

JOHN MARTINSON HONORS COLLEGE



John Martinson Honors College

Spring 2026

Courses

This packet contains descriptions of HONR courses offered in Spring 2026. For times and locations, students can look in the Scheduling Assistant in MyPurdue.

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Table of Contents

| | |
|---|-----------|
| LIST OF COURSES IN NUMERICAL ORDER | 2 |
| COURSES BY CATEGORY | 14 |
| HONR COURSES IN THE UNIVERSITY CORE CURRICULUM | 14 |
| HONR SCHOLARLY PROJECT COURSES | 19 |
| STUDY-STAY COURSES | 21 |

List of Courses in Numerical Order

HONR 19900: Intro to Leadership

1 credit

Shaunta Scroggins

In the Introduction to Leadership course, students at all phases of discovery and development will explore foundational leadership theories, examine the roles of values, ethics, and power in leadership, and consider how leaders influence groups, organizations, and communities. Students will engage with leadership ideas through class discussions and activities, but also through an independent book study and curated podcast episodes that bring leadership lessons to life. By the end of the semester, students will have a foundation for understanding leadership, greater self-awareness of their own strengths, and practical tools they can apply in campus, community, and future career settings.

HONR 19903: Interdisciplinary Approaches to Writing*

3 credits

Kathryn Dilworth, 2 sections, in person

Melissa DeFrench, 1 section, synchronous online

This course is a writing-intensive course in which students learn how to find, evaluate, and use credible information, how to express themselves well in a variety of different written genres, and how to write for different audiences.

****This course meets the university core requirement for Written Communication and Information Literacy.***

HONR 22100: Exploring Place*

2 credits, asynchronous online, 16 weeks

Nathan Swanson

Exploring Place is an examination of the cultural, social, technological, and historical dynamics that influence communities and relationships of a site. Blending independent study and distance learning, in this experiential learning course, the student and the instructor work together to design an individualized, in-depth study of where the student is located. Your study will be attentive to the interactions and various factors that shaped this place over time by focusing on community life and the relationships between residents, institutions, organizations, and others. *Exploring Place* allows students to better understand the people, places, and technology around them, expand their worldviews, and increase their self-awareness as they engage within these spaces and understand their place.

****This course meets the university core requirement for Human Behavioral and Social Sciences.***

HONR 22100: Exploring Place: Music or Noise?*
2 credits, asynchronous online, second 8 weeks
Suren Petrosyan

Exploring Place is an examination of the environmental, social, technological, and historical dynamics that influence communities and relationships of a site. Blending independent study and distance learning, in this experiential learning course, the student and the instructor work together to design an individualized, study of where the student is located.

In this section—"Music or Noise," your study will be attentive to the interactions we have with sounds and how these sounds (for e.g., loud and soft, pleasant and abrasive, animal and insect sounds, and silence) shape place. We will also experience the sounds around us and explore their meaning to different members of the community in this place. *Exploring Place: Music or Noise?* allows students to better understand the people and the environment around them, expand their knowledge of discourses on music and sound, and increase their self-awareness as they engage within these spaces and understand their place.

****This course meets the university core requirement for Human Behavioral and Social Sciences***

HONR 22200: Solutions Lab Global: Taiwan
2 credits, synchronous online
Nathan Swanson

In this course, students from Purdue University, National Cheng Kung University (Taiwan), and National Taiwan University will collaborate virtually in interdisciplinary, multinational teams to identify solutions to a major global challenge. The course includes a range of disciplinary perspectives through guest lectures, assigned readings, and class discussions to build the foundations for the team-based project. Teams will spend several weeks of the course focused on researching, developing, and packaging their solutions, before presenting them publicly at the end of the term. In addition to increasing knowledge of the topic and improving teamwork skills, students in this course will advance in intercultural knowledge, skills, and attitudes through their international collaborative experience.

HONR 29500: Lead Forward Fellowship II
2 credits, arranged hours
Shaunta Scroggins

This independent study course is intended for JMHC students who have been awarded the Lead Forward Fellowship Grant. The course provides Lead Forward Fellows a space to receive further instruction on social impact leadership, to share their experience with enacting social impact projects, and to support each other's success and learning. Depending on availability, students who are undertaking social impact projects but are not Lead Forward Fellows may also enroll in the course, per approval from the course instructor. *Enrollment in Lead Forward Fellowship I is a prerequisite for participation in this course.*

HONR 29500: Lead Forward Fellowship IV**2 credits, arranged hours****Shaunta Scroggins**

This independent study course is intended for JMHC students who have completed the first year of classes as recipients of the Lead Forward Fellowship. Lead Forward Fellowship IV is a two-credit course intended for fellows to successfully transition knowledge of their causes and organizations to younger team members. Students will also complete sustainability tests of internal processes for use as continuing policies and finalize leadership portfolios and legacy projects.

