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ARSC 390-080
The Impact of Sports on Race and Culture
Ron Whittington
This course will focus on moments in history from the 1800s to the present where sports played a major role in forming attitudes and shaping cultures. We will discuss points in time where the very mention of a sports figure could insight a riot, cause youth to spend enormous sums of money to purchase the latest styles or brand names, or lead a government to bid and host Olympic events that will ultimately bankrupt the economy. We will also discuss the impact of sports in the quest for human rights, asking questions related to equality of gender as well as race. An atmosphere of respect will be present at all times, even when there are different points of view presented. Reading include: *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport* by David K. Wiggins and Patrick B. Wiggins, University of Illinois Press Urbana and Chicago (2003). Additional articles, books and films related to class discussion topic will be assigned as needed.

ARSC 390-081
Technology in America: The Steamboat to the Internet and Beyond
Roland Heck
Technology profoundly impacts every aspect of our lives. The technologies that played a role in giving us the high standard of living we enjoy today may indirectly be contributing to global climate change that could someday threaten our very existence. In this course we will trace technology evolution in America over the last two centuries and discuss the scientific and social issues associated with technological change. The course will be taught from an historical perspective, but will conclude with a discussion of current technological challenges such as our future energy sources and global warming. Students will read from historical essays and discuss issues from these readings each class period. Our text will be, *The Innovators* by David P. Billington, Gordon Y. S. Wu Professor of Engineering at Princeton University. Class assignments will include email responses to readings as well as two short essays and a term paper on a current technological issue of your choosing.

ARSC 390-082
The Human Experience of Illness
Cynthia Diefenbeck
In this dynamic, interdisciplinary course, we will consider the biopsychosocial and practical implications of chronic illness on the person and family. The “human experience of illness” will be brought to life through readings, healthcare theater, guest speakers, and hands-on service learning in the community. We will highlight the power of the relationship between patients, families, and healthcare providers. Historical and cross-cultural perspectives on the changing nature of the patient-provider relationship (and on the increasing medicalization of healthcare as a whole) will be explored along with implications for the future. Students will explore and practice effective methods for building trusting relationships between providers and patients through hands-on activities. This course may be of special interest to students interested in a career in healthcare, but the material is applicable to students of any major as illness and healthcare affect all of us. Readings will include articles from scholarly journals and popular news publications, focused on the patient-provider relationship as well as communication amongst providers. Discussed works will include those by Atul Gawande, Lawrence Grouse, and Theodore Deppe.
Popular Culture and High Culture: Analyzing and Evaluating Taste

Steve Tague

We make many decisions and choices every day, about what to watch, wear, listen to, read, root for, spend our dollars on, and generally consume. These choices make up what we call our taste. Our taste has been formed over many years and it could be said that our taste describes us, “says” who we are as an individual and as various groups, large and small. Taste will be examined in this class in the context of culture that is defined variously as high, popular, folk, and mass. It will include, but not be limited to, the subjects of visual art, theater, newspapers, music, visual media, fiction, and sports. The issues we look at inside of those subjects and others will be as contemporary as we can make them, in some cases unfolding as the semester goes. There will be three papers for this class. One of them will be a persuasive essay arguing a standard point of cultural studies using examples of today. In the second paper the student will select a period of time, say a year or maybe five years, from history. The student will then examine either one cultural aspect (best sellers) or a cross section of culture (best sellers, top 40 music, and films) from that period to see what is being “said” about us. The third will be a response paper to a cultural encounter during the semester. This encounter could be a production at the REP of Fever, or a visit to the Mechanical Gallery on campus, both part of this course. It could also be of the student’s choice and may include more than one encounter. The student will be expected to lead or provoke one discussion during the semester on topics as various as core-curriculum teaching, “Boobie bracelets” and breast cancer awareness, or the “dumbing down” of journalism.

A Primer in Irrational Decision Making

Ellen Green

The traditional model of behavior assumes a perfectly rational, self-interested individual with unlimited cognitive resources. However, the breadth of experimental economics literature has led economists to reconsider the basic assumptions of traditional theory and reinvestigate behavior displayed by humans in everyday circumstances. In this course, we will take into account the psychological motivations that factor into individual decision-making. The aim of the course is to provide the students with a primer in the field of behavioral economics and an understanding of why as humans we make so-called “irrational” decisions. We will discuss topics of temptation and self-control, intentions, responsibility, fairness, reciprocity, and altruism. Classroom assignments will include bi-weekly write-ups on readings as well as a research proposal on a topic of your choosing. Readings include a variety of journal articles and case studies including, “Bounded Rationality in Choice”, “Measuring Social Norms and Preferences using Experimental Games”, “A Theory of Fairness, Competition and Cooperation” and “A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation.”

Social Mood, Decision Making & Markets

Peter Atwater

Why are the farm-to-table and locavore movements booming today? Why did the space shuttle program just end? Why did investors frantically buy Pets.com stock at the peak of the dot com bubble only to sell it in panic months later? Why is Europe suddenly at odds with itself? What do Pan Am, The Playboy Club, and Madmen really say about us and how we feel? These are just a few of the questions we’ll answer as we explore socionomics and how social mood and confidence shape the decisions we make every day and the events in politics, economics, science, and culture that we see around us. Using current news stories along with Predictably Irrational and The Wisdom of Crowds the class will look at the choices we make and the situational logic that we routinely apply. Students should expect to have their preconceptions of cause and effect seriously challenged and come prepared to explore history in a new light. Three papers with an emphasis on clear, logical reasoning will be required.
ARSC 390-086
Doctors, Patients, and Medical Research: Healthcare in the United States
Kathleen Matt
This course explores the interaction between medical care professionals, government policy, public perception, and individual demand for health care, as we work to build long term solutions to health care problems. Issues related to both the provision of care and to medical research developing new treatments will be addressed. The course will include an exciting series of lectures in interdisciplinary areas of biomedical research and education. The lecturers will include faculty from a variety of departments at UD and clinical faculty from Christiana Care Health System, Nemours/A.I. du Pont Children’s Hospital, and Thomas Jefferson Medical School and University. Topics will range from the latest medical approaches in treating disease to what health care will look like in the future with the impact of healthcare reform. Speakers will share information about their personal journey which may provide some guidance to students as they choose their career path.

EDUC 391-080
School Reform Past and Present
Robert Hampel
Schools are always changing—a little bit. Americans like to make bold proposals to revamp elementary and secondary schools, but change is usually slow and shallow. Traditional practices are hard to dislodge. Exploring the reasons for that gap between grand aspirations and modest results is the central task of this colloquium. We begin with a lively history of one of the most successful reforms in our history—the disappearance of the one room schoolhouse. We will explore school reform across the 20th century from the point of view of students, teachers, and policymakers. Because so many successful reforms stemmed from court cases, we will read landmark decisions in regard to desegregation, student rights, and gender equity. Other readings will include autobiographies, blue ribbon panel reports, ethnographies, histories, and comparisons of European and American schools. In three short papers and a ten page term paper, we will examine the merits and drawbacks of specific strategies (such as choice and charters) to improve American schools.
Honors ENGL110

ENGL110 are open to first-year Honors Program students only. Registration for ENGL 110 courses will take place on Thursday, December 5. Please see Honors Course Registration for more information.

A 3.00 GPA after the fall semester is required to keep enrollment in an Honors ENGL110.

ENGL 110-080
Robin Hood and King Arthur: The Perfect Outlaw and the Perfect King
Kevin Burke
Two of the world’s most enduring legends are those of Robin Hood and of King Arthur. This course investigates the historical and mythological origins of the legends as well as their literary, artistic, and musical evolution from the medieval times to the present. Special attention will be paid to local artist and writer Howard Pyle’s contribution to the Robin Hood legend and to the vexed question of the origins and significance of the Holy Grail quest in Arthurian lore. In addition to Pyle and the Grail we will consider the historical origins of the legends, their medieval expressions in Malory’s Morte Darthur and the anonymous Gest of Robyn Hode, and their modern adaptations in literature, music, and song. Readings will include Parts 8 and 9 of Malory’s Morte Darthur, Twain’s Connecticut Yankee in King Arthur’s Court, Shakespeare’s “Robin Hood “play As You Like It, and Howard Pyle’s Adventures of Robin Hood. These readings will be supplemented with primary and secondary material available at the Camelot Project and the Robin Hood Project, two excellent websites sponsored by the University of Rochester. Assignments will include several short essays and reaction papers, and a final research paper.

ENGL 110-081
Sports in American Literature
John Jebb
Sports, athletes, and the outdoors have among their fans some renowned American writers. So this course will use athletics as a means to encounter some significant American texts. Among fiction writers who were sports fans, possible authors and their works for our course may be Ernest Hemingway (Islands in the Stream), William Faulkner (Go Down, Moses), Ring Lardner (You Know Me Al), and Mark Harris (Bang the Drum Slowly). Many professional sportswriters are superb stylists, so we will sample the work of journalists such as Frank Deford and Gary Smith (both of Sports Illustrated) and Jon Krakauer. We will use the authors to look at topics such as the value of the wilderness, team psychology, coaching, differences between male and female athletes (and coaches), athletics in the minority community, and more. The writing assignments will allow you to explore some of these topics as they are treated in our works and to augment what our authors say with your own experiences as athletes, fans, and readers. The course will begin with shorter writing assignments about our texts, continue with longer analytic pieces, and involve in-depth research. The research project should grow from our discussions and explore a topic within athletics.

ENGL 110-082
Politics of Science Fiction
Jim Burns
From a sub-genre thought fit only for adolescents, Science Fiction has matured into a literary form of depth and complexity. The freedom of imagination inherent in the field allows authors to invent and explore a wide range of experience. This class will examine some of the ways that Science Fiction writers have constructed possible (and some impossible) political social entities. The reader for the class will be Hassler and Wilcox’ Political Science Fiction. We will also read novels that cover various parts of the political spectrum: Robert Heinlein’s The Moon is a Harsh Mistress, Ursula LeGuin’s The Dispossessed, and Max Barry’s Jennifer Government. Students will write reading journal responses to the articles in the reader, three short papers on the novels, and a research paper on an
ENGL 110-083
Writing (and Rewriting) the Past

Jane Wessel
“How do I define history? It’s just one f---ing thing after another.” – Alan Bennett, The History Boys.

How do you define history? How do you know that what you’ve read in your textbooks or what you’ve been told is accurate? History is a story. And like any story, it is constructed in a way which puts a particular spin on events. But who gets to tell the story? Is it written by the victors? Maybe another version of history is, as Julian Barnes suggests, “the self-delusions of the defeated.” Or, perhaps those definitions draw too clear a line between the victors and conquered. This course will approach history as a rhetorically-constructed story. We will investigate the ways angle of vision contributes to that construction; consider how history relies on memory, which is often limited or faulty; and begin to think about how history has been deployed for political ends. To better understand the challenges of constructing histories at both the personal and national levels, we will read a number of novels, graphic novels, and plays which tackle the issue, including Ian McEwan’s Atonement, Art Spiegelman’s Maus, W.G. Sebald’s Austerlitz, Julian Barnes’ The Sense of an Ending, and Alan Bennett’s The History Boys. As we read, we will take up events within the literature – such as the Blitz during the Second World War and the dissolution of the monasteries under Henry VIII – and deconstruct the histories that have been told about them. In order to do so, we will read primary documents and secondary histories, listen to memoirs, and reconsider our underlying assumptions about these moments. Assessment will be based on three 4-5 page argumentative and analytical papers and a final 10 page research-based argument. In this final project, students will be challenged to choose a particular moment in history and, following research, make an argument about how that history has been constructed from various vantage points and for various ends.

ENGL 110-084
Abraham Lincoln was a Vampire Hunter?: (Re)Writing and (Re)Inventing the Past

Lauren Hornberger

When the academy award winning film Argo, about the infamous 1979 Iran hostage crisis, was released in 2012, film critics and history buffs alike noticed historical inaccuracies in the movie’s plot. Although some viewers forgave the inaccuracies because of the film’s cinematic strengths and entertainment value, other viewers found it difficult to accept the liberties that director Ben Affleck took with the story in his effort to create an engaging Hollywood hit. When asked in a recent interview if and why he tweaked historical facts when creating Argo, Affleck stated, “It’s that struggle between...the bookkeeper’s reality and...the poet’s reality. And you make judgments as a director. And my judgment falls really cleanly on the line of, ‘It’s OK to embellish, it’s OK to compress, as long as you don’t fundamentally change the nature of the story and what happened.’” Affleck’s response and the criticism that preceded it raise complicated questions about how the past gets remembered in popular culture: What accounts of historical events can and should we rely on? What’s at stake when recording and remembering the past? Why does understanding the past even matter? In this course, we will explore those questions and reach conclusions about the relationships between history, memory, truth, manipulation, and power. Our discussion will begin with Paul Auster’s Portrait of an Invisible Man, a memoir about his struggle to tell the story of his late father’s life based on his memories and the mundane possessions that his dad left behind. We will use Auster’s memoir as a starting point for understanding how our own memories work: how we, as individuals, remember the past, why we remember in the ways we do, and how our remembering impacts others. From there, we will read John Berger’s influential essay Ways of Seeing, in which Berger suggests the ways in which history is determined for us by controlling forces, particularly in the realm of fine arts, and then we will take a trip to a local art gallery in order to assess Berger’s theories. We will arrive at a case study of sorts: an in-depth investigation of how Abraham Lincoln is depicted in contemporary culture, how those depictions impact our understanding of the past, and why it’s even worth our attention. This case study will serve as a model for the final project of the course, in which each student will design an original research project that investigates the background and contemporary depictions of a historical figure or event and reach conclusions related to the course themes. Throughout the semester, students can expect to craft a variety of texts, from brief summaries
and reading responses to formal, research-based essays. Students will also learn to use a variety of research strategies, including interviewing, first hand observations, and traditional library research, as they develop their own arguments about how and why the past gets (re)written and (re)invented in the world around them.

ENGL 110-085
American War Propaganda: Good (us) vs. Evil (them)
Barb Lutz

When you think of war, do you see a fighter pilot signaling a thumbs-up to the screen as he (or she) zooms to do battle with the forces of evil? How does the enemy appear in your mind? Savage? Irrational? Misguided? Are our soldiers more valiant, more courageous fighting for our side? These images of the hero and the enemy are formed in large part by the mediums through which we receive information: movies, television, newspapers, Internet, to name a few. But who controls these mediums? For what purpose? How can we recognize their propaganda? And then, once we understand the propaganda, how do we formulate our own opinions? As we grapple with these questions, we will analyze the way in which war and the enemy are packaged for the American public. In class, we will focus on WWII, relying on films (such as Bataan and The Story of G. I. Joe), documentaries (Faces of the Enemy, Bill Moyer’s Walk Through the 20th Century: WWII Propaganda Battle) and print media (WWII posters, journalists like Ernie Pyle) to deconstruct the political and media propaganda. Students will conduct research on propaganda used in other armed conflicts and make oral presentations to the class. Other assignments will include reading blogs, two short papers of analysis, and a research project. Readings will include The First Casualty by Phillip Knightley, Brave New World Revisited by Aldous Huxley, and Tell Me No Lies by John Pilger. Movies and other reading material will be on reserve at the library.

ENGL 110-086
This is a Bestseller?
Frank Hillson

What makes a bestseller? Why do some bestsellers become classics, part of the literary canon, while others have only a meteoric rise and are then consigned to the dustbins of history? What is the relationship between popularity and literary merit? And perhaps the most important query: what do bestsellers say about the zeitgeist of the people who read them? The course will explore these and other questions by examining selected American bestsellers from colonial times to modern. We will look at established texts and the “one-hit-wonders,” those works which were all the rage during their heyday, but are now all but forgotten. Why did they fail? Why did bestsellers such as James Fenimore Cooper’s The Last of the Mohicans, lauded in literary circles for over a hundred years, fall out of favor with academe? We will begin our readings with one of America’s very first bestsellers: the captivity narrative of Mary Rowlandson published in Boston in 1682. Scholars suggest that practically every Puritan household in colonial New England owned a copy of Rowlandson’s tale depicting her abduction by Native Americans, her three-month ordeal in the wilderness, and her eventual redemption to civilization. Our journey will continue with other bestsellers, perhaps including Thomas Paine’s Common Sense (1776), which sold an amazing 500,000 copies in a population of less than 4 million; the aforementioned and now much maligned Cooper’s The Last of the Mohicans (1826); Frederick Douglass’ Narrative of the Life of Frederick Douglass, an American Slave (1845), probably the bestselling of all fugitive slave narratives; Richard Wright’s Native Son (1940), the first novel by an African American to be a bestseller and to be selected by the Book-of-the-Month Club; Ann Petry’s The Street (1946), the first book by an African American woman to sell over a million copies; and Maxine Hong Kingston’s The Woman Warrior (1975), the first work by an Asian American writer to make the bestseller list. As you can see, bestsellers span many genres: narratives, pamphlets, novels, memoirs, etc. In addition, they deal with complex questions of race, gender, religion, socio-economics, politics, etc. Some bestsellers have permanent elements of greatness, marking them as true classics to be read over and over, while others are unsubstantial and frail. Is there a formula for a bestseller? What do they reveal about our social history? The course will require several reaction papers (1-2 pages) and several short essays (3-4 pages) dealing with aspects of the texts. Based on our own analysis of bestsellers, we will also review selected New York Times Bestsellers Lists from across the years and decipher what appeal these works had on the American public and what they reflect about society. The capstone of the course will be a researched argument (9-10 pages) where you will
pick a bestseller, analyze its bestselling features, and argue for the work’s impact on literature, society, and/or public opinion, etc.

**ENGL 110-087**

**Battle of the Books: Banned and Challenged Texts**

*Petra Clark*

While the First Amendment rights to freedom of speech and press are liberties that Americans pride themselves on, what about the freedom to read? What makes a book “inappropriate,” “offensive,” “radical,” or even “dangerous,” and who has the authority to deem it so? From ancient manuscripts to contemporary mass-market paperbacks, books have a long history of being challenged, banned, and even destroyed, whether with the intent to protect certain audiences or to limit the spread of certain ideas. Broadly, this course will examine the implications of banning books and the complex ways in which such books have been handled in the real world and in fiction. The class will deal with ideas of censorship, access to (potentially harmful) knowledge, and intellectual freedom; it will also ask students to consider the social, political, religious, sexual, etc. grounds that constituted a book’s initial banishment and how these standards have changed over time. We will trace the history of books banned by libraries, schools, and other institutions (primarily in America and the U.K.), and examine how the debate over such books has been presented in legislation and in the news media, how the books’ authors and readers have responded to the books’ banning, and how such practices have been reimagined in fiction writing. The aim of this course is not simply to decree whether the books we read and discuss “should” be banned or not, but to fairly and respectfully analyze these texts, as well as the underlying reasons behind the condemnation and subsequent reclamation of some controversial books. Possible works may include, but are not limited to, Nathaniel Hawthorne’s short story “Earth’s Holocaust,” Ray Bradbury’s *Fahrenheit 451* (and its 1966 film adaptation), Salman Rushdie’s *Satanic Verses*, Stephen Chbosky’s *The Perks of Being a Wallflower*, a volume from J. K. Rowling’s *Harry Potter* series, and Anthony Shaffer’s memoir *Operation Dark Heart*, as well as documents dealing with the restriction of books, such as publications by the American Library Association and court cases disputing certain texts. Assessment will be based on weekly short response papers on topics drawn from class discussion, two short rhetorical analysis papers, and a final argumentative research paper with an annotated bibliography.

