Honors Course Booklet
Spring 2015

Course & Registration Information

Honors Program • 186 S. College Ave., Newark, DE  19716
302-831-1195 • honorsprogram@udel.edu
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Colloquia</td>
<td>3</td>
</tr>
<tr>
<td>Honors ENGL110</td>
<td>7</td>
</tr>
<tr>
<td>Honors Degree Tutorial</td>
<td>13</td>
</tr>
<tr>
<td>Honors Forum</td>
<td>13</td>
</tr>
<tr>
<td>Approved Capstone/Seminar Courses</td>
<td>66</td>
</tr>
<tr>
<td>Colloquia Breadth Requirements</td>
<td>68</td>
</tr>
</tbody>
</table>

## Departmental Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (ACCT)</td>
<td>15</td>
</tr>
<tr>
<td>Animal &amp; Food Science (ANFS)</td>
<td>15</td>
</tr>
<tr>
<td>Anthropology (ANTH)</td>
<td>18</td>
</tr>
<tr>
<td>Arts &amp; Sciences (ARSC)</td>
<td>19</td>
</tr>
<tr>
<td>Arabic (ARAB)</td>
<td>19</td>
</tr>
<tr>
<td>Art Conservation (ARTC)</td>
<td>19</td>
</tr>
<tr>
<td>Art History (ARTH)</td>
<td>19</td>
</tr>
<tr>
<td>Behavioral Health and Nutrition (BHAN)</td>
<td>20</td>
</tr>
<tr>
<td>Biological Sciences (BISC)</td>
<td>21</td>
</tr>
<tr>
<td>Biomedical Engineering (BMEG)</td>
<td>21</td>
</tr>
<tr>
<td>Business Administration (BUAD)</td>
<td>21</td>
</tr>
<tr>
<td>Chemical Engineering (CHEG)</td>
<td>22</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry (CHEM)</td>
<td>23</td>
</tr>
<tr>
<td>Chinese (CHIN)</td>
<td>25</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering (CIEG)</td>
<td>26</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences (CISC)</td>
<td>27</td>
</tr>
<tr>
<td>Communication (COMM)</td>
<td>27</td>
</tr>
<tr>
<td>Computer &amp; Electrical Engineering (CPEG)</td>
<td>28</td>
</tr>
<tr>
<td>Criminal Justice (CRJU)</td>
<td>28</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>29</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>30</td>
</tr>
<tr>
<td>Electrical Engineering (ELEG)</td>
<td>31</td>
</tr>
<tr>
<td>Energy and Environmental Policy (ENEP)</td>
<td>31</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>32</td>
</tr>
<tr>
<td>Entomology &amp; Wildlife Conservation (ENWC)</td>
<td>34</td>
</tr>
<tr>
<td>Fashion (FASH)</td>
<td>34</td>
</tr>
<tr>
<td>Finance (FINC)</td>
<td>35</td>
</tr>
<tr>
<td>Foreign Languages &amp; Literatures (FLLT)</td>
<td>36</td>
</tr>
<tr>
<td>French (FREN)</td>
<td>38</td>
</tr>
<tr>
<td>Greek (GREK)</td>
<td>39</td>
</tr>
<tr>
<td>Human Development &amp; Family Studies (HDFS)</td>
<td>40</td>
</tr>
<tr>
<td>Hebrew (HEBR)</td>
<td>41</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>41</td>
</tr>
<tr>
<td>Hotel, Restaurant, &amp; Institutional Management (HRIM)</td>
<td>44</td>
</tr>
<tr>
<td>Italian (ITAL)</td>
<td>45</td>
</tr>
<tr>
<td>Japanese (JAPN)</td>
<td>46</td>
</tr>
<tr>
<td>Jewish Studies (JWST)</td>
<td>47</td>
</tr>
<tr>
<td>Kinesiology and Applied Physiology (KAAP)</td>
<td>47</td>
</tr>
<tr>
<td>Latin (LATN)</td>
<td>50</td>
</tr>
<tr>
<td>Leadership (LEAD)</td>
<td>51</td>
</tr>
<tr>
<td>Legal Studies (LEST)</td>
<td>52</td>
</tr>
<tr>
<td>Linguistics (LING)</td>
<td>52</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>53</td>
</tr>
<tr>
<td>Mechanical Engineering (MEEG)</td>
<td>53</td>
</tr>
<tr>
<td>Medical Technology (MEDT)</td>
<td>53</td>
</tr>
<tr>
<td>Music (MUSC)</td>
<td>54</td>
</tr>
<tr>
<td>Music Education (MUED)</td>
<td>55</td>
</tr>
<tr>
<td>Neuroscience (NSCI)</td>
<td>55</td>
</tr>
<tr>
<td>Nutrition &amp; Dietetics (NTDT)</td>
<td>55</td>
</tr>
<tr>
<td>Nursing (NURS)</td>
<td>55</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>57</td>
</tr>
<tr>
<td>Physics &amp; Astronomy (PHYS)</td>
<td>57</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>58</td>
</tr>
<tr>
<td>Psychology (PSYC)</td>
<td>58</td>
</tr>
<tr>
<td>Russian (RUS)</td>
<td>59</td>
</tr>
<tr>
<td>Sociology (SOCI)</td>
<td>60</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>60</td>
</tr>
<tr>
<td>Theatre (THEA)</td>
<td>63</td>
</tr>
<tr>
<td>Urban Affairs and Public Policy (UAPP)</td>
<td>63</td>
</tr>
<tr>
<td>Women’s Studies (WOMS)</td>
<td>64</td>
</tr>
</tbody>
</table>
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
Innovating Global Development: Interdisciplinary Topics in Food Systems, Conservation and Poverty Reduction
Kim Bothi
Food security, resource management and poverty are complex global challenges. Improving our understanding of these challenges requires working across disciplines under uncertain conditions. This course introduces students to interdisciplinary concepts around international development with a focus on innovations in food systems, resource conservation and poverty reduction from South Asia and sub-Saharan Africa. Cross-cutting themes will include gender issues, systems analysis, and the complementary roles of scientific “research for development” and government, nongovernmental organizations, private industry and rural communities. The course will be taught in thematic modules using case-studies, journal articles, news media and internet-based learning videos to expose students to the theories, methods, empirical evidence and impacts of innovations bridging the natural and social sciences. Students will be asked to consider ways to integrate cross-cultural, multidisciplinary knowledge to enhance critical thinking around global development research, strategies and interventions designed to target complex global challenges.

