SPRING 2021 HONORS COURSES

UH 110: Honors Engagement
Honors Engagement introduces first-year students who have completed their first semester of study to the UA Honors College experience. The aim of this course is to aid each student in finding and interrogating their place within the Honors College, the University of Alabama and the greater community. Students will learn and practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathetic dialogue, and collaborative and inclusive leadership. Students will gain a practical understanding of the Honors College and their role within it, while also building relationships that foster continued participation in the kinship of scholars. Instruction will include lecture, guest speakers, and small group discussions with Honors College student mentors. Student reading, writing, and reflection will be emphasized and connected to the examination of the Honors College and wider academic communities.

UH 129-009: The Blues
The Blues are a potent means of communication, powerfully and influentially connecting the Mississippi Delta to Memphis, Chicago, London, and beyond. Through the Blues, artists and their audiences explore a distinct voice that can share emotion, meaning, time, place, and identity. When they emerge in the Delta, the Blues are both ancient and new, an organic, non-commercial product. As they disperse to new territories these historical characteristics remain at their core. In this course, we will listen to and examine the communicative power of the Blues: what they say, who says it, who hears it, and how meaning is created and received.

UH 129-010: Deeply Rooted – Detangling the Racial Politics of Black Hair in America
Twisted locs, braids, bantu knots, cornrows, and wigs are but some of the many aesthetic practices introduced globally by African people. Historically, African hairstyles were coded and complex and one’s hair could convey significant personal information, including a person’s marital status, wealth, rank, age, religion, and ethnic identity. This course traces the origins of African hair from the continent, where it stood as a marker of culture and prestige, to the Americas, where black hair has often been derided and devalued in a society where European notions of beauty are the societal standards. Students will explore the contemporary social construction of “Black Hair” and the manner in which hairstyles often signify, resist, and conform to societal norms.

UH 180: Mosaic
- REQUIRES INSTRUCTOR APPROVAL TO REGISTER (must apply through the link associated with the course in MyBama)

An experimental magazine class that produces, from scratch, an online magazine, website and social media. Students can specialize in writing, editing, graphic design, photography/videography and/or website or social media. The class also helps both on and off campus organizations with multimedia projects that need such expertise as a support service. Students also focus on examining the nature of the communication functions of their creative work with other Mosaic students and with non-creative
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sources and subjects they interact with in their work. Student staff will work with the aid of UA staff/faculty instructors and advisers.

UH 200: Life as a Scholar
This course takes "the idea of a scholar" as its theme. Students will examine definitions of education and the university, contrasts and conflicts for students and scholars within academic life, and the "life of the mind" conceptualization of higher education as preparation for lifelong learning. These themes will be explored through detailed readings and class discussions. Moreover, it includes a strong component of comparing and contrasting our readings and class discussions with scholarly life at the University of Alabama, both current and historical.

UH 204: Classics & African Culture
Examines the impact of the classics on African culture, focusing on reading and writing about the concept of identity in African civilizations and cultures. Students will become familiar with classic works that represent current themes in African culture and societies such as oral tradition, use of language, community, post-colonial influence, and gender roles.

UH 205: Social Foundations of Community Engagement
As a “prelude” to service learning, students will understand the philosophical structure of “public goods” (e.g., education, health care, housing, etc.) and how they relate to specific needs in public spaces which are used for the betterment of communities. Students will explore the possible causes of political, educational, social, and economic inequalities as well as the benefits, responsibilities and limits of the service response to public problems. The course provides a basic understanding of what the purpose of “public goods” are and how society actualizes these currencies.

UH 215: Moral Forum
This class seeks to introduce University Honors Program students to moral discourse and civil deliberation via the analysis of one particular controversial moral resolution. Student teams will then participate in the Moral Forum Tournament, where they will be required to use ethical theories to argue for and against the resolution. The moral issue to be examined in the course changes each semester. Topics are based on current events that offer varied, balanced arguments from multiple ethical perspectives.

