students tackle many issues concerning the role of schools and schooling in U.S. society. Some of these issues include: What factors shape how schools are run, how schools are organized, and what curricular materials are taught? How do schools help to maintain and perpetuate social inequality, and how do factors of race, class, and gender affect the educational experiences of students within schools and within classrooms? Discussion of these topics will help to dispel myths about the role of education and schools in modern society.

Race and Sports (Dr. Frederick Gooding, Jr.)

HNRS 20613-675

CSV, HUM, Honors Elective

Have you ever listened to sports radio? Or watched sports on TV? Or read what someone wrote about sports in the media? If so, then you are in the right course! In this dynamic class, we start with the principle that sports perform an important social function, and consequently so do the images and commentaries generated within and around it. If you're game, we will examine why sports hold such an important place in our culture, explore its mass-market global appeal and then appreciate how race intersects with and affects mainstream portrayals of sports in America.

Philosophy and Science of Social Justice (Dr. Mikio Akagi)

HNRS 20813-670	Discussions of justice in the 21st century focus increasingly on issues like sexism, racism, transphobia, and ableism. But what are things like race, gender, and disability? Are they biological differences, or are they socially-constructed? Is there such a thing as “implicit” prejudice? Can “equal treatment” sometimes be unjust? In this course we will examine work in the humanities and the sciences, asking how theoretical perspectives can be informed by scientific methods and how theories of social justice can be used to criticize and inform our understanding of science.
CA, HUM, Cultural Visions	

Cultural Memory: HIST Culture (Dr. Ronald Pitcock)

HNRS 20913-615	<i>The life of the dead is placed in the memory of the living. —Cicero</i> How have U.S. citizens, institutions, and politicians used media to interact with and shape a cultural memory of their history? We will consider how memory functions across a range of media, from oral storytelling, to writing, film, and visual arts, to the Internet. We will sharpen our focus by studying archives and memorials—on campus and elsewhere, including Disneyworld and Oklahoma City—and asking which events/people get memorialized in this culture (and which do not) and how memorials work rhetorically.
HT, HUM, Cultural Visions	

Happiness (Dr. Rob Garnett & Dr. Lisa Vanderlinden)

HNRS 30533-656 <i>Also offered as ANTH 30533 – must be in HNRS section for Honors credit</i>	What does it mean to be happy? A pleasant, pain-free life? A life of virtue and meaning? An intentional life enmeshed in community? Students in this team-taught course learn to think critically and cross-culturally about different ways of defining and living a good life. Informed by psychology, philosophy, and neuroscience while anchored by the disciplinary perspectives of anthropology and economics, this course uses multiple modes of engagement (experiential learning, biography, film, academic articles, and lots of Socratic discussion) to explore topics such as the nature of “flow,” lessons from Blue Zones for human well-being, tensions between autonomy and community, connections (subtle and overt) between well-being and inequality, how culture shapes our concepts and experiences of happiness, and the paradoxical complexity of pursuing happiness, as a personal goal or as a measure of societal well-being.
CA, Cultural Visions	

Mind, Meaning, and Morality (Dr. Richard Galvin & Dr. Blake Hestir)

PHIL 10103-630	Students in this course explore various conceptions of mind, meaning, and morality from the ancient Greeks to the contemporary world, with particular attention to the metaphysical and ethical questions, “What (who) are we?” “How should we live?” and “What makes our lives meaningful?” Answers from various figures in Western and Eastern thought are compared, discussed, and evaluated, offering students the opportunity to consider their conceptions of themselves as individuals and as human beings.
CSV, HUM, Cultural Visions	

Understanding Religion: Communities – World Religions (Dr. Mark Dennis)

RELI 10023-620	This course offers an introduction to the teachings and histories of religious traditions mainly from Asia and the Middle East: Hinduism, Buddhism, and Sikhism from India, Confucianism and Daoism from China, and Islam from Saudi Arabia. The course begins with a general discussion of the Humanities, critical thinking in the liberal arts, and theories of religion. The rest of the semester is devoted to case studies illustrating the intersection of religion and free speech, violence, and other fascinating topics. Those cases include the cartoons depicting the prophet Muhammad and the protests of the Westboro Baptist Church as well as Tibetan self-immolations, the Mumbai attacks, and others.
RT, HUM, Cultural Visions	

Understanding Religion: Communities - South Asian Religions (Dr. Antoinette DeNapoli)

