HON 391: Anarchy
Will Cordeiro
How can societies function in the absence of top-down hierarchies, bureaucratic structures of authority, and state, corporate, or multinational coercion? What is the nature of power, and what can individuals or voluntary groups do to counteract the systems in which they are policed? In answering these questions, we will examine topics such as the prison industrial complex, civil disobedience, critical legal studies, terrorism, revolution, sovereignty, and social justice movements for collectivization. We will discuss historical case studies of experimental communities as well as contemporary world events. In seeking to understand anarchy, we will look at how it has been represented or practiced in diverse fields such as literature, cinema, music, performance, fashion, art, architecture, gender studies, and science.

HON 392: Cultural Understanding

HON 392: ...in the Wild West
Season Ellison
Despite commonly presenting itself as objective, the creation of historical narrative is nearly always a subjective process that creates, depends upon, and upholds the values of a given culture at a given time. In 39X we will use historiographical methods to explore “the forces which have shaped the present” myth of the “Wild West,” how the myth is commonly mistaken as historical fact, and that myth’s effect on the actual peoples and communities who populate the land. Using scholarly essays, popular fiction, cowboy and cowgirl poetry, western film, opera, published diaries, newspaper articles, and the special collections Colorado Plateau archive, we will explore the making of the Wild West myth, the creation of history, and the privileged and oppressive forces that the myth both appropriates and conceals. Cultural issues with which we may engage include historiography and the power inherent in the traditional historical canon, the power of myth and the American Dream, oppression of native cultures and peoples, gender representation in cowboy culture, tourism as a component of myth-making, as well as land and species management. In this seminar and research-based course, students will have a primary responsibility to guide and craft their own learning.

HON 393: Applied Science

HON 393: Hot Mess: Ecological Fiction
Ted Martinez
This advanced seminar will analyze science fiction and climate fiction writing as a means to understand public perceptions of science, the science of global climate change, and the limits and opportunities available in science communication. Students
will produce fiction writing in the genre of climate fiction using information provided by climate science research. Other means of communication such as poetry or art may also be submitted. Class assignments will center on understanding the science in science fiction, fiction writing, character development and plot development, climate science, global climate change adaption and mitigation strategies

**HON 394: Social and Political Worlds**

**HON 394: Beyond the Burqa**

*Robyn Martin*

Using a variety of material (fiction and non-fiction texts, poetry, art, articles and many films), we'll examine Afghanistan’s women and their issues from a historical, cultural, and socio-political perspective. The course will explore the importance of understanding Afghanistan’s women (but not limited to only Afghanistan in the second half of the semester), their position in their nation, why their need for self-determination matters, and what’s at stake for their country and middle-eastern women in general if they are allowed the ability to shape their own destiny.

**HON 394: Making a Difference, but How? A Course in Civic Engagement**

*Anne Scott*

In the Honors Program, we stress the importance of becoming involved in the greater world and becoming leaders: making a difference for the better in people’s lives. But how do we do this without feeling insignificant and overwhelmed by the problems and difficulties that our communities face? This course will provide students with rich and inspiring background information about the history and nature of civic engagement in the United States, expert suggestions and “leads” from university and community members about how to enter the rewarding world of civic engagement, and the guidance needed to enter into a successful engagement with one’s community, region, or nation. The goal? To identify the needs and strengths of a particular group of people, or a sector of the region, nation, or world; to become a resource for empowerment, strength, and positive change for this group or sector; and to write and implement well-thought-out proposal that will help improve the lives of persons within their communities, thus provoking a ripple effect of positive change within that community and elsewhere. Requirements include interdisciplinary readings, meetings with NAU and community members, use of extensive on-line resources, weekly write-ups of readings, weekly small-group discussions, oral reports, one individual service learning commitment, and one completed, and larger, group civic engagement project.