

Honoring The News

VOLUME 10 • ISSUE 1 • FALL 2010

Honors Work of Art

BERNADETTE SMITH
CLASS OF 2012

As a testament to the multitude of ways USD Honors students get involved in their communities, sophomore Staci Drangmeister has spent the last two summers installing a tile mural onto her hometown Albuquerque Convention Center. Drangmeister worked with the Albuquerque Harwood Art Center in a project that is meant to improve the design of the Convention Center, as well as add to its cultural significance.

The project has been going on for the past ten years, and every summer students with the Harwood Art Center have been designing, painting and installing new portions of the mosaic. This past summer, Drangmeister's team worked off of the theme "Cuentos de las Estrellas (Stories of the Stars)." The group in total had two lead artists, two lead apprentices and 12 junior apprentices. Drangmeister worked as a junior apprentice during her first summer with the group and was promoted to lead apprentice this past summer.

"We all performed general research on the history of Navajo art and the constellations as a team," Drangmeister said. "After compiling all of the information we found, everyone worked on the mosaic design together, apprentices and artists combined. It's nice how we're not just individual workers, but get to work on the project in collaboration."

Pottery designs of prehistoric



Photo Courtesy of Staci Drangmeister

Honors student Staci Drangmeister, sophomore, stands in front of a tile mosaic she helped to design, paint and install at the Albuquerque Community Center.

native peoples inspired many of the team's sketches. The sky was also an important factor in the design process.

"The mural is supposed to represent how the sky changes from day to night, and you can see that in the way the blue-colored tiles change," Drangmeister said. "We tried to represent the cultural and natural history of New Mexico by bringing in different influences. The Navajo universe symbol was one of them."

To add to the authenticity, the artists made all of the tiles for the mural by hand. They hand painted pieces of clay, and coated them with a glaze made of glass, clay and wood suspension. The pieces were then fired at a kiln off site.

"In total it's about 10,000 tiles that we paint every summer," Drangmeister

said. "After they're fired, we load up the tiles into boxes and use our cars to transport the tiles to the Convention Center."

The overall design of the mural incorporates various constellations in a scene that progresses from day to night. The constellations are represented as painted animals. For example, a large bear in one part of the mosaic symbolizes the bear constellation, based off of Ursa Major.

Drangmeister explained that her initial involvement with the Harwood group stemmed from a recommendation by her high school art teacher. Harwood performs outreach to all of the high schools in the local Albuquerque area

Continued on Page 3

INSIDE	DIRECTOR'S CORNER....2	SINGLE INSTRUCTOR	FAQ.....5
	HSB UPDATE.....4	COURSES.....5	TEAM TAUGHTS.....8-9

Director's Corner

DR. BOLENDER
PROGRAM DIRECTOR

The Honors Program is undergoing an external review in the upcoming spring semester. Some time in March, we will have professors on campus evaluating our program and giving us suggestions on how to improve. As part of that process, I am writing a document called a self-study that describes our program, our strengths and weaknesses and gives the reviewers a picture of what we do at USD.

In writing this self-study, I was reading many of the exit surveys that we give to students who leave the program early, and one of the most common reasons that was given that students leave the program was that “the Honors Program didn't have courses in my major.” Well, after reading that many times, I decided that I needed to offer an explanation to students and their faculty advisors.

The Honors Program is not designed to satisfy the requirements for specific majors. The vast majority of honors courses will satisfy core curriculum requirements.

The single instructor and team-taught courses in the Honors Program are designed to give you a challenging and thought provoking liberal arts education. Too often students, and yes, their faculty advisors too, view the core curriculum as check off classes. I have to take logic – check. I have to take literature – check. It is time to stop viewing these classes as requirements or “check boxes.” It is time to see honors classes as ways to broaden your core curricular education.

All of you have come to USD with an idea of what you want to do upon graduation, international relations, biology or perhaps even business. Here is where my advice will probably run contrary to what you have been told: do



James Bolender, Ph.D., Honors Program Director.

not take all of your core classes in your first two years. If you want to pursue the sciences or engineering, you already know that you cannot take all of your core classes in the first two years. You need to intersperse them with the classes required for your major.

