In this intensive, 10-person seminar, students undertake a real-world consulting engagement for their client, the University of Maryland, to improve one of its operational processes. Working as a consulting team, students apply analysis, user-centered design, behavioral and social science methods in order to identify opportunities for innovation and recommend solutions. The one-semester engagement is broken into four phases—Frame, Explore, Analyze, and Recommend—through which students assess the potential for changing operations, addressing political differences, and the potential for technology to augment the streamlined process. The practicum focuses on transforming critical university administrative and business functions and culminates in a presentation to key members of the University of Maryland leadership team. The specific project changes from semester to semester.

HNUH219T Transform Maryland: Theories and Models of Consulting (3 Credits)
This consulting practicum theory course is designed to prepare students with the theoretical and practical background they need to engage in the art of consulting to make real change in the world. The broad number of topics covered make this course both challenging and rewarding, with concepts drawn from business, engineering, psychology, sociology, communications, literature, and more. These topics blend multiple academic disciplines into an analytical, systems, and abstract analysis approach to problem solving. Students will develop an understanding of organizations, how groups make decisions, and how one can influence those decisions. This is driven by the development of two parallel analysis techniques: quantitative and qualitative. The quantitative analysis techniques include such areas as systems design, data analysis, and process modeling. These are paired with qualitative techniques, including organizational analysis, decision modeling, and stakeholder analysis. This course is self-contained in that the topics covered are assessed within the course, but it is paired with and designed to be taken prior to Transform Maryland: Theories into Practice (HNUH219P), wherein students undertake a real-world consulting engagement for their client—the University of Maryland—to improve its business processes.

Additional Information: This course is part of a two-semester Theory & Practice Track seminar.

HNUH228A Peace in our time? Conflict and Conflict Resolution in International Politics (3 Credits)
Is the world getting more peaceful? There are currently civil wars raging in much of the world and millions of people have fled these wars as refugees or internally displaced persons. Terrorist attacks kill thousands, and can occur in any corner of the planet. At the same time many actors use strategies such as peacekeeping, mediation, promotion of human rights and post-conflict justice to resolve conflicts and build peace. In this course, we will examine conflict, peace, and conflict resolution in contemporary international politics. We will interrogate concepts such as peace, conflict, and violence, the different forms that these phenomena can take, and how we can measure their occurrence. We will discuss theoretical explanations for why individuals and groups have disputes and why these actors choose to use violence (or not) in these disputes and examine these arguments in specific cases. We will analyze conflict resolution strategies such as mediation, peacekeeping, and human rights promotion both theoretically and empirically. This discussion will allow students to develop an argument for whether the world is getting more peaceful, why it is or is not, and what this could mean about the future of violence and peace.

HNUH228X How to Wage War Without Firing A Single Shot: A History of Soft Power and the Cold War (3 Credits)
If you close your eyes and think about war, the first images that pop into your mind are probably soldiers, battles, and military technology—NOT jeans, kitchens, and hockey! And yet, during the Cold War, it was precisely realms like fashion, sports, and music that, for many people of the time, came to define the conflict between the United States and the USSR. This course will explore soft power, or countries’ ability to get what they want through attraction rather than traditional force, in the context of the Cold War.
HNUH228Y Interrogating Issues of Piracy/Pirates amidst the Shadowy Landscapes of War & Peace (3 Credits)
Who are pirates and what constitutes piracy in a given era? To what extent do changing notions of piracy reflect major societal transformations at the national, regional and global levels, as well as reveal the contested and often overlapping boundaries of war and peace? How can we use pirates/piracy as a "tool" to engender an historical, economic, political, social, and cultural understanding of global forces and change? Do the legends and myths surrounding infamous pirates represent the realities and relationships of early and new forms of piracy? Could piracy be conceived as a form of counterculture? To what extent do piracy, rivalry, state building, war-making, peace-making all belong on the same continuum? This course examines pirates/piracy as an integral part of major global processes. We will investigate when and why piracy emerged and flourished, and how lawbreakers and lawmakers relate to one another on the murky terrains of power, then explore alternative ways to (re)configure who is a pirate and what constitutes piracy, especially within the dynamics of today's neo-liberal globalization.

