Once a course is full, the course is closed. Students may elect to be placed on a waitlist for closed courses.

**FULL/CLOSED courses are listed in red text**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
<th>Professor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 3304-H01</td>
<td>Music and Your Mind</td>
<td>37934</td>
<td>Prof. P. Martens</td>
<td>MTWRF 2:00-3:50 PM</td>
</tr>
</tbody>
</table>

When Ali G asked Donald Trump “What is the most popular thing in the world?” his one-word answer was “Music.” Trump was correct in thinking that music is, and always has been, pervasive in human culture. Moreover, there are few individuals who lack a strong connection to something musical, be it a favorite band, a meaningful song, or a melody that we hope to never hear again. This course will introduce students to the social, physiological, and psychological reasons behind these connections, shuttling back and forth between the universal and personal manifestations of music and our minds.

**THIS COURSE FULFILLS 3 HOURS OF THE HONORS SEMINAR REQUIREMENT.**

**CATALOG YEAR PRIOR TO 2014: THIS COURSE FULFILLS 3 HOURS OF THE CORE CURRICULUM VISUAL & PERFORMING ARTS REQUIREMENT.**

**CATALOG YEAR 2014-2015 AND LATER: THIS COURSE DOES NOT FULFILL A CORE CURRICULUM REQUIREMENT.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
<th>Professor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 4302-H01</td>
<td>Arab Israeli Conflict</td>
<td>37726</td>
<td>Prof. J. Hodes</td>
<td>MTWRF 12:00-1:50 PM</td>
</tr>
</tbody>
</table>

This course seeks to chart the historical and political development of the Arab Israeli conflict by analyzing key events and controversies which have shaped the struggle. The course takes an in depth look at the peoples involved, the changing situations on the ground and the ramifications the conflict has for the world beyond the regional borders. The course divides the conflict into four main stages. The first is a proto-nationalist stage that examines the Zionist and Arab nationalist movements as they grew from ideologies to full-fledged political entities from the 1880s to 1917. The second stage 1917-1948, from the Balfour declaration to the creation of the state of Israel, sees two nationalist movements competing for the same land. The third stage, from 1948-1987, can be understood as a state against state conflict which sees the state of Israel engaged in a conflict with other nations. The fourth stage, identified as Israel against political Islam, shows the conflict being waged not only between Israel and other nation states, but against armed Islamic political movements such as Hamas, Hezbollah, and Islamic Jihad. Time is also dedicated to broader ethical issues of academic and community representations of the Arab Israeli conflict, and the nature of scholarly and community authority.

**THIS COURSE FULFILLS 3 HOURS OF THE HONORS SUMMIT REQUIREMENT.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
<th>Professor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 4302-H03</td>
<td>Joan of Arc: The Most Famous Teenager in History</td>
<td>37935</td>
<td>Prof. J. Brink</td>
<td>MTWRF 10:00-11:50 AM</td>
</tr>
</tbody>
</table>

Arguably the most famous teenager in history, Joan of Arc has been embraced as a symbol for France, for feminism, for the right, for the left, in fact for nearly the whole spectrum of human identification. That she lived, that she played a very important role in relieving France of an “invading” army (the English and their Burgundian allies), that she was captured, tortured, tried and executed, all are without doubt. Just how she has become a symbol for such a variety of “causes”, even the inspiration for a television series of a modern girl, is more problematic. And that’s what we’re going to investigate, almost like a “cold case” approach to the facts and myths of her life, trial, and death. We possess the trial transcript, drawn up by the prosecution. In other words, the responses to the prosecution’s questions (there was no defense!) ascribed to this nineteen year old illiterate peasant girl were preserved by those most intent on seeing her discredited and found guilty of a vast array of charges , principal among which was witchcraft. We will look at the facts, the facts, but not nothing but the facts in a seminar built on individual reports by the class. Where does truth lie and where does myth begin? This is rich material, from the transcript to histories, to plays and films and art. The fascinating life and larger than life impact of this teenager will be a microcosm for how history “treats” figures for purposes that spontaneously present themselves.

