

Fall 2022 Honors Course Descriptions

*All courses are subject to change; check [Class Search](#) for an updated list of offerings. All Honors courses have a **600-section**. Make sure you select the correct section before enrolling.*

Lower-Division Honors: Cultural Visions Courses

ARHI 10043

Section: 635

Professor: Staff

Core and Honors Designation: FAR and CA, Cultural Visions

Description: 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 – providing students with the tools to understand how art reflects its associated cultures’ mores, values, worldview, and sensitivities. Students 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.

CRES 10103: Engaging Difference and Diversity

Section: 680

Professor: Dr. Jacinto Ramos

Core and Honors Designation: CA or CSV, Cultural Visions

Description: 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.

GRMN 20983: Afterlife of Roman Tradition

Section: 615

Professor: Dr. Scott Williams

Core and Honors Designation: HUM and HT, Cultural Visions

Description: Students in this course will examine examples of the modern appropriation of classical Rome in history texts, literature, drama, and film in English language and German language (in translation) literature and culture. Students discover how the past is used to understand our present and explore fiction and fact in the formation of our understanding of history. The general pace of the course is one week a book, the next week a movie, and so on. In the last three weeks, students take over the class as we re-enact Roman Senate meetings under a scenario in which a ruler who has violated the norms of government in order to grab power has been assassinated. What now? Each student is a Senator during the turbulent time after Caesar’s assassination.

HNRS 20113: College Life and Identity

Section: 630

Professor: Dr. Cameron Potter

Core and Honors Designation: HUM and CA, Cultural Visions

Description: Students will explore various aspects of the constructive-developmental transition from adolescence to adulthood (cognitive development, sociology-emotional development, faith-stage development, and moral/ethical development), with particular attention to the relationship between the college experience and identity/values development. This course will provide students the opportunity to actively engage with concepts, theories, and frameworks that help increase awareness and understanding of how our social identities—race, religion, class, ethnicity, age, gender—impact our experiences in the communities where we live and work. Students will be encouraged to expand their perspectives through self-reflection, interactive texts, and participatory class discussion.

HNRS 20113: College Life and Identity

Section: 665

Professor: Dr. Lauren Nixon

Core and Honors Designation: HUM and CA, Cultural Visions

Description: Students will use interdisciplinary inquiry and experiential learning to explore the transition to adulthood, personal and community identity development, and the aspects of college life that make these years formative. By engaging with text, in dialogue, and in practices such as mindful meditation and reflective writing, students will develop a holistic understanding of who they are and how they exist amongst other people in their campus, local, national, and global communities.

HNRS 20113: College Life and Identity

Section: 674

Professor: Leslie Ekpe

Core and Honors Designation: HUM and CA, Cultural Visions

Description: Students will explore how their identities and life experiences help shape how they make decisions and navigate society. In this dialogue-intensive course, students will be expected to engage 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.

HNRS 20113: College Life and Identity

Section: 681

Professor: Dr. Estee Hernandez

Core and Honors Designation: HUM and CA, Cultural Visions

Description: Students in this course 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.

HNRS 20133: Spaces and Places

Sections: 655

Professor: Dr. Jason Titus

Core and Honors Designation: HUM and CA, Cultural Visions

Description: Students in this course will explore the power of locations, built structures and systems, and the meaning-making which occurs in them. Investigate the spaces and places of TCU and examine how spaces gain meaning, meaning impacts culture, and how learning and curriculum hold relationships with the places where they are delivered. From residence halls (dorms) to academic buildings to common spaces, this course engages in participatory research and self-discovery to gain skills and knowledge to foster a greater sense of belonging and intercultural connectedness at TCU. Dive deeper into your cultural identities, cultural awareness, and the places that matter to you in order to take that knowledge and apply it to make change at TCU and beyond.

HNRS 20233: Gender and Sexuality in History & Literature

Sections: 615 OR 635

Professor: Dr. Wendy Williams

Core and Honors Designation: HUM and LT, Cultural Visions

Description: 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.

