**HONORS FIRST YEAR INQUIRY SERIES**

EXCITING FALL 2020 COURSE OFFERINGS FOR FIRST YEAR HONORS STUDENTS

HONR1310-02: **Twentieth-Century Espionage**

 *Jeffrey Burds, Department of History, CSSH*
Times: Mon, Wed, Thurs / 1:35-2:40pm | CRN: 15645

Using case studies, documents, literature and film, we will explore various aspects of the world history of spies in the twentieth century. Themes include the Great Game (Anglo-Russian-French-German rivalries in Central Asia and the Near East); World War I (Mata Hari, Alfred Redl); the Russian Revolution; the interwar era; World War II; and the Cold War. Sub-themes will include women spies, human intelligence versus signals intelligence, double agents and moles, agent recruitment, technology, sexpionage, and assassination.

Each student will be expected to make three presentations and to write three short (2-3 pages) papers drawn from "Related Materials" associated with main themes of the course. Alternatively, students may negotiate with the instructor alternative readings/themes not covered in the syllabus.

HONR 1310-03: **Angels and Demons: Studying Violence in the 21st Century**

*Gordana Rabrenovic, Department of Sociology and Anthropology, CSSH*
Times: Tue, Fri / 1:35-3:15pm | CRN: 15646 | NUpath: SI

How does the concept of borders influence our understanding of violence in the 21st century? The idea of borders is often used to discuss conflict around land boundaries. These conflicts are often bloody, prolonged and characterized by interpersonal and intergroup violence. However, ethnic, racial and economic disparities — both within and between nations — tend to exascerate territorial conflicts and create new tensions. Political and environmental crises further complicate our understanding of what causes conflict and how best to address it. This course will employ the concept of borders to analyze various examples of contemporary violence. As we explore different instances of conflict, we will also examine innovative ways to intervene, reduce and even prevent violence. Examples will range from Boston to the global arena.

HONR1310-05: **Of Princes and Utopias: the Foundations of Modern Political Thought**

 *Robert Cross, Department of History, CSSH*
Times: Mon, Wed / 2:50-4:30pm | CRN: 15695 | NUpath: IC

Is there such a thing as an ideal society, and if so, of what does it consist? What form of government is the most just, and is it achievable in the real world? Are the qualities of a good leader the same as those of a good person? Indeed, are human beings by nature fundamentally good, evil, or somewhere in between? People have been asking these sorts of questions since they first began to write things down, and the answers they have come up with have continued to inform countless debates about society, government, and the human condition to this very day.

This course will focus on a selection of the Western tradition’s key thinkers, taking an in-depth look at some of the most influential works in the history of political thought, from ancient Greece through eighteenth-century Europe. Along the way, we will follow two simultaneous paths: one literary/philosophical, and one historical. You will have the opportunity here to read, consider, and discuss a number of history’s great books. But you will also come to understand how these works fit in their historical and cultural context. It is not enough simply to read Plato’s Republic, Aristotle’s Politics, More’s Utopia, or Machiavelli’s Prince. These texts need to be considered in dialogue with one another, and in the light of subsequent thinkers who read them, adapted them, borrowed from them, copied them, and ultimately established them as the foundation of a “canon” of thought that has been passed down to us over the years. Recent decades have brought a re-evaluation of this canon, questioning its merit in general as well as the makeup of its particulars, which will be a part of our continuing dialogue and analysis. As will the artistic, philosophical, and multicultural milieux that helped develop these ideas, as well as those that developed from them – extending beyond the traditional relationship with the text, to include occasional use of film, music, and one of our real local jewels: the Museum of Fine Arts.

HONR1310-06: **Mathematics, Magic, Games, and Puzzles**

 *Stanley Eigen, Department of Mathematics, COS*
Times: Mon, Thurs / 11:45am-1:25pm | CRN: 14874 | NUpath: EI

This is a Service-Learning, Honors Course. Topics and mathematical sophistication will vary depending on the ages of the Service Learning Partners and the interests of the students taking the course. The course will go into depth on the mathematics behind some classic magic tricks, puzzles and games. Mathematical topics may include, but are not limited to, combinatorics, graph theory, group theory, number theory, topology, dynamics, binary arithmetic and coding theory. Connections will be made to a wider range of areas. For example, some magic tricks connect to DNA analysis and coding theory. Some puzzles connect to logic and ethical dilemmas. Some games connect to social skills and economics.

