and be equipped to live your own version of a feminist life. Feminism, but many, become familiar with feminist theory and practice, interpreting texts in feminist theory; decolonial and transnational feminist approaches; and feminist film, documentary, performance, and protest. These questions will be gauged by discussing, analyzing, and critiquing stories of struggle and resistance.

Global South--are on fire: militant, unafraid, angry, and, above all, driven by a desire to build a world where the promise of freedom for all is finally fulfilled. But what is freedom? Is freedom an abstract concept or a lived experience? Is it individual or collective? What is the meaning of 'feminist freedom'? These questions will be gauged by discussing, analyzing, and interpreting texts in feminist theory; decolonial and transnational feminist approaches; and feminist film, documentary, performance, and protest. At the end of the course, you will have learned that there is not one feminism, but many, become familiar with feminist theory and practice, and be equipped to live your own version of a feminist life.

HNUH - UNIVERSITY HONORS

HNUH100 Gateway Seminar (1 Credit)
First-semester orientation and exploration seminar required of all UH students.

HNUH218A Pursuits of Happiness: Ordinary Lives in the American Revolution (3 Credits)
Dedicated to telling the stories of ordinary people in the American Revolution, to recovering the voices and experiences of all the founders of this country whose lives and contributions have been obscured by our tendency to worship a dozen or so well-to-do and well-educated men in suits as if they alone conceived and executed the American Revolution and the founding of the United States. So we’ll be talking this semester about the marginalized, the downtrodden, the rank and file, the rabble - all the people who never make it onto monuments or money. The point of this is to allow us all to recognize the fundamental fact that fighting a Revolution is a collective act that requires a genuine mass movement. Declaring independence on a piece of parchment on a summer’s day in Philadelphia in 1776 doesn’t mean anything unless tens of thousands of people are willing to support that cause and fight to make it a reality. To revolt, then, is not an individual act - it’s for crowds, for mobs, and for whole communities to do together. Declaring independence is a fundamentally cooperative act.

Credit Only Granted for: HNUH218A or HIST137.

HNUH218B Frederick Douglass’s America (3 Credits)
What does it mean to be free in the United States? The concept of freedom was embedded in the nation’s political culture in all the founders of this country. We can interrogate this concept through the life and times of Frederick Douglass (1818-1895), who dreamed eloquently of freedom, thought carefully about its limits, and worked ardentely to build a firmer freedom for a broader population. With Douglass as our guide, we will examine the survival of slavery in a nation built on freedom, images of the expanding United States as a land of opportunity, and the complex meanings and tremendous costs of freedom struggles during the nineteenth century. This history will push you to think critically about the contested concepts that shape our lives, and to consider the values and the perils of a society that positions freedom as its highest ideal.

HNUH218U Finding Feminist Freedom (3 Credits)
"I'm the one that'll make you pay." So goes one verse of what has become a Latin American feminist hymn, "Cancion sin miedo" ("Fearless Song," by Vivir Quintana). Transnationally, feminists today–particularly in the Global South–are on fire: militant, unafraid, angry, and, above all, driven by a desire to build a world where the promise of freedom for all is finally fulfilled. But what is freedom? Is freedom an abstract concept or a lived experience? Is it individual or collective? What is the meaning of 'feminist freedom'? These questions will be gauged by discussing, analyzing, and interpreting texts in feminist theory; decolonial and transnational feminist approaches; and feminist film, documentary, performance, and protest. At the end of the course, you will have learned that there is not one feminism, but many, become familiar with feminist theory and practice, and be equipped to live your own version of a feminist life.

HNUH218X Uprising, Riot, Revolt: Violence in Story and Theory (3 Credits)
How does violence connect to revolution? Is violence the result of lone wolf actors, oppressive social structures, or just blind fate? Is it a side-effect of revolution or its driving force? Is violence a way to fight injustice, or is it a problem of evil? Why is one person’s uprising another person's riot? In this seminar, we will explore literature, politics, and religion to debate the meaning and causes of violence. By examining the writings of a prison psychiatrist, historians, activists, theorists, and theologians alongside classic and contemporary literary works, we will disrupt common understandings of violence. In conducting interviews with community members, engaging in classroom debate, and sharing ideas in a project-poster session, we will investigate violence in the UMD community and wider DC area, and propose ways toward revolutionary change.