ARSC 390-082
Fracking to Blood Diamonds: The Geopolitics of Energy and Earth’s Resources
John Madsen
In this colloquium, we will explore how the exploitation of fossil fuels and mineral resources affect global geopolitics. Through a series of problem-based learning investigations, we will learn about the geologic setting, recovery (i.e., drilling and mining), and human use of coal, oil, and natural gas and various minerals including diamonds, gold, rare earth elements and examine how the abundance, consumption, and economics of these resources influence global events. Activities to be completed during this seminar will include group written reports, powerpoint and poster presentations, individual writing exercises focused on current global energy and earth's resources issues, and an individual research report on a topic of interest derived from participation in the course. Readings will include the trade books “The Quest: Energy, Security, and the Remaking of the Modern World” by Daniel Yergin and “Earth Wars: The Battle for Global Resources” by Geoff Hiscock and selected materials from geologic reports and introductory-level energy and mineral resources texts.
From Gilgamesh to Godzilla – We are the Storytelling Animal
Steve Tague

We stream four seasons of *Grey’s Anatomy* in one weekend, binge on *Dexter*, watch repeats of *The Wire* repeatedly, jones like an addict for the next season of *House of Cards*. “What is wrong with you?” your parents ask (while they secretly do the same thing)? Next time they ask, tell them, “I am rehearsing for life.” This is what Johnathan Gottschall thinks. If that doesn’t satisfy, say, “I am seeking a kind of Jungian balance in my life.” This is what Christopher Booker believes is at the bottom of our insatiable appetite for stories. There is no question that our appetite for stories seems without limit, the evidence is overwhelming, but the rather hot topic of why, as it burns up the evolutionary biology, psychology and neuroscience journals, will be the subject of this class. In this class we will use all of the forms of narrative that we consume: movies, TV, song lyrics and poetry, novels and plays. The student will be asked to write four papers. One of the papers will explore which of the seven basic plots is most attractive and why. In a second paper, students will be asked to choose from among the many reasons why we are addicted to story. Along with *The Seven Basic Plots-Why We Tell Stories*, by Christopher Booker and *The Storytelling Animal: How Stories Make Us Human*, by Johnathan Gottschall which both have a strong opinion on the subject, we will look at other theories and ideas. Some examples include the following: that we use stories to practice our mind-reading abilities-Lisa Zunshine; that we enjoy stories as a survival mechanism-Denis Dutton; that in our consumption of stories, we practice sympathy-Paul Woodruff, and that stories enable us to embrace contradictions-Peter Brook. David Mamet says that, “we are naturally the stars of our own stories” and we all know that we are continually “writing” the story of our lives. In the third paper the students will examine what kind of story they have been writing and continue to write about themselves. Are they writing an “Overcoming the Monster” story or perhaps a “Rags to Riches” story? As eighteen or nineteen year olds, these students are at a particular hinge in their life-stories, a unique place from which to write. The fourth paper is an examination of where we are now as a culture. What is the story that we favor now, that we are telling ourselves, the one that best says who we are as Americans?