HONR 29900: Leadership Praxis**3 credits, asynchronous online****Shaunta Scroggins**

Leadership Praxis acts as an asynchronous, curricular companion to a student's extracurricular leadership experience. Students will choose from a menu of course modules, allowing them to tailor the instruction they receive to their leadership context. A portion of the course is designated as a leadership lab, which makes time devoted to the leadership role part of the course. The course helps enhance students' performance in their leadership roles as well as turns those roles into opportunities for learning about leadership best practices and one's own unique leadership style.

HONR 29900: Full S.T.E.A.M. Ahead**2 credits****Suren Petrosyan, 1 section, in person in West Lafayette****Melissa DeFrench, 1 section, in person in Indianapolis**

Full S.T.E.A.M. Ahead with the Arts at Purdue! Have your "boarding pass" ready for eight weeks of an enhanced journey of live productions, performances, installations, and exhibits at Purdue. When STEM meets Arts, we get S.T.E.A.M! In this course, students will be exposed to a variety of performing and visual arts on campus and analyze these experiences toward an understanding of the intersections of the arts and STEM. Students will examine the historical and cultural contexts of each work; develop critical listening and interpretative skills; identify the interaction of arts with STEM fields; and appreciate the arts and its contributions to various social, scientific, and technological designs. The class will be divided into two parts: (1) Going to the performance, theatre production, exhibition (2) Reflection on the experience (via reports and group discussions) and preparation for the next activity. Attendance at these events is an essential part of the course. To facilitate accessibility to shows, students will receive complimentary tickets, subsidized by the JMHC. *Note that some performances will be outside of class time and students will receive the course schedule ahead of time to plan accordingly.*

HONR 29900: Non-Profits and Philanthropy
3 credits, asynchronous online
Kathryn Dilworth

This course will cover the history and motivation behind philanthropy, nonprofit organizations, the US nonprofit sector as well as the role of ethics in private action taken for the public good. Students will also learn the fundamentals of nonprofit leadership and fundraising.

HONR 29900: Print Bay Immersive II
2 credits
Jonathan Peter Moore

This course meets in person over Spring Break: March 17-20

This four-day course offers students a hands-on introduction to the Honors College Print Bay, a fully equipped center for the experiential study of letterpress printing. This vintage method, once the dominant form of industrial printing, has over the past several decades experienced a dramatic revival. At a time when the campus is overwhelmed with posters and flyers that all look the same—with the usual fonts, preset templates and stock images—letterpress introduces into the visual landscape an unmistakably warm and vibrant alternative. A synthesis of art and machine, letterpress is an analog process that allows the user to physically compose layouts, and work within a completely unique set of visual constraints. The resulting prints testify to the beauty of irregularity, the joy of a meditative tactile practice, and the benefits of collaboration. By the end of our course, students will receive instruction in the following skills: grid layout, typesetting, form lock-up, make-ready, press operation, plate etching, press maintenance, and all relevant safety precautions. While no previous experience is necessary, students with an interest visual design, mechanical technology and/or creative expression are encouraged to enroll. *Enrollment in Print Bay Immersive I is not a prerequisite nor requirement for participation in this course.*

HONR 29900: C3 Game Jam
2 credits
Katie Jarriel

This course has two modalities: (1) asynchronous online, January 12-March 6 and (2) in person over Spring Break weekend: March 13-15

Are you passionate about designing video games for a better world? Join the C3 Spring Break Game Jam to earn Honors credit and complete your Scholarly Project. Together with a team, you will create a video game from scratch that translates meaningful, community-centered research for a broad audience. This intensive experience begins in the evening of Friday, March 13 and continues through the evening of Sunday, March 15. The game jam theme will be announced at the event, with rules circulated and teams determined in advance. All meals will be provided.

To enroll in this course, you must submit an [application](#) before your course request is approved. Priority will be given to JMHC students in good standing in at least their second year who have not yet proposed a Scholarly Project. All students with a minimum 3.3 GPA are welcome to apply. Students will be required to complete two preparatory meetings or asynchronous course modules prior to the start of the event. This Spring Break course requires in-person participation.

Link to application: https://purdue.ca1.qualtrics.com/jfe/form/SV_3ZWkSZ6FGop30gK

HONR 29900 Life Alongside AI

2 credits

Mark Aronson

This course meets in person over Spring Break: March 16-19

The increasing capabilities of artificial intelligence systems have caused humans to question the uniqueness of our contributions to knowledge work, creativity, and even relationships. To build a better understanding of our place in this emerging dyad, this course seeks to conduct a multiscale exploration of both human and artificial intelligence. We'll begin with the biological side, learning how cells use signaling pathways to process information and how these cellular level processes build up to the functions of the human brain. In parallel, we will explore how deep neural networks, which power today's most capable AI models, encode and transform information. We will use this multiscale lens to examine the relationship between biological and artificial information processing, and ask what it means to be a biologically intelligent being in a world of increasingly powerful artificial intelligence?