HNUH218Z Soundtrack to Revolution: Black Protest Music from Slave Ship to Soundcloud (3 Credits)
Invites students to hear a tradition of black protest music that reverberates from the slave ship to Soundcloud and beyond. Together we will ponder how black people have created, performed, broadcast, and mobilized music for protest, self-making, community-building, cultural critique, agitation, venting, healing, and joy. To hear what protest music sounds like, we will listen to Paul Robeson, Mahalia Jackson, Billie Holiday, Abbey Lincoln and Max Roach, Marvin Gaye, Aretha Franklin, Bob Marley, Michael Jackson, Public Enemy, NWA, Lil’ Kim, Lauryn Hill, Beyonce, and others. Must protest music set overt political statements to melody? How have black people mobilized music and art to shape their political conditions? What can music accomplish that artforms like literature and visual art cannot? How have various social justice and liberation movements deployed music? How has new media technology transformed protest? How does revolution sound to you?

HNUH219P Transform Maryland: Theories into Practice (3 Credits)
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.

HNUH228B Redesigning Life: Prospects and Consequences (3 Credits)

What is at stake for our world as humans seek to redesign biological organisms? Biotechnology advances are enabling us to read, edit and write genomes, including our own. This revolution has been fueled by the quest to understand and cure disease. Yet, these innovations have far-reaching consequences beyond medicine and will reshape our world in ways we can only imagine - or fear. The course will challenge students to confront the risks and rewards for them, their family, their community, and their future, as biotechnology moves out of specialized laboratories and into homes. A demystifying, low-tech approach will introduce them to contemporary genome redesign, clarifying the current limitations and future goals of the field. Students will debate whether redesigning plants and animals will enhance or inhibit momentum in human genome engineering, and formulate their own arguments about who should be able to use these tools and where, who decides, and how much society is willing to risk.

HNUH228U A Life Worth Living: The Legacy of Eugenics in Genetics (3 Credits)

Should parents be able to choose their child’s eye color? Or alter their child’s genome to eliminate a hereditary disability? While these might seem like different concerns, both are eugenic questions. In this class students will learn about the legacy of eugenics and its role in the development of genetics by analyzing science fiction works through the lens of disability studies. We’ll explore the past to identify who has historically been considered “fit” and look to the future to consider what kinds of embodiments, and life experiences, society seems willing to let disappear.

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 229T, 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.

HNUH238B Systemic Racism in Public Opinion and Policy Attitudes (3 Credits)
If we believe that racism is bad, why do we still support racist policies? No matter how hard we work to end it, the challenge of racism seems here to stay. Though attitudes toward racial segregation in schools have changed, schools are more racially isolated than ever. There is a disconnect in American public life between support for the idea of equality and resistance to policies aimed at addressing racism, and a deep divide over how to eliminate inequality. This course focuses on public opinion and these attitudes inform public policy. Can we address systemic inequality through public engagement and by changing the national narrative with the support of evidence? Does change come from shifting views or shifting policies? Students will explore these issues through a case study on racial equity in the Honors College. By developing skills in evidence-based op-ed writing and survey-based experiments, students will add their voices to these pressing public debates of our time.

HNUH238W Monsters and Racism: Black Horror and Speculative Fiction (3 Credits)
The previous decade has been considered a renaissance for Black Horror. From Get Out to Lovecraft Country, the genre has enjoyed unprecedented mainstream media buzz and accolades. This course looks at contemporary Black horror and speculative fiction as cultural texts which put into question our notions of human(e) and inhuman(e) through critiques of white supremacy and accompanying oppressions. Students will learn a host of critical skills through close reading and analysis of literature and film by Black creators such as Jordan Peele, Misha Green, Toni Morrison, Jewelle Gomez, and Octavia Butler. With the ability to interpret cultural texts using literary criticism, film analysis, history, cultural studies, ethnic studies, feminist theory, and the social sciences, students will connect these texts to continuing historical and contemporary issues of racial and cultural oppression such as medical discrimination, policing and criminalization, misogyny, and racialized capitalism.

Credit Only Granted for: HONR299Y or HNUH238W.
Formerly: HONR299Y.

