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|---|-----------------|
| 901 James South, Philosophy             | M 4-5:15 pm     |
| 902 Dennis Brylow, Mathematics          | M 4-5:15 pm     |
| 903 Andrew Kunz, Physics                | T 9:30-10:45 am |
| 904 Amanda Keeler, Communication        | T 9:30-10:45 am |
| 905 Allison Abbott, Biological Sciences | T 12:30-1:45 pm |
| 906 Gerry Canavan, English              | T 12:30-1:45 pm |
| 907 William Hirsch, Physics             | Th 5-6:15 pm    |
| 908 Tim Cigelske, Communication         | Th 5-6:15 pm    |

#### From the Fringes of History: Contested Narratives of America, 1491-Present

In this class, we will examine American history from the fringes, using the lesser-told stories, peoples, and communities to explore what is a contested narrative of the United States, and to understand how the concepts or identities of "American" have differed, evolved, and been challenged over time. In particular, the narratives of Native American, African American, and Immigrant American experiences will be privileged in this course. This class is also an experiential (hands-on) course, meaning that students will take part in cultural events and trips, visit museums and other historic sites, and interact with history through non-traditional mediums like board games, film, podcasts, digital genealogy, and video games.

#### Prophetic Stands Against Oppression

This seminar explores why and how religious traditions champion the rights and dignity of those oppressed by poverty, war, illness, racism, sexism, and environmental degradation. The prophetic voices and theologians examined will include Abraham Heschel, Dorothy Day, Thich Nhat Hanh, Dorothy Stang, Pope Francis, Rev. Bryan Massingale, Shawn Copeland, and Ivone Gebara, among others. Seminar discussion will be interdisciplinary, placing theology in conversation with other philosophical and social science perspectives.

#### Reimagining Disability: Toward a Socially Just Future

Around 50 million Americans experience some form of physical, cognitive, or sensory impairment, and that number will only increase in time. Given that people with disabilities comprise the largest minority group in the US and experience profound educational, income, and social disparities, our ability to examine disability as a cultural phenomenon becomes essential for realizing a socially just future. In this class, students will learn how to apply innovative thought about disability to their interpretation of literature, film, and popular culture. Key questions that we will address include, how is disability commonly represented in visual and print media, and how can we transform that understanding to work toward the creation of more inclusive communities?

Same as above

#### Rhetoric, Science, and Writing

How do scientists and medical health professionals create knowledge and communicate with the public? What is lost or gained in translation—and how can you identify it? This interdisciplinary writing course will prepare you to critically consume scientific and medical knowledge as we use rhetoric to break down and respond to messages we receive from experts. And, no, you don't need to study science or medicine to take this course; if you want to improve your ability to understand and to impact the world around you, you can take this class.

\*Honors Chemistry 1001H conflicts with this class. If CHEM 1001 is in your schedule for fall and you really want to take this class, you have the option of taking a non-H section of CHEM 1001.

## Memory and Forgetting: Humanity and the Past

Memory is essential for human life and flourishing—through it we form cultures, personal identities, familial bonds, traditions of all sorts. And yet, it has been argued that one essential aspect of the project of modernity is precisely a selective “forgetting” of the past. In this class we will take a long, hard, and varied look at the uses and abandonment of memory on a cultural and individual level (primarily in the Western tradition) through the reading of literature, memorials, philosophical and political manifestos, and other “texts” from centuries ago and countries far away to the present moment in Milwaukee, WI, all to discern with critical and empathetic understanding the many different ways we as humans engage and forget the past and why.

BIOL 1001H 901 TTH 9:30-10:45 am Manogaran, Anita

BIOL 1001H 961 TH 2:00-2:50 pm Manogaran, Anita

BIOL 1001H 962 TH 3:30-4:20 pm Manogaran, Anita

BIOL 1001H 963 F 1:00-1:50 pm Manogaran, Anita

\*Quiz sections will be on four Thursdays: 9/13, 10/4, 10/25, and 11/15: 6-6:50 pm

CHEM 1001H Lecture 901: MWF 10-10:50, Llanie Nobile

CHEM 1001H 941: W 2-4:50 pm, Lab,

With CHEM 1001H 961: W 1-1:50 pm, Discussion

CHEM 1001H 942: T 5:30 – 8:20 pm, Lab

With CHEM 1001H 962: T 3-3:50 pm, Discussion

\*Register for the lab first. The two Honors lecture sections are the same lecture; register for the lecture section that is linked to the lab you have chosen.

CHEM 1013H Lecture 901: MF 9-10:50 am, Fiedler, Adam

CHEM 1013H Lab 941: W 9-11:50 am, Vyas, Vijay

PHIL 1001H 901 MW 2-3:15 pm Stephanie Rivera Berruz

PHIL 1001H 902 MW 3:30-4:45 pm Stephanie Rivera Berruz

PHIL 1001H 903 TTh 11-12:15 am Melissa Shew

PHIL 1001H 904 TTh 12:30-1:45 pm

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*preferably in the first two years)*

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|------|-------|-----|-----|-------------|---------------|
| THEO | 1001H | 901 | MWF | 8-8:50 am   | Hills, Julian |
| THEO | 1001H | 902 | MWF | 9-9:50 am   | Hills, Julian |
| THEO | 1001H | 903 | MWF | 10-10:50 am | Pidel, Aaron  |
| THEO | 1001H | 904 | MWF | 11-11:50 am | Kim, Andrew   |

Lynne Shumow, Haggerty Museum of Art  
Th 9-10:40 am

Students will have the opportunity to see a wide variety of art and to learn of the many ways art is created. Students will view art and think about what the work is communicating. The seminar will have an active learning experience with numerous visits to galleries, museums, and artist's studios. Students will meet with an assortment of artists and observe their creative process firsthand. We will also meet with professionals in the art world (curators, designers, conservators, etc.) to learn about their careers and career paths. We will consider the role of art and art institutions within our society and how art can serve as a catalyst for social change. Class visits will include: the Milwaukee Institute of Art and Design, The Milwaukee Art Museum, The Milwaukee Public Museum, The Portrait Society Gallery, St. Paul's Episcopal Church, the Lynden Sculpture Garden, Sculpture Milwaukee, and others.

### **HOPR 2953H 905 Explorations of the Narrative Self**

Students learn how Narrative Psychologists collect and analyze life stories. We use an individual's stories of one's past, present, and future to discover relevant aspects of a person's identity. We focus on the identity of first-year university students.

### **HOPR 2953H, 906 Roman Wisdom of Life**

Javier Ibanez-0003-2014-11-10-10:00-10:00-092 0 62 2 reW\*nBF711.04 Tf1 0 0 1 214.4183243 Tm0 g0 G[ ]hgET12 0 f5(l )-600th 2 r  
W 2-3:40 pm

In the centuries preceding the rise of Christianity, philosophy had come to occupy the position of life guide for at least the educated people of the Ancient Greco-Roman world. There is a directedness in the philosophical literature of this period that was to be lost in medieval philosophy. It is perhaps irrecoverable after the modern expectation that philosophy first determine what we can know before turning to what we ought to do and what we may hope for.

We will read a small selection of writings by Cicero and Seneca. One or two pieces by Greek writers of Roman Imperial times may be added. The purpose of this discussion will be to not simply become acquainted with what some old texts say but rather to see, and meditate on, the timeless truths contained in them.

### **HOPR 3957H (Core Honors Capstone Seminar), 1 credit, S/U**

#### **HOPR 3957H 901: Mission to Mars**