HONR1310-10: **Me Tarzan, You Jane! The Uses of Language in Literature: Linguistic Reality or Linguistic Fiction?**

 *Heather Littlefield, Linguistics Program, COS*
Times: Tue, Fri / 9:50-11:30am | CRN: 14880 | NUpath: DD, ND

The use and acquisition of language is part of what makes us human: it helps us share information with one another, keep one another company and serves as the foundation for social relationships. Storytellers often use linguistic phenomena to develop or enhance their plots and their characters. Famous fictional characters like Burroughs’ Tarzan and Shelley’s Frankenstein’s monster learn language as an essential part of their growth and development, and others like Twain’s Huck Finn and Jim are famous for their dialects. But how accurately are these linguistic phenomena portrayed in literature? In this course we will draw on current linguistic theory and cognitive science to explore the veracity of authors’ portrayals of a variety of linguistic contexts and the effects of those portrayals on plot and character development.

HONR1310-15: **Public Education on Trial: Problems and**

**Solutions to 'Fix' America's Schools**

 *John Portz, Department of Political Science, CSSH*
Times: Mon, Thurs / 11:45am-1:25pm | CRN: 15160 | NUpath: SI

Are America’s elementary and secondary schools failing? Or, are they on track, but need support to get to the next level? From either perspective, what are the solutions? These questions provide the context for our seminar, which is organized around three projects. First, we focus on the practice of teaching and learning. What makes for a successful learning environment? Through readings, reflection, discussion, and a visit to a school, we consider the key ingredients to a supportive and effective learning environment. The second project focuses on state education policy. Each student ‘adopts’ a state and explores key dimensions in the education policy of that state, including the relationship with federal and local school actors as well as the financial and regulatory environments. In the third project, each student focuses on a particular policy reform that might make a positive contribution to public education. Individually, or group-based, these projects offer a window on possible reform strategies.

HONR1310-16: **The North of Ireland: Colonization, Armed Conflict, and the Quest for Peace with Justice**

 *Michael Patrick MacDonald, University Honors Program*

Times: Mon, Wed / 2:50-4:30pm | CRN:16300 | NUpath: DD

On January 30, 1972, British soldiers released 108 rounds of live ammunition, killing 14 unarmed citizens (7 teenagers) who were peacefully marching for civil rights. The day is remembered as “Bloody Sunday.” After 38 years, the British government released The Saville Report, acknowledging that British soldiers’ actions were “unjustified and unjustifiable.” While this is just one of many truth inquiries sought by people in the North of Ireland today, the families of Bloody Sunday’s victims were elated that their loved ones – long labeled IRA “terrorists” by an earlier British Army report – were vindicated. To many, though, this is about something bigger, as one survivor attested:

*Just as the civil rights movement of 40 years ago was part of something huge happening all over the world, so the repression that came upon us was the same as is suffered by ordinary people everywhere who dare to stand up against injustice. Sharpeville. Grozny. Tiananmen Square. Darfur, Fallujah, Gaza. Let our truth stand as their truth too.*— Tony Doherty (son of slain Civil Rights marcher on Bloody Sunday)

This course examines the colonization of Ireland by Britain, the long struggle (both through constitutional means as well as by armed, physical-force) for an independent republic, the 20th century partition of the island of Ireland and the creation of a “Northern Ireland” statelet remaining within the United Kingdom. The course then focuses on Northern Ireland. We will look at the non-violent Civil Rights Movement (1967-1972) for equality for the Catholic/Nationalist/Irish-identified population in the North (a movement eclipsed by a more militant struggle after the 1972 Bloody Sunday massacre by British soldiers), and the armed conflict waged by Irish Republican paramilitaries and a British State which often colluded with Loyalist (Protestant/British-identified) paramilitaries. The bulk of this course will look at the North of Ireland’s journey to a Ceasefire among paramilitaries and the British Army, the peace *process*, the 1998 Good Friday Peace Accords, and the ongoing post-conflict quest for a lasting “peace with justice.” We will examine the very current Brexit crisis in the United Kingdom, its potential impact on the fragile peace achieved on the island of Ireland, and revived calls for a United Ireland independent of the United Kingdom.