What about the other disciplines? First, it will be fortuitous for any of the single instructor or team-taught classes to apply to your major. Second, the team-taught classes are upper-division, so you must have at least 60 units to even be eligible to enroll in these classes. I suggest you begin taking classes that are preparation for your major or majors early in your USD career, and intersperse these classes with your core curriculum courses and try to make one of them honors.

We always try to offer eight to ten single instructor classes every semester. Don't forget that you do get four units of honors credit if you participate in a semester long study abroad program. In your junior and senior years, try to schedule one team-taught class per year to fulfill core requirements. We had a student graduate in three years in May 2010, who completed her International Relations major and the Honors Program. It can be done!

“Where does my major come into play in the Honors Program?”

Now that you have completed your core, the Honors Program can

truly enhance your major. This comes from the Honors Thesis required of all students to complete the program. The research and thesis are rated as the best experience for graduating seniors in the Honors Program. This is also one of the biggest reasons people leave the program – fear of the THESIS!

The senior thesis is a year-long (or longer) project, where you are actually doing scholarly work in your field of study. There are reasons you chose the majors you are pursuing. Asking a question and conducting the research to answer that question can lead to an excellent thesis. Perhaps you are creating your own work of literature or work of art. In the past year, one student submitted her *second* novel as her thesis, while another presented her paintings that integrated the visual arts with psychology.

This is where your major integrates into the Honors Program. You will work closely with faculty (one of the reasons many of you came to USD), you will pursue an idea that interests you and the outcomes could result in much more than you anticipate. Honors students have traveled to regional, national and international conferences to present their research. You can also get “H” units for doing an Independent Study or Independent Research in your major.

The Honors Program can enhance your core curriculum and your major through unique classes and scholarly experiences that are designed to challenge you. Talk to your advisor or come to the advising sessions we have planned at the end of October to look at your scheduling options. If these do not work with your schedule, you can always drop by SLP 409 for assistance during my office hours.

On that note, I hope to see many of you in SLP 409. Have a great semester!

Dr. Bolender

Alumna Spotlight

ELIZABETH SKURDAHL
CLASS OF 2011

For Honors students, graduation is not a line between education and occupation. Rather, it is a time to continue doing what you love.

Breyn Hibbs, class of 2009, graduated from USD with a philosophy major, and double minor in Asian Studies and Leadership Studies.

"I initially would have never thought that a Philosophy major and/or Asian Studies and Leadership Studies minors would have ever led to my pursuing a graduate degree in Peace and Justice Studies," she said.

Hibbs is currently in her third semester of the Master of Arts in Peace and Justice Studies program at USD's Joan B. Kroc School for Peace and Justice. Surprisingly, Hibbs said that if you asked her three years ago where she thought she would be, graduate peace and justice studies was not part of her plan.

Breyn had two experiences as an undergraduate that eventually led to her current path. The first was a study

abroad experience the summer before her senior year at the United Nations-mandated University for Peace in Costa Rica.

"While there I became interested in pursuing this relatively new and developing field of study further," she said. "USD's school of Peace Studies was a perfect fit since it allowed me to both pursue Peace Studies, as well as stay in San Diego."

The second experience was writing a senior thesis for the Honors Program. The Honors Program, Hibbs said, "is where I learned the importance of carrying out research, particularly for students who want to go on to graduate school."

In addition to pursuing graduate work, Hibbs also works as the graduate assistant in the USD Women's Center.

"What led me to my interest in working at the Women's Center was work I began as an undergraduate, to contribute what I could to making USD a more diverse, inclusive and safe place for students from all backgrounds," she said.

Hibbs said the work she has done

at the Women's Center affords her an opportunity like nowhere else. "I have been able to explore my personal identities, sense of self and voice, as well as to create an environment where other students feel empowered to do the same."

Looking to the future, Hibbs plans to complete her graduate degree in December, then combine her two interests in Peace and Justice Studies and women's issues.

"I plan on pursuing a job in the non-profit sector here in San Diego," she said. "My hope is to work for an organization that is addressing one or more gender-related issues through its activities and programs."

For graduating seniors who face an incredibly tough job market, Hibbs shared this advice: "The catch-22 in a tough job market is the fact that sometimes people feel like they just need a job - any job. But this is how people find themselves 'stuck' in positions that are not contributing to their happiness. Find something that speaks to you at the moment, even if you don't plan on doing it forever."