The Power of the Unfinished
Isabelle Lachat

This course engages with diverse manifestations of the “unfinished” ranging from the existential to the mundane. We will address various cultures’ responses to the fear of the end of the world and the Apocalypse, guided by Frank Kermode’s *The Sense of an Ending* and Jorge Luis Borges’ *The Library of Babel*. We will consider unfinished visual and literary works and problematize the practical and theoretical explanations behind their current state as well as evaluate the effectiveness and very necessity of various attempts to complete them. Unfinished works by Michelangelo, Jane Austen and Charles Dickens will provide compelling case studies. The immortality of iconic fictional characters, including Dr. Who and Sherlock Holmes, the alternate endings of certain movies and books, as well as the ubiquity of sequels, prequels and reboots will allow us to ponder the precariousness of the author’s vision in light of potential public outcry at ‘unsatisfactory’ endings and the desire for closure. Issues pertaining to selective cultural preservation (Nero’s *Domus Aurea*, Leonardo’s *Last Supper*) and the changing ethics of art conservation (Should missing pieces be replaced, completed, left as is?) will also be tackled as we attempt to understand why some works or sites are preserved while others are allowed to decay.

Social Mood, Decision Making & Markets
*Peter Atwater*

Why are farm-to-table dining, the locavore movement and microbreweries booming today? Why do Scotland and Catalonia want to secede? Why can’t Congress get along? Why is the engineering program at UD booming? What do the legalization of marijuana, the success of GoPro, *Guardians of the Galaxy* and the domestic violence scandal of the NFL really say about how us and how we feel? These are just a few of the questions we’ll answer as we explore socionomics and how changes in 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
and examples of real life, along with Daniel Kahneman’s “Thinking, Fast and Slow,” 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**  
Civil War Stuff: Writing History Through Objects  
*Sarah Beetham*

In this course, we will explore the significant objects used to wage, picture, and remember the American Civil War. Using methods from material culture studies, we will examine prints, photographs, fine art, weapons, textiles, medical objects, landscapes, memorials, and souvenirs to understand how objects can increase our understanding of how the Civil War happened and what it has meant to us as a nation. We will read testimonial from soldiers, witnesses, family members, enslaved people, artists, and statesmen of the Civil War along with works by scholars of material culture. Students will write brief response papers and two formal essays analyzing the representation of Civil War objects in popular culture. For their final project, students will be asked to write a research paper proposing an exhibition based on a theme related to the Civil War using the types of objects studied during the semester.

**ARSC 390-087**  
Captivity  
*Frank Hillson*

We have all witnessed headlines of Westerners (frequently white and Christian) abducted by radicals who are often portrayed as the cultural/racial/religious “Other.” While these events might be seen as contemporary issues, their roots reach back to colonial times. For early Americans, it was the ultimate horror: To be captured by Indians and taken to a strange land. For thousands of settlers, captivity became their lot, and many wrote about their ordeal in a genre called the captivity narrative. The ur-text of this tradition is the dramatic capture and redemption of Puritan Mary Rowlandson. Her story became a bestseller and exerted a powerful literary and cultural influence, forming the foundation for hundreds of other captivities to include modern renditions. The genre frequently glorified the white Christian captive while denigrating the uncivilized dark abductor. The genre flourishes today with stories of people held in duress—by extremists or pirates. For example, *Prisoners of Hope: The Story of Our Captivity and Freedom in Afghanistan* (2002) concerns the saga of two white Christian women held by the Taliban. More recently is *Impossible Odds* (2013), which concerns Jessica Buchanan’s bondage of three months by Somali pirates. Thus, this course will explore the rich captivity narrative genre beginning with colonial pieces. We will then head out West to read Fanny Kelly’s *Narrative of My Captivity among the Sioux Indians* (1871) or perhaps another period piece before ending with modern captivities, including some of the aforementioned texts. Although we will explore many themes and issues, our focus will be the human condition. How do these writers enrich the human experience? How do authors portray the abductor—the cultural/racial/religious “Other”? How do texts depict the individual and western society? Assessments will include short papers on selected texts, short quizzes, participation, and a larger paper examining any aspect of the captivity narrative genre.

**ANTH 390-080**  
Flying Whispers, Forgotten Lives: The Delaware State (Mental) Hospital (1894-1920)  
*Kathy Dettwyler*

This interdisciplinary course combines anthropology, history, and psychology in an exploration of the lives of patients at the Delaware State Hospital in Farnhurst in the late 1800s and early 1900s. Students will have an opportunity to explore primary source materials from hard-bound, hand-written, patient admission ledgers from DSH and conduct original research using the database developed from these ledgers. We will explore what kinds of people ended up in DSH – not just those with “mental illnesses” such as schizophrenia, depression, and mania, but also those with cognitive impairments, traumatic brain injury, brain damage from illness, seizure disorders, the elderly, people with syphilis, alcoholics and drug addicts, women seeking refuge from abusive husbands, and a whole host of other
conditions/situations. What sorts of treatments and therapies were available? What were the philosophical and cultural beliefs underpinning the state hospital system? How were patients viewed and treated by their friends and family, by the hospital staff, and by society at large? How did they spend their days? Students will learn to use resources from the Delaware Historical Society, the Delaware State Archives, and on-line aerial photographs. We will use www.ancestry.com and www.familysearch.com to trace what happened to individuals after they left the hospital. The course will include guest speakers, films, and a fieldtrip to the “Spiral Cemetery” at Farnhurst, where patients were buried if they had no other option. Throughout the course, comparisons will be drawn between this time period and (1) the middle decades of the 20th century – the time of lobotomies, electro-convulsive therapy, Thorazine, and the use of restraint and seclusion in underfunded and overcrowded state hospital wards, as well as (2) current treatment of those with mental illness at the Delaware Psychiatric Center. Readings will include a variety of scholarly works on the history of the treatment of mental illness in the US.