**ENGL 110-088**

**Making the News: How Muckrakers Shape History**

*Lisa Dill*

How and why has journalistic history – particularly on life-and-death issues – impacted what we learn? The first acknowledged war correspondents were a 17th century Dutch painter, who went to sea in a tiny boat to illustrate a naval battle, and a 19th century British reporter who embedded himself in the Napoleonic campaigns. At the end of the 19th century, journalists turned their attention – and their pens – to treatment of the mentally ill, conditions in factories and industry, and political scandals. Investigative journalists place themselves into the center of their own stories, and in doing so bring truth to the rest of us. But how – and why – has their work constructed the history we learn? And what have they missed? Our class will consider how these writers use various argumentative devices to construct their stories, and how, why, and to what degree these arguments work. Probable texts include *Junius and Albert’s Adventures in the Confederacy: A Civil War Odyssey* by Peter Carlson, the story of two *New York Tribune* reporters captured and imprisoned by the Confederate Army during the US Civil War; Upton Sinclair’s 1906 novel *The Jungle*, written after Sinclair spent seven weeks working in a Chicago meatpacking plant; and *Fast Food Nation* by Eric Schlosser, the 2001 exposé of the economic, political, social, and medical impact of the American fast-food industry. Projects to explore these questions will include work with the library’s Special Collections and newspaper databases, various writing projects, and two brief class presentations. Additional activities include possible guest speakers, film screenings, and a field trip to The Newseum in Washington, DC, a museum of American journalism.
ENGL 110-089
Science or Science Fiction: Beyond the Cutting Edge
William Rivers

If you’ve ever seen a sci-fi movie like Minority Report, Star Wars, or The Matrix, and you wondered where the line was between science fiction and science, then this class is for you. If you ever wondered whether genetically modified “golden rice” is really preventing blindness in poor countries, then this class is for you. This course will explore how dramatic developments in science and technology are influencing our lives in strategic ways. The class will provide a brief overview of some of the most recent technological advancements in areas such as nanotechnology, biotechnology, and computer science, and consider their implications for keys areas of life such as medicine, education, communication, transportation, and entertainment. Students will find, read, and discuss recent articles like “Filming the Invisible in 4D: New Microscopy Makes Movies of Nanoscale Objects in Action”, from magazines such as Scientific American, or blogs from MIT, or articles from scientific journals. To give us insight into the relationship between science and science fiction, we will read a few classic novels. The reading list may include works of fiction that have considered the impact of science on human life such as Frankenstein (Mary Shelley), Jurassic Park (Michael Crichton), and Twenty Thousand Leagues under the Sea (Jules Verne). Because the focus will be on the strategic use and consequences of these new technologies, nontechies as well as techies will enjoy the class. Students will write a variety of essays about the issues raised in the readings. They may write critical reviews, brief abstracts of technical articles, personal responses to the novels, movies, or topics listed above, an extended definition of an area of science (What is string theory?), and analytical essays (How does science inspires art and art inspire science?) They will also write a research paper speculating on the impact of cutting-edge scientific advances on our lives in the near, or not so near, future.
Honors Forum Classes

ARSC 293-080: Honors Forum
Intellect and the Good Life (1 credit)

Ray Peters

This forum is designed for second-year students who want to become thought leaders and change agents. Its focus is putting your brain to good use. We will reflect upon the connection between intellect and the good life and examine the ways intellectuals (broadly defined) work in the world. Our objective is to prepare you to discuss in detail your goals and future plans. Among the questions we will consider are the following: What problem do you want to solve? What issue keeps you awake at night? What role do you want to play in shaping policies—at the local, national, and international levels? How will you conduct yourself ethically in your profession? How does your background shape who you are and who you will become? In addition to This Will Change Everything: Ideas That Will Shape the Future, we will read a number of articles about leadership, the good life, and the role of public intellectuals, such as William Deresiewicz’s “Solitude and Leadership,” Alan Lightman’s “The Role of the Public Intellectual,” and Joshua Wolf Shenk’s “What Makes Us Happy.” Students will write brief response papers, an essay, a resume, and a personal statement. Enrollment by invitation only.
Honors Degree Seminar

Open to Honors Degree candidates only. To enroll in this course you must complete the Seminar Form. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. It also satisfies the Arts & Sciences Group A and Second Writing requirements.

UNIV 495-080
Honors Seminar: Big Ideas and Elegant Solutions: Creativity in the Sciences
Ray Peters

The focus of this seminar is a biographical examination of creativity in science. We will study the creative process used in developing scientific theories and the problem-solving process in applied sciences such as engineering and medicine. Our objective is to explore variation in scientific creativity while searching for universals in the creative process. Among the questions we will consider are the following: What is the connection between imagination, reason, ethics, creativity, and discovery? Is creativity in science and math different from creativity in the arts? What are the characteristics of the creative personality? We will read the following texts: E=MC²: A Biography of the World’s Most Famous Equation; Creativity: Ethics and Excellence in Science; The Madame Curie Complex: The Hidden History of Women in Science; and The Idea Factory: Bell Labs and the Great Age of American Innovation. We will also view films about scientific creativity such as Secret of Photo 51, The Best Mind since Einstein, N Is a Number, and The Proof. In addition to leading discussions on assigned readings, students will make presentations on their research projects. Students will write brief response papers, critical reviews, and a research paper examining creativity in science. This course satisfies the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. It also satisfies the Arts and Sciences Group A and Second Writing requirements.

Honors Degree Tutorial

Open to Honors Degree candidates only. A tutorial allows a small number of students to work intensively with a faculty member on a set of selected readings. Typically, no examinations are given, but written work is required and students should expect to do significant independent study in preparation for group discussions. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. It also satisfies the Arts and Sciences Second Writing requirement. To enroll in this course you must complete the Tutorial Form.

UNIV490-080/081
Honors Tutorial: Humanities
John Bernstein

This interdisciplinary tutorial will include these readings: Plato, Symposium, Republic; Aristotle, Nicomachaean Ethics; Epicurus, Writings; Marcus Aurelius, Meditations; the Gospel of Matthew; Epistle to the Romans; Augustine, Confessions; and Kant, Groundwork of the Metaphysics of Morals. RESTRICTIONS: Open to Honors Degree candidates only. Satisfies Arts and Sciences Group A and Second Writing requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Requires permission of Honors Program to register.
Departmental Courses

Only University Honors Program students with grade point indexes of 3.00 or higher are eligible to register for Honors courses. Please note: After grades are posted for the current semester, students registered for Honors courses who do not meet the minimum required 3.00 grade point index will lose that enrollment. Please note that this list is subject to change.

Accounting (ACCT)

ACCT 316-080 (Free-Standing)
Intermediate Accounting II
Robert Paretta
This course is an enhanced version of the normal Intermediate II course. It is a continuation of the 315 Honors class and is designed to provide Honors students a foundation for professional training as accountants in intermediate financial accounting topics under US GAAP. It offers the background required for passing the related topics on the CPA exam. The course goals are to provide students knowledge that goes beyond the basics for: 1) Recording more advanced accounting transactions. 2) Analyzing transactions in order to prepare adjusting entries. 3) Preparing financial statements that include more advanced items. 4) Understanding the main differences between financial reporting under US GAAP and IFRS. PREREQ: ACCT315. RESTRICTIONS: Requires junior status and a grade of C- or better in ACCT315.

ACCT 425-081 (Add-On)
Strategic Information Systems and Accounting
Clinton White
This course explores the role of accounting and information systems in accomplishing the strategic goals of the corporation. Students will be exposed to accounting information from large databases, enterprise-wide computing environments, and cases and projects related to strategic problem-solving across functional areas of business. The Honors students will complete a research project on a current topic related to strategic IS and accounting, and will submit a short paper containing results. Open to JR and SR Accounting majors only. PREREQ: ACCT 302 and ACCT 316. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Animal & Food Science (ANFS)

ANFS 102-080 (Add-On)
Food For Thought
Kalma Kniel-Tolbert
This course will focus on examining how and why the U.S. food system works as it does, by taking a closer look into the fascinating and complex world of food science. We will analyze the components of foods in terms of their chemical make-up and use as functional ingredients. We will tackle contemporary issues facing today’s world where we attempt to feed the world in an economical fashion and maintain sustainability while doing so. How do large food production systems, global ingredients, food manufacturers, consumers, food safety, packaging, and organic agriculture all fit into this big picture? In this course you will gain an appreciation for the complexity of the U.S. food production and distribution systems while developing a basic knowledge of contemporary issues affecting food production, consumer satisfaction, and food safety. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

ANFS 140-080/080L (Add-On)
Functional Anatomy of Domestic Animals
Robert Dyer
This course includes the study of gross, topographic anatomic and microscopic anatomic structures of domestic animals. The concept of tissue types will be discussed and utilized to describe how organs and organ systems are
organized in the mammalian body. Particular emphasis will be placed on the topographical relationships between anatomical structures across a variety of domestic farm animals. The structural interactions of all body systems with other systems will be presented at the organ and tissue level. All body systems will be covered. Honors students will be required to follow the laboratory dissection activities assigned to all students enrolled in the laboratory component of “Functional Anatomy of Domestic Animals.” These activities include the dissection of both preserved and fresh specimens of feline and avian origin. Emphasis is placed on the gross and topographical anatomy of all organ systems of the cat but students will develop an appreciation for the comparative aspects of anatomic structure through gross dissection of avian anatomic specimens. Students enrolled in the Honors section will extend their training through comprehensive dissections of anatomic specimens unique to the equine, bovine, caprine, and ovine species. Dissected specimens may include (1) the ruminant gastrointestinal tract showing the four stomachs, cecal modification and ascending colon adaptation to herbivore diets, (2) the bovine or equine central nervous system including the spinal chord, (3) the equine or bovine brain, (3) the equine and bovine male urogenital tract and accessory glands, (4) the bovine ocular structures, (5) intra-and extra-articular structures of the equine femoral tibial joint, (5) the equine and bovine foot, and (6) the equine or bovine heart. Emphasis will be placed on dissections, extending student comprehension of evolutionary and functional differences between the equine, bovine, ovine, feline, and avian species. Honors students will present the detailed dissection to all other students enrolled in “Functional Anatomy of Domestic Animals.” Open to majors only. Meets with the regular section; separate Honors lab.

ANFS 300-080 (Add-On)
Principals of Animal and Plant Genetics
Carl Schmidt
This course introduces the theory and principles of genetics pertaining to the improvement of animals and plants. The Honors section will participate in an in-depth study of contemporary molecular genetics and its application for analysis and manipulation of plant and animal genomes. Current literature in the field will be discussed and used to elucidate the basic principles of genetics. The Honors section pursues selected topics through reading of the original literature. Students are expected to provide an oral presentation on a topic of their choice and to participate in discussion. Cross-listed with PLSC 300-080. PREREQ: PLSC 101 or BISC 207 or BISC 208. Meets with the regular section.

ANFS 305-080 (Add-On)
Food Science
Dallas Hoover
Students enrolled the Honors sections will meet with the regular section in which areas and topics in food science and technology will be covered. In addition, the Honors section will meet in a joint session with the honors section of ANFS 102 Food for Thought once a week (K. E. Kniel, instructor). In this combined section we will discuss controversies from the popular and scientific literatures. In addition to participation in discussions, students will present summations of assigned readings. Books involving controversial, cultural and historical topics in food science and technology may comprise a segment of the selected readings. With interest in the production, distribution, and security of our food supply at an all-time high, we will examine the role of educating the general public about the intricacies of maintaining a safe and healthy food supply compounded by the importance of environmental sustainability. Since 2012 the joint honors section has participated in Ag Day. Groups have presented educational displays on contemporary issues involving foods. Meets with the regular section.

ANFS 350-080 (Add-On)
Animal Behavior
Marlene Emara
This course is an introduction to domestic and companion animal behavior, in relation to animal management, production, and welfare. Lectures cover animal behavior and its basis, including genetic, physiological and environmental factors, as well as different types of behavior, including communication, feeding, social, parental, and others. The Honors Section of ANFS350 will allow students to work in groups on a specific animal behavioral problem. Students will review literature addressing the behavioral problem, and conduct observations
of the animals, while incorporating appropriate management practices to alleviate the behavioral problem. The Honors students will be required to submit a written report, as well as orally present and lead a discussion of their behavioral findings to their classmates. PREREQ: ANFS101 or BISC208. Meets with the regular section.

ANFS 411-080/080L (Add-On)
Food Science Capstone
Rolf Joerger
With the Food Science Capstone course, students complete their Food Science learning experience by utilizing their accumulated knowledge to develop a novel food product from raw materials to marketplace launch. The work includes the production of a prototype product, creation of packaging including food label, taste testing, market evaluation, cost analysis, and quality control point determinations. The project is carried out by project development groups of three to four students. Honors students are expected to explore the scientific and legal aspects of the food development project in more depth than their classmates and to disseminate relevant findings. This information transfer can be accomplished in the form of book reports, literature reviews or oral presentations to the class. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. This course also satisfies the University Discovery Learning requirement. PREREQ: ANFS 328, 329, 409, 439. Meets with the regular section.

ANFS 417-080 (Add-On)
Beef Cattle and Sheep Production
Lesa Griffiths
The course examines the principles of modern beef cattle and sheep production; nutrition, reproduction, housing, health and management. The Honors capstone project requires students to serve as liaisons for students management groups and collect, summarize and interpret data generated by groups into whole herd updates which will be used for management recommendations. The Honors section project will require some out-of-class time. PREREQ: ANFS 101 and ANFS 251. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters before graduation. Meets with the regular section.

ANFS 449-080 (Add-On)
Food Biotechnology
Rolf Joerger
This course provides students with the opportunity to learn about the concepts and experimental techniques of food biotechnology. Specifically, the following topics are discussed: What is "biotechnology?"; History of biotechnology; Domestication of animals and plants; Genetic variation; Microorganisms for food production; Enzymes in food production; Genetic engineering tools; Genetic modification of bacteria, plants and animals; and Social, economical, ecological issues of food biotechnology. Honors students are expected to gain a deeper understanding of these topics by reading books and primary literature. Emphasis is on contemporary issues. Honors students will enrich their learning experience by reporting their findings to the class and by leading discussions on selected topics. Meets with the regular section.

ANFS 449-080L (Add-On)
Food Biotechnology - Lab
Rolf Joerger
The lab section of the “Food Biotechnology” course provides students with the opportunity to practice some of the microbiological, molecular and plant science techniques used in biotechnology research. Students choose independent projects in food fermentation and other areas. Honors students are expected to take leadership roles and to provide insights to the group that deepen the understanding of the project and of the technical issues involved. Meets with the regular section.
Anthropology (ANTH)

ANTH 104-080 (Add-On)
Introduction to Archaeological & Biological Anthropology
Thomas Rocek
This course examines the fossil and archaeological record of human biological and cultural evolutions. The emphasis is on how archaeological and biological anthropological research is conducted and how their treatment of data distinguishes them as scientific disciplines. In addition to the regular class meetings and assignments, Honors students meet regularly with the instructor to discuss additional readings, writing projects, and exercises. The topics in the Honors section follow approximately the same order as those in the regular section, but expand on them and allow for more in-depth exploration of the issues. Meets with the regular section.

ANTH 251-080 (Add-On)
Introduction to Ethnic Arts
Peter Roe
This course is a general survey of the ethno-arts from Africa, the Americas, and the Pacific, including sculpture, painting, decoration and their interrelationships with oral literature, music, dance, games, and ritual. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

ANTH 486-080 (Add-On)
Patricia Sloane-White
This course examines the history, theory and method in the field of social and cultural anthropology. Open to ANTH majors only. Requires permission of instructor. Meets with the regular section.

Arabic (ARAB)

ARAB 201-080 (Add-On)
Arabic Grammar and Composition
Ikram Masmoudi
This course focuses on increasing knowledge of the Arabic grammatical system and improving writing skills. The emphasis is on grammar. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: ARAB107. Meets with the regular section.

Arts & Sciences (ARSC)

ARSC 316-080 (Free-Standing)
Peer Tutoring/Advanced Composition
Ray Peters
See ENGL 316-080 for description. Cross-listed with ENGL 316-080. Students who complete this course with a B+ or higher will have the option of working as peer tutors in the UDHP Writing Fellows Program next year. ARSC 316 satisfies the Arts & Sciences Second Writing requirement. Combined with a semester’s service as a Writing Fellow, the course also satisfies the Discovery Learning requirement. Enrollment by invitation only.

Art Conservation (ARTC)

ARTC 302-080 (Add-On)
Care and Preservation of Cultural Property II
Tatiana Ausema
This course will serve as an introduction to the practice of conservation, specifically conservation history, ethics, and documentation. The class will provide students with a basic knowledge of conservation terminology, conservation literature and research resources, methods of conservation documentation, and prepare students for conservation internships. Students enrolled in the Honors section will meet with the instructor for additional discussion oriented sessions that include visiting exhibitions and works on permanent display across campus, and complete two additional writing assignments. **PREREQ: ARTC 301. Meets with the regular section.**

**Art History (ARTH)**

**ARTH 154-080/080D (Add-On)**
**Introduction to Art History II**
*Margaret Werth*

This course examines painting, sculpture, and architecture of Western Europe from the Renaissance to the present studied in historical and cultural context. It includes an introduction to the methodologies of art-historical analysis. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **Meets with the regular section.**

**ARTH 232-080 (Add On)**
**Art of Latin America**
*Monica Dominguez Torres*

This course is a survey of the art and architecture created in what today we call Latin America, from pre-Hispanic times to the 21st century. We will place emphasis on the interaction between indigenous traditions and imported ideas, particularly in relationship to religion, politics, and daily life. Special activities will allow Honors students to engage in close examination and discussion of original works: a field trip to the Philadelphia Museum of Art and a hands-on session at the University of Delaware Museums. **Meets with the regular section.**

**ARTH 304-080 (Add-On)**
**Northern Baroque Art: The Age of Rubens, Rembrandt and Vermeer**
*Perry Chapman*

This course examines painting, printmaking, and art theory in seventeenth-century Holland and Flanders in their social and historical contexts. Topics to be considered include the rise of landscape, genre, and portraiture; the nature of Dutch realism; the artist's studio and the social role of the artist; art and theater; the impact of politics and religion on art; and the findings of technical art history and the scientific investigation of works of art. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **Meets with the regular section.**

**ARTH 467-080 (Add-On)**
**The Orient and Its Representation: Architecture, Archaeology, and Geopolitics**
*Vimalin Rujivacharakul*

This course explores “the Orient” as a cultural and geopolitical representation in European and Asian discourses. The contents cover materials from late 18th to early 20th centuries, beginning with the rise of Orientalist archaeology to the discovery of Mesopotamian sites and the cults of Indian-Aryan origins and Pan-Asian aesthetics. Session topics range from Orientalism and Occidentalism, Biblical and Orientalist archaeology, to Theories of Eurasia and Pan-Asia. Cross-listed seminar with ARTH 667: graduate and undergraduate/Honors students will be given different sets of assignments and grading evaluations. **Meets with the regular section.**

**Behavioral Health and Nutrition (BHAN)**

**BHAN 335-080 (Add-On)**
**Health and Aging**
*Beth Orsega-Smith*
This course examines the aging process addressed from a biopsychosocial perspective. Particular emphasis is placed on developing understanding of complex interrelations among aging, health and social structure. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Open to HLBH or GRN concentration majors only. Meets with the regular section.