HNRS 20243: Culture, Literature and Adaptations

Section: 655

Professor: Dr. Sylviane Greensword

Core and Honors Designation: HUM and LT, Cultural Visions

Description: This course introduces students to intercultural inquiry via the popular young adult series *The Hunger Games*. Assigned reading includes all four novels in the series, excerpts of its filmic adaptations, and short scholarly articles on the themes, production, and media coverage of *The Hunger Games*. Through student presentations, small group discussions, and academic writing, students will examine the extent to which the fictional dystopian society of Panem exposes realities of contemporary cultures and subcultures at home and abroad.

HNRS 20403: Faith and Social Movements

Sections: 620, 630, OR 640

Professor: Dr. Andrew Ryder

Core and Honors Designation: HUM and CSV or RT, Cultural Visions

Description: 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 contemporary case studies from the Americas, 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, religion and science, human rights, and contemporary interfaith dialogue.

HNRS 20503: Cultural Contact Zones – Europe

Section: 610 OR 620

Professor: Dr. Juan Carlos Sola-Corbacho

Core and Honors Designation: HUM and GA, Cultural Visions

Description: 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.

HNRS 20503: Cultural Contact Zones – US Schooling and American Society

Section: 645 OR 655

Professor: Dr. Lynn Hampton

Core and Honors Designation: HUM and GA, Cultural Visions

Description: Through classroom debates, policy discussions, and active learning exercises, students in this course will tackle a host of issues concerning the role of schools and schooling in U.S. society. 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? How do 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 American society.

HNRS 20503: Cultural Contact Zones - CommYOUity Minded

Section: 674

Professor: Dr. Whitnee Boyd

Core and Honors Designation: HUM and GA, Cultural Visions

Description: Our sense of community and understanding are deeply shaped by our social identities. Our identities are actually resources with which we each can contribute to a more just society. Students in this course will take a critical dive into the complex intersection of racial identities with other social identities (gender, class, sexuality, and others). Guided by the concept of collective impact, students will undertake project-based work in connection to local efforts focused on building a more equitable and just Fort Worth. Through this time of self-exploration, students will derive a more holistic understanding of who they are and how they are connected to others.

HNRS 20613: Race and Sports

Section: 680

Professor: Dr. Clifford Harrell

Core and Honors Designation: HUM and CSV, Cultural Visions

Description: Students in this course will explore the interplay of racial and social binaries within the context of sports. We will examine the popularity of sports and why it plays such a large role in the social structure of our society while inspecting the images and commentaries generated within and around it.

HNRS 20803: Understanding Science

Section: 680

Professor: Dr. Mikio Akagi

Core and Honors Designation: HUM and CSV, Cultural Visions

Description: Science is important for society and relevant to our lives, and we often put our trust in it. But how many of us—including scientists—really understand what it is, why it works (when it does), and in what ways it can break down? In this course we will examine foundational questions about science. What is it? Is scientific progress rational? Are scientific theories true, or just useful? How do scientists choose what gets published, and do they choose well? Is science objective? Should it be? And how can science go terribly wrong—by lending authority to nonsense, or enabling prejudice? This course is for students of all majors.

HNRS 20913: Cultural Memory – History Culture

Section: 605

Professor: Dr. Ronald Pitcock

Core and Honors Designation: HUM and HT, Cultural Visions

Description: *The life of the dead is placed in the memory of the living.* —Cicero

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.

PHIL 10103: Mind, Meaning, and Morality

Section: 630

Professor: Dr. Richard Galvin and Dr. Blake Hestir

Core and Honors Designation: HUM and CSV, Cultural Visions

Description: 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.

RELI 10023: Understanding Religion: Communities – South Asian Religions

Section: 665

Professor: Dr. Antoinette DeNapoli

Core and Honors Designation: HUM and RT, Cultural Visions

Description: 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.