HONR 31000: Spacetime!

3 credits

Adam Watkins

This course will boldly go where no course has gone before, providing students the chance to explore strange new ideas about space and time. Want to write a sequel to Interstellar or your own episode of Star Trek? Want to see how our idea of spacetime has evolved in response to religion, philosophy, and physics? Want to hear Purdue scientists talk about science fiction that matters to them? To study spacetime requires that we engage a variety of perspectives from the past and present. In that sense, Spacetime! is deeply historical and philosophical in its approach. The course also takes an active interest in creative processes behind scientific thought. Students will explore how arts and symbolic thought have played significant roles in scientific discoveries, including Einstein's. Students will also practice creative modes of inquiry firsthand, as course projects will be based in creative writing practices. *Projects will be assessed on critical and creative thinking, not artistic quality.*

HONR 31200: Jazz

3 credits

Jason Ware

Jazz artists "speak to each other in the language of music." In Jazz, we will explore the nature of this artistic conversation with many of its cultural influences, geographical variations, and temporal iterations, and we will interrogate varying facets of the social impact such a conversation facilitates. Furthermore, we will explore the musical language of jazz with its power to make collective performance stronger both within and beyond music. And we will investigate the ways in which this artists' talk became the "talk of the town" and country as a medium through which people could break from dominant cultures. We will make sense of and process our journey by creating our own metaphorical jazz ensemble, featuring the complex and

layered textures of our lives as inspiration for the note and lyric. *You do not need to be a musician to take this course.*

HONR 31300: STS: World Building*

3 credits

Katie Jarriel

In this course, you will work with a small team to design an imaginary world using the perspectives of multiple scholarly disciplines to build every detail. Your world-building will focus on the intersection of society and technology, understanding the ways in which technology is embedded within social contexts. This course is founded on the principle of decentering, a strategy in which you embody another's perspective, and in so doing, throw into contrast the social, cultural, and environmental forces that shape your own understanding of the world. While this course is about building imaginary worlds, it is also about challenging the assumptions of your lived experience in *this* world to better empathize with its inhabitants. Class days will alternate between small group discussion and creative groupwork assignments. For the final project, your team will develop a roleplaying game and guide your classmates as they explore your world's challenges, cultural norms, and ways of life.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31300: STS: Learning at Purdue in AI Era*

3 credits

David Nelson

Students in this course will broadly examine Large Language Models and generative AI with potential implications for their learning at Purdue. Learners will explore resources on the technical, practical, and ethical ramifications of LLMs with an emphasis on how they impact learning and the daily lives of students and future professionals. This is not a machine learning class, a coding class, a philosophy or writing class. Rather, it is a chance for a community of learners to create individual and shared understandings of LLMs and GenAI and possible positive and negative consequences for their use. Course resources come from a variety of disciplines, and there is no pre-requisite course or program of study necessary for success. If you are interested in being able to explain how LLMs work, using specific prompting approaches, and informing your own critical viewpoint of LLMs and their utility to you as a learner, this may be the course for you. Students will take an active role in co-creating the knowledge of this course, including leading class discussions with their peers, creating course learning outcomes, and sharing their interactions with various AI technologies.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31300: STS: Space Exploration & Society*

3 credits

Erik Conway

In Space Exploration and Society, we will examine the history of space exploration by Western nations through film and readings. As major national endeavors, space programs involved the development of complex technologies and organizations and workforces to support them. They were extremely expensive

and needed political support; in democratic nations, they also required public support. In the United States, space exploration highlighted longstanding inequities while also enabling regional economic development. Internationally, space activities became seen as tools of national development, and space successes were used as political symbols on the world stage.

We'll use film and readings to develop an understanding of the interactions of space technologies and society. Students will write short weekly film reviews; in class time, we'll have small group discussions of the movies and supplementary readings that will be assigned each week. During the first half of the class, students will choose a final paper project to be completed during the second half.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31300: STS: The Tech-Juris Paradox*

3 credits, in person in Indianapolis

Melissa DeFrench

In *The Tech-Juris Paradox*, students will explore how artificial intelligence, and other emerging technologies, disrupt the legal arena. Course topics include conflicts between intellectual property holders and AI developers, the use of AI in the practice of law, and the pacing of legal guardrails and their abilities to keep up with technological advancements. Students will engage with case studies of technological innovations and the laws that govern their use, judicial opinions, current events, and service-learning community partners (when available). Collectively, students will produce one or more articles addressing the overall tech-juris paradox or "catch-up" problem: how the law is struggling to keep pace with the disruptive impacts of innovation and, specifically, artificial intelligence.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31400: Human Epoch: Mapping Heritage*