RELI 10023-635	Through use of primary and secondary texts, films, poetry, art, and music, this course introduces the four dominant religions of South Asia: Hinduism, Buddhism (Theravada, Mahayana and Tibetan), Jainism, and Sikhism. We explore the histories, cultures, institutions, practices, and people of these religions, learning about them from both outsider (academic) and insider (indigenous) perspectives. The indigenous approach enables students to understand these religions as their practitioners understand, experience, interpret, and live them—that is, to “see” the world as a Hindu, Buddhist, Jain, or Sikh might see and experience it.
RT, HUM, Cultural Visions	

Honors Elective Courses

Fundamentals of Accounting – Neeley Fellows (Dr. Chad Proell)

ACCT 20353-670	Honors Elective
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Introductory Biology I (Dr. Laura Luque and Dr. Matthew Hale)

BIOL 10503-602 BIOL 10503-610 BIOL 10503-620 BIOL 10501-646 (LAB) BIOL 10501-647 (LAB) BIOL 10501-648 (LAB) BIOL 10501-649 (LAB) BIOL 10501-650 (LAB) BIOL 10501-651 (LAB) BIOL 10501-652 (LAB) BIOL 10501-653 (LAB)	Honors Elective
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Introductory Biology II (Dr. Mark Demarest)	
BIOL 10513-655 <i>*Instructor permit required</i>	Honors Elective

Intro Microeconomics (Dr. Zack Hawley)	
ECON 10223-605 ECON 10223-615	SSC, Honors Elective

Legal and Social Environment of Business (Dr. Gregg Lehman)	
MANA 20153-680	Honors Elective

Advanced Theory (Dr. Till Meyn)	
MUSI 20203-620	Honors Elective <i>*This course is open to Music majors only</i>

Advanced Theory (Dr. Blaise Ferrandino)	
MUSI 20213-620	Honors Elective <i>*This course is open to Music majors only</i>

Intro to Astronomy: Earth and Planets (Dr. Richard Bonde)	
PHYS 10273-630* *Enroll in a PHYS 10273 LAB	GA, NSC, Honors Elective

Intro to Astronomy: Earth and Planets (Dr. Douglas Ingram)	
PHYS 10273-640* *Enroll in a PHYS 10273 LAB	GA, NSC, Honors Elective

Physics I with Lab: Mechanics - Honors (Dr. Yuri Strzhemechny)

PHYS 20474-615*

*Enroll in a PHYS 20474 LAB

NSC, Honors Elective

International Politics (Dr. Carrie Currier)

POSC 20303-610

GA or CA, SSC, Honors Elective

Principles of Behavior I (Dr. Tracy Centanni)

PSYC 10514-635

PSYC 10514-636 (LAB)

***Department permit required**

NSC, Honors Elective

Understanding Religion: Texts and Ideas – The Qur’an (Dr. Samuel Ross)

RELI 10033-630

RT, HUM, Honors Elective

Understanding Religion: Society and Culture – Memoir and Meaning (Dr. Darren Middleton)

RELI 10043-656

RT, HUM, Honors Elective

Survey of Musical Theatre (Dr. Jessica Humphrey)

THEA 11013-620

THEA 11013-622 (LAB)

FAR, Honors Elective

Honors Colloquia

Deconstructing Disney (Dr. Gabriel Huddleston)

HCOL 40000-636

Honors Colloquium

The Walt Disney Company is multifaceted and far-reaching—with huge cultural, economic, and societal impact. As such it demands critical investigation. This class uses a Curriculum Studies lens and interdisciplinary approach as a starting place to deconstruct and investigate the many aspects of Disney, including but not limited to its movies, merchandise, theme parks, and television programming. Students will learn to identify and critique these areas with the goal of being able to discuss the extent of the company’s overall impact.

Frankenstein, Then and Now (Dr. Linda Harrington)

HCOL 40000-645	Mary Shelley was only 18 when she wrote the groundbreaking novel <i>Frankenstein</i> , but the myth she created continues to inspire authors, filmmakers and audiences today. In this course, we'll examine our culture's continued fascination with <i>Frankenstein</i> . In the first third of the course, we'll first analyze the contexts and ideas that influenced (or provoked) the teenaged Shelley as she founded the new genre of science fiction, but created a surprisingly sympathetic monster. Then we'll explore how subsequent literature and film has reacted to <i>Frankenstein</i> , whether retelling the story with revised plot and characters or spinning alternative visions of the present and future that similarly ask what it means to be human. Examples of contemporary work we'll discuss include Saadawi, <i>Frankenstein in Baghdad</i> ; Lavalley, <i>Destroyer</i> ; and Garland, <i>Ex Machina</i> , among others.
Honors Colloquium	