Honors Students Shows Creative Community Involvement

Continued from Front Page

to promote youth artistic involvement. Drangmeister underwent an application and interview process before she was granted into the program. Her increased responsibilities as a lead apprentice this past summer "felt like a regular nine to five job, and I even got paid," she said.

The lead apprentices were responsible for the general management of the junior apprentices, and also for the transportation of complete painted tiles to the kilns.

"Everyone involved has varying levels of art experience," Drangmeister said. "As lead apprentices we were responsible for teaching them [the junior apprentice-



Photo Courtesy of Staci Drangmeister
A piece of the Convention Center mural.

es] proper art techniques."

As a result of all that she has learned from the Harwood project, Drangmeister said she will declare a Visual Arts major this semester.

"What I love about this project is that it gives youth an opportunity to work in the arts and get paid, and learn how the world of public art works," she said. "What we have been working on is a great example of the ways that art can be incorporated into every day life and can benefit the whole community."

The mural reaches five and a half feet in height, and will eventually wrap around the entire exterior of the Convention Center. For more information visit harwoodartcenter.org.

Honors Student Board

Update from the President

BROOKE EINSPANIER

CLASS OF 2012

The Honors Student Board is excited to share our news with you. First off, we wrote our bylaws last spring and are looking forward to enacting them this semester. Part of the changes included an interview process for our new member applicants. This allowed current HSB members to get to know prospective members outside of their written applications.

My goal this year as Honors Student Board President is to develop a philanthropy to which students of the Honors Program can contribute. It is my hope that we will be able to connect with students in other countries and help them attend school. This idea centers on the motto, "students helping students."

It is my hope that through the philanthropy, Honors students will have more of an outlet for community service. There are many locations near USD where students can volunteer their time to tutor. In addition, many if not all of the Honors events we would sponsor will be exclusive to Honors students. It is my hope that the Honors Program will be able to hold fundraising events, and have our first Honors Philanthropy event this spring.

We will be having Philanthropy Committee meetings to help with the development of the program. If you are interested in participating, feel free to attend. The meeting dates and times will be posted on the Honors Program website.

I am looking forward to the social events being planned for the semester as well, and am glad that Homecoming was a success. It's always fun to see alumni and find out what they're up to.

In addition, the event "Picnic and a Play," held on Sunday, Oct. 17, was a wonderful way to support our campus thespians. Finally, our biannual Night



Photo Courtesy of Honors Student Board

From the left: Taylor Goelz, Raymond Sullivan, Caroline Healey, Shane Smith, Brooke Einspanier, Elizabeth Skurdahl, Staci Drangmeister, Sara Ha, Mollie Schultz, Jessica Gomes, Jacqueline Rush and Bernadette Smith.

of Procrastination is always a fun event to look forward to! As a self proclaimed procrastinator, I enjoy spending time with my friends while watching a movie that can take my mind off of exams and final papers.

At the beginning of the semester, we welcomed four new freshmen representatives to HSB, as well as one new sophomore and one new senior representative. I'm pleased to introduce them all to you.

Sara Ha - Class of '14

"I am planning in majoring either in political science or business. I am really looking forward to representing the interests of other freshmen Honors students."

Taylor Goelz - Class of '14

"I'm from Tucson, AZ and my favorite things in the world are my family, card games and watching professional tennis."

Raymond Sullivan - Class of '14

"Born and raised in Paraguay, I am a fan of simple things. I aspire to represent the HSB at different events as a member of the Ambassador's Committee."

Caroline Healey - Class of '14

"I'm from Del Mar, and I plan to major in either Political Science or Economics. I am having a great time at USD and I am looking forward to working on HSB's Philanthropy Committee."

Jacqueline Rush - Class of '13

"I am looking forward to voicing my ideas on the Honors Student Board and making the Honors Program even more exciting."

Stephanie Mercer - Class of '11

"I love reading non-fiction books about food and the environment, as well as candid biographies. This year with HSB I'm excited to increase participation in HSB sponsored events."