3 credits

Ashima Krishna

Students will be a part of an interdisciplinary team in a semester-long exploration of the physical, social, and cultural geographies of heritage sites (these can be natural or cultural heritage sites). Student teams will explore the interconnectedness of the historic, built, and natural environments and the human interventions and interactions that occur within them. In this workshop-based, hands-on course, students will develop a variety of mapping, presentation, analytical, and team building skills and conduct research with partners like federal government agencies and other organizations. Beyond traditional classroom texts and tools, students will learn to employ cutting-edge visualization techniques through VisionPort, an immersive pedagogical tool housed in the John Martinson Honors College. The course will culminate in a collaborative project report that will be presented to the Honors College community at the end of the semester and create a report that will be presented to our partners. In doing so, in this course, students will explore the entangled relations between humanity and the environment from multiple social contexts and time periods.

****This course meets the university core requirement for Human Behavioral and Social Sciences.***

HONR 31400: Human Epoch: Climate Solutions***3 Credits****Anish Vanaik**

What is the way out of the climate crisis? This course will examine the different answers that are emerging to this question in popular conversations and in policy circles. Over sixteen weeks, we will try to analyze and understand the motivations and visions behind the solutions being proposed and the key forces that speak for and against them. In doing so, in this course, students will explore the entangled relations between humanity and the environment from multiple social contexts and time periods.

****This course meets the university core requirement for Human Behavioral and Social Sciences.***

HONR 31500: Across Differences: Music Unites***3 credits****Suren Petrosyan**

Many things about us are different and this difference can sometimes divide us as a society: religion, race, ethnicity, age, economics, geography, for example. Music, however, can be a centripetal force. What is the power and magic of music that unites us across cultural, social, ethnic differences? How and why is music considered universal language? In this course students will build their listening and research skills as they explore different cultures from around the world and the roles that music plays in social life past and present. Students will approach each type of music through critical and interpretive research and analysis, and gain insight into how music brings people together.

****This course meets the university core requirement for Human Cultures: Humanities***

HONR 31500: Across Differences: Stage & Screen***3 credits****Vanessa Canete Jurado**

This course examines how contemporary performance creates pathways for social transformation, using Lin-Manuel Miranda's work as our primary case study. We will analyze Miranda's theatrical productions (Hamilton, In the Heights), films (Encanto, Moana), and television projects to understand how performance and cultural expression can spotlight overlooked perspectives and inspire audiences to reimagine social and cultural narratives. Students will apply interdisciplinary tools from media studies, cultural studies, sociology, anthropology, and history to explore how Miranda reshapes historical narratives and immigration experiences through creative expression. Our class combines discussion, analysis, and hands-on activities that invite you to interpret cultural works within their contexts while developing your own approaches to storytelling and communication. Through creative projects, research, and collaborative work, we will approach culture as a dynamic space where stories become tools for connection, innovation, and social change.

****This course meets the university core requirement for Human Cultures: Humanities***

HONR 39900 Animals, Culture & Society**3 credits****Nadine Dolby**

Who or what is a pet? How does the concept of a “pet” differ across cultures and societies? How does an animal become a “pet” in the first place, and how has that concept evolved? This interdisciplinary course examines the history of human-animal relationships, the nature of the human-animal bond, societal challenges and conflicts in regard to pet keeping, and the changing role of different species and types of “pets” (companion animals) in cross-cultural perspectives. This highly interdisciplinary course will draw from the fields of cultural anthropology, sociology, animal science, veterinary science, media studies, human medicine, cognitive ethology, anthrozoology, family studies, social work, psychology, environmental studies, and other disciplines.

HONR 39900: Defining Ugly**3 credits****Ashley Bellett**

Throughout history, artists, poets, and designers have eagerly defined ‘ugly’—a term that not only evolves with time but transforms within each frame of reference. This course examines the idea of ‘ugly’ as something that is physical, ethical, intellectual, social, and essentially intangible. While the concept of ‘ugly’ may be present across various fields and communities, the way it manifests is always different. Students will analyze historical descriptions of ‘ugly’ from a variety of perspectives and create and critique ‘ugly’ applications within their own fields of research. Students will encounter moments when ‘ugly’ has defined scientific, design, and social movements, and will have the opportunity to examine how their own West Lafayette and Purdue communities define it. In the course, we will read, discuss, and analyze a variety of written and visual mediums to understand the concept of ‘ugly’ across various cultures and time periods. We will also translate ‘ugly’ into one’s own field of research in order to create an artifact that demonstrates how the concept may affect its value and application. Finally, we will critique the socio-political and technological (design) implications of defining conceptual aesthetics and apply those in one’s own research.