**Biological Sciences (BISC)**

**BISC 208-080/080L (Free-Standing)**  
**Introductory Biology II and Lab**  
**Michael Moore**  
The focus of this course is on organisms and higher levels of biological organization. Course topics include systematics, plant and animal structure and function, and an introduction to ecology. The lecture format has students submit questions in advance of class meetings to focus discussion of assigned readings. The instructor organizes them into a logical sequence, fills in gaps, and enriches with information from a variety of sources. The laboratory stresses the process and communication of science with qualitative and quantitative observations and manuscript-style reports. There is substantial use of computers and electronic probes. **PREREQ: BISC 207. COREQ: CHEM102, 104, 106 or 112. Open to FR and SO UDHP students whose majors require the course. Priority will be given to students who are enrolled in Honors BISC207/100 in 13F and who do not have AP credit for BISC 208. To enroll in this course you must complete the Honors Course Request Form.**

**BISC 306-080 (Free-Standing)**  
**General Physiology**  
**William Cain**  
This course covers the principles underlying the function of organisms at the organ and tissue level. Topics include: osmoregulation and excretion, respiration, circulation, nutrition and metabolism, nervous system, cell signaling, and neuromuscular activity. **Open to UDHP BISC and NSCI majors only. PREREQ: BISC 208 and two semesters of chemistry.**

**BISC 401-080 (Free-Standing)**  
**Molecular Biology of the Cell**  
**Florence Schmiegl**  
The course covers a variety of topics in eukaryotic molecular cell biology including DNA structure and replication, protein structure and synthesis, mechanism and regulation of gene expression, signal transduction pathways and specialized topics such as cell-cycle regulation, apoptosis, and cancer. The class meets three times a week. In addition to traditional lectures students will work in cooperative groups on activities that underscore the relevance of molecular cell biology to society. **PREREQ: BISC 207 & one semester of organic chemistry.**

**Biomedical Engineering (BMEG)**

**BMEG 402-080 (Add-On)**  
**Systems Physiology II**  
**Anita Singh**  
This course examines human physiology from a quantitative viewpoint. Anatomy and pathology, where appropriate. Topics also include functional/structural aspects of mammalian nervous and musculoskeletal systems. This is the second in the sequence of two courses covering respiratory, renal, digestive, endocrine and musculoskeletal systems in a quantitative and integrative manner. **PREREQ: BMEG401. Meets with the regular section.**
Business Administration (BUAD)

BUAD 306-080 (Free-Standing)
Operations Management  
_Staff_
This course analyzes the major problems faced by operations managers at different levels of management. Topics include scheduling, forecasting, process design, inventory management, and quality management.  
PREREQ: MATH201.

BUAD 309-080 (Free-Standing)
Management and Organizational Behavior  
_Dustin Sleesman_
This course provides an overview of management and organizational behavior topics (e.g., work motivation, leadership, decision making, group/team behavior), with the goal of understanding human behavior in organizations at the individual, group, and organizational levels. Emphasis is placed on analyzing and applying organizational behavior theories and concepts to personal work experiences and to the challenges of management in organizations. _Open to UDHP SO, JR and SR students only._

BUAD 346-080 (Add-On)
Analysis of Operations Problems  
_Christine Kydd_
This course offers intensive treatment of topics covered in BUAD306 to include the investigation and development of the decision making process in an operations environment. There is an emphasis on practical applications. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: BUAD306. _Meets with the regular section._

BUAD 473-081 (Free-Standing)
Buyer Behavior  
_Michal Herzenstein_
This course examines the decision processes associated with buying and consumption. Topics include social, cultural and psychological influences on consumer decisions and consumption patterns and the relationship between buyer behavior and marketing decision making. PREREQ: BUAD301. _Open to JR and SR majors only._

BUAD 478-080 (Add-On)
Field Projects in Marketing  
_Meryl Gardner_
Student teams apply knowledge of marketing and business in a "real world" setting, acting as consultants to local, regional, and national profit and not-for-profit businesses on marketing projects funded by the organizations. Projects involve defining objectives, collecting relevant data, and providing analytically based recommendations to management. Past clients have come from a variety of fields and industries and have been enthusiastic about implementing their team’s suggestions. Honors students will work in teams with other Honors students on client projects which are conceptually and methodologically more complex than those completed by other teams. PREREQ: 9 credits in marketing including BUAD302, or permission of instructor. _Meets with the regular section._

Chemical Engineering (CHEG)

CHEG 112-080/080L (Add-On)
Introduction to Chemical Engineering  
_Chrisopher Roberts / Wilfred Chen_
This course examines the development of quantitative models for physical systems using a combination of conservation principles and carefully focused experimental data. It stresses the conservation of matter and
energy. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: C- or better in MATH 242. COREQ: MATH 243. Open to first-year UDHP CHEG majors only. Meets with the regular section.

CHEG 112-081/081L (Add-On)
Introduction to Chemical Engineering
Christopher Roberts / Wilfred Chen
This course examines the development of quantitative models for physical systems using a combination of conservation principles and carefully focused experimental data. It stresses the conservation of matter and energy. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: C- in MATH 242. COREQ: MATH 243. Open to first-year UDHP CHEG majors only. Meets with the regular section.

CHEG 432-080 (Add-On)
Chemical Process Analysis
Matthew Decker/ Russell Diemer/ Michael Klein/ Michael Mortiz/ Ruth Sands/ Yushan Yan
This course will study the economic, energy utilization, and environmental principles of conceptual process design. The optimization of a design along with the safety and ethics issues are taught by several case process synthesis studies. Aspen software is used. The Honors component will include additional meetings that will focus on leadership in research teams as well as other topics relevant to the design projects. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. PREREQ: A minimum grade of C- in CHEG320, CHEG332, CHEG401 and CHEG443. Open to Honors Degree candidates only. Meets with the regular section.

Chemistry & Biochemistry (CHEM)

CHEM 104-080, 081, 082 and 080L, 081L, 082L, 083L (Free-Standing)
General Chemistry and Lab
Meredith Wesolowski
CHEM 104 Honors is the second half of an Honors course in general chemistry designed for students majoring in sciences other than chemistry. The broad goals of this course are: to illustrate, through an examination of the fundamental principles of chemistry, how the structure and reactions of matter at the atomic and molecular (microscopic) level lead naturally to the observed (macroscopic) properties and behavior of the material world; to make obvious the experimental nature of chemistry and the underlying process of scientific inquiry that led to the discovery of these principles; to emphasize connections between chemistry and the other sciences, the role of chemical phenomena in the "real world," and the relationship of chemistry to the concerns of the individual and society; to encourage independent learning by fostering the ability to recognize when information is needed, the type of information required, and where/how to find it; to develop skills in qualitative and quantitative reasoning, problem solving and critical thinking, experimental design and analysis, visualization of molecular phenomena, clear communication of ideas, and using the resources of a group effectively in tackling problems. PREREQ: Honors CHEM 103 or permission of instructor. Must register for a laboratory. To enroll in this course you must complete the Honors Course Request Form.

CHEM 112-080/080D, 081/081D (Free-Standing)
General Chemistry
Susan Groh
CHEM 112 Honors is the second half of a year-long, in-depth exploration of fundamental principles underlying modern chemistry and biochemistry for biochemistry, chemistry, chemical engineering, and environmental engineering majors. CHEM 112 Honors focuses on interactions among molecules. Topics addressed include condensed phases of matter, solutions, acid-base and solvent systems, kinetics, thermodynamics, electrochemistry, nuclear chemistry, and introductory organic and coordination chemistry. Examples and applications are drawn from a variety of disciplines and situations to illustrate the power of "thinking
molecularly” in modern science. The course format incorporates problem-based learning and other active learning strategies in addition to lectures and group discussions. The Honors section presupposes that students have mastered the equivalent of a strong high school chemistry course, and moves at a pace appropriate for that background. Compared to the regular section, CHEM 112 Honors explores the topics above in greater depth and with broader extensions. Class assignments and exams emphasize analysis and application of ideas in addition to core knowledge. **PREREQ:** Honors CHEM 111 or permission of instructor. Minimum of MATH 115 or equivalent; enrollment in MATH 241 or higher recommended. To enroll in this course you must complete the Honors Course Request Form.

**CHEM 120-080/080L (Free-Standing)**
**Quantitative Chemistry**
**Burnaby Munson**
This course covers the theory and experiments of aqueous ionic solutions (acids, bases, buffers, redox, complexation, solubility, activity coefficients); analytical spectrophotometry; chromatography and chemical separations; mass spectrometry. Calculator and Excel skills are essential. There will be both individual and group laboratory experiments. Open to UDHP BIOC and CHEM majors only. **PREREQ:** CHEM 104 or CHEM 111 and CHEM 115.

**CHEM 334-080L (Free-Standing)**
**Organic Chemistry Majors Lab II**
**Joseph Fox/ James Wingrave/ Zhiaho Zhuang/ Neal Zondolo**
Instead of taking the regular classroom laboratory, CHEM 334 Honors students will do independent research either during winter term or during the spring semester. Experiments will involve the syntheses, purification, and characterization of organic compounds. Some inorganic, physical organic, or biochemical experiments may be involved. Students will spend 8-10 hours a week in the lab spring semester, 15-20 hours per week winter term. **PREREQ:** CHEM 333. **COREQ:** CHEM 332. Open to UDHP CHEM majors only. Requires permission from the instructor. Instructor should email permission to honorsprogram@udel.edu. To enroll in this course you must complete the Honors Course Request Form.

**CHEM 444-080 (Free-Standing)**
**Physical Chemistry II**
**Andrew Teplyakov**
Continuation of CHEM 443. This course will cover three main areas: transport properties, chemical kinetics, and quantum mechanics. These areas exemplify the ways in which modern theory can relate observable chemical behavior to events on the molecular scale. Classes will be somewhat less structured and more open to questions and discussion than the regular class. Students should expect to do independent work to extend the material covered in the text. **PREREQ:** CHEM 120, or CHEM 220 and CHEM 221; MATH 242 (MATH 243 recommended); PHYS 208 (recommended) or PHYS 202. CHEM 419 and CHEM 444 cannot both be counted toward graduation. Register for a laboratory.

**CHEM 446-080L (Add-On)**
**Physical Chemistry Lab II**
**Cecil Dybowski**
Honors physical chemistry laboratory is open, by permission of the instructor only, to students who do research in the laboratory of a faculty member in the Division of Physical Chemistry. Before permission is granted, the student must have sought out a faculty member who agrees to sponsor him/her in a project. A written research proposal by the student, formed in conjunction with the mentor, must be included with a request to be registered in the Honors section. **Meets with the regular section.**
CHEM 458-080L (Free-Standing)
Inorganic Chemistry Lab
Staff
Instead of participating in the regular laboratory for CHEM 457, students enrolling in the Honors section have
the opportunity to learn the experimental techniques of inorganic chemistry through participation in on-going
research in one of the inorganic chemistry research laboratories. Interested students should contact a faculty
member doing inorganic research who is able to have you work in his/her lab on a project that involves typical
inorganic lab techniques (e.g., anaerobic or vacuum line work, ligand synthesis, magnetic measurements,
inorganic spectroscopy.) Together, you and your faculty mentor will decide on a project and lab schedule. Open to
UDHP majors only. COREQ: CHEM 457. Requires protective eyewear.

Chinese (CHIN)

CHIN 201-080 (Add-On)
Intermediate Chinese I
Zhiyin Dong
This course is the first of the two-course series which form the core of 200-level Chinese, the other being
CHIN202. The goal is to build intermediate-level grammar, vocabulary, and sophisticated character recognition
and writing. All four areas of language (listening, reading, speaking, and writing) are emphasized. Please contact
the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: CHIN
107. Meets with the regular section.

CHIN 355-080 (Add-On)
Representation of the Female Body in Chinese Literary and Cultural Production
Staff
This course is designed to further improve students’ integrated language skills of listening, speaking, reading, and
writing through spoken dialogues, original television programs, and films. Students will develop their abilities to
comprehend authentic language materials, understand the distinguishing features of spoken and written Chinese,
and produce paragraph-level Chinese on familiar topics. Besides language objectives, the class also helps students
to expand their knowledge of contemporary Chinese society and culture. Honors students will read one
additional essay and give an oral presentation on that essay. PREREQ: Two courses at the 200-level, one of which must
be CHIN200 or CHIN205 or instructor’s permission. May be repeated for credit when topics vary. Meets with the regular section.

CHIN 467-080 (Add-On)
Seminar
Staff
This course aims to improve students’ reading and writing proficiency through rigorously reading and
responding to literary works and essays related to the issues facing Chinese intellectuals. Students will have
chance to develop their skills to accomplish abstract reasoning in addition to being able to narrate and describe.
The selected essays will provide an intensive look at some of the most important social and cultural issues in
modern and contemporary China. The course may have a dual-track approach, requiring the completion of both
class-wide and individually designed projects. Honors students will read one additional essay and give an oral
presentation on that essay. Meets with the regular section.

Civil & Environmental Engineering (CIEG)

CIEG 161-080/080L (Add-On)
Freshman Design
Allen Jayne / Tianjian Hsu / Earl Lee/ Glen Loller
This course is an introduction to engineering analysis and design methods. Elementary theory with design
applications to transportation, fluids, and structural systems are introduced through group activities.
Additionally, engineering issues related to surveying and sustainability are discussed. Computer applications using computer-aided drafting and engineering analysis software are also included. Honors students will complete additional research and assignments. The lab is an introduction to computer aided drafting utilizing one of today’s standard software packages. The use of CAD in engineering documents will be covered with basic drawing commands, drawing setup, and manipulation of entities. Students will be exposed to a blended learning experience by utilizing a required web based online portion of work. Lab times will be spent reinforcing the online material. Students will be given their own version of the latest CAD software. Honors students will be required to complete more modules within the online web based portion of work. Open to UDHP freshman CIEG majors only. RESTRICTION: The provided version of software is not supported or run on an Apple platform. Lab meets every other week. Meets with the regular section.

CIEG 302-080/080D, 081D, 082D (Add-On)
Structural Design
Michael Chajes
Honors students will complete additional research and assignments. The lab is an introduction to computer aided drafting utilizing one of today’s standard software packages. The use of CAD in engineering documents will be covered with basic drawing commands, drawing setup, and manipulation of entities. Students will be exposed to a blended learning experience by utilizing a required web based online portion of work. Lab times will be spent reinforcing the online material. Students will be given their own version of the latest CAD software. Honors students will be required to complete more modules within the online web based portion of work. Open to UDHP freshman CIEG majors only. RESTRICTION: The provided version of software is not supported or run on an Apple platform. Lab meets every other week. Meets with the regular section.

CIEG 311-080 (Add-On)
Dynamics
Harry Shenton III
This course includes intermediate-level development of the kinematics and dynamics of particles, systems of particles, and rigid bodies. There is an emphasis on solution of engineering problems by force, energy, and momentum methods of analysis. There will be applications to the dynamics of machines, structures and vehicles. Students taking the Honors section will meet with the instructor for problem sessions and discussion of advanced topics not covered in the regular class. The Honors section will also tackle projects that are of greater challenge than the regular section of the course. PREREQ: PHYS 207 and MATH 243. Open to majors and minors only. Meets with the regular section.

CIEG 315-080 (Add-On)
Probability and Statistics for Engineers
Busby Attoh-Okine
This course examines the role of chance and variability in engineering activities. Topics include set operations, probability, Bayes' theorem, random variables, common probability distributions, data reduction, statistical estimation and inference, probability model selection, regression analyses and introduction to probability-based design and Monte-Carlo simulation. PREREQ: MATH242 and MATH243 or equivalents. Meets with the regular section.

CIEG 461-080 (Add-On)
Senior Design Project
Paul Butler/ Ronnie Carpenter/ Philip Horsey/ Ted Januszka/ Michael Paul
Seniors split into four disciplines (civil-site, environmental, structures, or transportation) and form teams to win the commission then perform the preliminary engineering for a complex, multi-discipline project. Four practicing professionals serve as discipline instructors. Younger engineers, all in private practice, serve as team mentors. Students produce eight team deliverables over two semesters, in addition to an individual technical assignment, and an individual proposal assignment. Honors students produce and present a collective critique of main elements of the course at the end of both semesters. Open to SR CIEG majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.
Cognitive Science (CGSC)

CGSC 170-080 (Free Standing)
Introduction to Cognitive Science
Robin Andreasen
Cognitive science is an interdisciplinary study of mind that typically assumes that thinking is a material computational process. It includes fields such as philosophy, linguistics, computer science, psychology, biology, and anthropology. In this course, we will examine three approaches to the study of cognition. We will start with the idea that the mind is a special type of computer – namely, a formal symbol manipulator that runs on “wetware” instead of hardware. Second, we will examine the idea that cognition is best modeled in terms of artificial neural networks. Third, we will turn to cognitive neuroscience, which aims to understand the cognition primarily in terms of brain processes. We will evaluate each view, in part, by examining its usefulness for understanding specific types of cognitive tasks – e.g., logical reasoning, concept/category formation, linguistic communication, etc. – as well as cases where the mind does not function properly (ex., autism). This course will be taught in a seminar format with less lecturing and more student generated discussion. Students will read scientific articles from scholarly journals and will have homework and writing assignments.

Computer Science (CISC)

CISC 181-080/080L (Free-Standing)
Introduction to Computer Science II
James Atlas
In this course, principles of computer science are illustrated and applied through programming in a commercially-used object oriented language. Programming projects illustrate computational problems, styles and issues that arise in computer systems development and in all application areas of computation. Honors sections will develop large projects in teams, and will have input on the project's direction. PREREQ: Grade of C- or better in CISC 108 or CISC 106. COREQ: MATH 115, MATH 117, MATH 171, MATH 221, or MATH 241.

CISC 475-080/080L (Add-On)
Advanced Software Engineering
Bert Gibbons
The goal of this course is to understand and apply a complete modern software engineering process. Topics include requirements analysis, specification, design, implementation, verification, and project management. Real-life team projects cover all aspects of the software development lifecycle, from the requirements to acceptance testing. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: Either CISC275 or CISC280. CISC361 is recommended. Credit cannot be received for both CISC475 and CISC675. Open to SR majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Communication (COMM)

COMM 301-080 (Add-On)
Introduction to Communication Research Methods
John Courtright / Elizabeth Perse
At the University of Delaware, communication is defined, studied, and taught as a social science. Accordingly, this course is designed to introduce students to the processes, practices, and procedures which are used by communication researchers in the conduct of their empirical research. Students will learn the logic and thinking processes used by social scientists as they approach the study of human communication. Students will also learn what constitutes appropriate evidence for the acceptance of empirical research findings as “new knowledge.” Please note: this course will emphasize logical thinking, not mathematics. Any student who can add, subtract, multiply and divide (with a calculator!) is sufficiently skilled in math for the purposes of this
course. The Honors add-on section will give students the opportunity to apply what they are learning in COMM301 to conduct an original research project. Students will complete all phases of research: defining a research idea, examining prior research on the topic, framing hypotheses and/or research questions, designing the study, analyze the data, and place the results within the framework of prior research. PREREQ: COMM 256 or COMM 245 or COMM 330. Open to COMI majors only. Not open to freshmen.