HNUH228Z The Problem of Prejudice: Overcoming Impediments to Global Peace and Justice (3 Credits)
What is prejudice? How are our prejudices formed? What similarities and differences are there between various forms of prejudice across race, gender, nationality, politics, religion, among others? What is the relationship between prejudice and conflict? What is the role of prejudice in thinking about issues of peace and justice? How can we better understand the role that prejudice and discrimination have in a globalizing world? What can we learn from a scientific basis of knowledge about the causes of prejudice? This course will survey interdisciplinary scholarly research and popular cultural conversations about the root causes of prejudice and discrimination. You are expected to examine empirical evidence toward formulating your own views about the impact that all forms of prejudice impose on the human condition and the role it has played in your own life. Based on research evidence, the course encourages the search for solutions to the blight of prejudice.

HNUH229P Climate in Crisis: Strategy and Advocacy (3 Credits)
This theory and practice track examines theoretical frameworks for understanding climate change and concrete cases that shed light on the complexity of managing it. In this, the practical component of the Climate in Crisis track, we explore several domestic energy and climate policy case studies, examining the competing roles played by various interest groups that influence legislative and regulatory outcomes, with a focus on differing organizational advocacy strategies. Once we have mastered organizational advocacy strategies, students bring those tools to bear on the most recent US Federal policy mandates and legislation. In 229T, students will complement this work with a deep dive into the nature of public goods and climate change policy, among other crucial considerations.

HNUH229T Climate in Crisis: Politics and Ethics (3 Credits)
This theory and practice track examines theoretical frameworks for understanding climate change and concrete cases that shed light on the complexity of managing it. In this, the theoretical component of the Climate in Crisis track, we investigate the nature of global public goods and questions about how best to provide them in a situation of multiple actors (states, NGOs, local and indigenous communities); climate change policy and justice; and the intersection of climate change with concerns about biodiversity conservation, food security, migration, and local development. Learning from this broad range of material gives students the complex perspective they need to grapple with the climate crisis. In 229P, students will complement this work with hands-on engagement at the level of Federal policy and legislation.

HNUH238A Deliberative Democracy (3 Credits)
How do we change our politics, save democracy, and move beyond the "us vs. them" culture that divides us? This course begins with the premise that how we talk to one another and debate controversial issues can promote the public good or erode it in irreparable ways. Students in each class session will put principles of public dialogue into practice as they learn deliberative theories and skills that can help save democracy. Class readings will turn to historical case studies to frame the most controversial political issues we face today.

HNUH238X Learning as Deliberation: The Struggle for the Future of Higher Education (3 Credits)
It has been nearly a millennium since European university students first gathered in halls to listen to lectures. With some technological additions (lights, whiteboards, Powerpoints), introductory courses at U.S. universities look pretty much the same. For the past few decades, financial consultants, educators, and students have questioned whether this model of learning makes sense in the 21st century. In 2020, a pandemic gave this question a new urgency. Nothing about the old way of doing things seems inevitable anymore; everything seems up for debate. Should we get rid of lecture halls? What about dorms? The SATs? Tuition? This seminar invites students to deliberate about the current policies and politics of public higher education in the United States. We will study how ancient ideas about merit, democracy, and equity (or lack thereof) have shaped decisions about what higher education should offer and to whom. We will look to alternative traditions of learning with roots in indigenous worldviews, abolitionist organizing, and feminist collaboration, and study how these traditions have challenged and complemented public higher education. As we explore theories and practices of the past and present, students will learn to articulate and advocate for their own priorities as 21st-century citizens of UMD.

HNUH238Y Information Weaponization: Thinking Critically in a Changing World (3 Credits)
Contemporary challenges—such as climate change, food, energy and water security, and deadly virus transmission—demand that people think critically. These challenges are often complex and interrelated; for example, society’s increasing demand for energy contributes to human-induced climate change, which in turn, limits freshwater and food supplies, and which in turn, could contribute to the worldwide spread of disease. While many societal challenges are seriously impacting local, regional and global communities, an increasing availability of information has contributed to what many call a "Post-Truth Era," where emotions and personal beliefs override scientifically valid evidence and explanations. We will consider the institutional use of post-truth—a form of information weaponization. This course asks how information weaponization impacts the evaluation of valid lines of evidence and explanations. How do we evaluate and what is needed to improve individuals’ evaluations of claims in the post-truth era? Combating mythological and unproductive thinking in the face of current change requires increased digital literacy. We will learn enhanced reasoning, evaluation skills, and critical thinking.