FLLT 360-080
The Mafia
Laura Salsini
The Mafia began in Italy in the late 1800s. This course will examine the history of this organization, as well as its depiction in Italian literature, non-fiction accounts, and film. The second part of the course will focus on how the Mafia evolved as it moved into the United States. We will look in particular at how American film directors promulgate or challenge the stereotypes of the Mafia and Italian-American identity in such films as The Godfather and GoodFellas, among others.
BFFs. FWBs. Bros. We use so many words to describe friends, and talk to our friends in so many ways—texting, Twitter, email, the occasional long letter. But did you know that friendship and writing share a longer history, or that people like Aristotle and Shakespeare worried about friends the same way you do? In this course, we will explore the links between friendship and writing from the classics to today. We start with ancient Greece and Rome, where philosophers like Cicero, Aristotle, and Aristophanes explored the ways ethos (character) and pathos (sympathy) tie good friendships and writing together. We then move to Renaissance England, where Shakespeare’s Romeo and Juliet reveals how miscommunication and selfishness destroy friendships. Friends betray and die in each other’s arms, prompting us to consider how our words and expressions impact our relationships. We then jump to the middle of nineteenth century America, where pressures, not unlike the ones you face when entering college, reveal friendships in the act of forming and deforming. We’ll consider three short stories that explore friendships in transition from Nathaniel Hawthorne, Edgar Allan Poe, and Louisa May Alcott. We conclude with two texts: John Green’s The Fault in Our Stars, and our own friendships. Green’s novel illustrates friends and lovers bound by a love for writing and words, exploring how writing builds strong, lasting relationships. At last, we will place our own terms of friendship—the bffs, bromances, and boos—at the end of this long history, and see how they fare. Coursework will include: six short rhetorical analyses of class texts, analysis of peer writing, a friendship blog that regularly considers the ethos and pathos of your own communication with friends, and a research project that considers a historical friendship and its related texts. This course allows you to explore a wide variety of texts and issues that impact you every day, and the assignments will be rigorous and fun. Who knows—maybe you’ll write a hand-written letter to a friend!

**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 mean to encounter some great American texts. Among fiction writers who were sports fans, possible authors and their works for our course may be Ernest Hemingway (selected short stories), Ring Lardner (You know me Al), William Faulkner (Go Down, Moses), and Mark Harris (Bang the Drum Slowly). Many professional sportwriters are superb stylists, so we may sample the work of journalists such as Frank Deford and Gary Smith (both of Sports Illustrated) and Jon Krakauer. We will use these authors to investigate such topics 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 journalism will allow us to consider rhetorical approaches, the authors’ points of view, even reporters’ research methods. 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
Transition and Adaptation, or, What It’s Like After High School
Christopher Tirri
The opening scene of Terry Zwigoff’s 2001 film adaptation of Daniel Clowes’ graphic novel Ghost World features its protagonists Enid and Rebecca exchanging sarcastic glances and snickers while the graduation speaker declares that “[h]igh school is like the training wheels for the bicycle of real life,” a place where “young people can explore different fields of interest and hopefully learn from their experiences.” However disingenuous Enid and Rebecca find these sentiments, the speaker’s concluding remark is quite profound: that “to overcome life’s obstacles you need faith, hope, and, above all, a sense of humor.” This remark will serve as inspiration for this course, wherein we will explore how popular culture—through novels, television, and film—depicts characters as they experience various identity crises that come with moving from one stage of education to another—be it in college or the “real world.” In addition to both the graphic novel and film version of Ghost World, other works may include Stephen Chbosky’s The Perks of Being a Wallflower (novel and film), Candace Bushnell’s The Carrie Diaries (novel and television series), Romy and Michele’s High School Reunion (film), and Bret Easton Ellis’ The Rules of Attraction (novel and film). In examining these works, the aim of this course is not to offer final answers to the question “What is life like after high school?” but rather to understand the issues that arise if/when we, vis-à-vis these characters, unexpectedly find ourselves having a much more difficult time transitioning and adapting than we thought we would. Assessment will be based on daily and active participation; bi-weekly response papers; three mid-length critical/rhetorical analysis papers; and a longer argumentative research paper that focuses on one or more of our primary texts, or another approved outside text that highlights similar issues to the ones we will be discussing in class.