**THIS COURSE FULFILLS 3 HOURS OF THE HONORS SUMMIT REQUIREMENT.**
We are currently in an age of radical change. Public policies, from health care to education policy, punishment to corporate regulation — are under a new scrutiny in the contemporary climate of economic crisis, and for many citizens, existential crisis — crises that are about the very means by which Americans will live. In this course we will examine particular public policies, their impact on the masses of Americans, and on specific subpopulations (such as Latinos and African Americans) to better understand the significance of this transformative period in public policy that the nation is now undergoing. The major assignments for this course are weekly writing assignments, an in-class presentation of a research topic of your choosing that is relevant to the course material, and a final essay exam.

CATALOG YEAR PRIOR TO 2014: THIS COURSE FULFILLS 4 HOURS OF THE CORE CURRICULUM UNITED STATES & TEXAS GOVERNMENT REQUIREMENT.
CATALOG YEAR 2014-2015 AND LATER: THIS COURSE FULFILLS 4 HOURS OF THE CORE CURRICULUM GOVERNMENT/POLITICAL SCIENCE REQUIREMENT.

HONS 3301-H01  
Islamic Spain: From the Initial Conquests in 711 to the Final Expulsion in 1492  
(CRN# 70027)  
Prof. J. Hodes  
MTWRF 6:00-7:50 PM  
Spain: July 1st-August 1st

Prerequisite: Instructor approval is required. To apply, e-mail J.Hodes@ttu.edu and Keira.williams@ttu.edu.
Course dates: July 1st-August 1st, 2017

This course will explore the seven centuries of Islamic rule in the Iberian Peninsula and the impact that society had on the peninsula, Europe and the world. Islamic Spain, Al-Andalus, holds a unique place in Islamic history as it was in the Christian heartland of Europe and due to its geography had a profound impact on Europe. Islamic Spain is also unique to the Islamic world in that it brought forth, arguably, the best of Islamic heritage. The tolerance Spanish Islam showed to its minorities, and the advancements in translation, architecture, mathematics, and philosophy are still guiding the world to this day. This course will begin with an exploration of Islam itself and the spread of Islam out of the Arabian Peninsula to Spain. It will then explore the initial conquest of Spain by the Amirs from 711-756. From there we will look at the Umayyad Caliphate that was created after the conquests. We will explore the vast wealth of knowledge that moved through the Islamic world, into Al-Andalus and from there into Dark Ages Europe. We will discuss how that knowledge influenced the end of the Dark Ages and the European Renaissance. The course will discuss the Almohad movement which sought to overthrow the Ummayyads and the many invasions the Umayyads fought off from North Africa. The course will also look at the Pope’s desire to rid Christendom of its Islamic presence and the many Christian invasions from the north. The course will explore the final successful invasions by Christian Europe and how the Islamic kingdom became smaller and smaller, eventually existing only in Grenada before finally disappearing altogether after the final expulsion in 1492.

***STUDY ABROAD IN SPAIN: Contact Drs. Joe Hodes and Keira Williams for more information.

CATALOG YEAR PRIOR TO 2014: THIS COURSE FULFILLS 3 HOURS OF THE CORE CURRICULUM HUMANITIES REQUIREMENT.
CATALOG YEAR 2014-2015 AND LATER: THIS COURSE DOES NOT FULFILL A CORE CURRICULUM REQUIREMENT.

HONS 3302-H01  
Epidemiology of Infectious Diseases: Impacts on Human Health, Wildlife, and Agriculture  
(CRN# 69999)  
Prof. A. Smith  
MTWRF 10:00-11:50 AM

Prerequisite: MBIO 3400 or MBIO 3401 with a B- or better; or with instructor’s consent. Epidemiology is the study of the distribution and determinants of health-related states or events, including infectious disease, and the application of this study to the control of diseases and other health problems. This course introduces basic principles and methods used in epidemiology and its application to public health issues and practices, and will explore various methods that can be utilized to carry out epidemiological investigations, including surveillance and analytical studies.

THIS COURSE FULFILLS 3 HOURS OF THE HONORS SEMINAR REQUIREMENT.

CATALOG YEAR PRIOR TO 2014: THIS COURSE FULFILLS 3 HOURS OF THE CORE CURRICULUM TECHNOLOGY & APPLIED SCIENCE REQUIREMENT.
CATALOG YEAR 2014-2015 AND LATER: THIS COURSE DOES NOT FULFILL A CORE CURRICULUM REQUIREMENT.