Lower-Division Honors: Honors Elective Courses

ACCT 20353: Fundamentals of Accounting

Section: 615

Professor: Dr. Maia Kelton

Core and Honors Designation: Honors Elective

BIOL 10503: Unity and Cells

Sections: 602 OR 620

Professor: Dr. Laura Luque

Core and Honors Designation: NSC, Honors Elective

Note: *This class is intended for pre-health students and science majors*

BIOL 10513: Diversity and Organisms

Sections: 602 OR 620

Professor: Dr. Mark Demarest

Core and Honors Designation: NSC, Honors Elective

Note: *This class is intended for pre-health students and science majors*

BIOL 10523: Introduction to Biology Investigation

Sections: 610 or 650 (LCL) plus a 600-section Lab

Professor: Dr. Mark Demarest

Core and Honors Designation: NSC, Honors Elective

Note: *This class is intended for pre-health students and science majors*

BUSI 10153: Business in Society

Sections: 620 OR 630

Professor: Dr. Danyelle Ackall

Core and Honors Designation: Honors Elective

Students must also enroll in a BUSI 10151 lab

COMM 10163: Public Address

Section: 605, 615 OR 665

Professor: Dr. Christopher Harper

Core and Honors Designation: OCO, Honors Elective

ECON 10223: Introductory Microeconomics

Section: 605 OR 615

Professor: Dr. Zach Hawley

Core and Honors Designation: SSC, Honors Elective

HNRS 20643: Video Game History

Sections: 615

Professor: Dr. Wendi Sierra

Core and Honors Designation: HUM, Honors Elective

Description: Computer and video games have a history that now spans more than half a century and already includes dramatic changes due to both technology and culture. However, it's important to remember that studying game history doesn't mean simply memorizing when particular games were released and who the major developers are. Instead, understanding games history means sifting through the complex interaction of society, technology, and culture. Thus, this course will explore video game history not only by looking closely at key titles in gaming and their creators, but also by seeking to understand cultural impacts and influences on the industry. Most importantly, we will consider how moments of technological innovation are always tempered by human experience. As a part of this process, we will also learn about the idiosyncratic challenges in the study and preservation of gaming's history.

MUSI 20203: Advanced Theory

Section: 620

Professor: Dr. Blaise Ferrandino

Core and Honors Designation: Honors Elective

PHYS 10273: Intro to Astronomy – Earth and Planets

Section: 630

Professor: Dr. Richard Bonde

Core and Honors Designation: NSC and GA, Honors Elective

Students must also enroll in a non-Honors lab

PHYS 10273: Intro to Astronomy – Earth and Planets

Section: 640 OR 645

Professor: Dr. Douglas Ingram

Core and Honors Designation: NSC and GA, Honors Elective

Students must also enroll in a non-Honors lab

PHYS 20474: Physics I with Lab: Mechanics

Section: 640

Professor: Dr. Mia Bovill

Core and Honors Designation: NSC, Honors Elective

Students must also enroll in a non-Honors lab

POSC 20123: Introduction to American Politics

Section: 635

Professor: Dr. Matthew Montgomery

Core and Honors Designation: SSC and CSV, Honors Elective

PSYC 10514: Principles of Behavior I

Section: 635 (Lecture) and 636 (Lab)

Professor: Dr. Traci Centanni and Dr. Milos Lack

Core and Honors Designation: NSC, Honors Elective

University Honors: Colloquia Courses

Colloquia courses are reserved for third- and fourth-year Honors students pursuing University Honors. Students must have officially declared University Honors as their Upper-Division intent before enrolling in a Colloquia course. Please reach out to your [Honors academic advisor](#) if you have questions.

HCOL 40000: Treks and Texts

Section: 660

Professor: Dr. Dan Williams

Honors Designation: Colloquium

Description: In this interdisciplinary colloquium, students discuss a variety of texts in the genre of nature and environmental writing, beginning with Thoreau, as well current issues concerning the environment. Students also spend a considerable amount of class time outside, volunteering at the Fort Worth Nature Center and Refuge 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. **Note: Students must provide or arrange their own transportation to weekly learning sites and must comply with all relevant TCU COVID-19 policies regarding off-campus activities.**