HONR 1310-18: **Theology, Ethics, and Practice**

*Whitney Kelting, Department of Philosophy and Religion, CSSH*

Times: Mon, Wed, Thurs / 10:30-11:35am | CRN: 18172, NUpath: ER

This course is designed to introduce you to the ethical thinking that arises from the basic tenets of a number of the world’s major religions. There will be readings addressing Hinduism, Jainism, Buddhism, Confucianism, Judaism, Christianity, and Islam. The course is designed around the big questions rather than being a tradition-by-tradition survey. The objective of this course is to explore the discourses and interpretations that these religions brng to these key questions in order to illuminate the nature questions themselves and to explore humans experience of those things greater than themselves.

HONR 1310-19: **Illusions of Reality**

*Ennio Mingolla, Department of Communication Sciences and Disorders, Bouvé College of Health Sciences*

Times: Tue, Fri / 9:50 -11:30am | CRN: 18173

Can we trust our senses to accurately inform us about our world? Under what conditions can our capacity to attend to our surroundings play tricks on us, leaving our understanding of events at odds with the events themselves? How can we resolve disagreements between individuals about what just happened? This course takes an experiential approach to varieties of visual illusions and considers auditory illusions as well. It explores illusions based on capture or misdirection of attention, as in magic performances, and also includes “cognitive illusions”, where judgments made by humans vary as a function of the narrative framing of a decision. Examples of the latter include differences in outcomes for people participating in retirement or health insurance plans, depending on whether they are presented with “opt in” or “opt out” alternatives. The course surveys the role of illusions in development of philosophical and scientific thought from ancient Greece through the “method of doubt” of René Descartes and into the modern era of psychology and cognitive science. Using free software tools (MATLAB and Psychtoolbox) and in-class demonstrations, students can investigate how the strength of various illusions varies as a function of parametric variations in display variables, including images, videos, or narrative “displays”. As implied by the course title, illusions are treated as probes of evolutionary adaptive mechanisms that usually do a good job of keeping us in epistemic contact with our environment. No prior experience with computer programming is expected, and students contemplating any major are welcome.

HONR 1310-20: **Your Eye and Al**

*Ennio Mingolla, Department of Communication Sciences and Disorders, Bouvé College of Health Sciences*
Times: Wed, Fri / 11:45am -1:25pm | CRN: 18174

Today's computer vision is as good or better than human vision for some tasks and not as good for others. What makes machines able to "see" certain things well, and what aspects of our visual systems have yet to be emulated by machines? This course offers a nontechnical introduction to the capabilities of today's visual artificial intelligence, including such concepts as convolutional neural networks and deep learning for computer vision. The course also includes an introduction to the neuroscience and behavioral foundations of the study of human visual perception, briefly surveying the remarkable range of human visual capacities. Exploration of such topics as self-driving cars, machine-assisted medical scans, or computer-based facial recognition will include consideration of which visual tasks are appropriate for transitioning in whole or in part to machines, based on consideration of performance, costs, and ethics, and which should be reserved for our species. No prior experience with computer programming is expected, and students contemplating any major are welcome.

HONR 1310-21: **Algorithms That Affect Our Lives**

*Tina Eliassi-Rad, Khoury College of Computer Sciences*
Times: Mon, Wed / 2:50-4:30pm | CRN: 18175

This course covers many of the algorithms that one uses on a daily basis. Examples include algorithms for web search, online auctions, recommendation systems, crowdsourcing, and social networking. We will also discuss algorithms used in high-stakes decisions such as criminal justice, law enforcement, employment decisions, credit scoring, and public eligibility assessment. Additionally, the course covers individual and collective consequences of using these algorithms such as privacy loss, algorithmic bias, and ethical dilemmas. This course does not have prerequisites. To excel in it, you do not need previous experience with programming, computer science, statistics, or mathematics.

**HONORS INTERDISCIPLINARY SEMINARS**

EXCITING FALL 2020 COURSE OFFERINGS FOR UPPER-CLASS HONORS STUDENTS

Honors Interdisciplinary Seminars are described on the following pages. These courses are available to Honors students in their second year or higher. To achieve Honors Distinction, students must complete at least one such seminar between their second year and graduation.