Single Instructor Classes

SPRING 2011

CRN	NUMBER	COURSE TITLE	DAY	START	END	INSTRUCTOR
2626	ANTH-103	Introduction to Archaeology	TR	2:30 PM	3:50 PM	Alana K Cordy-Collins
2972	ANTH-494	Seafaring of Indian Ocean	TR	10:45 AM	12:05 PM	Alana K Cordy-Collins
1933	BIOL-225	Introduction to Cell Processes	MWF	11:15 AM	12:10 PM	Mary S Lowery
1892	CHEM-152	General Chemistry II	MWF	8:00 AM	8:55 AM	David O De Haan
1656	ENGL-225	Native American Lit	TR	10:45 AM	12:05 PM	Mary Hotz
1264	PHIL-101	Introduction to Logic	MWF	9:05 AM	10:00 AM	Michael F Wagner
1248	PHIL-111	Philosophy of Human Nature	TR	9:15 AM	10:35 AM	Linda L Peterson
1241	PHIL-321	Social Ethics	MWF	10:10 AM	11:05 AM	Matt Zwolinski
1208	POLS-125	American Politics	MWF	12:20 PM	1:15 PM	Casey Dominguez
2977	THRS-116	Intro to Biblical Studies	MWF	9:05 AM	10:00 AM	Florence M Gillman
1049	THRS-381	The Five Books of Moses	W	2:30 PM	5:20 PM	Russell E Fuller

Frequently Asked Questions

What role does the Honors Program have within my major?

Single instructor courses are offered each semester in a variety of disciplines that are meant to *fulfill core requirements*. The process of research and writing for the Honors thesis is conducted within your major. This allows you to work closely with faculty and learn how to conduct scholarly research in your particular field of study. For more information, see "Director's Corner" on Page 2 of this issue.

How many honors classes do I have to take to graduate?

Students must complete a minimum of 25 Honors units to graduate with an Honors diploma. This is an average of one Honors course per semester. The 25-unit curriculum includes two upper-division interdisciplinary team-taught courses and a senior research seminar.

How does the Honors Program affect studying abroad?

The Honors Program encourages students to study abroad. Honors students that decide to study abroad for one full semester will receive 4

units of honors credit. Please note, these units will not show up on your DARS, but are tracked and credited to you through the honors office.

When should I start thinking about my senior thesis?

Although you don't take the senior thesis seminar until your senior year, you should start thinking about your topic much sooner. Make note of any particular work you do that piques your interest, something you might like to study in more depth. This type of observation may eventually be the spark that ignites your senior project. Also, start thinking about professors that you might want to have as your thesis advisor.

How can I get more involved in the Honors Program?

The social activities that the Honors Program offers is a great way to get involved, meet fellow Honors students and build relationships with Honors faculty. Another way to get involved is to apply to be part of the Honors Student Board. You could also write an article for Honoring the News.

What are some of the benefits unique to the Honors Program?

One privilege of being an Honors student is the opportunity to apply for a research grant. The Honors Program invites all honors students in their junior or senior years to apply for the Lawrence Hinman Honors Research Grant. Information on the application process can be found at the Honors website, sandiego.edu/cas/honors.

The purpose of the grant is to support the growth and development of honors research. These grants can be spent on research to develop the Honors senior thesis, to develop a presentation for a conference or to travel to present at a conference.

Not only will these research grants be important to help improve the quality of student research, but they will be important for those who want to show research success for application to graduate schools, professional schools or jobs.

What GPA do I have to maintain to stay in the Honors Program?

Honors students must maintain a 3.4 cumulative GPA to stay in good standing with the Honors Program.

Honors Abroad in Germany

KELLI KILLION
CLASS OF 2012

In the movie “Sabrina,” Audrey Hepburn plays a girl who travels to Paris and returns home an independent and confident woman. I have always dreamed of studying abroad and having an experience just like Sabrina. This fall I have been lucky enough to do just that.

Through the Study Abroad Office, I chose to go to Freiburg, Germany. The program centers on the European Union and includes trips to EU Institutions all over Europe, which is ideal for my international relations major.

Life in a foreign country has enabled me to appreciate other cultures while learning even more about myself. While the courses are taught in English, the program requires students to take a German class. I have learned that speaking, and thanks to my Texas accent, butchering the German language is actually preferable to speaking English all of the time. Germans respond better to someone who is trying to learn their language than to a “tacky American” who only uses English.

At first, it was incredibly annoying to be automatically recognized as an American until I realized what gave me away. The German culture as a whole is more reserved, so smiling or saying hello to someone on the street is viewed as strange. I tried not smiling, but then realized that it is part of how I was raised and who I am. I came to the conclusion that I am more than okay to be tagged as the friendly American.