HCOL 40000: Futures for Humanity

Section: 680

Professors: Dr. Diana Weinberg

Honors Designation: Colloquium

Description: In *Homo Deus: A Brief History of Tomorrow*, Yuval Noah Harari (historian, philosopher, international guru and author of *Sapiens: A Brief History of Humankind*, an international bestseller with over 21 million copies sold) gives us a glimpse of the dreams and nightmares that will shape the 21st century as old myths and ideals combine with the godlike technologies of artificial intelligence and genetic engineering. How will we handle the immense responsibilities and unforeseeable ramifications of our new powers? What will be the role of this new Homo Sapiens turned Homo Deus in steering the different possible futures for humanity? Students in this colloquium will consider possible futures for the human race by way of exploring Dr. Harari's books and parallel narratives in popular culture such as the dystopic Netflix series *Black Mirror*.

HCOL 41043: Design Thinking and Innovation

Section: 674

Professor: Dr. Dusty Crocker

Honors Designation: Colloquium

Description: This course explores the use of design thinking principles to create innovative solutions to cultural and business problems. It is designed to improve creativity by exploring new ways of developing empathy for diverse audiences, identifying core problems and rapidly generating and testing multiple concepts of practical solutions to real-world business and societal problems. Students learn to present solutions using visual imagery, models, and infographics as well as written and oral presentation skills. This is an experiential, project-based course that requires active participation and collaboration among students.

HCOL 41113: Mind and Matter

Section: 680

Professor: Dr. Mikio Akagi

Honors Designation: Colloquium

Description: Science seems to tell us that everything in the universe is physical. But are minds physical? Are thoughts and feelings really chemicals and electricity, or are they something spiritual? Is the mind like a computer? Can science explain consciousness? Does language shape the way you think? How does artificial intelligence work? Do you always think with your brain, or can you think with your hands? Or your phone? Do plants and microbes have minds? We will examine these questions by thinking about recent work in philosophy and the cognitive sciences.

HCOL 41123: Callings

Section: 650

Professor: Dr. Rob Garnett

Honors Designation: Colloquium

Description: How do we find our places in the world? What calls us to the unique set of roles and duties that make us who we are? In this reflective, discussion-centered course, students explore the idea that each of our lives is (or can be) a vocational journey, a lifelong quest for belonging, identity, and meaning, shaped and constrained by one's life circumstances. By learning to think more complexly and creatively about themselves and their lifeworlds, students are able to formulate their own vocational visions: provisional statements of who they are, where they stand, and who they see themselves becoming, in dialogue with the expectations of others and the norms of society.

HCOL 41133: Transcultural Dialogues – Bulgaria, Romania, & U.S.A.

Section: 615

Professor: Dr. Juan Carlos Sola-Corbacho

Honors Designation: Colloquium

Description: Students in this unique intercultural course will analyze and compare important current issues and values in the United States, Romania, 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 Lucian Blaga University of Sibiu (Romania), and 12 students at the Sofia University Saint Kliment Ohridski (Bulgaria).

HCOL 41143: Asian Cultures on the Go

Section: 650

Professor: Dr. Ze-Li Dou

Honors Designation: Colloquium

Description: Historical, philosophical, and artistic aspects of several Asian cultures will be discussed through an ancient board game called Go. Go is a two-person strategy 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, 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 one third of the lectures will be devoted to the actual learning and playing of Go.

HCOL 41223: Design for Social Impact

Section: 615

Professor: Dr. Stacy Landreth

Honors Designation: Colloquium

Description: Our community faces what we call “wicked problems” that require innovative thinking and a “design mindset”. This course introduces two key frameworks – design thinking and systems thinking – to help students develop innovative solutions to wicked problems in our own community. We also explore how each of us can contribute to these solutions through social entrepreneurship. Expect a hands-on experience and the opportunity to engage in real-world problem solving.

HCOL 41233: Citizenship

Section: 665

Professor: Dr. Santiago Pinon Jr.

Honors Designation: Colloquium

Description: This course considers the fundamental question of what it means to be a citizen and how the duties and rights of citizenship should be defined and enacted. The category of citizen has been used to both include and exclude individuals in/from the civitas. This course considers some of the definitions of what it means to be a good citizen and how an individual ought to fulfill the duties of citizenship, particularly in relation to the State. Through examination of religious, political, historical, and fictional texts, students will analyze and evaluate various responses to this enduring question.

