

USF Honors College Course Information for Incoming Students - Fall 2022



Welcome to the USF Honors College curriculum! We are excited to offer you dynamic seminar-style classes that provide unique opportunities to develop your critical thinking, creativity, and passion for learning.

Please review the [F2022 HONC Webtrack Video](#) for an overview of the Honors College curriculum and what you should think about for fall registration. If you have any questions about which courses are best for you, you may contact Program Manager Monica Doblado (mmdoblado@usfca.edu, 415-422-2427) or our Co-Director, Professor Heather Hoag (hjhoag@usfca.edu).

Fall 2022 AT-A-GLANCE

Students should consider the following as they register for classes for fall 2022:

- **All Honors College (HONC) students are required to take the 2-unit HONC 100, Honors College Gateway course, in their first year. It can be in either the fall 2022 or spring 2023 semesters.**
- HONC students have the option of completing their Core A1 and A2 composition and public speaking courses through the Honors College. If you opt to do this, you should register for the 4-unit HONC 130 for fall 2022 (and then will take the 2-unit HONC 131 in spring 2023 and the 2-unit HONC 132 during your junior year)
- (optional) Forum course, 2 units
- (optional) Any additional 4-unit HONC course

HONC 100 - Honors College Gateway

This small, interactive seminar introduces students to the mission and the pillars of the Honors College: liberal arts foundations, global perspectives, interdisciplinary inquiry, and experiential engagement. The class provides a common intellectual framework for all HONC students as they begin their time at USF. While each Gateway is tied to a theme reflective of the faculty member's areas of expertise, all sections include foundational readings and engagement activities, and provide opportunities for contemporary application of these foundations to contemporary real-world scenarios. **HONC 100 is a 2-unit course and must be completed in either the fall or spring semester of a student's first-year.**

- HONC 100-01-Honors College Gateway (CRN 40588)
Mondays, 11:45-1:30pm, 2 units, Professor Dana Zartner

Theme: Environmental Justice and Advocacy

- HONC 100-02-Honors College Gateway (CRN 40589)
Mondays, 1:40-3:25pm, 2 units, Professor Dana Zartner
Theme: Environmental Justice and Advocacy
 - HONC 100-03-Honors College Gateway (CRN 40590)
Tuesdays, 12:45pm-2:30pm, 2 units, Professor Heather Hoag
Theme: Food as Environmental Justice
 - HONC 100-04-Honors College Gateway (CRN 40591)
Thursdays, 12:45pm-2:30pm, 2 units, Professor Heather Hoag
Theme: Food as Environmental Justice
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4-unit HONC Courses Available to all HONC Students

You will notice that most of the 4-unit Honors College classes have been filled with continuing students. It is normal for HONC students to not start taking 4-unit classes until their second or third semesters. But, you do not have to wait. You are welcome to register for any 4-unit course that has space remaining.

HONC 204-01: Performing Sexuality (CRN 42243) - F-Visual and Performing Arts

MW 6:30-8:15pm, 4 units, Professor Peter Novak

What does it mean to be a woman? Or a man? Are these biological or culturally constructed labels? What does it mean to be gay, straight, bi, pansexual, or asexual? What does our society think and feel about these categories, and how does this impact the way we treat each other? In this course, we will explore the fascinating and ever-changing relationship between gender, sexuality and American society through the lens of theater. By reading and seeing a range of plays written by American playwrights between 1934 and 2017, as well as examining critical essays written by queer and feminist thinkers, we will consider how evolving American perspectives about sexuality and gender impact our culture and our individual and collective identities.

HONC 327-01 Art & Ethics in Dante's Comedy (CRN 42242)- C1 Literature TR 4:35-6:20pm, 4 units, Professor Pedro Lange-Churion

Dante's *Divine Comedy* is a poetic matrix where the Middle Ages and the Renaissance intersect, bringing together disciplines such as ethics, jurisprudence, history, philosophy, theology, and astrology. This course engages with the interdisciplinary aspects of Dante's work to explore questions and connections between good and evil, developing ethical

frameworks, and the role of works of art in shaping the relationship between aesthetics and ethics. The course also explores the lasting influence of Dante's work on popular culture.