HONR 39900: Embodied Cognition in Learning**3 credits****Daniel Guberman and Annika Kraft**

What role(s) does the body play in teaching and learning? How can we as students and instructors support learning through understanding and harnessing our whole selves? As humans we are not robots or brains on sticks, we have emotions and dreams, we need food and rest, and our bodies work as an integrated system to support our thriving. This course explores the idea that all thinking is grounded in the body and its environment. We learn by interacting with the environment (e.g., the classroom space), people (e.g., ourselves or peers), and objects (e.g., lab instruments, materials). Together we will learn about principles and practices of embodied learning, focusing on how physical space, sensation, and movement affect learning. We will engage in theoretical discussions, practical activities, and reflective practices to understand and apply embodied learning in various educational contexts. We recognize that each class members’ ability to engage in movement-oriented learning may differ, and we will ensure that there are

always options available for everyone to participate in ways that are appropriate for their circumstances. By the end of the course, students would create a project to apply what they have learned to inform peers, instructors, or the university and share in an appropriate manner.

HONR 39900: Mind: Science, Art, Literature

3 credits

Alon Kantor

This course critically explores the differences and affinities between words, images, and sounds in order to understand the deep, dynamical, and fascinating relationship between the arts (literature, the plastic arts, and music) and the sciences. We will read short stories, novellas, graphic novels, and poems; analytically examine paintings, photographs, and other images; and critically listen to various sound forms from around the world through humanistic and scientific lenses. By taking this course, students will be exposed to a broad, unique perspective on complex subject matter. This perspective will allow them to achieve a more holistic understanding of both historical and contemporary issues they face. For example, making sense of living in an evolving political, social, and economic landscape impacted by significant and rapid increases in technological innovations or linking historical analysis with that of scientific inquiry to see how Copernicus' and Galileo's discoveries have changed the course of world history, or how in the Renaissance the Italians mathematicians, Alberti and Brunelleschi invented geometrical perspective and foreshortening that revolutionized the art of painting.

HONR 46000: Technological Justice

3 credits

Lindsay Weinberg

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project as well as the university core requirement for Science, Technology and Society.

In this course, students will study interdisciplinary approaches to technology ethics for responding to today's pressing technological dilemmas in a range of contexts, from healthcare, mass incarceration, and airport security, to social media, smart cities, and space travel. Students will grapple with how historical and present-day inequalities, institutional environments, decision-making cultures, and regulatory systems impact the technological design process and distribution of technology's risks and rewards in society. We will ask ourselves whose values and assumptions about the world get baked into technological designs; how technologies shape, and are actively shaped by, distributions of power in society; and how we might consider questions of fairness, equity, and justice when it comes to the work we do in the world.

HONR 46300: Research Thinking Portfolio

2 credits, synchronous online

Kathryn Dilworth

Melissa DeFrench

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project. This course is only open to 3rd and 4th year students.

This course establishes a new pathway for Honors completion through a critical reflection of a student's engagement with the Undergraduate Research pillar of the college. This course empowers Honors College students to leverage their research, scholarly, and creative experiences in curricular as well as co- and extra-curricular experiences toward completing the scholarly project requirement. The major assignment of the course is a reflective portfolio, which will serve not only as a record and reflection of past experiences, but also will be an opportunity to undertake self-reflection about how your time as an honors college student has shaped your research thinking and helped prepare you for life beyond the university.

HONR 46400: Scholarly Project: Bookworks

3 credits

Jonathan Peter Moore

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project. This course is only open to 3rd & 4th year students.

Whoever said you can't judge a book by its cover, likely never got the chance to design one. This course offers students the rare opportunity of transforming a manuscript by an esteemed author into a published volume that will be marketed and distributed by an established literary press. Students will be trained in both the design and production side of publishing. They will learn the fundamentals of book design and typography as well as the practical skills of using software to create compelling layouts and covers. They will also develop skills in using the letterpress equipment in the Honors College PrintBay to print the book in a limited edition of 250 copies. In the end, students will be able to see the fruits of their labor circulate among the literary public, from retailers and libraries to reviewers and reading groups. Along the way, students will analyze traditions of relevant creative practice and respond to the ethical implications of their project. No previous experience necessary.

HONR 46400 Scholarly Project: Noise in the Environment

3 credits

Kristen Bellisario

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project. This course is only open to 3rd & 4th year students.

With increased habitat fragmentation, air travel, and travel corridors, noise is ubiquitous and has an impact on both wildlife and people. In this course, students will design and conduct a research study about noise in the local community and discuss novel ideas to address these issues. The technical component of the course will cover properties of sound, techniques of qualitative and quantitative analyses, and basic R programming. *No prior experience with R or computer programming required.* Students will learn the fundamentals in this course.

HONR 46400 Scholarly Project: Inspiring Motivation

3 Credits

Temi Adeoye Olenloa

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project. This course is only open to 3rd & 4th year students.