**COMM 467-080 (Free-Standing)**
**Seminar**
**Charles Pavitt**
This course is intended to serve as a capstone experience for communication Honors majors. Working in groups, students participating in this course will conduct all phases of a quantitative communication research study on a topic of their own choosing. This includes choice of topic, literature review, hypothesis/research question generation, planning and implementation of method (e.g., survey questions, content analytic coding scheme), data collection and analysis, finished research paper, and presentation of results to a suitable audience. The end result should be work of a quality equivalent to that found in papers presented at regional level communication conventions (e.g., Eastern Communication Association), and hopefully up to the level of professional journals specializing in work of this type, such as Communication Research Reports. Successful performance will provide an outcome worthy of listing in a resume or academic vitae. Open to UDHP COMM majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation.

**Computer & Electrical Engineering (CPEG)**

**CPEG 499-080 (Add-On)**
**Senior Design II**
**Charles Cotton**
See ELEG 499-080 for course description. Cross-listed with ELEG 499-080. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

**Criminal Justice (CRJU)**

**CRJU 202-080 (Add-On)**
**Problems of Criminal Judiciary**
**Eric Rise**
This course focuses on problems and issues found in the American criminal court system. Topics include judicial procedure, organization, judicial personnel, and basic criminal law. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

**CRJU 350-080 (Add-On)**
**Gender and Criminal Justice**
**Susan Miller**
Most of our knowledge about crime and the criminal justice process is informed by male experiences. This course shifts the focus to examine the ways our legal and social systems affect and influence women's lives. Not only will we examine the various formal and informal controls that restrict women, but we will also examine how these issues intersect one's race, class, sexual orientation, and gender positions in our society. Special criminal justice field experiences (police, courts, women's prison) will be part of the Honors component. Cross-listed with WOMS 350-080. Open to UDHP CRJU and WOMS majors only. Meets with the regular section.
Economics (ECON)

ECON 151-080 (Free-Standing)
Introduction to Microeconomics: Prices & Markets
Carlos Asarta
This course introduces supply and demand concepts with basic economic graphs and equations. It examines models of perfect and imperfect competition and the determination of product price and quantities. This course covers current microeconomic issues such as the effect of government regulations and international trade. It develops a more extensive and critical understanding of the basic economic models. COREQ: One of the following: MATH 114, MATH 115, MATH 117, MATH 221, MATH 241, MATH 242, MATH 243 or higher. Can be either a prerequisite or a corequisite. Preference given to UDHP FR and SO.

ECON 152-080 & 081 (Free-Standing)
Introduction to Macroeconomics: National Economy
Olga Gorbachev
This course analyzes the determinants of unemployment, inflation, national income, and policy issues relating to how the government alters unemployment and inflation through control of government spending, taxes and money supply. PREREQ: ECON 151. Preference given to UDHP FR and SO.

ECON 302-080 (Free-Standing)
Banking and Monetary Policy
Ellen Green
The financial-sector shocks that precipitated the Great Recession that began in 2008 make the study of banking and monetary policy highly valuable and timely. The operation of the financial sector and the Federal Reserves’ attempts to implement counter-cyclical policies are studied. In addition to regular course material, students will undertake small-group research projects looking at the monetary policies of different countries leading up to and during the Great Recession. Groups will work with the instructor on their projects and present their findings in class. PREREQ: ECON151 & ECON 152.

ECON 303-080 (Free-Standing)
Intermediate Macroeconomic Theory
Laurence Seidman
This course provides a framework for understanding macroeconomic events and policy issues. We will develop, analyze, and apply models, using diagrams and some algebra. This course will cover the determination of GDP, employment, inflation, interest rates, consumption, savings, investment, unemployment, and the current account. We will also study monetary and fiscal policy and examine applications of theoretical ideas and models to current and historical events. There will be special attention around the current recession: its origin, and policies to combat it. PREREQ: ECON152 and one of ECON251, ECON300 or ECON301; or permission of instructor. Open to UDHP ECON majors and minors only.

ECON 423-080 (Add-On)
Econometric Methods and Models II
Kenneth Lewis
This course will include class discussion and research in advanced economic statistics and applied econometrics. The Honors section meets for an additional class period each week. The focus of the additional meeting is to explore advanced topics and computerized statistical packages. PREREQ: ECON 422. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.
**ECON 435-080 (Add-On)**  
**Contemporary Macroeconomic Policy**  
*Kolver Hernandez-Arreotua*  
This course analyzes macroeconomic events as they unfold during the semester. Actions of policymakers are studied and the appropriateness of these actions is debated. Special emphasis is placed on current policy actions of the Federal Reserve. Macroeconomic models studied in earlier courses are used to analyze current events. Honors students are asked to write an additional paper or participate in special debates during the semester. **PREREQ:** ECON 303. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

**ECON 436-080 (Add-On)**  
**Seminar in Public Policy Economics**  
*Eleanor Craig*  
Students will read ten short books on current topics in economics, e.g., immigration, privatization, globalization, foreign aid, Canadian health care, African economic growth and poverty. They will choose 4 books on which to write papers, choosing a theme from each, and present their papers in a seminar fashion. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** ECON 251, ECON 300 or 301; and ECON 303. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

**Education (EDUC)**

**EDUC 258-080 (Free-Standing)**  
**Cultural Diversity, Schooling and the Teacher**  
*Eugene Matusov*  
This course examines roles and responsibilities of the classroom teacher vis-a-vis the demographic changes occurring in United States society and the public school student population. Topics include race, ethnicity, gender, sexual orientation, social class, poverty, and language. **Preference given to UDHP ETE majors.**

**EDUC 310-080 (Add-On)**  
**Reading and Writing in Elementary Schools**  
*David Coker*  
EDUC 310 addresses the literacy development of students in elementary school. A primary focus is empirical research on relevant instructional practices. Classroom meetings are complemented by three, week-long field experiences, which require students to teach a variety of lessons. Honors students have additional assignments designed to deepen their understanding of effective literacy instruction. They can choose to participate in an ongoing research project that will involve IRB training and opportunities to participate in data collection, management, or scoring. Alternately, students can elect to complete additional assignments aligned with the course objectives. For one lesson, students analyze a lesson and meet with the professor to discuss their findings. For another assignment, students evaluate an article from the professional literature that connects with their instructional interests. **Open to ETE majors only. PREREQ:** EDUC 210. **COREQ:** EDUC 386. Meets with the regular section.

**EDUC 390-080 (Add-On)**  
**Classroom Management: Social-Emotional Learning**  
*Deirdre Lilly*  
This course focuses on creation of positive classroom learning environments by fostering children's social and emotional development, infusing behavior supports in academic instruction, enhancing motivation for learning, and establishing well-organized and respectful classrooms. There is emphasis placed on learning core concepts and practical research-based strategies. Field experience is included. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **Open to ETE majors only. Meets with the regular section.**
EDUC 470-080 (Add-On)
Topics in Education
David Blacker
This course examines selected education controversies in their broader philosophical and/or historical contexts. It draws upon and connects ideas from other education courses. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Open to JRs and SRs only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Electrical Engineering (ELEG)

ELEG 305-080/080D and -081/081D (Add-On)
Signals and Systems
Leonard Cimini
This course examines continuous and discrete-time signals and systems at the introductory level. It introduces $Z$, Laplace, and Fourier transforms and uses these to solve difference and differential equations arising from circuit theory and signal processing and presents theory of linear and causal systems. Students registered in Honors for this class will be given more mathematically rigorous instruction than the general class. They will also be required to complete a semester-long project that reflects an application of linear systems. PREREQ: MATH 242. Meets with the regular section.

ELEG 499-080 (Add-On)
Senior Design II
Charles Cotton
This course examines design hardware and software systems in many domains including: control, robotics, signal processing, computers/devices, and communications. Students select projects from external sponsor problem descriptions or propose a self-defined problem and form a small team to address a major design problem over the two semester course sequence. Teams write a project proposal which defines the problem, set goals and constraints (e.g. time, budget, performance, etc.) and the approach to the problem. Design, ongoing oral and written communication, experimentation, and implementation, and final testing make up the majority of class efforts. Ongoing effort status is recorded on a project web site (wiki). Each semester, mid-point and final presentations and reports are presented to sponsors and faculty. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Cross-listed with CPEG 499-080. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Energy and Environmental Policy (ENEP)

ENEP 250-080 (Add-On)
Introduction to Energy Policy
Young-Doo Wang / John Byrne
This course introduces United States energy policy within social, economic, and environmental contexts. Considered from an interdisciplinary perspective that integrates science and social-science approaches, this course addresses energy consumption, efficiency, conservation, fuel choice and sustainability. Following a comprehensive overview of the main events and actors that have shaped energy policy in the United States, students will explore the issues that decision-makers must understand to promote sustainable energy policies in the future. Honors students will complete a research paper. Open to majors only. Meets with the regular section.
ENEP 427-080 (Add-On)
Sustainable Energy Policy and Planning
Young-Doo Wang / John Byrne/Lawrence Agbemabiese
This course examines existing policy responses to climate change, alongside opportunities for a redirected political economy to achieve energy and environmental conditions with meaningful CO2 reductions. Specific attention will be given to possibilities and limits of scientific knowledge and technology in galvanizing social change. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: ENEP 425 Meets with the regular section.

English (ENGL)

ENGL 316-080 (Free-Standing)
Peer Tutoring/Advanced Composition
Ray Peters
ENGL 316 is an advanced composition course with a focus on responding to writing at the college level. Students will receive training in peer tutoring through the study of composition theory, hands-on experience with peer editing and conferencing, and several writing projects. The course will prepare students to tutor peers at many stages of the writing process. In addition, they will learn how to meet the many different needs of students on writing projects typically used in the academic world: exposition, analysis, argumentation, and research. Cross-listed with ARSC 316-080. Students who complete this course with a B+ or higher will have the option of working as peer tutors in the UDHP Writing Fellows Program next year. ENGL 316 satisfies the Arts & Sciences Second Writing requirement. Combined with a semester’s service as a Writing Fellow, the course also satisfies the Discovery Learning requirement. Enrollment by invitation only.

ENGL 325-080 (Add-On)
Renaissance Literature
Miranda Wilson
This class focuses on the powerful pleasures and strangeness of Renaissance texts and culture. What we think of as “The Renaissance” often takes on a gloss, or normative quality, in our 21st century imaginations. Shakespeare still ranks as one of the “greatest writers ever,” the Elizabethan era is seen by many as a “golden age” in which culture blossomed and the world as we know it took shape. During the sixteenth and seventeenth centuries, class structures and notions of individuality emerge, as do new ideas about gender, sexuality, and what we now call race. However, these changes do not occur uncontested. Sometimes they arise through violence and coercion, both political and religious. Other times they occur through a sort of cultural and artistic shift in sensibility. In both cases, the literature of the period offers us a way to understand not only English culture of the past, but also how, and at what cost, some of our most important ways of understanding ourselves arose. This class is discussion-based and reading intensive. Honors students will have the opportunity to choose one particular aspect of a text or idea from the period and then work this idea into a longer project to be presented to the class at the end of the term. These projects can range from a traditional academic paper to a reworking of a text to a creative exploration of Renaissance culture. PREREQ: ENGL 101, 110. Meets with the regular section.

ENGL 365-080 (Add-On)
Studies in Literary Genres, Types, and Movements
Alexander McKee
From the time of St. Augustine, writers have regularly relied upon words to make sense of their lives and to construct textual versions of themselves. Perhaps for this reason, autobiography has always been recognized as an important site of debate about authorship and identity. Underscoring the contradictions involved in any textual act of self-recovery, contemporary critics have raised many provocative questions about life writing. Where do we draw the line between fact and fiction in autobiography? How do the rhetorical demands of the genre affect self-narration? What obligation does the writer have to tell the “truth” in an autobiography? These are some of the questions we will take up in this class as we consider autobiography in its broadest sense as an ever-evolving literary genre that has come to include such Internet-based forms of self-writing as blogs, emails,
and tweets. As part of this project, we will read classic autobiographies by St. Augustine, Benjamin Franklin, and Olaudah Equiano. But we will also consider autobiographical works that fit less neatly into the genre, including William Wordsworth’s The Prelude and James Joyce’s A Portrait of the Artist as a Young Man. Honors students will be expected to read supplementary texts, write longer papers, and meet periodically with the professor outside of class. They will also be asked to conduct an interview with someone who has inspired them and to talk about this experience with the rest of the class. PREREQ: ENGL110. Meets with the regular section.

ENGL 394-080 (Add-On)
English Language: Rhetorical and Cultural Contexts
Deborah Bieler
Can “Aks” be a legitimate pronunciation of “Ask”? Who says “soda,” who says “pop,” and why? What are the linguistic characteristics of African American English and Spanglish? What do studies show about men’s and women’s discourse patterns? In this course, students investigate these and many other questions regarding the English language: how it evolves; how it affects and is affected by socio-cultural, economic, political, and historical factors; and how we can use this knowledge productively when interacting with others. Specifically, students gain an understanding and appreciation of language diversity across time periods, cultures, racial/ethnic groups, geographies, and social roles. Such understanding is essential for any aspiring professional; for example, teachers, writers, and editors need this awareness when working with people whose English is different from their own. In a project designed to help students apply this knowledge, we use the notion of culturally relevant pedagogy to craft critical readings of and responses to local students’ writing. Another major course project invites students to conduct a scientific inquiry into – and make an oral presentation on – an aspect of the English language that is of particular interest to them. Other course requirements include completing homework assignments such as rhetorical analyses, co-teaching a section of class, and compiling an end-of-semester course portfolio and reflection. Honors students in the course will read and discuss an additional book containing advanced methods of discourse analysis, then apply this knowledge as they choose an example of discourse, analyze it, and present their findings to their peers. PREREQ: ENGL 101, 102. Suggested PREREQ (particularly for English Ed. majors): LING101 and ENGL294. Meets with the regular section with separate weekly meeting on Tuesday from 3:30-4:30.

ENGL 480-080 (Add-On)
Seminar: James Joyce’s Works
Bernard McKenna
This intensive capstone seminar employs research presentations as the occasion for students to consolidate skills acquired in 100-, 200- and 300-level coursework. Open to Honors ENGL majors only. PREREQ: ENGL 101, 102. Section satisfies Arts & Sciences Second Writing requirement. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

ENGL 480-082 (Add-On)
Seminar: Milton
Kristen Poole
In this course we will delve into John Milton’s three great poems: Paradise Lost, Paradise Regained, and Samson Agonistes. While the course will position the poems in their seventeenth-century historical context, our main objective will be to enjoy and explore Milton’s rich poetic language and characterization. Open to Honors ENGL majors only. PREREQ: ENGL 101, 102. Section satisfies Arts & Sciences Second Writing requirement. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Entomology and Wildlife Conservation (ENWC)

ENWC 201-080 (Add-On)
Wildlife Conservation and Ecology
Kyle McCarthy
Humans are only one of the many species in the global ecosystem; however, they have a great impact on the species around them. This course discusses the basic principles of wildlife ecology with focus on the ecological and sociological importance of wildlife and their habitats. We evaluate and discuss the importance of wildlife to our past, present and future with emphasis on wildlife conservation issues such as habitat loss, endangered species, pollution, urbanization, and invasive species. Educating future generations about wildlife and conservation is critical to maintaining long-term biodiversity on our planet. In the Honors section students will develop an educational program for children at the Early Learning Center. The educational programs include a presentation and play based activities to teach children about endangered species conservation. Each Honors student will be required to teach the program to a small class of children ages 5-11 at the Early Learning Center. Additional times to be arranged. Should precede BISC 302. Meets with the regular section.

ENWC 205-080 (Add-On)
Elements of Entomology
Charles Mason
Insects up close and personal! We will study the lives of insects, emphasizing human interactions. You will learn: basic insect identification, relationships between structure and function, insect behavior, ecology, evolution, pest control, insect impact on human culture and society, historical information, and experiments that helped shape the field of entomology. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with a regular section; separate Honors discussion.

Fashion & Apparel Studies (FASH)

FASH 218-080 (Add-On)
Fashion Merchandising
Hye-Shin Kim
This course is an introduction to merchandising and retailing practices in the dynamic fashion industry. This course examines major concepts in merchandising and retailing, different industry segments that support the fashion industry, retail strategies, major market segments, and basic merchandise management activities. The Honors section will conduct research on a current topic in fashion merchandising. Open to UDHP FASH majors only. PREREQ: FASH 114. Meets with the regular section.

FASH 220-080 (Add-On)
Fundamentals of Textiles II
Huantian Cao
This course will cover fundamental concepts related to yarns, fabrics, structures, coloration and finishes. There will be an emphasis placed upon structural properties as they relate to end-use characteristics and finishing processes. It discusses environmental problems related to textile production, dyeing and finishing. An Honors project on a research topic of textiles in the form of a paper or a proposal will be required for Honors students. Open to majors only. PREREQ: FASH 215. Meets with the regular section.

FASH 233-080 (Add-On)
Fashion Drawing and Rendering
Kelly Cobb
This course is an in-depth investigation of drawing from the fashion model. Emphasis is on rendering clothing character, fabrics, and fashion details using various media, introduction to flat sketching via computer and translation of drawings to finished fashion illustration. Honors students work with the professor on an individual basis to develop a research project based on current issues and trends in fashion, technical design and/or fashion based illustration. PREREQ: FASH 133. Open to majors only. Meets with the regular section.

FASH 380-080 (Add-On)
Product Development
Martha Carper
This course examines the synergistic relationship of the processes in the apparel product development cycle with the various planning functions. The course revolves around the product development calendar and its components as well as the timing to the apparel planning process. The course builds on components from earlier courses such as the supply chain, garment assembly, textiles, sustainability, etc. Honors students will be able to explore the product development cycle in greater depth with focus on specific areas such as costing, sustainability, and specific areas of the supply chain. PREREQ: FASH 218, FASH180, and FASH 220. Open to majors only. Meets with the regular section.

FASH 419-080 (Add-On)
Social and Psychological Aspects of Clothing
Jaehee Jung
This course includes the study of clothing and appearance as important contributors to human interactions and considers the importance of clothing in individual and collective behavior. Basic concepts and theories from social psychology will be used to study how dress reflects self-images, establishes social identities, and affects interpersonal encounters. Honors students may meet with the professor outside of scheduled class time, complete an individual (instead of group) research project, and/or read and discuss a course-relevant book. Open to majors only. PREREQ: FASH 114, PSYC 100, and SOCI 201, or permission of instructor. Meets with the regular section.

FASH 430-080 (Add-On)
Apparel Brand Management and Marketing
Hye-Shin Kim
This course includes a study of the significance of brand management for fashion companies as a competitive strategy for building sales and customer base. The course covers major activities of brand management and marketing with a focus on apparel firms as well as apparel branding examined in global context due to the global nature of industry and its impact on consumers around the world. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: FASH 218 and BUAD 301. Open to majors only. Meets with the regular section.