HONR3310-01: **Building a (Better) Book**
*Ryan Cordell, Departments of English, CSSH*

Times: Wed, Fri / 11:45am-1:25pm| CRN: 15643, NUpath: IC, EI

In this studio-based course, students will investigate intersections among media, literature, and computation in order to understand the history of the book and imagine its future. Students will cultivate new technical skills that will enable them to effectively use a range of historical and contemporary textual technologies, including letterpress, binding, 3D printing, and interactive, online storytelling. The course will draw extensively on resources such as [Huskiana Press](https://cssh.northeastern.edu/huskiana/), NU's new experiential letterpress studio, and Snell Library's 3D Printing Studio. Students will use the skills they develop over the course of the semester to develop multimodal creative or research projects: in short, students will build their own print-digital books. As a studio course, "Building a (Better) Book" will center around students' conceiving, developing, and workshopping these independent projects. In addition, the course will include a number of trips to archives and museums around the Boston area such as the Massachusetts Historical Society, local letterpress shops, and Boston Cyberarts.

HONR 3310-02: **Examining Family Business Dynamics Through Film**

*Kimberly Eddleston, Entrepreneurship & Innovation, DMSB*

Times: Tues / 5:20-8:20pm | CRN: 14933

Family businesses are the predominant form of business around the world. Yet, because of the inextricable link between the family and business, there is much diversity in their goals, values and how they are managed. Most unique to family businesses is the central role of the family and its influence on the business. An instrumental tool to discover, identify, and evaluate family relationships and family business dynamics is film. In this course, students will learn to critically analyze and evaluate family relationships and family business dynamics through the examination of various television shows and films and how they reflect research and theories. By watching, analyzing and discussing these films, the complexities of family businesses will come to life, offering students a unique glimpse into how family relationships impact the business and in turn, the business affects family relationships. By utilizing television shows and film, students will also have the opportunity to diagnose the roots of family conflicts and see how a ‘healthy family’ helps to ensure a ‘healthy business.’

HONR 3310-03: **Pop Culture and Mental Health**

*Maureen Kelleher, Department of Sociology, CSSH*

Times: Mon, Thurs / 11:45am-1:25pm | CRN: 15785 | NUpath: DD

The social history of mental illness in the United States and the manner in which this health issue is portrayed cements a perspective of mental illness that is often linked to tensions between normality and social deviance. This course will track this tension by focusing on three broad themes. First, the course will situate the historical response to mental illness by tracking the emergence of the asylum movement in the United States through to present day mental health interventions. Second this course will explore how the category of mental illness is socially constructed and will address how gender, age and social class among other variables affect perceptions of who is mentally ill, why they are ill, and how we should respond to this “illness.” Finally, this course will assess how cultural forms such as contemporary film, fiction and memoirs have helped to shape our perceptions of mental illness and influence our contemporary public policy response. We will be using the lens of sociology to help frame our conversations.

HONR 3310-06: **Slam Poetry and Social Justice**

*Ellen Noonan, Department of English, CSSH*

Times: Tues, Fri / 9:50-11:30am | CRN: 14883 | NUpath: IC, EI

The title of the course may seem fairly straightforward: Slam Poetry and Social Justice. Those concepts, though, those “performances,” can be complicated (and I am using “complicated” as both verb and adjective here), and that complicating will be the work of our class. We’ll start with questions: What is Slam Poetry? How is it made, performed? What is Social Justice? How is it made, performed? How do we integrate these so that poetry can work towards social justice, so that social justice might have poetry’s energy, immediacy, and grace? These are my opening questions: we will ask many more questions together, while also reading many kinds of texts, and writing, performing, and workshopping our own texts in a collaborative writing and learning space where all voices will be valued and heard.

HONR 3310-07: **Legalizing Marijuana, the National Debt, and Import Tariffs:**

**Contested Economic Issues**

*Peter Simon, Department of Economics, CSSH*

Times: Mon, Wed, Thurs / 1:35-2:40pm | CRN: 15924 | NUpath: ER, SI

In the large and complex economy of the United States, there is controversy over what goods and services should be produced. Should we legalize drugs or continue to fight the war on drugs? Should there be a limit to our national debt? What is the economic justification for import tariffs? In addition to the topics listed in the title, this course looks at the economic and ethical aspects of other issues such as mandatory vaccination, organ sales, death with dignity, and scalping. To understand the nature, the causes, and the ethical implications of these, and many other current controversial and contested issues, is the objective of this course. Students will work in pairs to conduct their own econometric study on contested issues, is the objective of this course.

