**HONORS FIRST YEAR INQUIRY SERIES**

EXCITING SPRING 2022 COURSE OFFERINGS FOR FIRST YEAR HONORS STUDENTS

HONR1310-01: **Reimagining Everything: Big Ideas, Systems Thinking and Social Change**

 *Rebecca Riccio, Department of Human Services, CSSH*
Times: Tues, Fri / 1:35pm-3:15pm | CRN: 36007

Can “big ideas” disrupt the systems within which racial and social injustices, like mass incarceration, economic inequality, and political disenfranchisement, emerge? This course will explore the theory and practice of restorative justice, universal basic income and public campaign financing. Working in groups, students will use systems mapping techniques to visualize their understanding of the complex problems these disruptive strategies are intended to address and assess their effectiveness based on research and case studies.

HONR1310-05: **From Esperanto to Elvish: Contracted Languages in History and Fiction**

 *Adam Cooper, Department of Linguistics, COS*
Times: Tues, Fri / 1:35pm-3:15pm | CRN: 38610 | NUpath: IC, EI

This seminar will focus on constructed languages: linguistic systems which have emerged from conscious creation, rather than natural development. We will survey a variety of well-known constructed languages (or conlangs), and examine them along a number of dimensions, including the motivations behind their creation, their internal coherence and plausibility, and their status and effectiveness within the culture (real or fictional) for which they were designed. You will also have the opportunity to apply your emergent knowledge of linguistic structure and linguistic analysis to develop a constructed language of your own.

HONR1310-06: **How to Change the World 101: Poverty, Inequality, and**

**Impact Entrepreneurship**

 *Dennis Shaughnessy, Entrepreneurship & Innovation, DMSB*
Times: Mon, Wed, Thurs / 9:15am-10:20am | CRN: 38611

In this discussion-based interdisciplinary course, we will examine the role that impact entrepreneurs play in reducing poverty and inequality around the world. Impact entrepreneurs are agents of innovation-based social change and work in four distinct sectors: new venture philanthropy (charity and NGOs), social enterprise, B and benefit corporations, and mission- or purpose-driven companies. Many take the best practices from traditional businesses to build, scale and drive efficient social impact ventures in developing countries. Students will be provided with frameworks and tools to critically analyze and evaluate cutting-edge impact ventures and enterprises. Students will also have the opportunity to work in partnerships and teams to develop, invest in or partner with an impact entrepreneur or enterprise including investing private capital provided by NU’s Social Enterprise Institute.

**HONORS INTERDISCIPLINARY SEMINARS**

EXCITING SPRING 2022 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.

HONR 3310-01:  **Law, Public Policy and Human Behavior**
*Richard Daynard, School of Law*

Times: Mon, Wed / 2:50pm-4:30pm | CRN: 34715 | NUpath: SI

Many public policies and legal decisions rest on the assumption that each individual can best understand what would make himself or herself happy, and that governmental limitations on choice must therefore make people less happy. This seminar will challenge this “rational actor” model suggesting that it misdescribes human self-understanding and behavior. We will test this in a variety of contexts, including behaviors like eating, smoking and gambling, the behavior of various actors in the legal system including judges, juries, experts, eyewitnesses, and prosecutors, how we approach health, health care, and “informed consent,” and implications for the environment, global warming and the future of our species. Students are expected to participate actively in seminar discussions, and to write a paper testing “rational actor” assumptions in an area of their choosing.

HONR 3310-02:  **Dark Schooling: Higher Education Narratives in**

**Literature, History, and Sociology**
*Mary Loeffelholz, Department of English, CSSH*

Times: Mon, Thur / 11:45am-1:25pm | CRN: 38612 | NUpath: IC, SI

The “education gospel,” in Tressie McMillan Cottom’s phrase, has been a widely shared faith in the US for much of the nation’s history. The education system in the US is the largest in the world, relative to the population, and access to more education, or better education, for more people, is often proposed as a remedy for social ills.

Where there are great expectations, however, there is the potential for great disappointment and betrayals of trust. The value of education, particularly higher education, is currently under scrutiny—perhaps even in crisis—in the US. Does higher education advance equality or cement inequality in place? Whom does it serve? What do people really learn in college, beyond the formal curriculum? This course will address these questions through stories of dark schooling: narratives of education that end badly, drawn both from literary fiction and nonfiction (memoirs, essays) and from readings in the sociology and history of education.