HCOL 41293: Deconstructing Disney

Section: 635

Professor: Dr. Gabe Huddleston

Honors Designation: Colloquium

Description: 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 investigate and deconstruct 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. This class includes optional on-site research at the Disneyland Resort in Anaheim, California over Fall Break for which participants will be responsible for airfare and food, with all other costs (hotel, park tickets, and tours) paid by the John V. Roach Honors College. Students enrolled in the course will have priority in signing up for the trip. ***The deadline for enrolled students to sign up for the Disneyland trip is June 30th – after which the trip will be opened up to other Honors students.***

HCOL 41333: Games and Learning

Section: 635

Professor: Dr. Wendi Sierra

Honors Designation: Colloquium

Description: From learning about history in *Oregon Trail* to training for a 5K using *Zombies, Run!*, game-based systems are increasingly important tools for learning. Games have been used for everything from teaching the alphabet to preschoolers through the Osmo, to helping surgeons perfect their surgical technique by playing *Halo* and *Half-Life 2*. 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.

HCOL 41373: Beyoncé and Intersectionality

Section: 680

Professor: Dr. Lynn Hampton

Honors Designation: Colloquium

Description: 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.

HCOL 41443: City as Text – Fort Worth

Section: 620

Professor: Dr. Wendy Williams

Honors Designation: Colloquium

Description: *City as Text: Fort Worth* is an experiential learning course in which students increase their awareness of others and themselves, develop greater curiosity about their environments, and uncover hidden elements of expectations and attitudes. As students move through this territory, they will record their experiences and observations in writing, photographs, and social media to figure out why and how they see what they do, why and how they react to what they do, and what difference their own specific presence makes to their environment. **Note: This is an 8-week course (5 in-class hours per week, ending mid-October). Class sessions will take place in various locations around Fort Worth. Each Friday session will begin promptly at 10:00 am and end at 3:00 pm. Students are expected to arrange their own transportation and to be on-site for the full five-hour class period. Students must comply with all relevant TCU COVID-19 policies regarding off-campus activities.**

HCOL 41473: Superheroes and Culture

Section: 650

Professor: Dr. Johnny Miles

Honors Designation: Colloquium

Description: Despite popular opinion, superheroes are not (nor have been) just an American phenomenon. From the ancient world of Mesopotamia's Gilgamesh and Persia's Rustam to the modern world of America's Superman and Nigeria's Guardian Prime, learners will examine these cultural phenomena through diverse media across time and space to discern their aesthetic and potential cultural value. How do these stories reflect and/or critique their cultural contexts while simultaneously addressing certain needs of those respective contexts? What role(s) do these larger-than-life figures play in shaping their readers' own cultural identities? Students will apply comparative myth and literary-historical analyses to inquiringly probe these core foci.

HCOL 41493: Capitalism and Socialism

Section: 645

Professors: Dr. Rob Garnett and Dr. Samuel Arnold

Honors Designation: Colloquium

Description: What kind of economic system – capitalist or socialist – is most likely to generate freedom, fairness, and prosperity for all? Students in this University Honors colloquium explore multiple forms of capitalism and socialism, past and present. Through carefully selected readings, first-person encounters with scholars and advocates, and 15 weeks of inclusive dialogue, students gain a deep understanding of pro-capitalist and pro-socialist perspectives (i.e., the assumptions, concepts, evidence, and values that lead intelligent advocates of capitalism and socialism to believe that their preferred system is better than any known alternative) and the ability to articulate their own informed views of capitalism and socialism in the current U.S. context.

HCOL 41503: Modernity and After

Section: 645

Professor: Dr. David Bedford

Honors Designation: Colloquium

Description: The goal of this colloquium is to understand the present age by asking what is new about it compared to the era of modernity (1450-1918). Students will explore how our post-modern era affects our worldview and other student-selected focal points including but not limited to literature, theater, arts, and technology. The group will develop a final summary statement and decide whether and how it might be shared.