


HONORS SCHOLARS
— FOR COMMUNITY AND —
COLLABORATIVE LEADERSHIP

Honors Courses **Spring 2023**

Mission

The CSB/SJU Honors Scholars for Community and Collaborative Leadership Program provides an intellectual community for a self-motivated and diverse group of students to take intellectual risks, participate in a challenging, integrative, and interdisciplinary liberal arts curriculum, develop their collaborative leadership skills, and apply their learning to projects that contribute to the common good.

Curriculum Map: What do I take? When?

Students in Honors Scholars take five required courses, all of which fulfill Integrations Curriculum requirements.

First year students: One or two courses

Must take a section of Honors 1 in fall semester or spring semester (CI)

May take a section of Honors 2 in the spring semester in the first year instead of sophomore year.

Sophomores: Two courses (unless Honors 2 was completed in the first year)

Must take a section of Honors 2 in either semester (unless completed in first year) (Encounter: Truth; WoT varies)

Must take a section of Honors 3 in either semester (CS)

Honors 2 and Honors 3 can be taken in any order by sophomores or can be taken concurrently.

Juniors: One course

Must take a section of Honors 4 in either semester (Encounter: Truth, EXP, WoT varies)

Seniors: One course

Must take a section of Honors 5 (Learning Integrations)

HONORS 1 COURSES FOR FIRST-YEAR STUDENTS

HONR 120: COMMUNITY AND IDENTITY COURSES

HONR 120A: Lockuptown: Incarceration in the United States (CI)

Dr. Jonathan Merritt Nash, MWF 11:50am-12:45pm, CSB

Approximately 2.3 million people are incarcerated in state and federal prisons, county and local jails, juvenile correctional facilities, and immigrant detention facilities. There are more Americans on parole, on probation, or incarcerated – about 6.9 million people – than were enslaved in the decade before the U.S. Civil War (1861-1865) – about 4 million people. Just as slavery was one of the defining issues of the early United States, mass incarceration is one of the defining issues of today's United States. How did the "land of the free" become the land of the incarcerated? To answer this question, we will study incarceration in the United States from the nation's first prisons built during the late eighteenth century to the spaces of confinement that arose during the "Global War on Terror" at the beginning of the twenty-first century. We will investigate connections that link incarceration with American freedom and the penitentiary with American culture and society. We will also explore the alleged purposes of incarceration and the experiences of incarcerated individuals.

HONR 120B: Solidarity & Difference (CI)

Dr. Kelly Kraemer, TR 9:35am-10:55am, SJU

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? Students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand social and cultural factors that shape and contribute to these identities; examine case studies of inter-group efforts to create justice; and gain experience to foster solidarity practices that can bring about social change.

HONR 120C: Midnimo in Minnesota (CI)

Dr. Ted Strollo Gordon, MWF 9:30am-10:25am, CSB

What challenges arise when new arrivals make a community more diverse? What strategies can help a historically homogenous community welcome racial and religious diversity? In this course, we will not just study the challenges to integrating newcomers, we will take a collaborative leadership approach that directly serves needs identified by our Somali-American neighbors. Midnimo is Somali for unity. We will ask if our region can have Midnimo, a unity that transcends racial, cultural, and religious differences. Students will read texts on the experiences of Somali-Americans in our region as well as scholarship on the relationship between community membership and identity. Through these texts, students will explore the processes that shape gender and racial constructions and identify how those processes shape the ways Somali refugees navigate resettlement in Minnesota.

HONORS 2 COURSES FOR SOPHOMORES (AND FIRST-YEAR STUDENTS)

HONR 201-204: INTERDISCIPLINARY APPROACHES TO COMMUNITIES OF SCHOLARSHIP

HONR 202: Controversy & the Scientific Community (HE, NW, TE1-Truth)

Dr. Elisabeth Wengler/Dr. William Lamberts, TR 8:00am-9:20am, SJU

An examination of the complex reasons that people discard, modify, or retain their beliefs in the face of new evidence. We will use controversies about heliocentrism, evolution, and climate change as our main case studies. With hands on research-based activities, students develop their understanding of astronomy, evolution, and climate science. Through investigation of the historical contexts in which the science was contested, students analyze how complex social and cultural factors have influenced the application and acceptance of scientific knowledge. Students will compare controversies within the scientific community with controversies between scientists and non-scientists, and will discuss the critical need for scientific literacy among those making decisions. Prerequisite HONR 105.