HNUH248A Identity, Places, & Spaces (3 Credits)
Students in this interdisciplinary course will explore multi-layered issues related to privilege and oppression through their own life experiences via exposure to theory, research, film, memoirs, and current events. Students will evaluate and critique common assumptions about the meaning and experiences of privilege and oppression using Intersectionality theory as a guiding framework. The human experience related to various social identities (i.e., race, gender and gender identity, sexual orientation, social class, religion, age, and ability) will be addressed.
HNUH248X My Hometown, Our Wilderness: Ecology of Identity (3 Credits)
What has been the setting of your life? Suburbs? Cities? A farm? We may be used to thinking of environments as equal access across society, since everyone is free to visit our National Parks or spend a day at the beach. But there are striking ways in which identity affects our habitat. Race, class, gender, sexual preference, and other markers have strong influences on where we spend our time, what we eat, and how we work and relax. Suburbs, cities, wilds, and farms are not just physical places, they exhibit histories of social inclusion and exclusion. For example, the money and free time of affluent Americans serves as a portal to leisure spaces that would be inaccessible to working-class Americans who lack the ability to take time off, drive or fly long distances, and pay for it all. We’ll profile identity ecology through the poetry of African American urban naturalists, essays of wilderness-loving men like Edward Abbey, the comedy of white environmental outrage, and the racialized class tensions in resorts like Aspen, CO. This survey will support your in-depth personal exploration of identity ecology in a collaborative video media project.

HNUH248Y How Do You “Man Up”?: Men, Masculinity, and Mental Health (3 Credits)
In August 2018, the American Psychological Association released guidelines regarding the best practices for researchers and mental health professionals when working with boys and men. Many reacted with the question, “are we treating masculinity as a mental health issue?” This course aims to answer that question by taking a historical perspective on how American society has viewed masculinity from the beginning of psychology as a field of study until present day. An intersectional approach will be taken to better understand how race, ethnicity, sexual orientation, gender identity, and socioeconomic status impact men and masculinity. We will address the questions: How does one prove their manhood? How much of masculinity is biological versus socialized? What experiences are unique to men? And how do psychologists and mental health professionals understand and address mental health concerns among men?

HNUH258A Harvesting Big Data to Examine Agriculture and Climate Change (3 Credits)
Can agricultural production keep up with climate change? Data analytics and data science are driving the force behind the digital revolution, which has changed the way we are able to analyze and interpret the world. The explosion of data offers both opportunities and challenges that require new tools and methods of analysis. This course applies sophisticated digital tools to an age-old concern: the impact of environmental change and extreme weather on agricultural productivity. In this hands-on introduction to data analysis and visualization with real-world data, students acquire the tools to understand the impacts of environmental change and more.

HNUH268A Arbitrating our Bodily Rights: Consent to Sex, Medical Treatment, Body Art, Organ Donation, and Research Participation (3 Credits)
Both American law and conventional morality support the view that human beings have bodily rights - ones we can waive by giving another person our consent to do what would otherwise be a rights violation. Yet, debate about the sovereignty of an individual’s body and the potential rights of others–including the state–over our bodies lies at the core of some of the most contentious issues facing us as a society. This class will investigate the thorny debates that pertain to consent in sexual relations, medicine and research, and bodily markets. What types threats, offers, or cognitive incapacities undermine true consent? How do we evaluate the moral or legal significance of bodily rights when they come into tension with the government’s interest? After evaluating arguments, exploring distinctions, and using philosophical tools to arrive at reasoned conclusions about consent, students will learn to apply these conceptual tools to cases from fiction and current events.

HNUH278A The Research Behind Headlines on Words, Thought, and Behavior (3 Credits)
How does the human mind use language? Type “Language Science News” into your Google search bar. Among the more than 3 billion hits, headlines like “What is love? It depends what language you speak” and “Science’s English dominance hinders diversity” invite you to think about the impact of words on thought and behavior. These are stories about how humans acquire and use language, but they ultimately address big questions about how we experience knowledge itself. In a world of unprecedented access to science journalism, did you ever read a headline about human behavior and wonder: How do we know? This class takes up the elegant ways cognitive scientists design experiments to answer crucial questions about language and thought, brain and behavior, that have no intuitive answers. Students will dive deep into the media coverage of their favorite claims about what we know, debate the psychological science behind these claims, and develop transferable critical-thinking skills in the process. Cross-listed with: HESP214.
Credit Only Granted for: HNUH278A or HESP214.