HONC 329-01 New World Encounters (CRN 40601) - C2 History

MWF 9:15-10:20am, 4 units, Professor Katrina Olds

This class asks if it is possible to know the truth about history via close study of the Spanish Americas from 1492-1700. We look at conquest, colonization, and rebellion from the time of Columbus to the eve of modernity, and ask if historical sources, which reflect the various perspectives of European, African, and Native American historical figures, can tell us what really happened. Themes include gender and sexuality; violence and coexistence; race, religion, and identity. Sources include historical, literary, and visual materials.

HONC 358-01 Migrant and Diaspora Religion (CRN 40602) - D2 Theology

F 11:45-3:25pm, 4 units, Professor Lois Lorentzen

The United States is the most religiously diverse nation in the world due, in part, to the largest wave of migration in U.S. history. Mosques, Hindu temples, Buddhist monasteries, Vietnamese Catholic churches, Santeria stores, gudwaras (worship space for Sikhs), Russian Orthodox spires, and storefront churches all shape the landscape of San Francisco. We will also explore the role religious organizations play in the lives of migrants to the San Francisco Bay Area. In this seminar we will study numerous facets of immigration, focusing on immigrant rights, the history of immigration to San Francisco, and the role that religious groups play in helping migrants make sense of their new city and country. Speakers from San Francisco and immigrants' countries of origin will visit us via Zoom to talk about the immigrant experience.

HONC 365-01 Global Ethics (CRN 40603) - D3 Ethics

TR 2:40 - 4:25pm, 4 units, Professor Ronald Sundstrom

HONC 365-02 Global Ethics (CRN 40604) - D3 Ethics

TR 2:40-4:25pm, 4 units, Professor Gerard Kuperus

Within a world characterized by globalization, ethical concerns are complex, involving groups from diverse backgrounds. Because of the large (global) scale of our economies, ethical issues are often far from obvious as we do not know who and what has been involved (and destroyed) in the production of our gadgets, clothes, and even our food. In addition, in a globalized world, the values of "the west," and our strong emphasis on individualism, have been exported to all regions of the world. In order to start to untangle the complexity of ethical issues in a globalized world, this course explores different ethical theories from around the globe - global ethics. We will explore themes of individualism and the self by exploring both Western and Asian approaches. In particular, we will study classical ethical theories from the Western philosophical canon (Aristotle, Mill, and Nietzsche), Confucianism and Buddhism.

HONC 366-01 Islamic & Feminist Ethics (CRN 40605) - D3 Ethics

TR 12:45 - 2:30pm, 4 units, Professor Aysha Hidayatullah

In this course, students explore the numerous, highly developed traditions of Islamic ethics. Students engage with these traditions in considering moral questions that exhibit a deep diversity and a worldwide breadth and offer a rich opportunity to examine, compare, and contrast several major ethical theories as they have developed over numerous centuries. Students also examine multiple possibilities for understanding ethics within Islamic thought, as well as how diverse approaches to Islamic ethics relate to various forms of contemporary feminist thought and practice.

**HONC 380-01 The Art of Protesting (CRN 41477) - F Visual and Performing Arts
MW 4:45 - 6:25pm, 4 units, Professor Sergio De La Torre**

This course stresses the relationship between art and social movements, as it explores and studies how citizens and artists create different strategies that help define their communities, actively resisting social unrest, political misrepresentation and cultural erasure. Lectures and guest artists help students understand this multi-disciplinary practice rooted in global traditions. Practical understanding with new environmentally safe methods, complemented with a working knowledge of traditional and popular techniques will be investigated.