ENGL 110-083
Debunking: Quackery, Pseudosciences, and Conspiracy Theories
Ray Peters
This course will explore debunking of quackery, pseudoscience, and conspiracy theories by analyzing pseudoscientific thinking in print, film, tv shows, and advertising. In particular, we will examine unscientific claims about vaccines, alternative medicine, conspiracies, fringe science, paranormal phenomena, U.F.O.s, and aliens. Throughout the course, the emphasis will be on the rhetorical analysis of texts, focusing on the techniques that result in effective debunking. Readings may include Carl Sagan’s The Demon-Haunted World: Science as a Candle in the Dark, Paul Offit’s Do You Believe in Magic? The Sense and Nonsense of Alternative Medicine, and Kendrick Frazier’s Science Under Siege: Defending Science, Exposing Pseudoscience. We will also read online sources such as Quackwatch, Snopes, and the Science-Based Medicine Blog. In order to develop skills in academic writing, we will analyze research papers in the Arak Anthology and other samples of academic writing. Students will write brief response papers, critical reviews, analytical essays, and a research paper debunking a pseudoscientific belief.

ENGL 110-084
“This Best of All Possible Worlds:” Building Utopias (and Dystopias)
Evan Cheney
Despite experiencing disease, shipwrecks and an earthquake, the naïve Dr. Pangloss from Voltaire’s Candide, still insists that we live in “this best of all possible worlds.” Pangloss’ inability to imagine a better world provides a humorous exception to what seems to be a fundamental human drive to imagine and create a better world. This course will explore the ways that people have imagined utopias in Western literature, as well as consider what happens when the drive to build utopias goes wrong resulting in its dysfunctional counterpart, the dystopia. In addition to Joseph Harris’ Rewriting, and passages from several essays on writing, we will read a selection of utopian and dystopian literature. Possible works may include excerpts from Plato’s Republic, Thomas More’s Utopia, Jonathan Swift’s Gulliver’s Travels, and Karl Marx’s The Communist Manifesto; Aldous Huxley’s Brave New World; Philip K. Dick’s short story, Do Androids Dream of Electric Sheep? (as well as Ridley Scott’s 1982 movie adaptation, Blade Runner); Ursula K. Le Guin’s The Dispossessed; and Cormack McCarthy’s The Road. Among the things we will consider, is why the promise of a better world often ends up appearing disturbingly dystopian. How do world builders use rhetoric to persuade us to believe and participate in their utopian project? How does
the ideology of the utopia establish and maintain its conviction that it is the “best of all possible worlds?” Just as importantly, how do utopian societies attempt to manage or eliminate freedom and dissent? Moreover, how do utopian and dystopian projects encourage a reflexive examination of the society in which it was written? If we want to think about it like this, do we still have a moral obligation to pursue a “better” world, devoid of poverty, war, disease and environmental catastrophe, even if such a practical goal proves impossible? In short, should we imagine utopian projects as “baby-steps” towards a more just, prosperous and happy world? In order to examine these questions, students will alternate between posting reading responses on a class blog and responding to their peers’ blog posts. Students will also write a short rhetorical analysis of one of the early utopias, a longer analytical essay synthesizing more than one of our course texts, and a final research essay on a “real world” utopian project.

ENGL 110-085
What Does YouTube Say?: Writing On and About YouTube
Caitlin Larracey

From laughing babies, autotuned rainbows, and sneezing pandas to today’s Harlem Shakes, Gangnam Styles, and the explanation of what the fox says, YouTube has been immensely influential over the last decade. The site was registered in February 2005, and this course begins at its ten-year anniversary. YouTube has been a source of fame and a draw for the famous many times over. It also serves a democratic purpose; users can post (almost) anything to the site. And users can comment on anything – for good or for bad (we’ve all read troll comments). Yet, YouTube is important as more than a source of entertainment, DIY videos, remixes, and, most recently, live broadcasting. It is also a mode of composition. In looking at YouTube, we will analyze not only its history, major players, categories of video, interactions with race, class, gender, copyright, and privacy, but also its function as a writing form. In doing so, we will read about YouTube and “read” YouTube videos themselves. While the class will certainly look at YouTube’s greatest hits, there is space over the semester for students to draw the class’s attention to personal favorites – or the videos that never resonated. Also, we will keep an eye out for the next viral hit. Secondary materials may include a range of articles about YouTube, such as Henry Jenkins’s piece “What Happened Before YouTube,” and clips from TED Talks and documentaries that investigate YouTube. Assignments related to these readings include posts on a course blog, a short paper analyzing a YouTube video (of students’ choosing), a longer, critical essay on any of the near infinite YouTube related topics, and (of course) a short YouTube video, in which students approach their critical essay question with a different composing form. YouTube began with the slogan “Broadcast Yourself,” a verb and a subject that has shifted over ten years and billions of videos and that we will question and complicate over the semester.

ENGL 110-086
Writing (and Rewriting) the Past
Jane Wessel

“How do I define history? It’s just one fucking 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, plays, and nonfiction works which tackle the issue, including Art Spiegelman’s *Maus*, Jonathan Safran Foer’s *Everything is Illuminated*, Alan Bennett’s *The History Boys*, Philip Gourevitch’s *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*, and Terry George’s film, *Hotel Rwanda*. As we read, we will take up events within the literature 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 two 4-5 page argumentative and analytical papers, a 10 page research-based argument, and a final digital project, in which students will rewrite the research paper for a new audience in a new medium. For both the research paper and its re-mediation, 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 110-087
Writing the Future of Science
William Rivers
This course will explore the impact of recent technological advancements in areas such as nanotechnology, biotechnology, and computer science on key areas of life such as medicine, education, communication, transportation, and entertainment. Students will find, read, analyze, and discuss recent articles like “Filiming 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. The reading list may also include works of fiction that have considered the impact of science on human life such as Frankenstein (Mary Shelly), Jurassic Park (Michael Critchton), and Twenty Thousand Leagues Under the Sea (Jules Vern). The focus of the class will be on developing academic reading and writing skills. After a careful consideration of audience and purpose, students will draft, peer edit, and revise critical reviews, brief abstracts of technical articles, blog responses to the readings, an extended definition of an area of science, and analytical essays. They will also write an academic research paper speculating on the impact of cutting-edge scientific advances on our lives in the near future.