HONR 3310-03: **Representation in Young Adult Literature**

*Kat Gonso, Department of English, CSSH*

Times: Mon, Wed, Thur / 10:30am-11:35am | CRN: 38613

“White shouldn’t be the default any more than straight should be the default. There shouldn’t even be a default.”

* Becky Alberalli, *Simon vs. the Homo Sapiens Agenda*

Historically, middle grade and young adult books have been written by white, cisgender, heterosexual, able-bodied writers. When readership of Kitlit skyrocketed in the 2000s (from the 3,000 titles published annually in the late 1990s to 30,000 annually in 2010), an uptick in diverse published young adult writers and protagonists followed. Regardless, the YA publishing industry still fails to champion diverse experiences and is not reflective of the reality of our communities, including (but not limited to) LGBTQIA+, BIPOC, gender, people with disabilities, and ethnic and religious minorities.

Representation in Young Adult Literature offers students an opportunity to join a collaborative community of readers to discuss the YA books that have captured modern readers’ imaginations. Students will be exposed to a variety of styles (contemporary, dystopian, fantasy, sci-fi, romance, mystery and graphic novels) and books with writers and/or protagonists that identify as BIPOC (*Love Boat Taipei; The Hate U Give*), LGBTQIA+ (*Cemetery Boys, They Both Die at the End*), people with disabilities, neurodivergence or mental illness (*Challenger Deep*), and ethnic, cultural, and religious minorities (*Darius the Great is Not Okay*) to name a few. We will also discuss intersectionality, the rise and fall of the #OwnVoices movement, the white-washing of book covers, and the Kitlit discourse of Twitter, TikTok, Goodreads, and other social media sites. Students will have the opportunity to speak with professionals in the publishing industry, writers, and bookstore owners. In short, if you are interested in exploring young adult books with diverse characters and stories, this is the class for you!

HONR 3310-04: **Global Health: Art, Science, and Imagination**

*Richard Wamai, Department of Culture, Societies and Global Studies, CSSH*

Times: Wed / 4:40-8:00pm | CRN: 34009 | NUpath: SI

While it might have been the case in past decades that a disease experienced in one country “stayed” in that country or continent, this is no longer the case (think: Ebola in Africa, Zika in South America, SARS in Asia, MERS in the Middle East, or COVID-19!). With today’s unparalleled global mobility, it’s quite clear that what happens in one nation does affects others— and this is particularly true when we consider infectious diseases. With greater understanding that our planet is a dynamic system, it is critically important that we acknowledge that a disease in one nation can have worldwide consequences, and we recognize a greater need for moral imagination. Global health provides a foundation and mechanism for identifying those factors that promote or threaten health in diverse contexts and with diverse populations, leading to implications for prevention, intervention, and hopefully, effective treatments. This interdisciplinary seminar provides a platform for curious students to explore the multifaceted new frontiers of global health in ways that span research, theory, practice, communication, and social action— the “art and science” of health— all while learning how a new disciplinary imagination and set of professions emerge.

HONR 3310-05: **The Ethics of Philanthropy: How to Make the World a Better Place for All People**

*Patricia Illingworth, Department of Philosophy and Religion, CSSH*

Times: Mon, Thurs / 11:45am-1:25pm | CRN: 33728 | NUpath: SI, ER

Given great global and domestic need, the responsibility to help others falls on all of us. This course considers questions such as: Is everyone morally obligated to give to others? What is the moral foundation underlying our duty to give? Are some charitable purposes morally more compelling than others? Does big philanthropy undermine democracy? Is there such a thing as bad philanthropy? Should nonprofits accept dirty dollars? We will draw on interdisciplinary readings in our effort to answer these questions.

HONR 3310-06: **Cold War Spies**

*Jeffrey Burds, Department of History, CSSH*

Times: Wed / 4:35-7:55pm | CRN: 33729

Drawing from a wide variety of published and unpublished primary and secondary sources, supplemented by modern theoretical and social science perspectives, literature, and films, this course explores the history of espionage during the Cold War era (1943-1991) and its immediate aftermath, through a series of case studies. This seminar will lead students through the history of covert operations over the past 75 years focusing on these sub-themes: the origins of the Cold War in War World II; the postwar battle for German scientists; Containment and Rollback; Operation Gladio, Venona and codebreaking; nuclear spies; defectors; proxy wars (Middle East, Southeast Asia); insurgencies and counterinsurgencies; terrorism; technological espionage; propaganda; the psychology of betrayal; and mind control (MKULTRA). Students are required to make two presentations, and to write short papers based on those presentations.