UH 222: Art for Life’s Sake
The Art for Life’s Sake course is an exploration of the artistic process and its application in everyday life. Our primary goals are to study, communicate, and increase the practical application and implementation of art philosophy, core concepts, and principles of creation into both academics and everyday life; synthesizing creativity, open-mindedness, authenticity, and innovation into a holistic, mindful approach, with a concerted effort to increase not only human technological and physical progress, but also psychological freedom, mental fitness and general well-being. Art is a process of exploration, externalized. Human beings are inherently artistic. Therefore, any human activity can be
expressed artfully. Our goal is, simply put: to become aware of this phenomenon and learn to practice it in all aspects of our lives.

**UH 229: Sustainability (McLelland)**

This course will introduce students to the breadth of Sustainability as a subject and will serve as a vehicle for further student research into specific topics within the context of Sustainability. Students will become acutely aware of the presence of connections, systems, interrelationships, and flows at all levels, from the very smallest to the very largest scales. This course is about exploring the meaning of our humanity. It is about coming to grips with a paradigmatic shift that recognizes humanity's place within the earth system. Sustainability is about recognizing both that we belong and that we bear enormous responsibilities to all the communities -- human and non-human -- of which we are a part. Like every other species on the planet, we are biological creatures. Alone among all our kin, however, we have evolved the kind of consciousness from which civilization emerges. The power of that emergent phenomenon, and the suddenness, in evolutionary terms, with which it developed has allowed us to see ourselves for nearly all of our history as a species apart, masters of a world we live on, not in. The challenges we now face -- both the existential threat of climate change and the unprecedented opportunities for transformation that threat offers -- flow directly from the urgent need to understand what it means to be responsibly human. The nature of these questions and concerns are fundamental to all of us and cut across all disciplines and all courses of study. Regardless of their majors, this seminar will strengthen students' ability to recognize and appreciate the power of connection, and will encourage them to be empowered by complexity, rather than overwhelmed by it.

**UH 229: Paper and Culture (Sico)**

This multi-disciplinary course will provide an overview of the cultural dimensions, history, and contemporary landscape of papermaking, including Eastern, Western, and Mexican papermaking traditions. Special emphasis will be placed on papermaking in the American South. Students will make paper by hand using a variety of techniques, and each student will design a research project using handmade paper as a medium for examining and critiquing significant aspects of culture and identity.

**UH 229: The Long Struggle for Freedom (Mock)**

#Blacklivesmatter has grown from a mantra decrying the killing of 17-year-old Trayvon Martin by a neighborhood watchman in Sanford, Florida, to a global movement denouncing the legacies of state sanctioned violence against blacks. This course explores the interminable factors underpinning the historical, geographical, cultural, social, and political ways in which black and brown bodies have been configured and deployed in the United States through the intersecting lenses of race, class and gender; privilege; black geographies; human rights; and social justice and activism. More specifically, the seminar explores the #blacklivesmatter movement along the trajectory of the sustained struggle for freedom, equality, and equity amongst Africana people. Considerations include an examination of how the US criminal justice and education systems and the media, as ideological apparatuses, are all implicitly interrelated in perpetuating myths of black and brown people as inherently dangerous and criminal. Students will be introduced to these topics of debate and many others, including “the trope of the black brute”, “black on black crime”, “unapologetic blackness”, black feminism and Africana Womanism, #hashtag activism, “black lives vs all lives”, and the tension between protest and property destruction.

**UH 229: Constitutional Rights (Wilson)**
The course will expose students to issues related to fundamental constitutional principles affecting the individual, such as free speech, religious freedom, rights of the accused, search and seizure, racial discrimination, equal protection, and the right to privacy.

**UH 229: Books – A Historical Approach (Pirkle)**
This studio-oriented course will explore the history, aesthetics, and techniques of hand bookbinding. We will examine the book’s transition from the scroll, to the accordion, to the more recognizable codex form, and the evolution of writing surfaces from papyrus to parchment to paper. Students will study the correlation between religion and bookbinding throughout history, learn about the role of women in bookbinding, and discuss what the future holds for traditional books.

The class will also explore fundamental elements of bookbinding, allowing students to discover a variety of book structures and develop basic hand skills. Throughout the semester, students will be assigned readings over the history of the book. Most class days will begin with a discussion of the assigned reading or a binding demonstration and a work session on that particular binding structure.