HONR3310-10: **The Politics of Comedy**
*Patrick Mullen, Department of English, CSSH*

Times: Mon, Wed, Thurs / 1:35-2:40pm | CRN: 16188 | NUpath: IC, WI

This course will explore the politics of comedy through a diverse and eclectic set of texts—some of these works are examples of the comic---everything from novels and short stories to TV series and stand-up routines—and some are philosophical attempts to analyze just what comedy is. We will be considering works that span historical periods, genres, and languages. The long critical tradition in the West that has tried to define the comic has often been in conflict with the artists and writers producing comic works—what people have found funny, both highbrow and lowbrow, has not always aligned with what critics have deemed to be the culturally valuable or admirable aspects of comedy. We will be exploring both threads of this tradition, looking at the critical conversations about the comic in various contexts and examining the works that people at various times and places have found funny, grotesque, ludicrous, or ridiculous. Some of questions that we will pursue include: Is comedy culturally and historically bound or are there more universal aspects to the comic? Is the comic about the moral or ethical qualities of a particular individual? Is comedy a social mode that displays the values of an entire society? What’s funny about politics and what’s political about comedy? Students will be asked to analyze comedy critically and will also be given the chance create their own works of comedy that speak to issues they find important.

HONR3310-11: **Creating the Future: Transforming Health Care with Mobile Health (mHealth)**
*Misha Pavel, Bouvé College of Health Sciences/ Khoury College of Computer Sciences*

Times: Tue, Fri / 1:35-3:15pm | CRN: 16226

Healthcare needs innovative solutions that will help people live healthier and higher quality lives. Recent advances in mobile technology are enabling novel approaches to deliver care for people outside of clinics and hospitals. The emerging technologies offer promise for inferring health and mental conditions during people’s regular life by measuring unobtrusively and continuously physiological and behavioral facets. mHealth technologies can also use gathered data to deliver just-in-time interventions to help individuals make better health-related decisions. This course will introduce students to the principles and applications of this new technology in several areas. Students will first learn how to recognize health problems that would benefit from mHealth solutions and how to identify people who care about addressing those problems (stakeholders). Students will then learn to develop innovative and creative solutions using mHealth technologies as well as ways to test and evaluate their mHealth applications. The course will not require any prior programming experience: Students who do not wish to code can use a platform that my team has developed which will enable them to use existing components to develop their applications. Students who either know or wish to learn to code will be encouraged to learn how to program their phones to achieve more flexibility. Although getting hands-on experience will be an important part of their experience, students will also learn to incorporate principles of design, usability testing and evaluation in the mHealth domain. Student learning will be assessed on the basis of the innovative and creative solutions that students come up with on individual and group projects.

HONR 3310-12: **Non Fiction Writing and Social Justice Issues**

*Michael Patrick MacDonald, University Honors Program*

Times: Mon / 5:00-8:00pm | CRN: 16227

In order to write the most effective non-fiction around social justice issues, a writer might undertake personal reflection on his/her own life to access that “place” that allows for greater empathy. When we write about issues affecting other people’s lives, it is important to engage in a process of contemplation that will lead to more in-depth understanding, and create a unique and passionate “voice” that “brings the reader in.”

This is true, no matter where we come from or our degree of previous exposure to the issues at hand (it is my belief that one does not have to come from poverty to write effectively about poverty, come from domestic violence to write effectively about domestic violence etc.; however, I believe that one would be well served by accessing their own place of vulnerability in order to write empathically about social justice issues). In order to help students find their own writing voice, this seminar will engage students in critical thought and discussion of a wide range of social justice issues as well as grassroots movement for change.

Central unifying themes of the course will be class/poverty and its attendant violence, crime and other social issues, as well as its intersections with racism, gender, sexuality and other identities. We will also look at the intersection of justice-and-healing in grassroots efforts happening in our communities that have been most affected by these issues. In particular, we will approach Social Justice themes through a Restorative and Transformative Justice lens, which calls for shifts in the ways we communicate across perceived differences, rather than adversarial and fundamentalist Good vs Evil approaches that dominate Social Justice discourse (e.g. on social media and in classrooms) today. Therefore, the role of Empathy on and off the page will be our most central unifying theme, and concepts such as mutual aid and solidarity (rather than charity) will be explored.

Ultimately, we will focus on the implications for writers of non-fiction on these topics. This course will present an insider’s view into writing with a greater consciousness of social justice issues (in particular, questions of socio-economic inequality) by starting with some of the instructor’s own work, which includes two memoirs, a third memoir-in-progress and multiple essays. Secondly, the course will move outward to the works of other significant writers of non-fiction, using different writing approaches to related issues, whether through personalised journalism (also called “new journalism”), straight-journalism, or opinion/advocacy journalism or essay. What makes various approaches work effectively? What works for which audiences? How might the works influence contemporary social problems? Are there policy links to any of these writings? And most importantly for our purposes, how might a Restorative or Transformative thos be applied to the various approaches?