Have you ever mentored a robotics team, coded an app to teach a fun skill, or found yourself explaining tough concepts to classmates in a way that finally made things click? This course gives you the chance to take those experiences further by exploring what motivates learners—and how to design learning that sticks. In Inspiring Motivation, you will join hands-on, project-based research that bridges motivation theory with real-world practice. Choose from three dynamic tracks: designing and testing a STEM/AI mini-curriculum for K–6 students, analyzing data to measure the impact of an afterschool program, or creating an AI workshop series for college peers. Along the way, you'll sharpen your research, data analysis, and program design skills while discovering how your own drive to learn can inspire others.

Courses by Category

HONR Courses in the University Core Curriculum

Courses in this category satisfy requirements of the University Core Curriculum as well as honors requirements.

HONR 19903: Interdisciplinary Approaches to Writing*

3 credits

Kathryn Dilworth, 2 sections, in person

Melissa DeFrench, 1 section, synchronous online

This course is a writing-intensive course in which students learn how to find, evaluate, and use credible information, how to express themselves well in a variety of different written genres, and how to write for different audiences.

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shape place. We will also experience the sounds around us and explore their meaning to different members of the community in this place. *Exploring Place: Music or Noise?* allows students to better understand the people and the environment around them, expand their knowledge of discourses on music and sound, and increase their self-awareness as they engage within these spaces and understand their place.

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HONR 31300: STS: World Building*

3 credits

Katie Jarriel

In this course, you will work with a small team to design an imaginary world using the perspectives of multiple scholarly disciplines to build every detail. Your world-building will focus on the intersection of society and technology, understanding the ways in which technology is embedded within social contexts. This course is founded on the principle of decentering, a strategy in which you embody another's perspective, and in so doing, throw into contrast the social, cultural, and environmental forces that shape your own understanding of the world. While this course is about building imaginary worlds, it is also about challenging the assumptions of your lived experience in *this* world to better empathize with its inhabitants. Class days will alternate between small group discussion and creative groupwork assignments. For the final project, your team will develop a roleplaying game and guide your classmates as they explore your world's challenges, cultural norms, and ways of life.

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David Nelson

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****This course meets the university core requirement for Science, Technology and Society.***

HONR 31300: STS: Space Exploration & Society***3 credits****Erik Conway**

In Space Exploration and Society, we will examine the history of space exploration by Western nations through film and readings. As major national endeavors, space programs involved the development of complex technologies and organizations and workforces to support them. They were extremely expensive and needed political support; in democratic nations, they also required public support. In the United States, space exploration highlighted longstanding inequities while also enabling regional economic development. Internationally, space activities became seen as tools of national development, and space successes were used as political symbols on the world stage.

We'll use film and readings to develop an understanding of the interactions of space technologies and society. Students will write short weekly film reviews; in class time, we'll have small group discussions of the movies and supplementary readings that will be assigned each week. During the first half of the class, students will choose a final paper project to be completed during the second half.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31300: STS: The Tech-Juris Paradox***3 credits, in person in Indianapolis****Melissa DeFrench**

In *The Tech-Juris Paradox*, students will explore how artificial intelligence, and other emerging technologies, disrupt the legal arena. Course topics include conflicts between intellectual property holders and AI developers, the use of AI in the practice of law, and the pacing of legal guardrails and their abilities to keep up with technological advancements. Students will engage with case studies of technological innovations and the laws that govern their use, judicial opinions, current events, and service-learning community partners (when available). Collectively, students will produce one or more articles addressing the overall tech-juris paradox or "catch-up" problem: how the law is struggling to keep pace with the disruptive impacts of innovation and, specifically, artificial intelligence.

****This course meets the university core requirement for Science, Technology and Society.***

HONR 31400: Human Epoch: Mapping Heritage***3 credits****Ashima Krishna**

Students will be a part of an interdisciplinary team in a semester-long exploration of the physical, social, and cultural geographies of heritage sites (these can be natural or cultural heritage sites). Student teams will explore the interconnectedness of the historic, built, and natural environments and the human interventions and interactions that occur within them. In this workshop-based, hands-on course, students will develop a variety of mapping, presentation, analytical, and team building skills and conduct research with partners like federal government agencies and other organizations. Beyond traditional classroom texts and tools, students will learn to employ cutting-edge visualization techniques through VisionPort, an immersive pedagogical tool housed in the John Martinson Honors College. The course will culminate in a collaborative project report that will be presented to the Honors College community at the end of the

semester and create a report that will be presented to our partners. In doing so, in this course, students will explore the entangled relations between humanity and the environment from multiple social contexts and time periods.