ENGL 110-088
The Sixties
Jim Burns
The cultural upheaval of the 1960’s continues to be the subject of controversy and debate. Even as America moves into the 21st century the 60’s often provide a touchstone in struggles over the meaning of the American experience. Issues of war, race relations, gender, substance use and abuse, the role of and control over popular culture; all have their roots in the political and social changes that we label “the 60’s.” Is everything we think we know about the 60’s actually true? What is the myth and what is the reality? The course will explore the myth and the reality. We will look at the period through contemporary texts, music and films, and examine as well how the phenomenon echoes down to the present time. We will compare the reality of the 60’s to our present day perceptions of the period. The main reader for the class will be Ann Charters’ “The Portable Sixties Reader.” Students will write short papers on the 60’s as they are perceived today, and on how the experience of the times has transformed our contemporary culture. A longer research paper will deal with one cultural element (youth culture, race, gender etc.) in more depth.

ENGL 110-089
Based on a True Story: Evidence and Interpretation in Modern Nonfiction
Jordan Howell
Have you ever tried to write the story of someone else’s life? Have you ever put pen to paper in the aftermath of a thrilling, or frightening, event in an attempt to capture the historical moment? Where would you even begin? Interviews? News reports? Memory? When crafting a nonfiction narrative, authors must be ever mindful of the diversity of experiences and perspectives that shaped the public understanding of a historic event. While the stories we tell ourselves about ourselves are subject to the limitations and biases of individual perspective, writers of non-fiction collect these perspectives and use them as evidence so as to craft complex, character-driven, and well-rounded narratives. This course will investigate nonfiction as a genre of storytelling in contemporary literary culture. We will explore the tension between fact and interpretation, as well as how authors and filmmakers use genre and rhetoric to meet or challenge the expectations of the audience. In addition to a number of shorter readings from news reports, magazine articles, and essays, this course will include three books: Truman Capote’s In Cold Blood, Jon Krakauer’s Into the Wild, and Roald Dahl’s Boy. Course readings will serve as models as we complete a number of non-fiction writing assignments, including several short descriptive assignments, an opinion-editorial, and a memoir, all of which will lead up to a final piece of original research-based nonfiction.
ENGL 110-090  
Seeing is Believing: Analyzing the Visual Rhetoric of War  
Barbara Lutz

In a podcast of the Iraq war, you see a rocket attack hit a Taliban camp in Afghanistan, injuring civilians, while militants clash with US troops in a small town north of Kabul. But what do you really “see”? US soldiers rushing into the fray (with one soldier looking remarkably like Mel Gibson in the movie *Braveheart*), brandishing his M16A2 5.56mm rifle? A shadowy figure waving an AK-47 in the air, screaming “Yankee go home!” as the two face off in a dusty street? Your mental images of war—of the enemy as The Other, as good vs. evil—is greatly influenced by politicians, government bodies, and, most of all, the media. By critically deconstructing these images and texts, and examining the justifications given for their use, you will be in a better position to understand the nature of war and evaluate the toll modern war takes on both combatants and non-combatants alike. In this course, we will examine the various media messages used to sell the mythical images of war to the public. We will read and watch how US soldiers and war veterans describe war; we will see documentaries made by CNN, the History Channel and Al Jazeera, to name a few. War photographers’ galleries (e.g. James Nachtwey, Susan Moeller’s *Shooting War*) will also be examined so that we can form a more accurate picture of what really happens on the frontlines. Readings may include Lawrence LeShan’s *The Psychology of War: Comprehending its Mystique and its Madness*; YR Kamalipour and N. Snow’s *War, Media and Propaganda*; Samuel Hynes’ *The Soldiers’ Tale: Bearing Witness to A Modern War* by; and Paul M. Haridakis, Barbara S. Hugenberg, and Stanley T. Wearden’s *War and the Media: Essays on News Reporting, Propaganda and Popular Culture*. Writing assignments will include several short essays, oral presentations, one research project, and a movie analysis.