Living with German suitemates has been an incredible insight into the German culture, as well as into my own eating habits. I now know that USD’s extensive on campus dining facilities have spoiled me. At USD, I would eat most of my meals on campus, with the exception of an occasional Rice-A-Roni



Photo Courtesy of Kelli Killion

USD juniors Kelli Killion, Alex Tubbs and Christina Paulos stand in front of a canal in Freiburg, Germany.

dinner. The students in Germany, however, cook every meal for themselves. My suitemate was making homemade tortellini for lunch one day, which made my attempt at a turkey sandwich look rather pathetic.

Cooking and eating is very important in the German culture as one of the main ways students get to know each other. I have been learning how to cook with the help of my roommates. Also, Germans love to debate. Within ten minutes of meeting one of my suitemates, we were engaged in a discussion on gun control. Germans tend to be frank with their opinions and do not mind telling you when you are wrong. I find it to be refreshing, yet intimidating in a friendly debate!

Like the Honors Program, studying abroad offers a new style of courses that reach beyond the classroom. The Freiburg program requires students to take an EU seminar that ties all of the field trips and experiences together. The course culminates in a program-wide Model EU competition. It goes without saying that actually seeing the segments of the Berlin Wall and the bul-

let holes in the Bundesrat add another layer to an education that the classroom just cannot offer.

The program also invites speakers who lived in East Germany before the unification to speak of their likes and dislikes of the German Democratic Republic, the name of East Germany when it was under socialist control. Through these unique resources, I am learning about the content of the class, and more importantly I am witnessing the history first-hand. The experience is invaluable because I can understand the human element of politics and history.

I am so thankful for this opportunity to live in Germany, and am trying to take full advantage of Freiburg every day. The Black Forest, a region of southwestern Germany that includes Freiburg, has been the study abroad experience of my dreams. While I miss my friends, family and USD, and face the occasional obstacles of living in another culture, my time abroad has been nothing short of remarkable. I look forward to returning home as a renewed Sabrina Fairchild, and sharing my experiences with my friends at USD.

Semester at Sea

CHRISTINE HORSMAN
CLASS OF 2012

“This is a once in a lifetime opportunity.” I heard this so many times in my preparations to go abroad, but it is slowly sinking in how unique this experience really is. I am currently on a ship in the middle of the ocean, about two miles off the coast of Madagascar. I’m en route to India, with a two day sojourn in Mauritius, an island that looks like a tropical screensaver. I doubt I will be in this place in my life ever again.

Semester at Sea is like a dream come true. I’ve always wanted to travel the world and experience as many cultures as possible. Every week, our ship moors in a new port and we are immersed in an entirely new culture. With every new port there are new adjustments, different lessons learned, unique people and a culture unlike anything I’ve experienced before.

One of the most incredible ports we have visited was Ghana. Ghana was about as different from America as you can get. The infrastructure is almost non-existent and the abject poverty is like nothing I’ve ever seen. You can’t help but feel so weird about your life. All of the students were taken aback about how fortunate we all are and how lucky we are to have the opportunities we do. Despite our shock at the horrors of this suffering, the people of Ghana were incredible. Not a single person on our boat was untouched by the kindness and welcoming spirit of the Ghanaian people.

But probably the most amazing aspect of my study abroad experience has been that Archbishop Desmond Tutu is sailing on the entire fall 2010 voyage. It is an honor to even hear him speak, let alone wish him a good morning at breakfast or see him

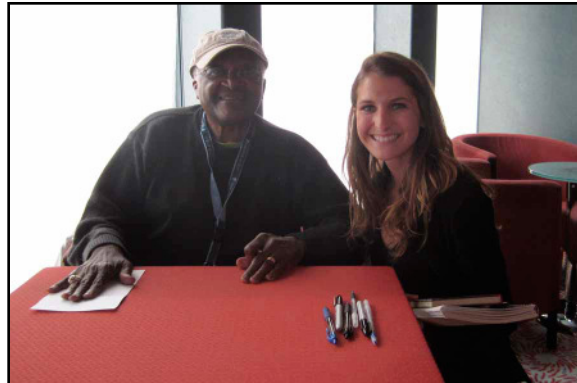


Photo Courtesy of Christine Horsman

Above: Senior Christine Horsman interacts with Desmond Tutu on the Semester at Sea ship. Right: Horsman and a fellow student visit the Koutoubia Mosque in Marrakech, Morocco.



order five bags of popcorn from the pool bar. Even though we have the opportunity to interact with him on a social level, experiencing his ministry is indescribable. His charisma and charm instantly won over every student and his laugh brings a smile to everyone’s faces. Getting to hear about Apartheid directly from Desmond Tutu, before arriving in Cape Town, was an entirely unique experience. I feel honored everyday to be in the same vicinity as such an amazing person.