Finance (FINC)

FINC 311-080 (Free-Standing)
Principles of Finance
Jay Coughenour
This course is the Honors section of the introductory finance class in the finance major. The Finance Department expects all eligible Honors finance majors (i.e. those with GPAs of 3.0 or higher) to take this course. It is also highly recommended for eligible Honors students in other business majors. The course covers core finance topics, including discounted cash flow, capital budgeting, risk and return, cost of capital, stock and bond, and risk management. Relative to non-Honors sections, this course includes much more case and financial news analyses, and more coverage of risk management. Open to UDHP SO, JR and SR whose majors require this course. PREREQ: ACCT 207.

FINC 314-080 (Add-On)
Investments
Richard Jakutowicz
This course examines the valuation of securities, the functioning of securities markets, and the theory and practice of modern portfolio management. Topics include advanced techniques in security valuation, standards and practices in investment management, portfolio evaluation standards, and applications using real-time data. The Honors students will work in groups to create 2 independent research reports. Each report will utilize financial modeling to generate buy/sell recommendations for equity investments. The Honors students will also present their research to the Blue Hen Investment Club which manages $1.3M in an equity portfolio for
University of Delaware. The research will be used to determine "real dollar" investments for the Investment Club portfolio. **PREREQ: FINC 311. Open to JR and SR FINC and ACCT majors only. Meets with the regular section.**

**FINC 413-080** *(Free-Standing)*  
**Advanced Corporate Finance**  
**Staff**  
This Capstone seminar course is designed to develop skill in applying the social science of finance to management issues and problems. The course's motif is "depth and breadth." The "depth" is the study of two core topics in finance: raising equity capital and managing corporate risk -- using readings, cases, and seminar discussion. The "breadth" is an ongoing analysis of the financial news, with an especially sharp eye on news about capital raising and risk management. This is a seminar-style course that will emphasize ongoing reading, exercises, cases and discussion. **Open to JR and SR majors only. PREREQ: FINC 312. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation.**

**FINC 418-080** *(Add-On)*  
**Seminar in Corporate Governance**  
**Charles Elson**  
We are in the midst of a merger of corporate law and finance that will make a fundamental impact upon corporate structure and performance. This seminar will explore the contemporary U.S. corporate governance movement from a financial, legal, and managerial perspective and its impact on, among others, the following areas of corporate controversy: stakeholder/shareholder relations, executive compensation, corporate philanthropy, corporate democracy, director responsibility and liability to shareholders, the prevention of corporate fraud and other forms of illegal conduct, and the adoption of corporate governance guidelines and their impact on corporate performance. Students will conduct an individual research paper on a governance topic of his or her choice. Guest speakers will contribute to seminar sessions. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **Open to JR and SR majors only. PREREQ: FINC 311. Meets with the regular section.**

**Foreign Languages & Literatures (FLLT)**

**FLLT 328-080** *(Add-On)*  
**Japanese Literature in Translation**  
**Rachael Hutchinson**  
The aim of this course is to investigate how the idea of the ‘Other’ has been explored in modern Japanese literature, often in contrast to the idea of the Japanese ‘Self.’ From the Meiji period (1868-1912), Japanese writers increasingly travelled abroad – to Europe on governmental scholarships and to Asia either as private travelers or as part of the Japanese colonial enterprise. We begin with the representation of foreign places such as Europe and Asia and how these places were constructed in contrast to Japan, often resulting in social and political critique of the Japanese system. The geographical boundaries of ‘Japan’ also changed with the rapidly growing empire, leading to complex and nuanced explorations of colonial identity with respect to Korea, Taiwan and Okinawa. We will examine some concrete problems that came out of these changes, such as minority discrimination, as well as the ongoing search for identity through the twentieth century. How would waves of change, through the 15-year war, the postwar Occupation, the growth of capitalism and an increasing awareness of wartime guilt and complicity affect the way identity was formulated and represented in literature? How have minority identities been represented by mainstream authors, and how have they represented themselves? We will examine the construction and representation of difference in terms of ethnicity, race, sexuality, gender, disability and religion, in major works of the Japanese literary canon. The idea of the Other forms a significant theme in modern Japanese literature, consistently visible but also consistently problematised, as writers continue to explore and contest what it means to be ‘Japanese.’ Honors students will complete a research essay and an oral presentation. **Meets with the regular section.**
FLLT 330-081 (Add-On)
Contemporary Chinese Women Writers
*Chung-Min Tu*

Through readings in feminist theories, psychology and philosophy, we will explore, through analyzing selected works by contemporary Chinese women writers, the roots of women’s sufferings and contentment, depressions and jouissance. The course will discuss how Chinese women, through the surging of repressed sexuality and desire, initiate a self-transformation both psychologically and historically in a male-dominated Chinese culture. The course provides an East-West comparative perspective for a meaningful literary and cultural study. Selected films will be shown to complement the lectures and in-class discussion. Honors students are required to read one more novel and submit a book review report to the instructor. *May be repeated for credit when topics vary. Meets with the regular section.*

FLLT 345-080 (Add-On)
Modern Israel: History & Culture
*Eynat Gutman*

Interested in the study of modern Israeli culture? This course will enlighten you in many ways. What are the origins of Zionism? Who is an Israeli Sabra? How did factors and events like the Holocaust and the Arab-Israeli conflict shape the Israeli society of today? Taught in English, the course will address such questions: through historical background and the study of film, literature and music, we try to arrive to an understanding of this complex culture. In addition to regular class requirements, Honors students will have to submit a final paper. *Cross-listed with JWST 345-080. Meets with the regular section.*

FLLT 495-080 (Add-On)
One World: Literary Perspective
*Cynthia Lees*

In this Capstone Seminar, Literary Perspectives on Cultural Diversity: Humanity under Siege, War in the Global Arena, you will read and discuss translated contemporary prose fiction from Japan, Croatia, Ivory Coast, Germany, Serbia, Argentina, and Sudan. These texts depict humanity’s darkest days: the detention and torture of enemy combatants at Guantanamo Bay; the rape of women in Bosnian death camps; the exploitation of child soldiers in Liberia; the abuse of delinquent boys in a remote Japanese village; the gassing of victims at a Belgrade concentration camp; the war crimes committed during Argentina’s “dirty war;” and the violent impact of colonialism in a borderland where Arabia melds with black Africa. These may be horror stories in the truest sense. Discussion of ethical, social, and political issues that transcend linguistic, ethnic, and geographical lines of demarcation will encourage you to identify problematic and significant questions raised by the works themselves, crossing the boundaries of culture, language, and time. All texts will be in English. The Honors students will explore how texts of social protest written in the 21st century highlight unspeakable acts of inhumanity from the basis of cutting-edge literary theory. For instance, feminist theory helps us interpret narratives that demand gender parity, and notions of carnival and transgression enlighten our reading of texts about African civil wars. Additional meetings with the professor, assignments, an additional novel, and a group presentation enrich the content of the course and provide an Honors experience within the framework of a discussion-based seminar. *This course fulfills the Multicultural Requirement and the 2nd Writing Requirement. A Capstone Seminar is required for all Foreign Language majors (including three-language majors). Please consult with your advisor in choosing a Capstone. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.*

French (FREN)

FREN 200-080 (Add-On)
Grammar and Composition
*Edgard Sankara*

This course provides a comprehensive grammar review contextualized in excerpts from literary works from French and Francophone literature. Responding to comprehension questions, writing short assignments and
essays, and completing grammar exercises from the text and workbook will foster the correct usage of the language. The Honors component of the course includes, regular meetings with the instructor, reading one short story, writing one additional paper, giving an oral presentation in class. PREREQ: FREN 107 or FREN 112. Meets with the regular section.

FREN 209-080 (Add-On)
French Conversation Through Film
Flora Poindexter
This course focuses on the development of oral proficiency in French through discussion and analysis of major French films. It will include written work and grammar review where appropriate. Honors students meet with the instructor for further discussions. Minimum grade of B in FREN 107, FREN 112, or one 200-level course. Meets with the regular section.

FREN 211-081 (Add-On)
French Reading and Composition
Karen Quandt
This course includes reading and discussion of French literature and the writing of short papers. The emphasis of the course is on improving critical reading skills and on writing formal analyses of literature. Students will be introduced to several literary movements. Honors credit involves supplementary readings, papers, and meetings outside of class with the professor. PREREQ: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). Meets with the regular section.

FREN 301-080 (Add-On)
Introduction to French Literature: Prose
Bruno Thibault
What did Montaigne have in mind when he wrote his famous Essais? Why did Rousseau pen his Confessions? Did Voltaire write anything besides Candide? What makes Chateaubriand's René a Romantic hero? Are Proust's sentences as long as you've always heard they were? This course explores French prose from the Renaissance through the twentieth century. Along the way, you'll discover the science fiction of Voltaire, experience le mal du siècle with René, take a peek at novels by Stendhal and Balzac, meet a colorful parrot in a short story by Flaubert, and examine two astonishing representations of jealousy in its extreme forms, first in an eighteenth-century gothic tale, then in a twentieth-century nouveau roman. You will learn the methods and language of literary analysis as you perform close readings and explication de texte. Honors students will be required to do more reading and genuine research for an oral presentation and paper based on this research. PREREQ: FREN 211, and any 200-level course taught in the French language, both with a suggested minimum grade of B.- Meets with the regular section.

FREN 302-080 (Add-On)
Introduction to French Literature: Poetry and Theatre
Edgard Sankara
A gladiator, returning victorious from battle, slays his sister for her lack of patriotism; a young prince succumbs to the wrath of Neptune rather than betray the confidences of his evil stepmother. Enter the world of monsters, madmen, and maidens in distress! This course explores poets and dramatists from the Renaissance through the twentieth century with particular attention to the methods and language of literary analysis through close readings and explications de texte. In this course you will learn the terminology of literary criticism, employ this terminology in critical analyses of poems and plays, and will identify recurring themes – power, love, deception, loss, patriarchy, totalitarianism – in the works studied. Honors students will complete supplementary assignments: two oral presentations of the "explication de texte" (close reading) on one poem, and on an additional play (Rhinocéros by Eugene Ionesco). In addition to presenting both works through oral presentation to the class, Honors students will hand to the instructor a three-page paper on each assignment and a typescript of the presentations PREREQ: FREN 211 and any 200-level course taught in the French language, both with a suggested minimum grade of B-. Meets with the regular section.
**FREN 350-080 (Add-On)**
Advanced Business French
*Cynthia Lees*
For students hoping to put their foreign language skills to use in business careers, this course offers the opportunity to acquire commercial vocabulary, develop the ability to speak French in a business context, communicate effectively in writing, and intelligently consume business literature. Students become familiar with French business culture through readings, discussion, individual and team projects, and interactions with guest speakers. The Honors section includes scheduled meetings with the professor and an Honors project with additional readings and an oral presentation. **PREREQ:** Any two 200-level French courses, one preferably being FREN250. Meets with the regular section.

**Greek (GREK)**

**GREK 102-080 (Add-On)**
Elementary Ancient Greek II
*Annette Gieseke*
As a supplement to learning the fundamentals of ancient Greek grammar and syntax, Honors students will be asked to conduct a research project on some facet of daily life (or some historical figure) in Classical Greece touched on in readings (from our textbook) for the course. The outcome of this research will be presented to the class and form the core of broader class discussions of Greek culture, an understanding of which is essential to provide context for the literary studies upon which the class as a whole is embarking. **PREREQ:** GREK 101 or equivalent. Meets with the regular section.

**Human Development & Family Studies (HDFS)**

**HDFS 201-080 (Add-On)**
Life Span Development
*Robin Palkovitz*
This course includes exploration and understanding of the social, emotional, cognitive, and physical development of the individual from infancy through old age in the context of the family. The small-group Honors discussion section meets regularly throughout the semester to engage in various activities designed to bring practical focus and expansion to life span constructs. *Open only to UDHP students whose majors require the course. Meets with the regular section; separate Honors discussion.*

**HDFS 201-081 (Add-On)**
Life Span Development
*Kendra Waninger*
This course includes the exploration and understanding of the social, emotional, cognitive, and physical development of the individual from infancy through old age in the context of the family. In addition to the main requirements for this course, Honors students will participate in a bi-weekly discussion section which include oral presentations by students to further explore life span development issues. Honors students will also prepare a written assignment focused on their oral presentation. *Open only to UDHP students whose majors require the course. Meets with the regular section; separate Honors discussion.*

**HDFS 202-080 (Add-On)**
Diversity and Families
*Bahira Sherif-Trask*
This course examines American families from a variety of historical, methodological, and theoretical perspectives. In particular, this course focuses on the demographic and social changes that American families have undergone, as well as the causes and consequences of these changes. Furthermore, this course emphasizes differences between families based on gender, race, ethnicity, and socio-economic status. Issues of globalization
will also be examined. Honors section participants will supplement the regular class materials with several extra readings. These readings will be discussed as part of a Sakai online forum. In addition, Honors members will write a research paper on a topic of their choosing. *Meets with the regular section.*

**HDFS 235-080 (Add-On)**  
**Survey in Child and Family Services**  
**Norma Gaines-Hanks**  
This course is designed to help students understand the scope of human service agencies that focus on the needs of children and families. Upon completion of the course, students will be aware of current problems facing children and families, identify "best practice" approaches to helping children and families, and understand how diversity among children, families, and communities can inform service delivery. Course readings, assignments, and methods of evaluation are individually tailored to needs and interests of Honors students. Honors students will complete a research project focused on a specific issue related to children and their families. The project will involve writing a research paper, conducting site visits to targeted agencies, and must include a cross-cultural component. The final project will be presented to peers in scheduled sections of HDFS 235. In addition to meeting with the regular section, Honors students will schedule regular meetings with the professor to discuss the topic under study and assess progress. *Open only to those students whose majors require the course. Not open to freshmen. Meets with the regular section; separate weekly meeting with professor.*

**HDFS 422-080 (Add-On)**  
**Capstone: Family Relationships**  
**Julie Wilgen**  
This course will discuss interpersonal relationships and issues in courtship, marriage, and the family in contemporary society. Course objectives include: understanding of current issues in theory and research used in the study of the family and the development of family policy; historical and current views of family process and functioning and awareness of multicultural and cross-cultural issues; and directions for the future trends in families important to family study and policy development. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. PREREQ: HDFS 202 or permission of instructor. Meets with the regular section.*

**HDFS 481-080 (Add-On)**  
**Capstone: Student Teaching Seminar**  
**Lynn Worden**  
This course is a discussion-oriented and problem-solving seminar with emphasis on role and contributions of the early childhood education professional. Includes introduction to teachers as researchers and completion of public presentation. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. COREQ: EDUC 400. Open to UDHP SR ECE majors only. Requires permission of instructor. Meets with the regular section.*

**History (HIST)**

**HIST 101-080 (Add-On)**  
**Western Civilization to 1648**  
**Lawrence Duggan**  
This course is an introductory survey tracing the political, social, economic, and cultural development of Western civilization from late antiquity to the end of the Thirty Years’ War in 1648. Honors students will choose a relevant additional book and learn how to read and write about it in several different ways. *Meets with the regular section.*
HIST 102-080 (Add-On)  
Western Civilization: 1648-Present  
John Bernstein  
This course covers the principal political, social, economic, and cultural developments in Western Civilization since the middle of the 17th century. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *Meets with the regular section.*

HIST 135-080/080D (Add-On)  
Introduction to Latin American History  
Eve Buckley  
This course introduces students to the history of Latin America, from the conquest period to recent times. Topics include preconquest societies, Iberian colonization and colonial society, the transition to independence, nineteenth century modernization, urbanization, revolutionary political movements of the twentieth century, and the region’s changing relationship to the United States. The format is twice-weekly lectures and smaller weekly discussion meetings, during which students analyze primary source materials and film clips. The Honors section will have 2-3 extra discussion meetings during the semester (scheduled at a mutually convenient time), allowing us to explore course topics in more depth. In addition to the three essay exams and one response paper required of all students in the class, Honors students submit two additional response papers based on added assigned reading and participate in an online forum to discuss other brief additional readings throughout the semester. *Meets with the regular section.*

HIST 206-082/082D (Add-On)  
US History since 1865  
Jonathan Russ  
This course is a survey of US history from 1865-present. Although it will touch upon a wide variety of topics, the course pays particular attention to politics, economics, and social movements during the era. In addition to class lectures, the Honors section shall meet weekly with the professor for discussion of class reading assignments and films. In addition, Honors students shall write a 5-7 page research paper on a topic of their choice related to the course. *Meets with regular section.*

HIST 241-080 (Add-On)  
History of Christianity  
Dan Callahan  
This is a survey of the evolution of the Christian Church from its origins until the decline of the papacy in the late thirteenth century. Lectures will examine such topics as St. Paul and apostolic Christianity, the conversion of Constantine, the varieties of Christian monasticism, Christianity in a feudal society, the rise of the papacy and papal monarchy, and non-Western Christian observances. Two one-hour examinations and a final exam are required. Students in the Honors section will also write a paper based on their research on an aspect of the medieval Church. *Meets with regular section.*

HIST 268-085 (Add-On)  
Seminar: The Eighteenth Century Consumer Revolution  
Cathy Matson  
This course will explore how households and private lives changed in the eighteenth century through the changing ways they dressed, prepared food, organized work in their homes, shopped in public markets, and traded with each other over long distances during this era. Students will: read and discuss assigned materials, learn how to conduct research and interpret printed documentary sources, learn how to “read” images that help explain our themes, and write a research paper. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *Open to Honors HIST majors only. Meets with the regular section.*
HIST 291-080 (Add-On)
Women’s History Through Film (1 credit)
Kathleen Turkel
See course description for WOMS 291-080. Cross-listed with WOMS 291-080. This is a short course. Meets with the regular section. HIST 291-080 meets with HIST 291-010 on Tues. from 7:00 p.m. to 9:00 p.m. in KRB204. Honors students continue meeting in KRB204 on Tues. from 9:00 p.m. to 10:00 p.m. May be repeated for credit when topics vary.

HIST 307-080 (Add-On)
The US in the Early National Period, 1789-1825
Christine Heyrman
History 307 traces the development of the United States from the 1780s through the 1820s, turbulent decades which witnessed transformations in every sphere of life. The federal Constitution converted a confederation of sovereign states into a national republic, as political leaders struggled to unify a diverse people, to create stable governments, and to fend off challenges from Britain, France, and Spain. The rise of competing political parties fostered the emergence of a more participatory civic life and intense partisan divisions. The expanding western boundaries of the new republic met with resistance among Indian nations between the Appalachians and the Mississippi and fueled hostility between the white inhabitants on the frontier and those along the Atlantic coast. Over the same decades, slavery became more entrenched in the South, even as it gradually withered in the North. As a result, sectional divisions between North and South deepened, and an organized opposition to— and defense of— slavery began to take shape. Finally, differences over religion often erupted into controversy: while many of the founders sought a stricter separation of church and state and hoped to promote religious beliefs which prized reason over biblical revelation, evangelical Christianity steadily gathered popular support and reconfigured the ideals of womanhood, manhood, and the family among a growing white middle class. Our class format will consist of about one-half informal lecture and one-half discussion based on a close reading of assigned primary and secondary sources. Honors students will read two additional secondary works and discuss them as a group. Meets with the regular section.