**UH 229: Women’s Life from Antiquity to Today (Summers)**
In this course, we examine the evolution of women’s life conditions, starting with ancient Greece and following its trajectory to the modern day. Ancient Greek civilization, known for its invention of democracy, political science, philosophy, the codification of laws and professionalization of medicine, shaped civilization as we know it today and set the stage for women’s struggle to enter public life and gain voting rights in the modern era. In this course, we explore the gender ideologies that have impacted women’s life since antiquity, the changes in the perception of women in the course of history, the origin and development of ideas about women’s body and mind, as well as the role of race in regard to these issues. Understanding the history of socio-political attitudes toward women and the road traveled by the female race, we can develop a better grasp of what women want today, where they are headed, what obstacles are still standing in their way and how they can overcome them to achieve success.

**UH 229: Thistle & Shamrock (Sherling)**
Few in the English-speaking world have captured the long-term imaginations of people all around the world more than the Scots and the Irish. They are so compelling in part because their histories are laced with myth, and their myths are intertwined with history. This 3-hour course will examine these Celtic Cousins in their homeland and in North America through readings and discussion of history, literature, folklore, music, film, anthropology, and the Gaelic language.

**UH 241: Origins of Western Thought: Athens**
This course, students study and discuss the foundations of Western thought through study of the history, philosophy, and drama (all in English translation) of classical Athens. Authors studied may include Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Thucydides.

**SUH 329: Engineering Metaphysics (Lang)**
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Scientific evolution and revolution from ancient to modern times; philosophy behind science and engineering; in depth look at the three theories as to the nature of reality (naturalism, dualism and idealism; or all is matter, both mind and matter, or all is mind) and how scientific empirical evidence from modern physics as well as the fields of theology (historicity of the Bible, potential to see Biblical accounts as not yet understood scientific demonstrations) and medicine align with the various theories; objective evidence for and against a superior rationality (God, or a universal Mind) behind the evolution of the universe, as well as the process of scientific discovery, reason and demonstration. This is a transdisciplinary course across the fields of engineering, science, philosophy and religion.

UH 329: Bohemianism (Barefoot-Lloyd)
We will explore what has come to be known as “Bohemianism” as a lifestyle and a state of mind via theoretical and imaginative texts and films. In addition, we will study the artistic and cultural movements and phenomena that both inspired and were inspired by these texts. We will begin with the origins of the term “bohemia” and examine how and why it came to be associated with artists, writers, and musicians. In addition, we will consider the relationship between “bohemia” and mainstream culture, to include the actual “mainstreaming” of bohemia (oxymoronic, no?)—what I like to call “fauxhemia.”

UH 329: Difference & Dissent (Barefoot-Lloyd)
In this course, we will explore, debate, and analyze a range of cultural controversies that have made headlines during the 20th and 21st centuries. The course is organized thematically; while we will focus on a specific theme for each unit, discussion and analysis will afford opportunities for cross-thematic examination, as well as exploration of other related cultural issues.

UH 347: Political Theories of Love (Surman)
What is a political theory of love? What does a politics of love look like? What is it a love of? Country? Justice? Fellow citizens? Should the concept of love serve as a starting point for thinking politically? Or should it, above all other things, be avoided as a starting point for thinking politically? These are just some of the questions that the tradition of political theory, stretching back to Plato’s Republic, has sought to answer in many different ways. In this course, we will explore such questions and some of the ways that they have been approached by various writers.

UH 382: Thomas Paine and Revolutionary Writing (Latta)
An examination of the life and works of Thomas Paine, the best-selling author of the 18th Century, spark for the American Revolution and the Revolutionary War, significant influence, in person, on the French Revolution, author of the inflammatory and influential Common Sense, Crisis, Rights of Man and Age of Reason, and the man whose writing and rhetoric arguably first brought the ordinary person actively and successfully into politics.

UH 395: HYO Mentors
The Honors Year One program allows Honors College students the opportunity to serve as peer mentors for incoming Honors College freshmen. Mentors will co-lead small group discussion and assist freshmen students in developing an awareness of the Honors College, the university, and the greater community. During preparation classes mentors will continue to develop leadership, teamwork, and inclusivity skills, discuss mentoring and their role in HYO, and illustrate respect and empathy. During small group
discussions, mentors will put to practice what they have learned to help freshmen students learn and practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathetic dialogue, and collaborative and inclusive leadership.