The course will frame a discussion of the many ways to write non-fiction about these central themes: as memoir, non-fiction books, journalism and essays (as well as other forms of dramatic writing, one-person shows, documentary film or other examples of social-issue-writing the class comes across in general popular culture).

HONR 3310-14: **Violence and Public Health**

*Margo Lindauer, School of Law, Bouvé College of Health Sciences*

Times: Mon, Wed / 11:45am-1:25pm | CRN: 18176 |

This course will introduce students broadly to the topic of violence and public health with a specific focus on intimate partner violence, sexual assault, child abuse, elder abuse, and community violence. The course will explore the different topics from a variety of policy and legal frameworks and utilize our local community resources to do site visits, meet with leaders in the field and explore possible changes to policy that could assist in ameliorating these different public health crises.

HONR 3310-15: **Hopscotch, Soccer, and Broccoli: Implications of Neuroscience for Promoting Childer’s Brain Health**

*Lauren Raine, Department of Physical Therapy, Movement and Rehabilitation Sciences*

*Bouvé College of Health Sciences*

Times: Tues / 3:00-6:00pm | CRN: 18177, NUpath: ND

To what extent does brain health depend on lifestyle choices that are made early in life? This course highlights the implications of lifestyle factors on brain health during childhood and adolescence, with particular focus on factors such as physical activity, diet, obesity, and sleep. Various perspectives and methods for measuring lifestyle factors and brain health will be examined through readings, class discussions and exercises, and tours of various Northeastern laboratories. Students will be introduced to emerging methodologies and techniques in the field of neuroscience, including electroencephalogram (EEG), functional magnetic resonance imaging (fMRI), and behavioral outcomes. Students will develop critical thinking and analytic skills as we use the scientific readings and laboratory observations to evaluate the quality of scientific evidence supporting the importance of particular lifestyle factors in promoting brain health. Upon completion of the course, students will be able to integrate knowledge emerging from multiple disciplines, including neuroscience, movement sciences, nutrition, and psychology.

HONR 3310-16: **Social Fact From Fiction: Using Novels to Explore Contemporary Social Problems and Public Policy Reforms**

*David Rochefort, Department of Political Science, CSSH*

Times: Wed / 3:00-6:00pm | CRN: 18178

There is a long tradition of concern in American fiction with emerging or neglected social problems. At its best, such work has had far-reaching effects, first in raising public awareness, and second in triggering public policy reforms. The purpose of this honors seminar will be to examine the way that novelists on the contemporary scene are using their writing to explore poverty, homelessness, mental illness, race relations, domestic abuse, and other important issues. By focusing on a series of noteworthy realist novels, this course aims to cover both the factual basis of the texts and the narrative devices, such as plotting, characterization, symbolism, reification, and normative judgment, that are used by authors to cast a spotlight on social problems and their impacts.

HONR 3310-17: **The Art of Narrative Nonfiction**

*James Ross, Department of Journalism, CAMD*

Times: Wed / 5:00-8:00pm | CRN: 18179

We will examine how long-form nonfiction has shaped our views of war, crime, mental health, racism and poverty. We will read and discuss groundbreaking books of the 20th and 21st century and explore the research and reporting as well as the narrative style of the authors. We also will critique films that examine these issues. Students lead class discussions about the historical, political, cultural and ethical issues that frame these books and films. The final project is a paper that delves into the meaning of narrative nonfiction.

HONR 3310-18: **#LikeMyNUData: Conducting Research about Social Media**

*Rachel Rodgers, Department of Applied Psychology, Bouvé College of Health Sciences*

Times: MW / 2:50-4:30pm | CRN: 18854

Do you have questions about social media? Facetune, Fitness apps, or #stayathome? What are the dangers of social media as a curated space for self-presentation? How can users leverage its power for good rather than a dystopian future?

This course will help you answer your questions. In this experiential course students will develop and investigate a research question related to the nature, use, and effects of social media on individuals and society. Different lenses and methodologies for investigating research questions related to social media will be introduced. Through readings and theoretical content related to both social media and research methods, combined with hands-on research experience, this course provides the background and skills to answer empirical questions related to social media. #Honors #ExperientialLearning #SocialMediaResearch