HIST 337-080 (Add-On)
Topics in American History: Among the Americans
Guy Alchon
To take the measure of contemporary American life is to launch upon an adventure in moral imagination. It is also to enter upon a longstanding conversation about American virtue and default, about evil done and denied, about the things worth saving, and about the circumscribed fate of Americans without money enough to matter. This then is conversation of the best sort, at once alert, discerning, and unafraid of judgment. Those students who rise to these requirements will also rise into an adult seriousness, into a sensibility better able to measure the promises of American life. The Honors course component requires a commitment to a further hour of weekly conversation with a deeper discussion of the readings and the questions they raise. May be repeated for credit when topics vary. Meets with the regular section.

HIST 343-080 (Add-On)
Europe in the Central Middle Ages, 1050-1351
Dan Callahan
This course will provide a survey of political, social, cultural, and economic developments in Europe between 1050 and 1350. Honors students are required to write a research paper that will be at least fifteen pages in length and should consult regularly with the professor in its development. Meets with the regular section.

HIST 345-080 (Add-On)
Reformation Europe
Larry Duggan
This course examines religion in the realms of thought and action during the rise of early modern Western civilization: the witch-craze, the scientific revolution, the Reformation, the Counter-Reformation and their
impact on the behavior and perceptions of people by 1650. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

HIST 356-080, 081 (Add-On)
Modern European Intellectual History
John Bernstein
This course will attempt to summarize the nature of the "crisis of values" in modern culture and the attempts to meet it from English Romanticism and German Classicism through to Existentialism. Readings will be in Marx, Mill, Huxley, and Bauman. Honors students will meet at least three times at the professor's home for discussion of the course material and write a somewhat longer term paper than non-Honors students. Section 081 only satisfies the 2nd Writing Requirement. Meets with the regular section.

HIST 377-080 (Add-On)
Radicalism and Revolution
Rudolph Matthee
This course will explore the contexts, dynamics, structures and ideologies of a number of Islamic movements which since 1700 have arisen in the Middle East and the wider Islamic world. It seeks to provide a historical framework for a better understanding of the modern expression of Islamic “fundamentalism” on the basis of examples in the past as well as in the present. Emphasis will be placed on Egypt, Lebanon, Iran, and Palestine in the modern period, as well as on the more recent phenomenon of "global jihad." Requirements include lectures, documentaries, fifteen-page paper, midterm and final. The Honors component will consist of a more extensive research paper and additional discussion. Meets with the regular section.

HIST 411-080 (Add-On)
Seminar in American History
Guy Alchon
Topics vary per term. Recent topics include Jefferson and His Time, Women in 20th Century America, The Nightmare Years: The U.S. 1960-1980, American Religious History and Conservatism in Recent America. The Honors course component requires a further hour of weekly conversation with a deeper discussion of the readings and the questions they raise. PREREQ: HIST 268. This course satisfies the Honors Degree Capstone requirement when taken in one of the last two semesters prior to graduation. Open to HIST majors only, except with permission of instructor. Meets with the regular section.

HIST 475-080 (Add-On)
Seminar in Modern European History: 20th Century Europe
David Shearer
This is an in-depth research and writing seminar in Russian and Soviet history. Each student will select a research and writing topic, based on the student's interests and in consultation with the professor, and she or he will spend the semester reading in that topic. Students will work individually with the professor on their topics, but the class will also meet periodically for progress reports, discussion, and final presentations. In the course of the semester, each student will produce, in addition to class presentations, an outline, a draft, and a final version of a paper. Grades will be based in part on class presentations, but mostly on a final paper that will be approximately 25 pages in length. Note: The course presumes at least a survey knowledge of Russian, Soviet, or European 20th-century history. Otherwise, permission of instructor is needed to participate. PREREQ: HIST 268. This course satisfies the Honors Degree Capstone requirement when taken in one of the last two semesters prior to graduation. Open to HIST majors only, except with permission of instructor. Meets with the regular section.

Hotel, Restaurant & Institutional Management (HRIM)

HRIM 187-080 (Add-On)
Introduction to Hospitality Information Management
Muhammad Baqir
This course provides an overview of the information systems and technology applications used in the hospitality industry to support operations and management decision-making. It also covers hospitality specific software applications. Honors students are encouraged to develop an instructor directed but student-initiated Honors project. The project could take different forms depending on the preference of the student and professor's view of the usefulness of the project. Some examples from the past student projects include the following: (1) a term paper, (2) field work, (3) a series of interviews culminating in a report, (4) researching case studies, (5) a review of current literature, etc. The workload for the Honors component is roughly 25-28 hours a semester. Open to HRIM majors only. Meets with the regular section.

HRIM 346-080 (Add-On)
Travel Internet Marketing
Srikanth Beldona
The Internet has transformed the way in which hospitality and travel marketers approach operations, channels and customers. Apart from the emphasis on theoretical foundations, students will engage in real world scenarios either through interactive lectures, problem solving sessions, and research oriented presentations. The Honors components comprises a research project that requires students to engage in real world synthesis of integrated online marketing campaigns engaged by award winning travel research firms. Meets with the regular section.

HRIM 480-080 (Add-On)
Human Resource Management in the Hospitality Industry
Ali Poorani
HRIM 480 involves managing human capital in hospitality organizations. It includes 8 action learning projects addressing such competencies as: fairness and inclusion in the work place; work expectations; talent management and acquisition; employee engagement; and emotional intelligence. This course employs a blended learning format to accommodate all learning styles. Included are multimedia, action learning, and eLearning. Honors projects are field-based and require working with establishments or their employees involving real HR topics. In addition to course requirements, Honors students will conduct a mini research project in an aspect of human capital and present their findings to the class and or other venues at the University. Open to JR & SR majors only. Meets with the regular section.

Italian (ITAL)

ITAL 200-080 (Add-On)
Italian Grammar Review
Laura Salsini
This course, taught in Italian, intends to consolidate and improve language skills acquired by students in 100-level courses. A series of conversations and oral presentations about Italian life and current events will foster proficiency. Magazines, newspapers, films, videos, and transparencies will be used to gain a better understanding of Italian culture. Grammar will be reviewed when appropriate. In addition to the regular course requirements, Honors students will also be responsible for an oral presentation approximately halfway through the semester and a written composition at the end of the semester. PREREQ: ITAL 107. Meets with the regular section.

ITAL 205-080 (Add-On)
Italian Conversation
Giogio Melloni
You’re so close to proficiency in Italian! Consolidate your hard-earned language skills in a series of conversations and oral presentations, with grammar review and written work when appropriate. Students will discuss current events along with material from film, the internet, and other sources. Honors students will complete an extra oral presentation as well as a written assignment. PREREQ: minimum grade of B in ITAL 107, or one 200-level ITAL course. Meets with the regular section.
ITAL 211-080 (Add-On)
Italian Reading & Composition: Short Fiction
Riccarda Saggese
Let the masters of the Italian short story teach you to write! This course emphasizes vocabulary acquisition and written expression. Students will read and discuss short works of literature and film. You will improve your writing skills, add to your rich stock of conversation topics in Italian, and begin your love affair with contemporary Italian authors. Honors students will read two short novels, chosen in consultation with the professor. For each of them the students will prepare an oral presentation, a brief biography of the authors, and a short paper. PREREQ: ITAL 200, 205 or 206. Meets with the regular section.

ITAL 305-080 (Add-On)
Advanced Italian Conversation and Composition
Giorgio Melloni
Even though you speak and write in Italian, you might not be comfortable among high-spirited Italians engaged in discussing, for example, their favorite topics of love, religion and politics. This course will familiarize you with the current interests of Italians and the latest forms of the language through a multi-media presentation of present-day Italian life and culture. Oral and written assignments, including summaries, paraphrases, commentaries, interpretations, etc., will entitle you to participate in discussions with native speakers. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: ITAL 211 or ITAL 212. Meets with the regular section.

ITAL 326-080 (Add-On)
Italian Civilization and Culture II
Riccarda Saggese
This course is a survey of the major cultural, social, and political developments in Italy from its Unification to the present. Honors students will complete additional assignments over the course of the semester (including readings, summaries, and brief presentations). In consultation with the professor, Honors students choose a topic to research over the course of the semester, culminating in an article presentation, an in-depth final presentation, and a 5-pg final paper detailing their findings. PREREQ: ITAL 211 or ITAL 212. Meets with the regular section.

Japanese (JAPN)

JAPN 201-080 (Add-On)
Advanced Intermediate Japanese I
Mutsuko Sato
This course is specifically designed for students who have successfully completed JAPN 107 and wish to further their skills to effectively use the Japanese language. Classroom time will be spent learning how to use old and new grammar forms effectively and naturally in context. Students are expected to perform their acquired language skills in written tests and oral interviews. Honors students will be required to attend cultural events and create a project related to Japan. PREREQ: JAPN 107. Meets with the regular section.

JAPN 202-080 (Add-On)
Advanced Intermediate Japanese II
Chika Inoue
This course covers the last five chapters of Genki II text book. Students learn to use various grammatical forms to convey different nuances. Classes are conducted in Japanese. Activities include oral presentations and essays on various topics. About 80 additional Kanji will be introduced. Honors students must complete a project before midterm (topic must be approved by the instructor before the end of drop/add period) and an additional oral presentation before the final exam week starts. PREREQ: JAPN 201 or 206. Meets with the regular section.
JAPN 204-080 (Add-On)
The Art of Japanese Calligraphy
Chika Inoue
This is an introductory course in the art of Shodo, Japanese calligraphy. Students will learn the esthetics and styles of traditional calligraphy through exposure to works done by masters and develop basic brush technique through rigorous practice. Once the rudimentary technique is mastered, students will move on to Japanese Kana poems, such as haiku and tanka, and Chinese Kanji poems. Abstract Shodo is also explored. Honors students have to complete an additional project. The topic is selected by the student and must be approved by the instructor. **PREREQ:** JAPN 105 or knowledge of Japanese characters. *Does not satisfy Arts & Sciences Language requirement.* Taught in English and Japanese. Meets with the regular section.

JAPN 209-080 (Add-On)
Intermediate Situational Japanese
Chika Inoue
In this course students practice using Japanese through oral reports on a variety of topics, including family, school, and work life. There will be an emphasis on improving conversational skills for social situations requiring different politeness levels. The four skills of listening, speaking, reading, and writing in Japanese are studied through various other activities such as games, role playing, short essays, written homework, and kanji quizzes. Classes tend to be small and students receive lots of one-on-one attention during many different kinds of language-learning activities. This course continues and finishes the Genki vol. 2 textbook. Honors students will complete an additional project. The topic is selected by the student and must be approved by the instructor. Possible topics include translations and speech contest appearance. **PREREQ:** ONE of following: JAPN200, 201, 202, 205, 206. Meets with the regular section.

JAPN 305-080 (Add-On)
Japanese Conversation and Composition
Chika Inoue
This course includes discussion of current cultural, social and political topics in Japanese. Topics include vocabulary building, grammar exercises and frequent compositions. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. **PREREQ:** THREE of the following: JAPN200, 201, 202, 205, 209 or ONE of the following: JAPN301, 355, 306. Meets with the regular section.

JAPN 455-080 (Add-On)
Japanese Translation Theory & Practice
Rachael Hutchinson
This course builds on work the students have done at the 300-level, but is focused on reading real Japanese rather than working from a textbook. Students will practice skills such as reading and translation using a combination of magazine and news article. **PREREQ:** Two 300-level Japanese courses. Meets with the regular section.

Kinesiology and Applied Physiology (KAAP)

KAAP 220-080 (Add-On)
Anatomy and Physiology
Tyler Richardson
This course is designed to introduce the structures of the human body and their functions. Specifically it will examine the functional interrelationships and dynamic implications for tissues, organs, and systems. Primary emphasis will be placed on the muscular, skeletal, integumentary, nervous, and cardiovascular systems. Through lectures, readings, clinical examples, illustrations, and demonstrations students will gain a strong foundational knowledge of human anatomy and physiology. The Honors students will meet with the regular section and have several extra meetings throughout the semester. The additional Honors meetings will involve hands on laboratory experiences to emphasize the meaning and significance of musculoskeletal movements; these may include utilization of human cadavers, prosected human specimens, dry
biological materials, models, EMG and electrophysiological demonstrations, and biomechanical demonstrations. Meets with the regular section.

**KAAP 240-080/080L (Add-On)**
**Introduction to Athletic Training**
*Keith Handling*
This course is an orientation to athletic training as a career in the health care industry and an introduction to the prevention and care of injuries in the physically active population. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ: KAAP220. COREQ: HESC220. Open to Athletic Training Interest (ATI) students only. Not open to students who have taken HESC305. Meets with the regular section.**

**KAAP 305-080 (Add-On)**
**Fundamentals in Sports Health Care**
*Keith Handling*
This course introduces students to the major domains of athletic training/sports medicine: injury prevention, injury recognition evaluation, rehabilitation. Honors students will be required to attend weekly discussions with sports medicine professionals to expand on sports medicine topics presented in class. Advanced topics will include orthopedic evaluation, diagnostic tests, surgical procedures, rehabilitation protocols, and cadaver anatomy reviews. **PREREQ: KAAP 220 or 309. Meets with the regular section.**

**KAAP 310-080/081L (Add-On)**
**Pre-Clinical Anatomy & Physiology II**
*David Edwards*
This course will study structure and function of the human body for pre-professionals in clinical and allied health fields with an emphasis on endocrine, circulatory, respiratory, digestive, and urinary systems. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ: BISC207, BISC208, CHEM103, CHEM104, and KAAP309. To enroll in this course you must complete the Honors Course Request Form. Meets with the regular section.**

**KAAP 400-080 & 081 (Add-On)**
**Research Methods**
*Slobodan Jaric*
This course represents the introduction to research on health and physical activity, including types of research, research design, matching appropriate statistical tools with research designs, research writing style and format, and ethical issues related to research. Honors students will be required to attend research seminars and write reports that analyze the seminars' content. They will also be required to write a research proposal and present it to the class for discussion. **PREREQ: STAT 200, MATH 201, PSYC 209 or KAAP 200. Open only to SR majors in EXSC and the HS Occupational Therapy track. This course satisfies the Honors Degree Capstone requirement if taken in one of the last two semesters prior to graduation. Meets with the regular section.**

**KAAP 407-080 (Add-On)**
**Prevention and Recognition of Athletic Injuries**
*Keith Handling*
This course covers procedures for preventing, diagnosing, treating and rehabilitating athletic injuries. Emphasis is on the early detection of both nature and extent of injury. **PREREQ: KAAP480 and 481. RESTRICTIONS: Open to ATI majors only.**

**KAAP 420-080/080L (Add-On)**
**Functional Human Anatomy**
*David Barlow*
This course covers anatomical individuality, functional significance and human performance interpretations involved through cadaver dissection focusing on muscular, skeletal, nervous, and circulatory systems. Laboratory experience emphasizes meaning and significance of musculoskeletal movements and utilizes cadaver dissection and prosedected biological specimens, models, x-rays, dry biological materials and other aids. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** KAAP 220 or 309. **Open to athletic training majors and to Honors exercise science majors. Others by consent of instructor. Meets with the regular section.**

**KAAP 425-080/080L (Add-On)**  
**Biomechanics of Human Motion**  
*Todd Royer*  
This course includes the study of the fundamental mechanical principles governing the human body in motion and at rest, including application of statics and dynamics in the quantitative analysis of sport and exercise. **PREREQ:** KAAP220 or 309. **RESTRICTIONS:** Open only to students in the athletic training major, health and physical education major, figure skating coaching minor, and strength and conditioning minor. Meets with the regular section.

**KAAP 426-080/080L (Add-On)**  
**Biomechanics I**  
*Todd Royer*  
This course includes the application of mechanical principles in the study of the human musculoskeletal system, including analysis of joint forces, as well as the mechanical properties of bone, muscle, and connective tissues. In addition to regular coursework, Honors students identify a biomechanics research question, collect/process/interpret data, share/discuss results with peers, and write an abstract of their research. **PREREQ:** PHYS201 or 207; KAAP 309. **Open to EXSC majors only. Meets with the regular section.**

**KAAP 430-080/080L (Add-On)**  
**Exercise Physiology**  
*Michelle Provost*  
This course analyzes the study of the integration of human physiological systems in the performance of exercise, work, and sports activities and under the influence of environmental stressors. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** KAAP220 or KAAP310 or BISC276 or BISC306. **Open only to majors and minors in EXSC, ATI, HS, and HS Occupational Therapy or Strength and Conditioning. Meets with the regular section.**

**KAAP 434-080 (Add-On)**  
**12-Lead ECG Interpretation**  
*Michelle Provost*  
This course covers the study of all aspects of electrocardiography including arrhythmia identification, rate determination, axis deviation, heart blocks, hypertrophy, and myocardial infarction patterns. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** KAAP 430. **Open to majors only. Meets with the regular section.**

**KAAP 481-080 (Add-On)**  
**Lower Extremity and Spine Evaluation**  
*Thomas Kaminisk*  
This course is intended to provide the student with the necessary background information to conduct a thorough initial clinical evaluation of lower extremity injuries commonly sustained by the physically active population. In addition, non-orthopedic conditions involving the athlete will be discussed. From this evaluation the student should be able to formulate an impression of the injury for the primary purposes of administering proper first aid and emergency care and making appropriate referrals to physicians for medical diagnosis and medical treatment. Students must integrate anatomical structures to provide a basis for critical decision-making in an injury management environment. Throughout the course of the semester Honors students will complete several
“required readings” that are posted on the class Sakai site. In addition to reading these articles, students will be required to provide the instructor with a 1-2 page type-written (double spaced) summary of these articles. They will provide the class with a brief 5-10 minute PowerPoint presentation highlighting the important aspects of one of the supplementary articles and share their knowledge of the topic with classmates. Additionally, Honors students will spend 1 hour each week working on an individual project by serving as a research assistant providing assistance with data collection or data entry efforts in the Athletic Training Lab. PREREQ: KAAP 220 and 240. Open to ATI majors only. Meets with the regular section.

Latin (LATN)

LATN 202-080 (Add-On)
Intermediate Latin Poetry
Daniel Lees
This is a course in translating Latin poetry by various authors from antiquity. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: LATN 201 or equivalent. Meets with the regular section.

LATN 302-080 (Add-On)
Advanced Intermediate Poetry
Daniel Lees
This is a course in translating Latin poetry. This year’s topic is Horace. Please contact the instructor for the specific Honors component and the grading rubric for the Honors work. PREREQ: LATN202 or equivalent. Meets with the regular section.

LATN 402-080 (Add-On)
Advanced Latin Poetry
Daniel Lees
This is a course in translating Latin poetry. This year’s topic is Horace. Please contact the instructor for the specific Honors component and the grading rubric for the Honors work. PREREQ: LATN301 and 302 or equivalent. Meets with the regular section.