ENGL 110-091  
The Outlaw Mythos: Bad Guys (and Gals) as Heroes  
Kevin Burke

From the time of the medieval Robin Hood and across virtually every culture, outlaws have been made into the heroes of ballads and tales, and, in modern times, films. In the popular imagination both legendary and real outlaws become symbols of freedom and resistance to unjust authority. This course will examine the phenomenon of the outlaw mythos in its varied manifestations. Readings will include the medieval *Gest of Robyn Hode*, chapbook biographies of 18th century highwaymen, and contemporary accounts of outlaws of the old West like Jesse James. Closer to our own time, we will consider Depression era outlaws like Bonnie and Clyde, and the adoption of the outlaw persona by country music, rap, and hip hop artists, and in Christopher Nolan's massive *Dark Knight* trilogy. The object of our investigation will be an understanding of the construction of the outlaw archetype and of its use as both a means of social and political protest and as an expression of the human aspiration for freedom. Students will write several response papers, three short papers, and a research project in which they analyze the construction and use of a current manifestation of the outlaw archetype.

ENGL 110-092  
The Wilderness Within Us: Myths and Memories of the American West  
Lisa Dill

From the noble Indian to the romantic criminal to the honest settler, the stories of the Old West, true and exaggerated, are essential aspects of the American identity. But what do these stories represent? What is the truth underneath the mythology, and why do these iconic stories, figures and images so influence our own self-creation as a people? In this course, we will consider the truths and fictions of the American west from a number of viewpoints. Probable texts will include Spokane Indian Sherman Alexie’s short story collection *The Lone Ranger and Tonto Fistfight in Heaven*, Annie Proulx’s *Close Range: Wyoming Stories*, *Black Elk Speaks*, poet and ethnographer John Neihardt’s conversations with the Oglala Sioux holy man who was an eyewitness to the destruction of the Oglala nation, and Anne F. Hyde’s *Empires, Nations, and Families*, which looks at the clashes of power and commerce in the 19th C west. We will utilize Special Collections’ artifacts, including first-person narratives, journals, letters and news accounts of settlers, explorers, Indians and soldiers, along with film clips and outside lectures. Students will write a variety of papers and make two brief presentations on their work. Papers will include a final original research project. The course will incorporate two possible field trips, one to the American Philosophical Society in Philadelphia, which holds the manuscript journals of both Lewis and Clark from their expedition, and the other to the National Museum of the American Indian (part of the Smithsonian Institution) in Washington, DC.
The Writer Abroad: Place, Identity Politics and Travel Narratives

Amelia Chaney

In a world where social media and skype can instantly connect peoples across the globe, travel writing whether in the form of amateur blogs, magazine articles, short stories, or full-length books has remained surprisingly popular. This course will examine the development and adaptation of the genre from its origins in early accounts of scientific exploration and colonization to contemporary humorous narratives like those of Tony Horwitz. In doing so, the class will consider not only how these texts represent relationships to place and cultural identity, but also how audience and rhetoric have shaped their construction. As such the course will privilege comparative analysis, examining changes in genre conventions and the ways that women and people of color have historically challenged the traditionally patriarchal and Eurocentric traditions of narrating global travel. Readings for the class will include a diverse range of materials from Harriot’s *True and Briefe Report of Virginia*, excerpts from Oladah Equiano’s *Interesting Narrative* and Mary Kingsley’s “Travels in West Africa,” to Jamaica Kincaid’s post-colonial polemic on Caribbean tourism, *In a Small Place*, and Tony Horwitz’s *Blue Latitudes*, a contemporary retracing of Captain Cook’s journeys through the Pacific. Where necessary, particularly for early travel narratives, we will read these texts alongside secondary materials to help contextual the historical moment. Students will be expected to produce two 4-5 page analytical papers examining primary resources from the class. In addition, they will have the opportunity to experiment with genre conventions, rhetoric and style by writing their own short travel narratives. The class will culminate in a 10 page research paper where students are encouraged to consider how written travel narratives interface with the increasing proliferation of visual and digital media through advertising, photography, and documentary film.
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 selections from the edge.org website, 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 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 before 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 - Human Nature and Human Society

Lawrence Duggan

The focus of this Tutorial will be human nature and human society. Readings will include Aristotle, Machiavelli, the Four Gospels, More, B. F. Skinner, Freud, Orwell, Barbara Ehrenreich, and others. Four short papers will be required.
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 207-080 (Free-Standing)
Accounting I
Robert Paretta
This course introduces the concepts and principles underlying financial accounting and external reporting in an enhanced learning environment. In addition to learning how transactions and adjusting entries affect items on balance sheets and income statements, the specific Honors content of this course will enable students to understand accounting methods, principles, and terminology so they can prepare, interpret and evaluate financial statements. Contemporary issues in corporate reporting of publicly traded companies will also be discussed and students will learn how to: 1) Use financial ratio and fluctuation analysis to identify red flags in financial statements, and 2) Research financial data of international publicly traded companies filed with the Securities and Exchange Commission (SEC) using the SEC’s Electronic Data Gathering and Retrieval (EDGAR) database system. Not open to freshmen.