FORUM COURSES

One of the most innovative elements of the Honors College curriculum are the 2-unit Forum courses, which explore real-world topics in hands-on and engaging ways. Each course blends the expertise of faculty with interdisciplinary perspectives, and courses are sometimes team-taught by faculty in different departments. You are welcome to take as many Forum courses as you like, beginning in your first semester.

HONC 390-03 SpTp: Bicycle Politics (CRN 40608)

R 2:40-4:25pm, 2 units, Professor Stephen Zavestoski

The humble bicycle is at once a child's toy and a masterpiece of engineering. It's both healthy and dangerous; it brings freedom but is also a tool of war. It's cheap transportation and a \$60-billion global industry. It's a regular workday commute and a high-profile dope-riddled sport. It's a marvel of science and a work of art. It is, as San Francisco cyclist Robin Williams once said, "the closest you can come to flying." In this interdisciplinary course, we'll investigate the poetics, politics, psychology, and physics of the bicycle. Along the way, we'll study bicycle culture, science, politics, and art here in San Francisco, a global epicenter of cycling history and innovation and the most bike-friendly city in the US. You'll discover your own favorite bicycle places (in San Francisco or elsewhere) and share them with others.

HONC 390-04 SpTp: Viral Rhetorics - (CRN 40609)

T 9:55-11:40am, 2 units, Professor Leigh Meredith

What happens when things "go viral"? In the context of COVID-19, the colloquial use of this phrase to describe an internet sensation seems uncommonly weird. How did a term

associated with disease and death take on such positive connotations? Is it only a matter of time before we describe a new Tik Tok video as “going pandemic”?

In this class, we’ll take an interdisciplinary approach to exploring the origins and implications of the metaphor of “virality.” We’ll draw on rhetorical theory and cognitive science to consider the ways in which metaphors structure the thinking of individuals and cultures. We will trace the historical emergence and evolution of the metaphor of virality over the long 20th century, investigating how its usage in popular culture reflects breakthroughs in the science of disease transmission. In a darker mode, we’ll also investigate its relationship to the emergence of deadly new viruses from the 1918 Flu Pandemic to the 1980s AIDS crisis. Moving to the 1990s, virality seems to meet its match, finding its perfect analogue in the early internet. We’ll end by considering how the metaphor of “virality” and its related terms (contagion, infection, spread) shape cultural attitudes towards the problems and possibilities of social networks and digital culture. The very ambiguity of “virality” – the way it hovers between the biological and mechanical, the chaotic and controllable - may make it the perfect expression of our ambivalence towards our digital lives.

HONC 390-05 SpTp: Yoga & Love of Life (CRN 40610)

M 4:45-6:30pm, 2 units, Professor Geoffrey Ashton

Yoga has become a major global phenomenon and is especially influential in our local San Francisco communities. Incidentally, *yoga* education resonates with the core mission of USF. Both value *cura personalis*, or care of the individual person’s physical, intellectual, and spiritual health and autonomy. Moreover, USF and *yoga* respond to human suffering by developing our capacity to love: Christians strive to emulate God’s unconditional love for humans (*agape*), while *yoga* (for example, *bhakti yoga* or the *yoga* of devotion) summons us to affirm life by seeing the divine in all things. From this, one could say that both USF and *yoga* aim to teach us how to love life and others in it—even when the object of our love is a potentially repellent object (e.g., a bad neighbor, an overheating environment, a society marked by pandemic). But there is at least one key difference between these two approaches: in *yogic* practice, the body is a central medium for realizing the meaning of *cura personalis*. That is, human physicality is not just an object of care; it is the means by which we learn to care for self, others, the world, and life. This course introduces students to the theory of *yoga* (its history, philosophy, theology, etc.) through close readings of canonical texts in the *yoga* tradition (including selections from the *Upaniṣads*, the *Bhagavad Gītā*, and the *Yoga Sūtras*). Reflection on one’s own experiences of love will comprise an important dimension of this inquiry. However, according to the *yoga* tradition, the capacity to love is also a physical ability, not just a psychological or emotional one. Accordingly, this course supplements standard Western academic learning by having students participate in directed lab experiments that involve physical training in *yogic* breath and posture.