Leadership (LEAD)

LEAD 100-080 (Add-On)
Leadership, Integrity and Change
James Morrison
This course introduces students to concepts and theories of leadership to help them develop the skills essential to becoming leaders in the workplace, community, and society. The purpose of the “Leadership, Integrity, and Change” course is to set the foundation for later learning about leadership by introducing the following ideas in theory and practice: (a) one’s identity and potential as a leader, (b) definitions and basic theories of leadership, (c) the variety of leadership practices within a context of practice, and (d) leadership vision and influence in a change and improvement process. The theoretical foundation for this course interweaves: (a) formation of self-identification and self-awareness as a leader, (b) development of applied knowledge and skills, and (c) real-world application of effectively functioning as both a follower and a leader. In other words, this course asks that you learn about yourself, understand others, have fun, and acquire skills and perspective that will serve you well throughout and beyond your college years. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

LEAD 200-080 (Add-On)
The Leadership Challenge
Anthony Middlebrooks
This course explores how leaders take on the challenge of mobilizing others to transform visions into reality. It provides a more in depth examination of leadership theory and how that theory informs various individual and organizational practices. Students will learn methods to develop a shared vision, processes to strategically facilitate change, and examine ethical facets of leadership. Honors students will play a special integrating role within the class. *Meets with the regular section.*

**LEAD 300-080 (Add-On)**

**Leadership, Creativity and Innovation**

*Anthony Middlebrooks*

This course provides students with the theoretical bases of leadership, creativity, and innovation that inform the effective practice of leadership. The course emphasizes creativity theory and research, models of innovation, and the application of leadership to foster innovation. The nature and nurture of creative thinking as a precursor to effective organizational leadership and innovation underlies the course. Students will understand the nature of creativity in research, theory, and practice; explore and recognize the characteristics of innovation in organizations, understand the role of leadership in creating conditions for innovation, at both the individual and organizational system levels; and enhance their ability to think creatively, and apply that creative thinking strategically. Honors students explore and expand divergent thinking capacity, and share that knowledge with the class through activities and research. *PREREQ: LEAD 100 or permission of instructor. Meets with the regular section.*

**Legal Studies (LEST)**

**LEST 210-080 (Add-On)**

**The Law and You (1 credit)**

*Aaron Fichtelberg*

LEST 210 is a one-credit, pass/fail series of lectures on law-related topics. The speakers are lawyers, judges, and other legal professionals or scholars. Each speaker talks about his/her area of law and provides examples of important issues within that area. Among the topics normally covered in the course are corporate ethics, careers in foreign service, criminal prosecution and defense, the death penalty, and how to succeed in law school. Students taking the course for Honors credit are expected to attend the class meetings, attend a law-related event outside of class time (each student chooses among several possibilities), and answer two essay questions on a final examination. *Meets with the regular section.*

**Linguistics (LING)**

**LING 101-080 (Free-Standing)**

**Introduction to Linguistics I**

*Ya-Ping Tsai*

This course covers the nature of language: structure of sounds, words, sentences, and meaning; relationships of language and society, culture, and thought. Emphasis is placed on language universals and variation both within and between languages, including non-Western and non-white varieties. *Open to all UDHP students. Section satisfies University Multicultural Requirement.*

**Mathematical Sciences (MATH)**

**MATH 243-080/080D (Free-Standing)**

**Analytic Geometry & Calculus C**

*Rakesh*

This course is a continuation of MATH 242 Honors. As such, we will use a variety of sources and non-traditional problems, together with both group and individual projects to illustrate and clarify the very rich and robust mathematical constructs that arise when dealing with functions of several variables. Specific topics include, but are not limited to, vector calculus, partial derivatives, multiple integration, line and surface integrals,
and series. **PREREQ:** MATH 242 Honors or permission of instructor. To enroll in this course you must complete the Honors Course Request Form.

**MATH 535-080 (Free-Standing)**

**Partial Differential Equations**

**Staff**

Partial differential equations (PDEs) are mathematical structures that arise in many physical contexts, including heat transfer, fluid flow, electrostatics, and vibration. In this course, we will motivate some basic partial differential equations from common processes, and then delve deep into their mathematical properties. This course will cover parabolic, elliptic and hyperbolic PDEs as well as successful techniques for their solution including Fourier series, more general orthogonal functions and Green’s functions. **PREREQ:** MATH302 or 342 or 352.

**Mechanical Engineering (MEEG)**

**MEEG 112-080 (Add-On)**

**Statics**

*Jennifer Buckley / Joshua Hertz*

This course offers a fundamental approach to recognize, idealize, and solve problems involving rigid bodies in static equilibrium using scalar and vector techniques. The Honors section will include a series of challenging projects that explore the use of computer simulations, connect the classroom lessons to real-world settings, and introduce advanced topics. **COREQ:** MATH 242 and PHYS 207. Open to first-year UDHP MEEG majors only. Meets with the regular section.

**MEEG 112-081 (Add-On)**

**Statics**

*Jennifer Buckley / Joshua Hertz*

This course offers a fundamental approach to recognize, idealize, and solve problems involving rigid bodies in static equilibrium using scalar and vector techniques. Honors students will have a series of challenging projects that explore the use of computer simulations, connect the classroom lessons to real-world settings, and introduce advanced topics. **COREQ:** MATH 242 and PHYS 207. Open to first-year UDHP MEEG majors only. Meets with the regular section.

**MEEG 202-080 (Add-On)**

**Computer-Aided Engineering Design**

*Jennifer Buckley*

This course introduces computer-aided mechanical engineering design by developing student's ability to 1) think visually, 2) communicate spatial information to an engineering audience through parametric solid modeling drafting standards, and 3) begin to recognize connection between a virtual design and an actual component. Please contact the instructor for the specific Honors component and the grading rubric for the Honors work. Meets with the regular section.

**MEEG 342-080 (Add-On)**

**Heat Transfer**

*LP Wang*

This course covers conductive, convective, and radiative heat transfer. It covers finite difference methods for solving transient, multi-dimensional problems numerically, and an analysis of fins and heat exchanges. Honors students will have to work on a project on how they can apply the heat transfer principles to a selected application. The Honors students will be called upon during the discussion session to work in small groups with other students using the problem based learning approach. Honors students will also write a short paper on analysis of a real-world heat transfer application (e.g., energy loss from a building, air-conditioning, weather phenomena). **PREREQ:** MATH 341, 352, and 353. Open to majors only. Meets with the regular section.
Medical Technology (MEDT)

MEDT 401-080 (Add-On)
Clinical Physiological Chemistry I
Mary Ann McLane
The results of clinical laboratory testing are of interest to many different clients: primary clinicians (who use the information to diagnose or monitor therapy), legislators (who make state and federal budget decisions on the accessibility of laboratory testing), as well as patients themselves, who are increasingly becoming involved in managing their own healthcare. Honors students will explore the growing role of clinical laboratory professionals as patient advocates and provide insights into the legal, ethical, and "user-friendly" aspects of responding to questions about clinical laboratory testing. Students will answer actual patient questions submitted through the American Society of Clinical Laboratory Science (ASCLS) Consumer Webpage to delve more deeply into topics covered in clinical chemistry lecture. They will attend the Annual Legislative Symposium in Washington, D.C. for 2 days in March. PREREQ: BISC208 and CHEM 104. Meets with the regular section.

MEDT 406-080 (Add-On)
Medical Microbiology
Donald Lehman
Continuing education is an important part of working in a medical laboratory, and clinical laboratory scientists are often encouraged to give presentations to their peers. The goal of this Honors course is to present students with curriculum theories in planning a presentation. Developing learning outcomes, objectives, and concept maps will be stressed. Using knowledge gained from lectures, reference materials, and discussions with the instructor, students will develop and present a topic on an aspect of medical microbiology. Open to MEDT majors only. Not open to Medical Technology Interest students. PREREQ: BISC 208 and CHEM 104. Meets with the regular section.

MEDT 473-080L (Add-On)
Clinical Chemistry Practicum
Leslie Allshouse
This course includes supervised experience in the application of laboratory theory and techniques in clinical chemistry. The Honors section includes a unique "Enrichment Experience" and a biweekly discussion not included in the traditional clinical practicum. Due to the diversity of the clinical sites (large hospitals, community hospitals, reference laboratories) that are utilized for clinical practicums, the Honors experience will be arranged individually with instructor. Open to SR MEDT majors only. PREREQ: MEDT 403 and MEDT 413. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

MEDT 475-080L (Add-On)
Clinical Hematology Practicum
Leslie Allshouse
This course includes supervised experience in the application of laboratory procedures in hematology. The Honors section includes a unique "Enrichment Experience" and a biweekly discussion not included in the traditional clinical practicum. Due to the diversity of the clinical sites (large hospitals, community hospitals, reference laboratories) that are utilized for clinical practicums, the Honors experience will be arranged individually with instructor. Open to SR MEDT majors only. PREREQ: MEDT 405 and MEDT 415. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

MEDT 477-080L (Add-On)
Clinical Microbiological Practicum
Leslie Allshouse
This course includes supervised experience in the application of laboratory procedures in diagnostic microbiology. The Honors section includes a unique enrichment experience and a biweekly discussion not included in the traditional clinical practicum. Due to the diversity of the clinical sites (large hospitals, community hospitals, reference laboratories) that are utilized for clinical practicums, the Honors experience will be arranged individually with instructor. Open to SR MEDT majors only. PREREQ: MEDT 430 and MEDT 431. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

MEDT 479-080L (Add-On)
Clinical Immunohematology Practicum
Leslie Allshouse
This course includes supervised experience in the application of laboratory procedures in immunohematology. The Honors section includes a unique enrichment experience and a biweekly discussion not included in the traditional clinical practicum. Due to the diversity of the clinical sites (large hospitals, community hospitals, reference laboratories) that are utilized for clinical practicums, the Honors experience will be arranged individually with instructor. Open to SR MEDT majors only. PREREQ: MEDT 420 and 421. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Music (MUSC)

MUSC 195-080/081 (Add-On)
Harmony I
Daniel Stevens / Russell Murray
This course includes a review of music fundamentals. Topics include: diatonic harmony including part-writing with keyboard application, chord structures and functional relationships, and basic melodic and contrapuntal compositional techniques. Activities will include writing, playing, and analysis. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: Must pass departmental music theory placement test. Open only to MUSC majors and minors only. Meets with the regular section.

MUSC 311-080 (Free-Standing)
Music History: 400 through 1600
Russell Murray
This course covers the history of musical style and theory in the Middle Ages (5th through 16th centuries) and the Renaissance (15th and 16th centuries). The Honors section provides the opportunity for a more focused exploration of musical, theoretical, or cultural aspects of the music studied in the class. In addition, students will conduct independent research and make class presentations. PREREQ: grade of C- or better in MUSC 211 or permission of instructor.

Music Education (MUED)

MUED 391-080 (Add-On)
Aesthetics and Education
Liz Pemberton
Students will learn about aesthetics and the arts (visual arts, music, dance and theater) by observing visiting artists, visiting local art museums, attending musical, dance, and/or theatrical performances, and examining artifacts in person and online. In addition, students will learn how to create works of art in the various genres. A third goal is for students to learn how to integrate the art forms into teaching core curriculum areas in grades K-12. In order to do so, students will become familiar with the educational standards in the core content areas of Art, English, Math, Science, and Social Studies. Students taking the course for Honors credit will not only create integrated art lesson plans, but will also teach the lessons to local students. They will reflect on what went well with the lessons
and how they would need to be modified if taught again. Students will present this information to the rest of the class. *Meets with the regular section.*

**Neuroscience (NSCI)**

**NSCI 320-080 (Free-Standing)**

*Introduction to Neuroscience*

*Anna Klintsova*

This course provides the foundation necessary to understand the neural basis of emotion, cognition, and behavior. It focuses on the: a) development and anatomical organization of neural systems in the brain, b) the cellular, neurochemical, and molecular events that underlie neural signaling and synaptic transmission, and c) the mechanisms by which those aggregate processes regulate synaptic plasticity to express adaptive and maladaptive behaviors through learning, memory, cognition, and emotions. *Cross-listed with PSYC 320-080. PREREQ: PSYC 100. Open to UDHP NSCI and PSYC majors only.*

**Nutrition & Dietetics (NTDT)**

**NTDT 401-080 (Add-On)**

*Micronutrients*

*Cheng-Shun Fang*

This course examines the mechanisms and interactions of vitamins and minerals in cellular metabolism, scientific bases of nutrient requirements during the life cycle. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *PREREQ: NTDT 400. Meets with the regular section.*

**Nursing (NURS)**

**NURS 110-080 (Add-On)**

*Nursing Connections*

*Kathleen Riley-Lawless*

This course is an introduction to the profession of nursing and basic clinical nursing skills. It includes the roles of nursing, historical development, and nursing philosophy. Honors students will explore in depth selected roles of the professional nurse and observe nurses in a variety of roles in the hospital setting. *Open to UDHP nursing majors only. Meets with the regular section.*

**NURS 222-080 (Add-On)**

*Pharmacology*

*Judith Herrman*

This course focuses on the therapeutic and adverse biological, physiological and social reactions to pharmacological agents. Drug use and medication abuse, client teaching, lab data, and current research is discussed. Nursing responsibilities and clinical applications are emphasized. Honors students will participate in a pharmacology-oriented field trip. Student groups will research a medication class, medication, or other category. This Honors section allows students to pursue pharmacology topics in more depth and meet with faculty throughout the semester to engage in research of a personal pharmacological interest. *Open to NURS majors only. Not open to freshmen. PREREQ: NURS 200. COREQ: NURS 241 or 242. Meets with the regular section.*

**NURS 253-080/080L (Add-On)**

*Health Assessment: Lifespan*

*Ingrid Pretzer-Aboff*

This course introduces and develops clinical skills of physical health assessment across the lifespan. Simulation Lab and field experiences will develop physical assessment and documentation skills. Honors students will have the opportunity to observe and explore the role of diagnostic tests as they relate to the overall assessment and
care of the patient. **NURS 253 (all sections)** will be examined on common dates (see UDSIS). **PREREQ:** NURS 110, NURS 200, PSYC 100. **COREQ:** BISC 276, BISC 300. Open to traditional nursing majors only. Meets with the regular section.

**NURS 362-080 (Add-On)**
Research Concepts in Healthcare
Carolee Polek
This course examines the application of the research process and the research utilization process to healthcare practice. Nursing students enrolled in the Honors section of this course will be evaluated on their ability to integrate biomedical and translational research perspectives into course requirements. Honors students will do the same course requirements as the regular students and in addition, will complete a synthesis of the extant literature on health related topics. **PREREQ:** STAT200 or MATH201. Meets with the regular section.

**NURS 478-080 (Free-Standing)**
Seminar: Care of Populations (Honors)
Evelyn Hayes
This course covers clinical application of science and nursing theories in community health settings. Local, national, and global health issues will be analyzed. **PREREQ:** NURS453, NURS460. For accelerated students, NURS473 must precede NURS479. **COREQ:** NURS473, NURS480. Open to UDHP NURS majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Open to Honors NURS majors only.

**Philosophy (PHIL)**

**PHIL 309-080 (Add-On)**
Indian Religion & Philosophy
Alan Fox
This course will cover the philosophical and religious traditions in the Indian culture, including the Vedic tradition, Jainism, and the various philosophical schools of Hinduism. Special emphasis will be placed on Buddhism and Advaita Vedanta. We will also cover more recent developments in Indian thought, including Sikhism and the works of modern thinkers such as Gandhi, Ramakrishna, and Aurobindo. Honors students will complete the regular workload for the course, and also meet for an additional discussion every other Wednesday immediately after class throughout the semester. Students with extremely complex or restricted schedules may not be able to take part. We will read additional, more in-depth, and sophisticated materials, and will spend more time working with traditional texts. Increased emphasis will be placed on class participation, in both the regular section and the additional Honors section meetings. **Meets with the regular section; separate Honors meetings.**

**PHIL 316-080 (Free-Standing)**
Time Travel
Richard Hanley
Can you go back in time? Can you be your own Grandma? Can you kill paternal Grandpa before Pa is conceived? Can you go to another timeline? Can you change the past? The notions of time travel, and of a multiverse, are staples of science fiction that have gained respectability in recent physics and philosophy. We shall examine them in connection with traditional philosophical issues concerning the nature of time, space, change, causation, God, human beings, free will, and personal identity. Honors students are exposed to cutting-edge research in the field and the opportunity to contribute to it. **No pre-requisites. Open to all UDHP students.**

**Physics & Astronomy (PHYS)**

**PHYS 211-080 (Free-Standing)**
Oscillations and Waves
James MacDonald
This course builds on and extends concepts of classical physics introduced in PHYS207 and complement PHYS208. Contains: 1) introduction to continuum physics, with elements of elasticity theory and fluid mechanics; 2) thorough discussion of wave propagation, interference and diffraction with emphasis on acoustics; 3) oscillations and resonance phenomena in both mechanical systems and electrical circuits. **PREREQ:** PHYS207, MATH241. **COREQ:** MATH242.

PHYS 313-080/080D/080L (Add-On)
Physical Optics
Barry Walker
This course includes a detailed treatment of optics at an intermediate level appropriate for physics, engineering and other students with a physical science background. Emphasis is on physical concepts and analysis of geometric optics, wave optics and applications of optics. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** PHYS 208 or PHYS 245. **COREQ:** MATH 243. **Meets with the regular section.**

Plant & Soil Science (PLSC)

PLSC 300-080 (Add-On)
Principles of Animal and Plant Genetics
Carl Schmidt
See ANFS 300-080 for course description. **Cross-listed with ANFS 300-080. PREREQ:** PLSC 101 or BISC 207 or BISC 208. **Meets with the regular section.**

Political Science (POSC)

POSC 330-080 (Free-Standing)
Political Terrorism
Mark Miller
This semester's scope is delimited to what can be termed the Islamic space- a huge geographical area that now includes the transatlantic space with its growing Muslim populations. A number of historical and contemporary cases will be examined including Algeria, Lebanon, Israel\Palestine, Turkey, Western Europe and more. Student requirements include a midterm and final essay-style exams and a typewritten research paper on an approved topic within the ambit of the course. **Preference given to UDHP POSC and IR majors. Not open to freshmen except with consent of instructor.**

POSC 438-080 (Free-Standing)
Topics in Political Theory: Debating Capitalism
Kyong Min Son
Capitalism is not simply an economic system but a social and cultural system that relies on, and shapes, our normative assumptions. It is premised, for example, on cultural consensus on what can be sold and bought for a price. If putting babies up for sale is debatable, so is putting a price tag on their education; we just don’t question the latter as readily. Moreover, capitalism deeply affects our beliefs, aspirations, and behaviors. We are constantly enticed to crave commodities, and exhorted to groom ourselves for the “job market.” In doing all this, does capitalism make us happy? Does it encourage virtue or vice? Does it promote democracy and justice? This course explores these questions through a study of some of the most important philosophical arguments about capitalism. **No pre-requisites. Open to all UDHP students.**
Psychology (PSYC)

PSYC 100-080 (Free-Standing)
General Psychology
Eric Roth
This is a foundation course in the application of the scientific method to aspects of cognition, behavior, and experience. The course reviews aspects of psychological research methods, biological bases of behavior, learning, perception, memory, personality, and emotional experience. We will examine how the brain works and how it interacts with the environment around us. We will also consider a variety of mental disorders and abnormal behaviors. Open to first-year UDHP students only.