****This course meets the university core requirement for Human Behavioral and Social Sciences.***

HONR 31400: Human Epoch: Climate Solutions*

3 Credits

Anish Vanaik

What is the way out of the climate crisis? This course will examine the different answers that are emerging to this question in popular conversations and in policy circles. Over sixteen weeks, we will try to analyze and understand the motivations and visions behind the solutions being proposed and the key forces that speak for and against them. In doing so, in this course, students will explore the entangled relations between humanity and the environment from multiple social contexts and time periods.

****This course meets the university core requirement for Human Behavioral and Social Sciences.***

HONR 31500: Across Differences: Music Unites*

3 credits

Suren Petrosyan

Many things about us are different and this difference can sometimes divide us as a society: religion, race, ethnicity, age, economics, geography, for example. Music, however, can be a centripetal force. What is the power and magic of music that unites us across cultural, social, ethnic differences? How and why is music considered universal language? In this course students will build their listening and research skills as they explore different cultures from around the world and the roles that music plays in social life past and present. Students will approach each type of music through critical and interpretive research and analysis, and gain insight into how music brings people together.

****This course meets the university core requirement for Human Cultures: Humanities***

HONR 31500: Across Differences: Stage & Screen*

3 credits

Vanessa Canete Jurado

This course examines how contemporary performance creates pathways for social transformation, using Lin-Manuel Miranda's work as our primary case study. We will analyze Miranda's theatrical productions (Hamilton, In the Heights), films (Encanto, Moana), and television projects to understand how performance and cultural expression can spotlight overlooked perspectives and inspire audiences to reimagine social and cultural narratives. Students will apply interdisciplinary tools from media studies, cultural studies, sociology, anthropology, and history to explore how Miranda reshapes historical narratives and immigration experiences through creative expression. Our class combines discussion, analysis, and hands-on activities that invite you to interpret cultural works within their contexts while developing your own approaches to storytelling and communication. Through creative projects, research, and collaborative work, we will approach culture as a dynamic space where stories become tools for connection, innovation, and social

change.

****This course meets the university core requirement for Human Cultures: Humanities***

HONR 46000: Technological Justice

3 credits

Lindsay Weinberg

In completing all aspects of this course, students fulfill the requirements for an Honors College Scholarly Project as well as the university core requirement for Science, Technology and Society.

In this course, students will study interdisciplinary approaches to technology ethics for responding to today's pressing technological dilemmas in a range of contexts, from healthcare, mass incarceration, and airport security, to social media, smart cities, and space travel. Students will grapple with how historical and present-day inequalities, institutional environments, decision-making cultures, and regulatory systems impact the technological design process and distribution of technology's risks and rewards in society. We will ask ourselves whose values and assumptions about the world get baked into technological designs; how technologies shape, and are actively shaped by, distributions of power in society; and how we might consider questions of fairness, equity, and justice when it comes to the work we do in the world.

HONR Scholarly Project Courses

In completing all aspects of these designated scholarly project courses, students fulfill the requirements for an Honors College Scholarly Project. Students enrolled in these courses must still propose the course in the scholarly project proposal portal.

HONR 46000: Technological Justice

3 credits

Lindsay Weinberg

This course also fulfills the university core requirement for Science, Technology and Society.

In this course, students will study interdisciplinary approaches to technology ethics for responding to today's pressing technological dilemmas in a range of contexts, from healthcare, mass incarceration, and airport security, to social media, smart cities, and space travel. Students will grapple with how historical and present-day inequalities, institutional environments, decision-making cultures, and regulatory systems impact the technological design process and distribution of technology's risks and rewards in society. We will ask ourselves whose values and assumptions about the world get baked into technological designs; how technologies shape, and are actively shaped by, distributions of power in society; and how we might consider questions of fairness, equity, and justice when it comes to the work we do in the world.

HONR 46300: Research Thinking Portfolio

2 credits, synchronous online

Kathryn Dilworth

Melissa DeFrench

This course is only open to 3rd and 4th year students.

This course establishes a new pathway for Honors completion through a critical reflection of a student's engagement with the Undergraduate Research pillar of the college. This course empowers Honors College students to leverage their research, scholarly, and creative experiences in curricular as well as co- and extra-curricular experiences toward completing the scholarly project requirement. The major assignment of the course is a reflective portfolio, which will serve not only as a record and reflection of past experiences, but also will be an opportunity to undertake self-reflection about how your time as an honors college student has shaped your research thinking and helped prepare you for life beyond the university.

HONR 46400: Scholarly Project: Bookworks

3 credits

Jonathan Peter Moore

This course is only open to 3rd & 4th year students.