HONC 390-06 SpTp: Zen and Tea Gardens: From Kyoto to Golden Gate Park (CR: 40611)

T 14:40-16:25, 2 units, Professor Stephen Roddy

A mere ten blocks from USF lies one of the oldest traditional Japanese gardens located outside of Japan, one with a surprisingly contested history that belies the serenity of its minimalist ponds, pagodas, and tea houses. Many of the medieval gardens that inspired San Francisco’s were also born amidst social and political turmoil, patronized by samurai warriors who sought respite there from the wars they periodically waged across the country. This

course introduces the ideals behind traditional tea gardens and the tea ceremony (*chanoyu*) which they were intended to complement and enhance. We will explore how the centuries-old practice of savoring a cup of tea while contemplating an artfully designed garden can train us to maintain balance and “keep our cool” amidst the hustle-and-bustle of the contemporary world. In the process, we’ll nurture and refine our sense of taste—for tea, tea sweets, and the exquisite beauty of *wabi-sabi*.

HONC 390-07 SpTp: Purpose and Mysticism (CRN 40612)

W 4:45-6:25pm, 2 units, Luis “Kique” Bazan

In this course, we are going to explore the role of purpose, passion, spirituality and mysticism to sustain social justice work. There are important efforts responding to the needs around the world. Some of those efforts are carried out by small organizations that don’t have access to many resources and constantly deal with incredible adverse circumstances, but they still do impressive work. The people who run those organizations have an intrinsic strength, and the goal of this course is to find out more about that strength and how we can develop it within our own life projects. Some of the questions that we would pursue in this class are: How did these people discover the passion and purpose in their lives? Could we learn something from them to also live a meaningful life? How is passion and purpose formed in each of us? Are they spiritual or mystical people?

The Honors College Writing & Speaking Course Sequence (HONC 130, 131, 132)

It is strongly recommended that students choose a course that will help you develop your written and oral communication skills during your first semester at USF. Honors College scholars have the option to complete A1 Public Speaking and A2 Rhetoric and Composition courses in the Honors College depending on your interest, your major, and what works best with your schedule. However, you can also fulfill A1 Public Speaking and A2 Rhetoric and Composition through the Rhetoric Department after taking the Direct Self-Placement.

HONC 130/131/132 Rhetoric Across Borders series (8 units)

HONC 130/131/132 is an 8-credit course sequence that integrates Core A1 Public Speaking and Core A2 Rhetoric and Composition requirements. All three courses are specially designed for Honors College students and support the development of critical reading, listening, languaging and digital literacy skills. In HONC 130 (4 units, first-year fall or second-year fall), students will research, analyze, and argue about a “border-crossing” issue in a traditional classroom setting. Students will continue this work with HONC 131 (2 units, first-year spring or second-year spring) and explore how local entities such as non-profit organizations, artists working in different mediums (films, plays, museum exhibits), and small businesses address “border-crossing” issues in their work. Working individually or in small groups, students will analyze and address rhetorical issues in the outreach and advocacy strategies of their chosen entity. This semester’s work will culminate in a public-facing project (website, brochure, event, podcast, article) that furthers the mission of their chosen entity and reflects the group’s evaluation of optimal rhetorical strategies. HONC

132 (2 unit, junior year) will support students in further developing rhetorical skills in support of their capstone projects. There are three sections of this class being offered in Fall 2022:

- HONC 130-02 Rhetoric Across Borders (CRN 40593) - Experiential Education (part 1 of 3)
TR 9:55-11:40am, Professor Robert Boller
- HONC 130-03 Rhetoric Across Borders (CRN 40594) - Experiential Education (part 1 of 3)
TR 2:40-4:25pm, Professor Michael Rozendal
- HONC 130-04 Rhetoric Across Borders (CRN 40595) - Experiential Education (part 1 of 3)
MWF 11:45-12:50pm, Professor James Warren Boyd

We recommend that Nursing majors and Engineering majors talk to your major advisors before enrolling in HONC 130/131/132, because there are some major-specific options available to you for completing your Core A1/A2 requirements that may be preferable.