PSYC 207-080 (Free-Standing)
Research Methods
Beth Ann Morling
This course introduces the scientific method and reviews the major issues involved in research design. Major topics dealing with both field and laboratory research include sampling, measurement, reliability, validity, statistical inference, and research ethics. Students will also design studies, analyze sets of data, and prepare research reports. PREREQ: grade of C- or better in PSYC 100. Open to UDHP PSYC majors and minors only.

PSYC 320-080 (Free-Standing)
Introduction to Neuroscience
Anna Klintsanova
This course is a survey of the basic sciences of the brain in relation to behavioral phenomena, including perception, memory, fear and aggression, and several mental disorders. Cross-listed with NSCI 320-080. PREREQ: PSYC 100. Open to UDHP NSCI and PSYC majors only.

PSYC 340-080 (Free-Standing)
Cognition
Kristen Begosh
This course is a survey of major themes in human thought processes, concept formation, problem solving, creativity, language use and cognitive development. Open to UDHP PSYC and NSCI majors only. PREREQ: Grades of C- or better in PSYC207 and in 209 or substitutes (MATH202, MATH205, STAT200, SOCI301), except for Neuroscience majors.

PSYC 445-080 (Add-On)
Topics in Adolescent Psychology
Brian Ackerman
The course focuses on adolescent problem behaviors in family and school contexts from risk model and ecological systems perspectives. The topics include adolescent transitions and individualization in the family, parenting and coercive processes, peer rejection, school failure, and the transition to young adulthood. The systems perspective concerns the multiple influences on adolescent behavior from inside the family and from its social context. The requirements include model-based critical analyses of psychological claims. Honors students must complete an extra paper and meet in weekly or biweekly discussion sections for an hour. PREREQ: Grades of C- or better in PSYC207, and 209 or substitutes (MATH202, MATH205, STAT200, SOCI301). Open to majors only. Meets with the regular section.

Russian (RUSS)

RUSS 200-080 (Add-On)
Russian Grammar Review
Natallia Cherashneva
This course offers a systematic review of elementary and intermediate Russian grammar and the study of complex sentence structure and idioms. Students will practice listening, speaking, reading, and writing in Russian through a variety of activities, using the outstanding textbook *V puti*. At the same time, they will complete their study of the fundamentals of Russian grammar, building a solid foundation for further mastery of the language. Honors students will have regular supplementary assignments aimed at enhancing those skills, such as singing and learning Russian songs, reading and memorizing poems, and reading and discussing prose texts. **PREREQ:** RUSS107. Meets with the regular section.

**RUSS 211-080 (Add-On)**
**Russian Reading and Composition**
**Natallia Cherashneva**
This course includes reading and discussion of modern Russian short stories and novellas. Assignments will include regular short compositions and grammar review as necessary. Honors students will be given regular supplementary assignments aimed at enhancing their language skills. **PREREQ:** RUSS107. Meets with the regular section.

**RUSS 312-080 (Add-On)**
**Introduction to Russian Literature II**
**Julia Hulings**
This course examines masterpieces of poetry, narrative prose and drama from the 20th century. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** RUSS211 or 305. Meets with the regular section.

**Spanish (SPAN)**

**SPAN 200-080 (Add-On)**
**Spanish Composition & Grammar**
**Fatima Haq**
This course is an intensive study of selected grammatical topics (ser and estar, preterit and imperfect, present subjunctive and commands); vocabulary; grammatical exercises and short compositions. In this course you will acquire new vocabulary, broaden and improve your knowledge of grammatical structures (agreement, verb tenses, pronouns, and much more). You will learn strategies for developing and refining your written communication skills. The goal of the Honors section is to enable each learner to achieve increased mastery of the selected grammar topics through in-depth study. The Honors section features additional proficiency activities, including vocabulary expansion, cultural and literary readings, short films, and writing exercises. **PREREQ:** SPAN 107. Meets with the regular section.

**SPAN 201-084 (Free-Standing)**
**Spanish Reading and Composition**
**Asima Saad Maura**
This course includes reading, discussion, and analysis of various genres of Hispanic literature. There will be several short compositions and grammar review where appropriate. **PREREQ:** SPAN 200. Not intended for students who have already taken 300- and 400-level literature courses in Spanish.

**SPAN 300-083 (Add-On)**
**Advanced Spanish Grammar and Composition I**
**Lee Glen**
This course is the second part of a thorough review and intensive practice, targeting structure (subjunctive, negative words, use of past tenses, passive voice, sequence of tenses, prepositions, and conjunctions), essential vocabulary, speaking, listening, and extensive writing. Honors students will be expected to keep a journal throughout the semester that will have a variety of writing assignments that will include short researched topics, reactions to readings, creative writing assignments, and a movie review on a Hispanic film of their choice (which
they must view independently). These writing assignments will target selected grammatical structures and be evaluated based on the use of these structures as well as on the quality of their content. They will have group projects in class that will be presented to the class, and additional work on some advanced grammatical structures. PREREQ: SPAN 200. Meets with the regular section.

**SPAN 304-080 (Add-On)**  
**Survey of Spanish American Literature**  
**América Martínez**  
Starting with the late 19th century Poe-like stories of Quiroga, this survey course continues with the 20th century voices of the great female poets of postmodernism fighting for their rights as human beings as well as writers (Agustini, Mistral--1945 Nobel--Storni), then continues with the anguished voices of the vanguard, (Vallejo, Borges, Neruda--1973 Nobel), the glories of the “Boom” (Fuentes, García Márquez--1982 Nobel), and the creation of a Latin American identity. Honors students will be expected to do two presentations and answer an extra essay question on each exam. Attendance at a Latin American presentation, exhibit or lecture followed by a reaction paper in Spanish can take the place of a presentation--should any be offered during the semester. Pre-requisite: SPAN 201. Meets with the regular section.

**SPAN 304-081 (Add-On)**  
**Survey of Spanish American Literature**  
**Meghan McInnis-Dominiguez**  
In this survey course we will explore Latin American literature from the late nineteenth century through the twentieth century. Among the works we will examine are the short stories of authors such as Quiroga and Borges, the poetry of female poets Agustini, Mistral, and Storni, the avant-garde works of Vallejo, Huidobro, and Neruda, the works of the famous “Boom” authors Fuentes, García Márquez, and Carpentier, and the postmodern aesthetic of Piñera and Arenas. We will strive for an understanding of the many facets of Latin American identity and culture and their connection to literary trends. Honors students will be expected to do a wiki presentation on a text we examine, participate in the online forum, and write an extended final paper with additional sources. PREREQ: SPAN 201. Meets with the regular section.

**SPAN 304-082 (Add-On)**  
**Survey of Spanish American Literature**  
**Gladys Ilarregui**  
Starting with the late 19th century Poe-like stories of Quiroga, this survey course continues with the 20th century voices of the great female poets of postmodernism fighting for their rights as human beings as well as writers (Agustini, Mistral--1945 Nobel--Storni), then continues with the anguished voices of the vanguard, (Vallejo, Borges, Neruda--1973 Nobel), the glories of the “Boom” (Fuentes, García Márquez--1982 Nobel), and the creation of a Latin American identity. Honors students will be expected to do two presentations and answer an extra essay question on each exam. Attendance at a Latin American presentation, exhibit or lecture followed by a reaction paper in Spanish can take the place of a presentation--should any be offered during the semester. Pre-requisite: SPAN 201. Meets with the regular section.

**SPAN 325-080 (Add-On)**  
**Spanish Civilization & Culture**  
**Staff**  
This course offers a survey of the geography, history, culture, politics and society of Spain. You will study key historical events, from prehistoric times to the most recent developments, as well as cultural movements that have shaped Spanish national identity. The course is conducted in Spanish and the readings are in Spanish. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: SPAN 200. Meets with the regular section.
SPAN 326-080 *(Add-On)*
**Latin American Civilization & Culture**
*Persephone Braham*
This course introduces students to the cultures and history of Latin America from pre-Columbian times to the present with emphasis on its political and economic developments. Students will be encouraged to discover the historical causes of modern-day problems in Latin America, improve research and analytical skills, develop independent learning skills, and master practical academic and presentation technologies. The Honors component includes longer essays, research papers and exams as well as additional extra-curricular work or presentations. **PREREQ:** SPAN 200. Meets with the regular section.

SPAN 326-081 *(Add-On)*
**Latin American Civilization & Culture**
*Phillip Penix-Tadsen*
This is a student-centered class in which students will research and analyze fundamental aspects of the geography, history, politics and cultural production of Latin America from pre-Columbian times to the present. We place particular emphasis on questions of human rights, colonialism and nationalism, intervention, and globalization and migration. This is a process-oriented course, in which students are encouraged to: 1) Discover the historical causes of modern-day problems in Latin America; 2) Improve research and analytical skills; 3) Develop independent learning skills; and 4) Master practical academic and presentation technologies. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** SPAN 200. Meets with the regular section.

SPAN 401-082 *(Add-On)*
**Advanced Spanish Composition & Grammar II**
*Asima Saad Maura*
SPAN 401 is not a systematic study of Spanish grammar. (That is the purpose of SPAN 200 and 300.) In this course students will practice and apply what they have learned in previous courses, as well as broaden their vocabulary through different kinds of writings (i.e. summaries, opinion papers, narrations, feature articles, descriptions, poems, short stories, etc.), projects, and class participation. Furthermore, they will have the opportunity to study and practice more in-depth those structures that traditionally cause the most problems. For example: subjunctive vs. indicative, past tenses, prepositions and pronouns, reflexivity, active vs. passive, text progression, determination, word order, direct vs. indirect speech, sequence of tenses, use of complex tenses, etc. **PREREQ:** One 300-level Spanish course. Meets with the regular section.

SPAN 416-080 *(Add-On)*
**Cervantes: Don Quijote**
*Jesus Botello*
This course covers the reading of *Don Quijote* in Spanish and major themes of the book. Topics include: the life and times of Cervantes, antecedents to *Don Quijote* in Spanish literature, the purpose of *Don Quijote*, and an introduction to the language of Cervantes. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** One SPAN 300-level survey of literature. Meets with the regular section.

SPAN 490-080 *(Add-On)*
**Seminar: Hispanic Literature**
*Gladys Ilarregui*
This course is an intensive seminar conducted in Spanish and devoted to the study of a selected aspect of transatlantic Hispanic literature over time. Students will synthesize prior literary and cultural studies in Spanish through immersion in an area that integrates and expands student’s existing knowledge. The course emphasizes independent research and intensive critical writing. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** One of SPAN 301, 302, 303, 304, 355 or 370 and one SPAN 400-level course. Open to SR SPAN majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.
SPAN 491-080 (Add-On)  
Latin American Studies Capstone  
Persephone Braham  
Through intensive research and study of texts and artifacts on a single theme, students will integrate and focus their knowledge of Latin American cultures across several disciplines. Course is taught in Spanish. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: SPAN 326. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.

Theater (THEA)

THEA 102-080 (Free-Standing)  
Introduction to Performance  
Kathleen Pirkle Tague  
This course is an introduction to actor training for the stage. Class work includes vocal, articulation, movement, and emotional connection exercises. Class projects take the place of exams and involve the memorization and performance of material which includes scenes from plays, persuasive historical speeches, and poetry. The course objective is to expand the student’s capacity for self-expression. In addition to in-class exercises, the student is required to attend two live theatre productions. Regular class attendance is mandatory. Honors content: 1) a full literary knowledge of the plays from which project scenes are taken, 2) instruction in dramatic critique, 3) small class discussions of two live theatre performances, and 4) scene work includes work on classical material. Preference given to UDHP FR and SO.

THEA 341-080 (Add-On)  
Theater/Drama: Classical/Medieval  
Heinz-Uwe Haus  
Survey of major historical and theoretical developments in theatre practice and dramaturgy in Ancient Greece and Rome as well as in Late Antiquity through the Middle Ages. Readings in primary and secondary historical sources, major critical and theoretical texts, and representative plays. The course focuses on works of Aeschylus, Sophocles, Euripides, Aristotle, Plato, Terence, and Seneca, as well as of Homer, Cicero, Caesar, Donatus, and Dante, which contain some fundamental precursor of ways in which Western civilization thinks about heroism, destiny, love, politics, tragedy, science, virtue, social identity, and thought itself. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section; separate Honors workload and assignments.

Urban Affairs and Public Policy (UAPP)

UAPP 110-080 (Add-On)  
Changing the World: The Role of Public Policy  
Erin Knight  
Policy is how communities at all levels address their complex challenges in such areas as health, education, energy, housing, poverty, economic growth, and environmental sustainability. Public policies are the product of choices made by governments that drive public investments, create rules and sanctions, establish services and security, guide and regulate markets and businesses, and allocate benefits and costs to citizens. This course examines major contemporary policy issues, and reviews the strategies that are adopted to address these policy challenges at the local, national and global levels. The Honors section will include participation in extended discussions with the instructor and with policy makers, and the development and presentation of a policy analysis paper on a topic related to the student’s area of interest. Open to Honors UAPP majors only. Meets with the regular section.
UAPP 225-080 (Add-On)  
Crafting Public Policy  
Deborah Auger  
The course provides a view of how the processes of public policy operate from agenda setting through formulation and legitimation, to implementation and eventual evaluation with examples drawn from several areas of policy (e.g., health, education, and environment). The focus will be primarily on domestic public policy. The Honors students will emphasize analysis and use of the policy process model in research. In particular, these students will have greater exposure to related theoretical models associated with the policy process and to empirical research based on those models. Additional work will include: a written assignment describing a particular theoretical tradition, a written assignment reflecting on policy research related to the students’ area of interest, and the analysis of public policy presentations on campus using these concepts. Open to majors only. Meets with the regular section.

UAPP 325-080 (Add-On)  
Public Policy Analysis  
Jonathan Justice  
Policy analysis involves the ability to critically and systematically analyze and evaluate public policies. This course introduces students to the methods and processes used to analyze policies. Its emphasis is on the practical application of policy analysis principles and concepts to address contemporary public problems. Honors students will critically evaluate several professional policy analyses in their interest area, orally present their findings to the class, prepare a longer-length policy analysis, and meet regularly with the instructor for one-on-one feedback. Open to majors only. Meets with the regular section.

Womens Studies (WOMS)

WOMS 313-080 (Add-On)  
Theory and Methods in Feminism  
Jennifer Naccarelli Reese  
This course focuses on the visions and methods that feminist scholars use to study feminist issues within and across a range of disciplines. Students will read and discuss how feminist scholars rethink analytical paradigms and create new theoretical models to guide their work. Feminist theory is presented as an intellectual history placing theoretical frameworks in conversation with other perspectives. Students will develop a critical awareness of their own research methods and the research methods of others. Honors students will work in close consultation with the professor at all phases of their research project development. Honors students will have additional page requirements for their research project and present their work to the class. PREREQ: Any 200-level Women’s Studies course. Meets with the regular section.

WOMS 350-080 (Add-On)  
Gender and Criminal Justice  
Susan Miller  
Most of our knowledge about crime and the criminal justice process is informed by male experiences. This course shifts the focus to examine the ways our legal and social systems affect and influence women’s lives. Not only will we examine the various formal and informal controls that restrict women, but we will also examine how these issues intersect one’s race, class, sexual orientation, and gender positions in our society. Special criminal justice field experiences (police, courts, women’s prison) will be part of the Honors component. Cross-listed with CRJU 350-080. Open to UDHP CRJU and WOMS majors only. Meets with the regular section.

WOMS 410-080 (Add-On)  
Critical Issues in Feminist Scholarship – Women’s Studies Capstone  
Margaret Stetz  
This required capstone seminar for WOMS majors who are about to graduate with Honors degrees will take as its subject the history, theory, politics, and pedagogies of Women’s Studies and of Gender Studies as academic
fields, paying special attention to their linkage to issues of race, sexuality, and class. We will look at the development of Women’s Studies and Gender Studies as interdisciplinary minors and majors, explore connections between research and feminist activism, and consider the futures of these areas of teaching and study within universities, along with their influence on the wider world today. In this Honors section, our main text will be *Seriously! Investigating Crashes and Crises as If Women Mattered* (2013), the newest book by Cynthia Enloe, a renowned feminist theorist and political scientist. This will be a writing-based course and will require essays, but no exams. Open to SR majors only. Requires approval of Women’s Studies advisor and instructor. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.
### UDHP Honors Degree and Honors Degree with Distinction Approved Capstone/Seminar Courses

In order to count as Honors Degree capstone/seminar courses, these courses must be taken for Honors credit.

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<td>Anthropology</td>
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<td>ANTH 487-090*♦</td>
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<td>Chemical Engineering</td>
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<td>Cognitive Science</td>
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<td>Communication</td>
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<td>Bad Men and Shameless Women</td>
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<td>Foreign Languages &amp; Literatures</td>
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<td>MEDT 479-080*</td>
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**Special Notes:**
- ANFS 404 and 417 are offered in alternating Springs.
- ANTH 486 is available to ANTH majors only.
- BUAD 441 is normally offered as an Honors course in Fall semester.
- CIEG 461: To count as a Capstone, both semesters (4 cr.) must be taken for Honors credit.
- ENGL 480 is open to ENGL majors only.
- HDFS 481 is open to ECED majors only.
- MEDT 473, 475, 477, and 479 are open to MEDT majors only.
- UNIV 495 is only offered in Spring semester.

**Notes (indicated by *)**: Course requires Individual Honors Contract Form to be made Honors.
## Spring 2014
### Honors Colloquia: University Breadth Requirements

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<th>Course Number</th>
<th>Title</th>
<th>University Breadth Requirement</th>
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<tbody>
<tr>
<td>ARSC 390-080</td>
<td>The Impact of Sports on Race and Culture</td>
<td>History and Cultural Change</td>
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<tr>
<td>ARSC 390-081</td>
<td>Technology in America: The Steamboat to the Internet and Beyond</td>
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<tr>
<td>ARSC 390-082</td>
<td>The Human Experience of Chronic Illness</td>
<td>Social and Behavioral Sciences</td>
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<tr>
<td>ARSC 390-083</td>
<td>Popular Culture and High Culture: Analyzing and Evaluating Taste</td>
<td>Creative Arts and Humanities</td>
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<tr>
<td>ARSC 390-084</td>
<td>A Primer in Irrational Decision Making</td>
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<tr>
<td>ARSC 390-085</td>
<td>Social Mood, Decision Making &amp; Markets</td>
<td>Social and Behavioral Sciences</td>
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<tr>
<td>ARSC 390-086</td>
<td>Doctors, Patients, and Medical Research: Healthcare in the United States</td>
<td>Social and Behavioral Sciences</td>
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<tr>
<td>EDUC 391-080</td>
<td>School Reform Past and Present</td>
<td>History and Cultural Change</td>
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</tbody>
</table>

*In most cases, Honors Colloquia are approved to fulfill both University and College-level Breadth requirements as indicated, except in the College of Agriculture & Natural Resources and the College of Education & Human Development where they can only count as University Breadth, if applicable. Finance Majors should check with the College of Business & Economics Undergraduate Advising Office for approval of Colloquia into the finance majors' College-level breadth requirements.*