Freedom in the Western World (Dr. Juan Carlos Sola-Corbacho)

HCOL 40000-646	In this class we will analyze and compare the situation (respect/promotion) of freedom in the Western world (United States and Western Europe). We will focus on freedom of religion, freedom of speech, political freedom (freedom of assembly and association), freedom of the press, freedom of movement, freedom of choice (clothing, euthanasia, abortion...), and economic freedom. By the end of the semester we will be able to conclude about the limits of freedom in the Western World. We will also define our own position on a controversial idea: the "need to limit freedom" in our societies.
Honors Colloquium	

Treks and Texts (Dr. Daniel Williams)

HCOL 40000-670	In this interdisciplinary colloquium, students discuss a variety of texts in the genre of nature writing, beginning with Thoreau, and as well current environmental and natural habitat issues. Students also spend a considerable amount of class time outside, volunteering at the Fort Worth Nature Center to help maintain its trail system and participating in short excursions to nearby parks and natural habitats. Three times during the semester optional Saturday day hikes will be offered and at least one canoe trip. Experiencing the outdoors is a crucial component of this colloquium.
Honors Colloquium	

Games and Learning (Dr. Wendi Sierra)

HCOL 40000-671 HCOL 40000-675	From learning about history in <i>Oregon Trail</i> to training for a 5K using <i>Zombies, Run!</i> , game-based systems are an increasingly important tools for learning. Games have been used for everything from teaching the alphabet to preschoolers through the <i>Osmo</i> , to helping surgeons perfect their surgical technique by playing <i>Halo</i> and <i>Half-Life 2</i> . Despite the growing popularity of learning games in educational, vocational, and even therapeutic contexts, many questions remain. What do players learn from games and when does this learning transfer? How and what do players learn while playing? When are games and game-based systems useful in education, marketing, and professional development? Students in this course will examine the promise and challenge of serious games in a variety of fields, exploring the work/play divide, gamification, and participatory culture.
Honors Colloquium	

Social Media and Identity (Dr. Estee Hernandez)	
HCOL 40000-676	Social media is part of our everyday lives, but we probably don't spend much time thinking about how it influences who we are. In this course, we'll apply sociological and identity theories to understand the formative and performative effects of social media: how it shapes the ways we see ourselves, how others see us, and how we choose (or are subconsciously drawn) to engage. Students will examine their own social media use through critical introspection, working toward a final digital portfolio project in which they demonstrate their understanding of and ability to enact self-authorship online.
Honors Colloquium	

Show Boat to Hamilton: Musical Theater and American Politics (Dr. Gina Bombola & Dr. Will Gibbons)	
HCOL 40000-682	This course will trace political and social movements in the United States from the 1920s to the present through the lens of musical theater. Through discussion, reading and viewing assignments, and individual/group projects, students will explore how issues of class, gender/sexuality, race, and national identity play out on the stage and screen. Productions examined will include Show Boat (1927), Annie Get Your Gun (1946), South Pacific (1960), Chicago (1975), Dreamgirls (1981), Rent (1996), Urinetown (2001), and Hamilton (2015).
Honors Colloquium	

Beyoncé and Intersectionality (Dr. Lynn Hampton)	
HCOL 40000-680 HCOL 40000-681	From "Formation" to "Lemonade," this course utilizes the artistry, musicianship, and feminism of Beyoncé to explore deeper issues of patriarchy, racism, classism, and sexism in our society. Through engagement of black feminist thought and intersectionality (the works of Kimberlé Crenshaw, Audre Lorde, and bell hooks in particular), students will explore how intersecting identities of race, class, and gender create powerful legacies of oppression and resistance.
Honors Colloquium	

Literature, Care & the Anthropocene (Dr. Lauren Mitchell)	
HCOL 40000-683	Once limited to the realm of scientific discourse, the word "Anthropocene," the impact of humankind on the planet's geologic time, has catapulted into the realm of common knowledge as reports of climate change have gone from pressing to urgent. It's easy to feel helpless in the face of environmentally-related concerns, and the purpose of this course is to explore what care and care ethics look like – how we can and should be taking care of each other – at a time when the planet is changing. Through texts that span the medical humanities, memoir, and science fiction, students will explore: What happens to caregiving practices when the world itself faces a health crisis? How must medicine change when we are confronted by health problems that are mirrored by human and planetary bodies? What do hope and compassion look like when we are forced to think critically about our future?
Honors Colloquium	