HONR 203A: Propaganda, Art, and Action (AE, HE, TE1-Truth)

Dr. Emily Esch/Dr. Rachel Marston, MW 1:50pm-3:10pm, SJU

The philosopher Gaile Pohlhaus describes propaganda as “rhetoric that is intended to move its audience directly to action, bypassing the capacity to deliberate.” This course explores how propaganda functions in the contemporary United States, with a focus on its connections to power, language, and community. In this course, we will ask: What is propaganda and how is it related to truth? What is the relationship between propaganda and art? Is propaganda always bad? How is it used by those already in power to maintain support for the status quo? How has the internet and social media contributed to the manipulation of public opinion? How can we recognize when we are being manipulated or lied to? How does propaganda differ from the free exchange of ideas that is essential to democracy? How does propaganda work to divide and create communities? We will examine rhetorical and formal choices to understand the power of language to persuade and coerce. We will explore, through the study and writing of poetry and creative nonfiction, how creative works can function both as propaganda and invite attention and deliberation.

HONORS 3 FOR SOPHOMORES

HONR 300: COMMUNITIES AND SYSTEMS

HONR 300C: That's a Different Story (ES, CS)

Dr. Christina Tourino, TR 11:10am-12:30pm, SJU

This literature course deals with the ways authors dramatize and complicate competing views of the common good. Most of these stories are based on real historical events or are autobiographical to some degree, and they invite readers to weigh different moral positions. As a group, the texts deal with race, gender, class, sexuality, and ableism, all from an intersectional point of view. These texts help readers understand the complexities of moral life; they raise questions of justice with regard to access and participation; and they help readers see how different notions of the common good might or might not apply to their own circumstances.

HONORS 4 FOR JUNIORS

HONR 360-4: COMMUNITY, RESEARCH AND SOCIAL CHANGE

HONR 360A: Community Histories (HM, HE, TE3-Truth)

Dr. Brittany Merritt Nash, TR 2:40pm-4:00pm, CSB

In this course, we examine how telling underrepresented histories can confront or ameliorate past wrongs and create more inclusive communities. A central feature of the course is student research into “community histories” of underrepresented or marginalized groups within CSB/SJU or the wider St. Joseph community. Students will conduct archival research in the CSB/SJU libraries and archives. Additionally, students may conduct oral history interviews either on campus or within the wider St. Joseph community more broadly to document additional histories that have been left out of the archive. Examples of possible research topics include the connection between CSB/SJU and the Bahamas; the history of Black student activism on campus; and the history of the Somali community in St. Joseph.

HONR 311: Great Books, Great Ideas (HM)

Dr. Rachel Marston, MWF 10:20am-11:15am, SJU

A year-long discussion-based seminar for juniors and seniors which concentrates on many of the world's greatest works of literature, political philosophy and intellectual history. Authors include Plato, Aristotle, Homer, Shakespeare, Goethe, Marx, Freud, Woolf, Faulkner, O'Connor, Erdrich, Morrison, and more. Students selected for this seminar are asked to read a number of novels and plays to prepare themselves for participation. Interested students should email Prof. Rachel Marston regarding enrollment in Spring semester.

This course can be taken as an elective by Honors Scholars; it is not a substitute for one of the five courses in the Honors Scholars program. Interested juniors and seniors should email Prof. Rachel Marston regarding enrollment in Spring semester.

HONORS FACULTY

HONORS SCHOLARS PROGRAM DIRECTORS

Dr. Elisabeth Wengler, Director of Honors Scholars and Professor of History

Dr. Emily Esch, Associate Director of Honors Scholars and Professor of Philosophy

HONORS SCHOLARS FACULTY FELLOWS: 2022-23

Dr. Robert Campbell, Associate Professor, Math

Dr. Kelly Kraemer, Professor, Peace Studies

Dr. Ted Gordon, Visiting Assistant Professor

Dr. William Lamberts, Professor, Biology

Dr. Rachel Marston, Associate Professor, English

Dr. Anna Mercedes, Associate Professor, Theology

Dr. Brittany Merritt Nash, Visiting Assistant Professor

Dr. Jonathan Merritt Nash, Associate Professor, History

Dr. Erika Stonestreet, Professor, Philosophy

Dr. Laura Taylor, Associate Professor, Theology

Dr. Christina Tourino, Associate Professor, English