HONR 3310-07: **Examining Family Business Dynamics through Film**

*Kimberly Eddleston, Entrepreneurship and Innovation, DMSB*

Times: Tues / 5:25-8:45pm | CRN: 37268

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 their business, and in turn, how the business affects family relationships. By utilizing television shows and films, students will also have the opportunity to diagnose the roots of family conflicts and see how having a “healthy family” helps to ensure a “healthy business.”

HONR 3310-08: **Online Creative Writing Workshop**

*Ellen Noonan, Department of English, CSSH*

Times: Does Not Meet (Remote Asynchronous) | CRN: 33730 | NUpath: EI, WI

Using language—writing, reading, etc.—is a social activity, one way to connect with others (past, present, future others)—and to document and, sometimes, to trouble, those connections. By thinking about and “practicing” language in this way, by adopting this approach, you will all see and practice how the rhetorical choices writers make are consequential, impacting not only the clarity of the sentences (an annoyingly persistent view of writing that reduces the complexity of writing (situations, circumstances, audiences, identities, genres…) to a simplistic exercise in skill building (i.e., learning the rules of a monolithic grammar), but also, and most importantly, the shaping of what is possible to think about, what is worth thinking about, what is worth writing about.

The courses within the NU creative writing program are not, in fact, focused on “skill building” or THE right way to write; rather, they aim to raise your level of awareness, to make you conscious of the complex social nature of writing and reading, their dynamism and power. In this course, we will be using the “frame” of connections and connectedness (and disconnections and disconnectedness) alongside the concepts of “translating,” “borrowing,” and “adapting” to think about the “tools” that writing uses to construct identities— personal, social, private, public: How do you (how might you) use writing to create a space in the world? How is identity crafted? How is identity understood by others (your readers, your audience)? What tools are at your disposal as a maker? How do you negotiate the myriad choices of purpose and audience and tone and style? These questions have many answers, which I hope to explore with you; there are also many more questions to ask, which will—along with generating lots of “writing”— be our most important class activity.

HONR 3310-10: **James Joyce’s *Finnegans Wake* and World Literature**

*Patrick Mullen, Department of English, CSSH*

Times: Tues 11:45am-1:25pm / Thurs 2:50-4:30pm | CRN: 38614 | NUpath: IC, WI

The seminar will begin with the wild proposition that Joyce’s *Finnegans Wake*, far from being the most unreadable book (perhaps) written in England, is, to the contrary, the most readable of novels, if we are only willing to learn how to read it. Indeed, Joyce has gone through extreme pains to ensure that the work has a queerly universal reach: he compacted some sixty languages into English to give the work the flavor of the world; he write it in what he referred to as the language of the night because humans all must sleep and dream; he based the main character on Humpty Dumpty and children’s stories so that even the young could enjoy it; he made it the funniest book you’ll never pick up with enough sex, puns, and neologisms to put Twitter and the internet to shame; he included visuals from drawings to medieval manuscripts; according to a nuclear physicist in Poland, he created the only fractal work of literature for those of a more scientific mind; he predicted, in a certain sense, the popularity of television and digital media; finally, rather than have an individual main character, or even any individual character, which any particular reader may or may not like, he literally made everyone the main character (Here Comes Everybody!)—it is the queerest of works where everyone is themselves and everyone else all at the same time. So while the work has been referred to as an exquisite corpse—a modernist masterpiece so obscure that it is unreadable and marks the exhaustion of the modernist experiment in literature—we will take it rather as the start of a new world of literature collectively read and collectively written.

The central activity of this course will be reading of the *Wake* in its entirety. This will be the ultimate reading experience. You will never experience reading like this again in your life and reading the *Wake* will set you apart. Learning to read the *Wake* is like Olympic training for your brain—through the course of the semester your mind will become more attuned, and your senses heightened. Given this mental and physical enrichment, we will

double down on our bet and will read a series of works that have come out of it. These works will challenge traditional notions of discipline, genre, and literary history and range from the medieval *Book of Kells* to *Alice through the Looking Glass* to *Humument* and John Cage’s musical interpretation of the work.

Key to our readings will be this question: does *Finnegans Wake* make a truly world literature possible? Are the experimental features of the work—its linguistic range, its humor, its sound and feel, its interest in human bodies and their circadian rhythms, its music, its scientific reach, its empathies and playfulness-enough to make it readable in a way that our more traditional notions of literature and culture never were?