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? Combatting mythological and unproductive thinking in the face of current change requires increased digital literacy. We will learn enhanced reasoning, evaluation skills, and critical thinking.
HNUH238Z Learning as Deliberation: The Struggle for the Future of Public Education (3 Credits)
This seminar invites students to deliberate about the historical roots of the policies and politics of public education in the United States. We will study how ideas about merit, democracy, and equity (or lack thereof) have shaped decisions about what public education should offer and to whom. We will look to alternative traditions of learning and study how these traditions have challenged and complemented public education. As we explore theories and practices of the past and present, students will learn to articulate and advocate for their own priorities in public higher education as 21st-century citizens of UMD. This course uses project based pedagogy. Students will create a proposal for teaching a facet of American History (Pedagogical Design Project) and engage in peer critique (presentation QA) to hone their critical skills.

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.

HNUH248B Setting the Table: The Challenges and Opportunities for Sustainable Agriculture (3 Credits)
What will the farm of the future look like? Our current food system is plagued with paradoxes. An estimated 41.2 million Americans are classified as food insecure, but we produce 4,000 calories per person per day. Between 2008 and 2012, 1.6 million acres of long-term grasslands were converted to crop production, yet more than 350,000 acres of farmland were lost to development annually. This course will investigate what determines the food we eat and how we can make changes today that will improve both food access and the environment for future generations. Students will learn agribusiness, as well as alternative food movements and regenerative agriculture. They will meet experts from the USDA and Maryland producers. By growing their own vegetables, tracking food consumption, and exploring family history linked to farming, students will leave the course as conscious consumers empowered to navigate food system reform.

HNUH248U The Loneliness Crisis: Origins and Solutions (3 Credits)
In 2017, U.S. Surgeon General Vivek Murthy deemed loneliness an "epidemic." Despite the rise of social media that is meant to foster connection, over 23% of adults report being lonely and social networks have been shrinking for decades. Like a viral epidemic, widespread loneliness has grave consequences. Loneliness shortens lifespans at a rate akin to smoking 15 cigarettes a day and predicts mortality risk better than poor diet or lack of exercise. This course will explore how loneliness became a crisis—exploring potential drivers of loneliness like social media, systemic racism, homophobia, and the rise of romantic love—and what we can do about it. It will end with students developing interventions to diminish loneliness and practicing skills to connect with one another.

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.
HNUH258X Carnal Knowledge: Health, Data, and Power from Enlightenment to WebMD (3 Credits)

“Carnal knowledge” may sound provocative but, in a literal sense, it describes information derived from and about the human body. Consider a ship captain observing the tattoos of sailors to understand their origins, a surgeon examining a cadaver for signs of sainthood, or a natural philosopher ingesting an herb to determine its toxicity. These are instances of carnal knowledge. Historically, such intimate acts turned the body into a site of data collection and a powerful source of information. Both by choice and by force, the instrumentalization of the human body was used to solve scientific problems as well as to justify hierarchies of race and sex. Through a deep engagement with this material, students will connect topics such as the transatlantic slave trade to cell lines as they uncover the embodied relationship between information and power that still shapes our world today.

HNUH258Y The Power of the Writing Voice (3 Credits)

Words have power to ignite political storms, protest movements, and revolutions. Throughout history, writers have used their voices to create stories that have transformed the world. This course will examine powerful voices in history that have inspired social, political, economic, environmental and cultural change. Students will critically examine the power of these voices through the written word, lectures, and various other media. By critically listening to revolutionary speeches and “Soul” music, and by critically reading literature and essays, students will sharpen their own writing voices. As students explore the complex, dynamic relationships between the written word and cultural change, they will gain insight into the nature of power and influence.

HNUH268A Arbitrating our Bodily Rights: What it Means to Consent (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.

HNUH268H Contested Bodies: Religion, Race, and Narrative (3 Credits)

What does your body express about who you are and what you believe? How do you perceive your body, and what role do public expectations, social values, and cultural norms play in that perception? With Muslim women as our primary case study, this course asks students to engage with the lived experience of bodies perceived as passive, vulnerable, or even violent in the Western context, and to evaluate their construction of agency. Through engagement with politics, religion, race, and transnational feminism, we will explore how bodies are expressed, contested, subjugated, and violated within various configurations of power and governance. We will encounter personal narratives—and create our own—to understand how bodies also resist the persistent forces that seek to shape their image.

