



Undergraduate Studies
University Honors Program

**Junior-Level Interdisciplinary Experience
2021-22 Academic Year**

FALL 2021

**HON 3300/3350: Communicating the Environment: Community Resiliency, Community Engagement,
Strategic Communication for a Sustainable Future**

**Professor Jennifer Alford
(Geography & Environmental Studies)**

**Professor Jessica Nerren
(Communication Studies)**

This course will apply an interdisciplinary approach to exploring how potential impacts to environmental resources are communicated to consumers during product development and use. Using experiential and inquiry-based activities, students will activity identify and document the environmental resources consumed to produce products consumed on campus and link how this consumption impacts the social, economic and environmental aspects of our global, regional and local communities. Field experiences will include visiting and exploring “moments” within the development of products such as visiting a mining extraction field, landfill, recycling center and or interacting with representatives and marketing staff from a company associated with products used on campus. By applying the scientific method coupled with strategic communication and public relations principles through the lens of environmental sustainability, students will determine the limitations of a company’s claims about the products related to social, economic and environmental impacts. Students will then develop a campus written report and public relations/communication campaign that more accurately reflects a given product's influence on the triple bottom line in our community. This will support campus wide and community level knowledge about how consumer choice can be altered to encourage environmental stewardship across multiple geographical scales.

HON 3300/3350: Belonging Across Borders: Immigrant Inquiry Project

**Professor Vanessa Ovalle Perez
(English)**

**Professor Deirdre Lanesskog
(Social Work)**

The immigrant experience might begin with a move across national borders, but the process of moving through and carving out institutional, cultural, and political spaces of belonging in U.S. communities is constant and continual. The search for and construction of belonging, contingent upon the intersectional politics of race, gender, class, ethnicity, sexuality, etc., becomes tethered to immigrant survival. This pair of courses will study, from the perspectives of English and Social Work, collective and individual movidas of immigrants in seeking belonging. Chicana feminists María Cotera, Maylei

Blackwell, and Dionne Espinoza use this term, *movidas*, to shift the critical optic from mass social “movements” to what they describe as “multiple kinds of ‘moves,’ from those undertaken in games and on dance floors to those that take more subversive forms like forbidden social encounters, underground economies, and political maneuvers.” Students will unravel and appreciate the creative *movidas* undertaken by immigrants and allies in navigating daily life and U.S. institutions—particularly in terms of social services, criminal justice, health/mental health, education, etc.—as they develop a community-service based immigration inquiry project in which they investigate, devise, and share a *movida* of their own creation.

HON 3200/3250: Activism, Advocacy, & Community Engagement

**Professor Kelly Campbell
(Psychology)**

**Professor Claudia Davis
(Nursing)**

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it’s the only thing that ever has”---Margaret Mead

This course focuses on the following inquiry questions: What current issues related to the social and natural sciences do community members most want addressed? How can students use theories and empirical information from the social and natural sciences to effect meaningful change in their communities? How can students use theories and empirical information from the social and natural sciences to create a meaningful life for themselves and people in their communities? Students will interact with community members to identify problems within their communities, from the residents' perspectives. They will work with community members and professionals to effect change on a topic pertaining to issues including health disparities, mental health awareness and wellness, racism, #BlackLivesMatter, poverty, and the social determinants of health. As students explore community leadership, activism, and advocacy building, they will develop leadership skills as well as research and analytical skills. They will be exposed to theories and frameworks used for activism, advocacy, and community engagement, and study models that have been successfully implemented to create social change.

SPRING 2022

HON 3100/3150: Epistemological Revolutions: Critical Moments in the Intersection of Natural Sciences & Humanities

**Professor Terri Nelson
(World Languages & Literatures)**

**Professor Becky Talyn
(Natural Sciences)**

Do innovations in science and technology always serve the greater good of humanity? Or, does society impede innovation in mathematics and science in order to preserve the status quo? This tension between change and constancy will be the fundamental question that you will explore through three “Reacting to the Past” games and a group project. You will engage in these elaborate games set in the

past in order to examine a critical moment at the intersection of science, mathematics and humanities. You will learn by taking on roles, informed by classic texts in these areas. Your ability to prevail, as your character, will depend on how well you understand the readings, problems, social context, and scientific experiments; how convincing you are in debates; and how well you negotiate, compromise and/or lead your faction to victory. You will need to be persuasive in your papers, speeches and public presentations! We'll then interpret the experiences in the context of more modern writings and understandings. Your final project for this course will be the creation of your own Reacting mini-game based upon an in-class competition for the best game idea.

HON 3300/3350: The Power of Race: Understanding and Resisting Racial Injustice

Professor Eric Bayruns Garcia
(Philosophy)

Professor Hareem Khan
(Anthropology & Ethnic Studies)

Following the brutal murders of George Floyd, Breonna Taylor, Nina Pop, Ahmaud Arbery, and so many more, 2020 has activated many people to understand and resist racial injustice in the US. However, a study of the mechanisms of racial oppression is largely absent from primary and secondary educational curricula in the US. This course invites students to understand and embody what it means to be anti-racist by critically examining the rich histories and traditions that have paved the way for the social movements of our contemporary moment. Over the semester, students will trace the genealogy of race and racial injustice in the Americas from 1492 through to today's Black Lives Matter movement. This will include settler colonialism, the enslavement period, Jim Crow segregation, immigration and citizenship, and radical movements for social justice. Together, students will address how race has been defined, examine the cultural, political, and social forces that shape how race has been constructed, and explore the ways Black, Indigenous, and people of color have resisted white supremacy and racism. Through this intellectual journey, students will ground their reflections of the current day in theories of race, racialization, and whiteness that will increase their understanding of contemporary rebellions, uprisings, and movements that continue the longstanding demand for racial justice and an end to white supremacy.

HON 3200/3250: Social Determinants of Health (SDOH) & its Impact on Health Inequities

Professor Ethel Nicdao
(Sociology)

Professor Nicole Henley
(Health Science & Human Ecology)

What are the social, cultural, economic, political, and environmental conditions that impact health outcomes for Inland Empire (IE) residents? How can we integrate Social Science and Natural Science disciplines to construct knowledge and improve health outcomes in the IE? What aspects of community-based participatory research (CBPR) are useful? How can CSUSB develop high-impact educational practices and service-learning opportunities for student engagement that lead to partnerships with local IE community organizations in the development and implementation of effective programs and interventions to reduce health inequities among vulnerable populations? This interdisciplinary course will tackle these questions. The course will challenge students to apply critical thinking and critical analysis skills on established concepts and theories to address the social determinants of health (SDOH). It will incorporate students' discipline-specific backgrounds to collaborate. A student-centered learning approach will foster an environment that promotes sharing diverse perspectives and experiences so students can gain and apply knowledge about health disparities and health inequities. The course pair

will further enhance students' engagement and academic success through team-based activities and projects. Faculty will incorporate high-impact practices to maximize the learning experience, use pedagogical innovations including applied research, student engagement, and collaborative work.