We will undertake a series of activities: we will keep dream journals; we will do scholarly research into literary theory, psychology, and biology; we will produce visual interpretations; we will do close readings; we will reach out to the public and invite them to read with us. The course will also call upon the particular areas of expertise from its members and we will incorporate activities based on the majors and interests of the class. So come ye curious and brave, English majors and scientists, naysayers and fanatics, those longing for meaning in dark times and those seeking relief from meaning, and those in need of a good laugh and the power of a reading community—Let’s Wake up!

HONR 3310-11: **Literature and Democracy**

*Theo Davis, Department of English, CSSH*

Times: Mon, Wed / 2:50-4:30pm | CRN: 38615 | NUpath: IC, SI

What does literary history have to do with democracy? In this course, we will look at the political theory of liberal democracy in relation to modern literature in English, exploring how what we know as English literature is related to the historical rise of the middle class and of liberal values of individualism and deliberative processes. We also focus on the challenges to this cultural and political formation, focusing on how theories of contract, individualism and universal human equality are interwoven with ideologies of white supremacy and gender inequity, how liberal ideals of debate and consensus can suppress radical expressions of dissent, and on postcolonial challenges to the orientation of liberalism around Western nations.

HONR 3310-12: **Entrepreneurship in Health Sciences**

*Jack Reynolds, Department of Pharmacy and Health Systems Science*

*Bouvé College of Health Sciences*

Times: Tue, Fri / 9:50-11:30am | CRN: 38616

This course addresses principles of entrepreneurship and their applications in the health care industry, with particular relevance to health care ventures and technology. Students will consider the requirements, costs and benefits of various forms of financial options open to entrepreneurs. Presentations and discussions in the course will be led by accomplished entrepreneurs and practitioners who are engaged in health care teaching, research and business. Case studies will identify the challenges and rewards of successful entrepreneurial ventures that will set positive examples for budding entrepreneurs in leading change and innovation.

HONR 3310-13: **Platform Business Models**

*Kevin Boudreau, Entrepreneurship and Innovation, DMSB*

Times: Mon, Wed, Thur / 10:30-11:35am | CRN: 38617

The growing digitization of the economy has led many of today’s leading enterprises--including both the largest global superstar firms and most exciting entrepreneurial start-up ventures--to be born digital and organized as platforms. Trends to digitization have also led to an urgency for established businesses across all sectors to learn how to meaningfully adopt digital and platform-based business practices. While these trends have been in motion for years, the COVID-19 pandemic has accelerated these trends.

To understand how platform-based business models work and their impact on the world (and you, personally), this course is organized around a business strategy question: **How to optimally design a platform business model?** To answer this question, this course draws together insights across academic research and industry practice on platforms, along with longstanding lessons of business strategy and business model design.

By placing the strategic questions, above, are the heart of the course, the course is intended to teach you several things: How to take tangible analytical steps to **design a new platform business mode; h**ow to**analyze and evaluate an existing platform business mode;** and how it can be improved. Further, by understanding these economic and strategic issues, you will gain insights on how to **anticipate likely future competitive outcomes** and industry evolution and how to **critically anticipate and evaluate the emerging role of platforms in society.**

HONR 3310-14: **Platform Business Models**

*Kevin Boudreau, Entrepreneurship and Innovation, DMSB*

Times: Mon, Wed, Thur / 1:35-2:40pm | CRN: 38618

The growing digitization of the economy has led many of today’s leading enterprises--including both the largest global superstar firms and most exciting entrepreneurial start-up ventures--to be born digital and organized as platforms. Trends to digitization have also led to an urgency for established businesses across all sectors to learn how to meaningfully adopt digital and platform-based business practices. While these trends have been in motion for years, the COVID-19 pandemic has accelerated these trends.

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HONR 3310-15: **Exploring Race and Class in America**

*Jonathan Kaufman, Department of Journalism, CAMD*

Times: Wed / 4:45-8:05pm | CRN: 38682 | NUpath: AD, DD

This course will examine the roots of America’s racial, ethnic and class divisions and explore how the country can address them. It will examine, from different political perspectives, issues such as myths, libels, and stereotypes; reparations; white privilege and shifting definitions of racial identities; hate crimes and other challenges to America’s multicultural democracy. Students will use journalistic tools, including interviews and social media, to “break out of their bubble” and gain a better understanding of what strategies we can develop to move the country forward. No journalistic or media experience is required—just a curiosity to dive into these complex areas. The class will include visits and conversations with leading journalists, academics and activists who have tussled with these issues.