HNUH288A Welcome to the Party: Race, Nightlife, and Identity in America (3 Credits)
How does play shape our humanity and national identity? We often define people by the work that they do, whereas we tend to think of leisure and after work playfulness as a release from that identity. This course takes up a particular form of play--nightlife--to reckon with how it shapes what it means to be human and how it impacts nationhood, particularly around matters of race and oppression. Spanning from slavery to the present, this course examines how nightlife has been used to deny black people’s humanity and been a vital site of playfulness, manifest as joy, resistance, self-making, and aesthetic innovation. Using performance studies to make sense of the world, our explorations will range from cakewalk dance competitions on plantations to queer night clubs. Once students better understand how nightlife is vital to the making and unmaking of black people’s humanity, they will grapple with play as a meaning-maker in their own lives and in our democracy.

HNUH318T Political Engagement and Advocacy (3 Credits)
An examination of questions and issues in the practice of political engagement and advocacy. Guest lecturers drawn from political, civic engagement, and advocacy arenas will visit class and participate in discussions.
Restriction: Must be in the Federal Fellows Program; and permission of instructor. Cross-listed with: FGSM310.
Credit Only Granted for: HNUH318T or FGSM310.
**HNUH328T Public Health Policy (3 Credits)**
An exploration of the major questions and issues facing the U.S. health care system as well as the formulation and implementation of health policy.

**Restriction:** Must be in the Federal Fellows Program; and permission of instructor. Cross-listed with: FGSM320.

**Credit Only Granted for:** UNIV348P, HNUH328T or FGSM320.

**Formerly:** UNIV348P.

**HNUH338T Homeland and National Security Policy (3 Credits)**
An examination of the concept of U.S. homeland and national security, threats, and major vulnerabilities in the context of recent history.

**Restriction:** Must be in the Federal Fellows Program; and permission of instructor. Cross-listed with: FGSM330.

**Credit Only Granted for:** UNIV348T, HNUH338T or FGSM330.

**Formerly:** UNIV348T.

**HNUH348T Energy and Environmental Policy (3 Credits)**
An examination of issues of energy and environmental sustainability through an investigation of policy-making in energy, climate change, and sustainable development.

**Restriction:** Must be in the Federal Fellows Program; and permission of instructor. Cross-listed with: FGSM340.

**Credit Only Granted for:** UNIV348E, HNUH348T or FGSM340.

**Formerly:** UNIV348E.

**HNUH358T Critical Regions and International Relations (3 Credits)**
An examination of international relations and foreign policy challenges in critical regions.

**Restriction:** Must be in the Global Fellows Program; and permission of instructor. Cross-listed with: FGSM350.

**Credit Only Granted for:** HNUH358T or FGSM350.

**HNUH368T U.S. Diplomacy and Policymaking (3 Credits)**
An examination of questions and issues in the practice of contemporary diplomacy and policy-making. Guest lecturers drawn from Washington policy-making and foreign service communities will visit class and participate in discussion.

**Restriction:** Must be in the Global Fellows Program; and permission of instructor. Cross-listed with: FGSM360.

**Credit Only Granted for:** HNUH368T or FGSM360.

**HNUH378T Science Diplomacy: Foreign Policy & Science, Technology, and Innovation (3 Credits)**
An exploration of the critical roles scientific knowledge and technological innovation play in the formation and implementation of foreign policy issues, including energy and climate change, public health, space and innovation, and economic development.

**Restriction:** Must be in the Global Fellows Program; and permission of instructor. Cross-listed with: FGSM370.

**Credit Only Granted for:** UNIV389F, HNUH378T or FGSM370.

**Formerly:** UNIV389F.

**HNUH388T Responses to Global Challenges (3 Credits)**
An examination of global issues and responses primarily from the perspective of the practitioner. The focus will be on social, humanitarian, and human rights issues in different global contexts.

**Restriction:** Must be in the Global Fellows Program; and permission of instructor. Cross-listed with: FGSM380.

**Credit Only Granted for:** UNIV389B, HNUH388T or FGSM380.

**Formerly:** UNIV389B.

**HNUH398P Federal and Global Experiential Learning (3-9 Credits)**
This is the experiential course component of the Federal Fellows Program and Global Fellows Program.

**Restriction:** Permission of instructor.

**Repeatable to:** 9 credits if content differs. Cross-listed with: FGSM398.

**Credit Only Granted for:** FGSM398 or HNUH398P.