Whoever said you can't judge a book by its cover, likely never got the chance to design one. This course offers students the rare opportunity of transforming a manuscript by an esteemed author into a published volume that will be marketed and distributed by an established literary press. Students will be trained in both the design and production side of publishing. They will learn the fundamentals of book design and

typography as well as the practical skills of using software to create compelling layouts and covers. They will also develop skills in using the letterpress equipment in the Honors College PrintBay to print the book in a limited edition of 250 copies. In the end, students will be able to see the fruits of their labor circulate among the literary public, from retailers and libraries to reviewers and reading groups. Along the way, students will analyze traditions of relevant creative practice and respond to the ethical implications of their project. No previous experience necessary.

HONR 46400 Scholarly Project: Noise in the Environment

3 credits

Kristen Bellisario

This course is only open to 3rd & 4th year students.

With increased habitat fragmentation, air travel, and travel corridors, noise is ubiquitous and has an impact on both wildlife and people. In this course, students will design and conduct a research study about noise in the local community and discuss novel ideas to address these issues. The technical component of the course will cover properties of sound, techniques of qualitative and quantitative analyses, and basic R programming. *No prior experience with R or computer programming required.* Students will learn the fundamentals in this course.

HONR 46400 Scholarly Project: Inspiring Motivation

3 Credits

Temi Adeoye Olenloa

This course is only open to 3rd & 4th year students.

Have you ever mentored a robotics team, coded an app to teach a fun skill, or found yourself explaining tough concepts to classmates in a way that finally made things click? This course gives you the chance to take those experiences further by exploring what motivates learners—and how to design learning that sticks. In Inspiring Motivation, you will join hands-on, project-based research that bridges motivation theory with real-world practice. Choose from three dynamic tracks: designing and testing a STEM/AI mini-curriculum for K–6 students, analyzing data to measure the impact of an afterschool program, or creating an AI workshop series for college peers. Along the way, you'll sharpen your research, data analysis, and program design skills while discovering how your own drive to learn can inspire others.

Study-Stay Courses

Study-Stay courses are experiential classes that are offered on-campus and in-person during breaks. These courses listed are offered during spring break.

HONR 29900: Print Bay Immersive II

2 credits

Jonathan Peter Moore

This course meets in person over Spring Break: March 17-20

This four-day course offers students a hands-on introduction to the Honors College Print Bay, a fully equipped center for the experiential study of letterpress printing. This vintage method, once the dominant form of industrial printing, has over the past several decades experienced a dramatic revival. At a time when the campus is overwhelmed with posters and flyers that all look the same—with the usual fonts, preset templates and stock images—letterpress introduces into the visual landscape an unmistakably warm and vibrant alternative. A synthesis of art and machine, letterpress is an analog process that allows the user to physically compose layouts, and work within a completely unique set of visual constraints. The resulting prints testify to the beauty of irregularity, the joy of a meditative tactile practice, and the benefits of collaboration. By the end of our course, students will receive instruction in the following skills: grid layout, typesetting, form lock-up, make-ready, press operation, plate etching, press maintenance, and all relevant safety precautions. While no previous experience is necessary, students with an interest visual design, mechanical technology and/or creative expression are encouraged to enroll. *Enrollment in Print Bay Immersive I is not a prerequisite nor requirement for participation in this course.*

HONR 29900: C3 Game Jam

2 credits

Katie Jarriel

This course has two modalities: (1) asynchronous online, January 12-March 6 and (2) in person over Spring Break weekend: March 13-15

Are you passionate about designing video games for a better world? Join the C3 Spring Break Game Jam to earn Honors credit and complete your Scholarly Project. Together with a team, you will create a video game from scratch that translates meaningful, community-centered research for a broad audience. This intensive experience begins in the evening of Friday, March 13 and continues through the evening of Sunday, March 15. The game jam theme will be announced at the event, with rules circulated and teams determined in advance. All meals will be provided.

To enroll in this course, you must submit an [application](#) before your course request is approved. Priority will be given to JMHC students in good standing in at least their second year who have not yet proposed a Scholarly Project. All students with a minimum 3.3 GPA are welcome to apply. Students will be required to complete two preparatory meetings or asynchronous course modules prior to the start of the event. This Spring Break course requires in-person participation.

Link to application: https://purdue.ca1.qualtrics.com/jfe/form/SV_3ZWkSZ6FGop30gK

HONR 29900 Life Alongside AI**2 credits****Mark Aronson*****This course meets in person over Spring Break: March 16-19***

The increasing capabilities of artificial intelligence systems have caused humans to question the uniqueness of our contributions to knowledge work, creativity, and even relationships. To build a better understanding of our place in this emerging dyad, this course seeks to conduct a multiscale exploration of both human and artificial intelligence. We'll begin with the biological side, learning how cells use signaling pathways to process information and how these cellular level processes build up to the functions of the human brain. In parallel, we will explore how deep neural networks, which power today's most capable AI models, encode and transform information. We will use this multiscale lens to examine the relationship between biological and artificial information processing, and ask what it means to be a biologically intelligent being in a world of increasingly powerful artificial intelligence?