Disease, Disorder, and Disability (Dr. Mikio Akagi)	
HCOL 41013-674	<p>What is disease? Are diseases purely biological conditions, or does society shape our conception of what a disease is? What does it mean to be healthy, or normal? Are psychiatric disorders real? Are disabilities medical conditions or social ones? Answering questions like these requires considering unresolved problems in biology, psychology, medicine, and philosophy. We will explore these problems, focusing on issues like biological concepts of normality, the nature of genetic disease, the nature of mental illness, and the classification of mental disorders like depression, autism, and schizophrenia. No previous background in philosophy, science, or medicine is required.</p>
Honors Colloquium	

Empathy (Dr. Wendy Williams)	
HCOL 41023-635 HCOL 41023-640	<p>In this upper-division honors seminar, students explore and experience empathy through student-led discussions, community building assignments, experiential learning, and a close-knit classroom environment. Scientific, sociological, and cultural readings and videos supplement students' semester-long service-learning projects (12 hours of service with a local community partner). Students work with each other and with community partners to better understand the concept of empathy and its place in their individual lives and in the global community.</p>
Honors Colloquium	

Race at the Movies (Dr. Frederick Gooding, Jr.)	
HCOL 41073-677	<p>In this dynamic class, we start with the principle that mainstream film performs an important social function, and consequently so does its imagery. We initially examine why mainstream film holds such an important place in our culture and explore the mass market appeal that dictates its formulaic nature. We then discuss the influential power of images, illustrating specific racial patterns that encompass virtually all white and nonwhite characters alike. After taking this course, students will be able to effectively screen out biases and stereotypes subtly conveyed in plain sight. Be forewarned; you will never see movies the same way again!</p>
Honors Colloquium	

Art and Activism (Dr. Suki John)	
HCOL 41093-665	<p>This course empowers each student to engage as audience, participant, and critic of activist art. Just as the art seeks to challenge us, we challenge each other and ourselves by interacting vigorously with a wide range of art works created with the goal of influencing our thought and action. Organized around themes of "Time and Place" and "Burning Issues," we look to conditions that inspired specific artistic examples and entire movements. Examining some of the most successful – and some of the least laudable – works of activist art, we look at ways artists have attempted to sway public thought and action. Students determine their own "burning issues" and form groups around shared concerns. As a final project, groups take the first steps in creating activist art.</p>
Honors Colloquium	

Transcultural Dialogues: Bulgaria, Hungary, and the U.S.A. (Dr. Juan Carlos Sola-Corbacho)

HCOL 41133-617	Students in this unique intercultural course will analyze and compare important current issues and values in the United States, Hungary, and Bulgaria (such as youth, the role of women, the situation of sexual and ethnic minorities, migration, social violence, and the role of religion). Through an online forum created specifically for this class, we will have three classrooms working as one: 12 students at TCU, 12 students at the University of Debrecen (Hungary), and 12 students at the Sofia University Saint Kliment Ohridski (Bulgaria).
Honors Colloquium	

Asian Cultures on the Go (Dr. Ze-Li Dou)

HCOL 41143-656	Historical, philosophical, and artistic aspects of several Asian cultures will be discussed through an ancient board game called Go. Go is a two-person strategic game with simple rules but complex and subtle tactics. Partly for this reason, Go became an integral part of the high culture in China, Korea, Japan, and beyond. Go's globalization and its relevance in current research in artificial intelligence (AI) will also be addressed. No prior knowledge about the game or the history of Asia is required. About half of the lectures will be devoted to the actual learning and playing of Go.
Honors Colloquium	

Journalism and Moral Courage (Dr. Melita Garza)

HCOL 41193-684	What does it mean to stand on the front lines of truth? Who has the moral courage to shed light on human suffering from danger zones like Syria and "safe" zones like Annapolis, Maryland? Why does press freedom matter to a free society, including the United States? How do journalistic norms such as, "speak truth to power" and be "a voice for the voiceless," help keep us free? Where and when can you find answers to these urgent questions? If you think you can handle the truth, then please consider enrolling in this course!
Honors Colloquium	

The Other Texas (Dr. Andrew Ryder)

HCOL 41273-676	This class provides knowledge and thinking skills about the history and culture of Texas, and stimulates intellectual reflection and innovation regarding social and economic challenges, media representation, and ethnic identity. Coursework draws on popular song, literature and film as well as social science. Students will develop a strong awareness of and perspective on the diverse experiences of Texans, with a particular eye toward the voices of women and historically marginalized communities. Among other examples, we will study blues, country, rock, and soul music, as well as fantasy fiction, revisionist Westerns, political activism, and sports culture.
Honors Colloquium	