Martin Baró Scholars should not enroll in HONC 130/131/132 because you will fulfill your Core A1/A2 through the Martin Baró Scholars Program.

HONC FALL 2022 FAQs

General questions about HONC and courses

What if I can't take any HONC courses this fall due to conflicts with my schedule, or for other reasons?

It is fine if you can't take a HONC course this fall. You are not required to take an Honors College course every semester but we do require you to take at least one HONC course per academic year. We understand that you may have major requirements that must come first and/or sometimes our classes don't fit well into your schedule. The only requirement during your first year at USF is that you take the HONC 100 Honors College Gateway course. But that may be taken in either fall 2022 or spring 2023.

For the remainder of the Honors College requirements, you may take courses when you have room in your schedule. However, be aware that it is your responsibility to keep track of your progress in the HONC curriculum, as well as all other graduation requirements.

Can I take more than one Honors Forum course?

Yes! You are welcome to take as many Honors Forum courses as you want. You must take 8 units of Honors College Exploration classes and you can do this with 4 Forum classes if you want!

I received my AP/IB/Community College credit and it satisfied some of the Cores that the Honors College courses cover. Do I need to repeat these Core areas if I already have them fulfilled by AP/IB/Community College credit?

No, you don't have to repeat the Core area if you don't want to. For example, if you have AP credit that will satisfy your Core C2-History requirement, you don't have to take a C2-History course at USF. However, if you come in with many Core areas satisfied through your AP/IB/Community College credit, you may wind up repeating a Core when you take your classes for Liberal Arts Foundations, Global Perspectives, and Experiential Inquiry in the Honors College.

I no longer want to be in the Honors College. What is the process for dropping the program?

Please email Monica Doblado (mmdoblado@usfca.edu) to let her know you want to be removed from the Honors College. This will remove the HONC curriculum section in your degree evaluation.

Are there any negative consequences to dropping the Honors College curriculum?

No, there aren't any negative consequences. The credits you earned in Honors College will still count towards the 128 units you need to graduate.

Waitlist-Related Questions

How do I get onto a waitlist for a HONC or other USF course?

Using the "add/drop" page on your Student Tab in MyUSF, add the course's CRN and press "submit change". A drop down menu will appear next to the CRN and you will need to click on it in order to see the waitlist option.

I am currently on a waitlist for one or more HONC courses. How will I know when I will get off the waitlist?

If a spot opens up, you will be contacted by Monica Doblado and informed that you will be placed into the course.

I have general questions about the waitlists, should I contact the professor teaching the course?

Please contact Monica Doblado (mmdoblado@usfca.edu or 415-422-2427) with your questions first. The waitlists are managed by the Honors College and not the individual professors to ensure fairness.

Can I be registered for other courses as a backup while I'm registered on a waitlist?

Yes, you can be registered for other courses as a contingency plan in case you don't get into the waitlisted course. You can have a full schedule and still be on a waitlist. If you are having trouble adding yourself to a waitlist that has plenty of spots on it, you may be registered for a course that is at the exact day and time as the waitlisted course you're trying to register for.

Consider registering for a different course other than the waitlisted course.

Please note you will need to drop one of your scheduled courses before being added to a class if you are registered for more than 14 units.

Is there a guarantee that if I'm on the waitlist I'll get into the course before classes begin in August?

No, there is no guarantee that you will be moved off a waitlist and into the course. We always anticipate movement among students' schedules and that seats sometimes open up, therefore, we always recommend students join waitlists so that they don't have to keep checking if seats open up.