Being on the ship allows me to have a much richer learning environment. We get to actually experience the things that we learn about in our classes. One day I am studying Islam from our textbook, and two days later, I am standing at the foot of the third largest mosque in the world in Morocco. A week later I am learning about ancient African languages, and the next day I am being taught how to pronounce Xhosa words in a township in Cape Town.

This whole experience makes you realize how small you really are in the world. Growing up, we think of ourselves as invincible and take for granted the beauty of our lives. Semester at Sea forces you to get out

of your comfort zone every week, but I have come to realize that this is the only way to truly establish a global understanding. Overall, I am slowly starting to realize how beautifully different the world is, and how one person can try to find their place in it.

“Differences are not intended to separate, to alienate. We are different precisely in order to realize our need of one another.” – Desmond Tutu

Honoring the News

Mission Statement:

Honoring the News is the news magazine for USD’s Honors Program. It is created by honors students who are responsible for the content, layout and design. The Newsletter is published semi-annually in the fall and spring semesters.

Chief Editor.....Bernadette Smith

Writers.....Christine Horsman
Kelli Killion
Elizabeth Skurdahl
Bernadette Smith

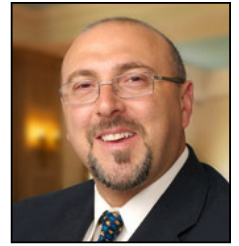
Spring 2011 Team Taught Classes

MODERN POETRY AND TRANSLATION

Instructors: Professor Fred Robinson, Associate Professor Carl Jubran
Disciplines: English Literature, Spanish Literature

This course will offer an in-depth study of Hispanic and English poetry at the Honors level. Emphasis will be placed on the understanding of poetry through the analysis of nuances in translation. We will be studying how poetry and culture works through language by close attention to how modern poems in Spanish have been translated into English, and vice versa. By considering the decisions involved in translation, we can come to an understanding of one, the nature and elements of poetry – voice, occasion, rhythm, sound echoes, metaphor, etc. – and two, the cultural contexts of these elements.

The curriculum will be structured as follows: Latin American poets including Jose Marti, Ruben Dario, Amado Nervo, Alfonsina Storni, Octavio Paz, Pablo Neruda, Delmira Augustini, Gabriela Mistral, Cesar Vallejo, Jorge Luis Borges and Ernesto Cardenal; English and American poets including Emily Dickinson, Walt Whitman, Robert Frost, T.S. Eliot, Wallace Stevens, William Butler Yeats and D.H. Lawrence; and Peninsular poets including Garcia Lorca, Juan Ramon Jimenez, Antonio Machado and Manuel Machado.



From the top: Fred Robinson, Ph.D., Prof. of English; Carl Jubran, Ph.D., Assoc. Prof. of Spanish.

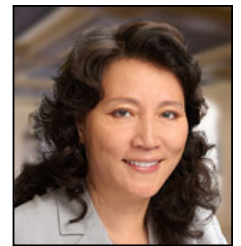
WOMEN IN ISLAM AND CONFUCIANISM

Instructors: Associate Professor Yi Sun, Associate Professor Bahar Davary
Disciplines: History, Theology and Religious Studies

The course will set in perspective the diversity of cultural manifestations of Islam. This process entails a selective exploration of literary works mainly by women. The writings contain political, social and religious themes and reflect debates regarding the role of women within the society, written primarily in the last 50 years, a period of significant historical change in the Muslim world.

The course will also explore the contentious relationship between Confucianism and women and explore the intricate connection between this pervasive philosophy/religion in East Asia and the historical experiences of women in Confucian cultures and societies. Students will be expected to develop their critical appreciation of the seemingly paradoxical coexistence between change and continuity and between tradition and modernization in the lives of Asian women.