THIS COURSE WILL COUNT AS AN UPPER-LEVEL BIOLOGY COURSE PER APPROVAL OF DEPARTMENTAL ADVISOR.
Since 2008, the Marvel Cinematic Universe Films have been the template for the modern blockbuster. Marvel Studios created a shared universe that includes feature films, network television, and several streaming series. The MCU films have generated over four billion dollars domestically, showing just how iconic Marvel characters are. Long before being purchased by Disney in 2009, Marvel has a long history dating back to the pulp publishing industry of the 1930s when it was called Timely Comics. In the early 1960s, Stan Lee, Jack Kirby, Steve Ditko, and others created the Marvel Universe that is so iconic today. This section of Pop Culture Icons will study the history of Marvel, key artists and writers, Marvel films and television (including Marvel Studios and Cinematic Universe), and some of the key characters in the Marvel Universe.

As a class, we will discuss why so many of Marvel's 5,000 characters have become part of our modern day mythology.

**THIS COURSE FULFILLS 3 HOURS OF THE HONORS SEMINAR REQUIREMENT.**

**CATALOG YEAR PRIOR TO 2014: THIS COURSE FULFILLS 3 HOURS OF THE CORE CURRICULUM VISUAL & PERFORMING ARTS REQUIREMENT.**

**CATALOG YEAR 2014-2015 AND LATER: THIS COURSE DOES NOT FULFILL A CORE CURRICULUM REQUIREMENT.**

---

**HONS 3304-H01**  **Icons of Pop Culture: The Marvel Universe**  **(CRN# 68405)**  **Prof. R. Weiner**  **MTWRF 4:30-6:20 PM SEMINAR**

---

**HONS 4302-H01**  **Pop Culture and Protest**  **(CRN# 69991)**  **Prof. K. Williams**  **MTWRF 4:00-5:50 PM SEMINAR**

**Prerequisite:** Instructor approval is required. To apply, e-mail J.Hodes@ttu.edu and Keira.williams@ttu.edu.

**Course dates:** July 1st-August 1st, 2017

Pop culture has served many purposes in history, and in this course, we’ll examine how different kinds of pop culture—music, fiction, television, film, advertisements, and poetry, to name a few—have been used in the recent past as resistance, or as a means of protesting the contemporary status quo. In particular, we will explore the following questions: Who has produced resistant pop culture in twentieth-century history, and with what intentions? How did these cultural producers construct these texts to specific ends? Who has consumed this pop culture in the past, and how did they make sense of the message? What accounts for the changes in protest pop culture over time? As we explore these questions, we’ll bring in recent and current global comparisons, such as the use of social media in the Arab Spring and the anonymous, guerrilla pop culture of street artists like Banksy and Princess Hijab, as well as specific Spanish examples, including the rise of punk music in the wake of the collapse of the Franco regime and the massive feminist protests in Barcelona in the twenty-first century. We will use these historical and international comparisons to analyze current U.S. popular culture, and each student will experience pop culture as resistance by producing a pop cultural text in accordance with the themes, questions, and types of protest we will discuss this semester.

***STUDY ABROAD IN SPAIN: Contact Drs. Joe Hodes and Keira Williams for more information.***

---

**SUMMER 2017 HONORS SEMINARS and SUMMITS**

**FULL/CLOSED courses are listed in red text**

### Summer I 2017

- **HONS 3304-H01** (SEMINAR) Music and Your Mind, MTWRF 2:00-3:50 PM
- **HONS 4302-H01** (SUMMIT) Arab Israeli Conflict, MTWRF 12:00-1:50 PM
- **HONS 4302-H03** (SUMMIT) Joan of Arc, MTWRF 10:00-11:50 AM

### Summer II 2017

- **HONS 3301-H01** (SEMINAR) Islamic Spain (Study abroad in Spain), MTWRF 6:00-7:50 PM
- **HONS 3304-H01** (SEMINAR) The Marvel Universe
- **HONS 3302-H01** (SEMINAR) Epidemiology of Infectious Diseases, MTWRF 10:00-11:50 AM
- **HONS 4302-H01** (SUMMIT) Pop Culture and Protest (Study abroad in Spain), MTWRF 4:00-5:50 PM