HNUH268X Sex for Sale: Prostitution in Transnational Perspective (3 Credits)

Can sex be sold? Is prostitution work or violence, and who gets to decide if it is legal or illegal? The sex industry has provoked considerable debate in academia, policy circles, and aid organizations globally. This interdisciplinary seminar will engage with these debates through an exploration of histories of prostitution across time and space, and in a variety of theoretical and material contexts. Our main focus will be on the nineteenth- and twentieth-century U.S., Europe, and the Middle East, but we will also explore cases from Asia, Latin America, and Africa. We will use this transnational lens to interrogate social and cultural assumptions about bodies, agency, and social institutions. We will also consider a variety of social movements from anti-prostitution to SlutWalks, and regulatory policies from criminalization to legalization, and how they intersect with race. This course invites students to move beyond the surface and form their own approach to these body politics.

HNUH268Y The Politics of Disability: Life Narratives & Identity (3 Credits)

The politics of disability are fraught and contentious. This course takes up the experience of disability by asking how and why differently-abled bodies are excluded, marginalized, or threatened. Students will examine these questions through the psychosocial and cultural history of disability, as well as through life narratives and real-world exploration. Beginning with the history of disability, students will gain an understanding of how current disability identity and culture has develop in the US. Students will experience and also produce personal life narratives related to bodily politics and gain insights that help them navigate the politics and participate in the change-making advocacy of disability.

Credit Only Granted for: HONR218V or HNUH268Y.
Formerly: HONR218V.

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.
HNUH278X A Way with Words: Order and Knowledge in Enlightenment Europe (3 Credits)
“Without language, things cannot well be expressed or published to the World,” wrote Edward Phillips in The New World of English Words (1658). In this course, we will interrogate the power of words to communicate and classify, to impose meaning and order in the historical moment that brought about many of our modern institutions and ways of thinking: the European Enlightenment. From the binomial taxonomies with which Linnaeus ordered “chaos and confusion” to the racist taxonomies deployed to reinforce inequities, we will survey how language facilitated the consolidation of European power at home and abroad. We will further develop the visual literacy needed to verify information and fact check. Students will leave the course conversant in the basics of digital safety for content producers.

HNUH278Z War of Words: Disinformation and Manipulation (3 Credits)
Examines a global phenomenon that has taken on massive proportions in the world: the spread of disinformation. We will explore types of false information, from disinformation to propaganda, that are designed to manipulate public opinion. We will survey the historical origins of these tactics, from conspiracy theory to racist propaganda, and how they have been used by governments, interest groups and businesses. Through a hands-on exploration of deep fakes and the alteration of text and image, this course will give students the practical skills they need to verify information and fact check. Students will leave the course conversant in the basics of digital safety for content producers.

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 the unmaking of black people’s humanity, they will grapple with play as a meaning-maker in their own lives and in our democracy.

HNUH288X The Human Interface, from Anatomy to Avatar (3 Credits)
Anthropomorphized pets post on Instagram, FitBits transmit biodata, bots influence elections... In the digital world designed by and for human beings, all sorts of actors imitate people, while people are objectified through surveillance and data mining. Despite a frequent distinction between the internet and ‘IRL’ physical bodies are wrapped up in every aspect of existence online: from the factory workers who build our technology to the postures and gestures those devices require us to adopt. Exploring this range of bodily phenomena, this course considers what constitutes a “human body” online and how digitality and connectivity inform our understanding of personhood. From RPGs and dance challenges to AI and visceral responses to internet content, students will analyze the complex relationships between the technological and the embodied, the social and the political, the past and the future.

HNUH288Z Non-Human Animals in Human Society (3 Credits)
As humans, we share our lives with other animals in diverse and conflicting ways. Non-human animals can be consumed as food, used for scientific research, and treasured as companions. They are commercialized, worshiped, and stereotyped. Our complex relationships with other animals emerge from and fuel debates about what makes “us” different from “them.” In this course, we will ask (and attempt to answer) questions such as: What roles do we open to (or force on) non-human animals in American culture and why? Who makes these decisions and what is their effect on animal life? We will explore the evolution of modern human-animal relationships to contextualize major social and scientific debates that have arisen in the last century, including what it means to be human in this context, and why they matter.

HNUH300 Vantage Point Seminar (2 Credits)
Goal-setting and project-design seminar required of all UH students and taken in the second semester of the sophomore year or the first semester of the junior year.

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: FGSM330.
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.