Ultimately, this interdisciplinary course is also intended to provide an analytical framework in which comparisons and contrasts between women in Islamic and Confucian cultures can be made, and to enable the students to develop an understanding of what it means to live a woman's life in different historical circumstances and social/cultural settings from both religious and historical perspectives.



From the top: Yi Sun, Ph.D., Assoc. Prof. of History; Bahar Davary, Ph.D., Assoc. Prof. of Theology.

DEATH AND AFTERLIFE: METAPHYSICAL AND RELIGIOUS PERSPECTIVES

Instructors: Professor Linda Peterson, Associate Professor Karma Lekshe Tsomo
Disciplines: Philosophy, Theology and Religious Studies

Death is inevitable for human beings universally, yet attitudes toward death and the afterlife differ markedly in human society based on philosophical, religious and cultural differences. Exploring interpretations of death and the possibility of an afterlife provides an entry point into the philosophical and religious assumptions that underlie human behavior, social mores, political structures and human interactions.



Linda Peterson, Ph.D., Prof. of Philosophy.

The concepts of death and the afterlife are therefore apt rubrics for gaining insight into the central questions of human experience and how these questions are answered in the world's diverse human cultures. These concepts provide insight into differing interpretations of the world we live in and the place of human beings within it.

This course investigates the questions the world's major philosophical and religious traditions ask about death and the afterlife and the key answers they propose. The course will incorporate critical analyses of films and literature and an excursion to a cemetery as well as readings, lectures and class discussions.



Karma Lekshe Tsomo, Ph.D.,
Assoc. Prof. of Theology.

STUDIES IN MODEM PALESTINIAN ART AND LITERATURE

Instructors: Professor Irene Williams, Professor John Halaka

Disciplines: English, Visual Arts, Art History

This course will examine the complexity and diversity of Palestinian art and literature and investigate the intersection of its personal and national functions. A primary objective of the course is to study the works of modern and contemporary Palestinian artists and writers who are living or have lived in the occupied territories in Israel and in exile. We will focus on artists' strategies of composition to see how these objectify and reflect their experiences.

During periods of extended political conflict, art can often be the best way for a society under the stress of cultural annihilation to sustain itself, critique its attackers and project the culture's historical identity to the world. For over sixty years, the worldview of most Palestinians has been shaped, in large part, by a sustained military occupation that has defined their relationship with the world and has forced them to become a culture of resilient and defiant survivors.

Experiences of displacement, exile, statelessness, occupation, resistance and sacrifice have dominated the life of the majority of Palestinians and continue to be the major reoccurring motifs in Palestinian art and literature since the second half of the 20th century. In response to a growing intellectual curiosity about Palestinian culture and history that has been building in scholarly communities, we propose to offer our students an opportunity to study works of art and literature that explore the complex cultural mosaic of modem Palestine.



From the top: Irene Williams, Ph.D., Prof. of English; John Halaka, Prof. of Visual Arts.

Team Taught Credit Distributions

Course Number	Course Name	Can Fulfill	Total Credits (4)
HNRS 313	Poetry In Translation	Core Literature	SPAN: 3, ENGL: 1
HNRS 314	Poetry In Translation	Core Literature	ENGL: 3, SPAN: 1
HNRS 359	Death and the Afterlife	Core Philosophy 494 (not Ethics or Logic)	PHIL: 3, THRS: 1
HNRS 360	Death and the Afterlife	Core Theology 494	THRS: 3, PHIL: 1
HNRS 361	Modern Palestinian Art and Literature	Core Literature	ENGL:3, ARTH/ARTV: 1
HNRS 362	Modern Palestinian Art and Literature	Core Fine Arts	ARTH:3, ENGL/ARTV: 1
HNRS 363	Modern Palestinian Art and Literature	Core Fine Arts	ARTV: 3, ENGL/ARTH: 1
HNRS 364	Women in Islam and Confucianism	Core History	HIST: 3, THRS: 1
HNRS 365	Women in Islam and Confucianism	Core Theology 494	THRS: 3, HIST: 1

***For information on major or minor credit fulfillment, please refer to the Honors website sandiego.edu/honors.**



Honors Program
Student Life Pavilion 409/410
5998 Alcalá Park
San Diego CA 92110

Mens et Spiritus