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
Kamile Basoglu
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
Kalmia 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  
Behnam Abasht  
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors course. 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 404-080/081L (Add-On)**
**Dairy Production**
**Tanya Gressley**
ANFS 404 integrates principles of anatomy, nutrition, genetics, reproduction, housing, health, management, nutrient management and physiology as they relate to the dairy industry. Lecture periods will consist primarily of instructor presentations and group work to cover the course materials. Laboratory periods are designed to reinforce course content by development of "hands on" skills used in dairy production. In addition to the coursework described above, Honors students will conduct an in-depth investigation and evaluation of a commercial dairy herd. *PREREQ: ANFS101 and ANFS251. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Note: Honors section requires some out of class time for visits to commercial dairy herds. Lecture and laboratory meet 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 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.*

**ANFS 470-080 Principles of Molecular Genetics (Add-On)**
*Calvin Keeler*

This course covers the fundamentals of nucleic acid biochemistry (replication, repair and recombination) and bacterial genetics are studied to provide the background needed for detailed study of selected topics in animal and plant molecular biology. PREREQ: ANFS300 or permission of instructor. *Meets with the 600-level 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 318-080 (Add-On)**
*Tribal Lifeways*
*Thomas Rocek*

This course examines the nature of tribal societies as they exist and have existed in the past, communities of a few hundred to a few thousand people linked by kinship, language and culture in a flexible political structure different from stereotype of tribal chiefs and warriors. Topics include evolutionary theories and archaeological record of tribal development, institutional characteristics of tribal cultures, variability among tribal peoples, and contemporary views of concept of "tribe". Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *Meets with the regular section.*

**ANTH 321-080 (Add-On)**
*Prehistoric Human Ecology*
*Jill Neitzel*

This course uses archaeological evidence to examine human-environmental interactions during the prehistoric period. It considers how past peoples adapted to their environments using different subsistence strategies, with an emphasis on hunting/gathering and various forms of agriculture. Students will consider two topics that are relevant to their lives in the contemporary world -- the impacts that ancient societies had on their environments and how they were affected by climate change. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *Meets with the regular section.*
ANTH 401-080 *(Add-On)*
The Idea of Race
*Karen Rosenberg*
This course examines the idea of race in historical and anthropological perspective. It also includes an analysis of interpretation of racial differences in 18th and 19th century Europe and America and an examination of modern approaches to the question of human variability. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *NOTE: Requires permission of the instructor. Meets with the regular section.*

**Arabic (ARAB)**

ARAB 200-080 *(Add-On)*
Advanced Intermediate Arabic
*Ikrar Masmoudi*
A continuation of ARAB107. Emphasis is on reading and viewing authentic materials from Arab media, in order to improve reading, writing and listening skills and to increase knowledge of Arab culture. Please contact the instructor for the specific Honors components and 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
*Joelle Wickens*
This undergraduate course will serve as an introduction to the practice of conservation, specifically conservation 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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *PREREQ: ARTC301. Meets with the regular section.*

**Art History (ARTH)**

ARTH 154-080/080D *(Add-On)*
Introduction to Art History II
*David Stone*
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 209-080 (Add-On)**  
Early Medieval Art: 200-1000 AD  
*Isabelle Lachat*  
This course examines manuscript production, painting, sculpture and architecture in Europe and the Near East. This survey of the earliest Christian art, as well as Byzantine, Early Islamic, Anglo-Saxon, Carolingian and Ottonian art will be punctuated by focused case studies allowing for an in depth analysis of contexts and modes of artistic production and patronage. The Honors section will meet regularly throughout the semester to discuss scholarly articles addressing specific aspects of monuments and objects discussed in class. A field trip to the Walters Art Museum in Baltimore will introduce students to one of the greatest collections of early medieval art in the country. *Meets with the regular section.*

**ARTH 213-080 (Add-On)**  
Art of the Northern Renaissance  
*Monica Dominguez Torres*  
This course surveys the artistic developments in Northern Europe around 1350-1600, from their late medieval foundations to the art of the early modern cities. Pieces by Jan van Eyck, Rogier van derWeyden, Albrecht Dürer, Hieronymus Bosch, Hans Holbein, and Pieter Bruegel, among others, will be discussed within the context of contemporary working conditions, artistic patronage, courtly life, religious climate, and scientific developments. The course will explore major cultural and historic events such as the Protestant Reformation and the discovery of the Americas, and will look at how these events widened intellectual and religious horizons. Works discussed range from tapestries, altarpieces and illuminated manuscripts to churches, palaces and civic architecture. Two special activities will allow Honors students to engage in close examination and discussion of original artworks: a study session of Northern Renaissance Prints at the UD Museums collections, and a field trip to the Philadelphia Museum of Art. *Meets with the regular section.*

**ARTH 445-080 (Add-On)**  
Seminar in East Asian Art: Column, Sky, and Cosmos: Temples and Palaces in East Asia  
*Vimalin Rujivacharakul*  
The topic of ARTH 445 seminar this year is "Column, Sky, and Cosmos." Students will study East Asian architecture and archaeology that connect sites and buildings in East Asia and part of Central Asia with myths, legends, and histories of the region. The Honors Section includes a term research project, in which Honors students work collaboratively with students of architecture or archaeology in China and Japan through Skype, phone interviews, and emails; they will discuss and study primary materials and develop international research collaboration. Museum visits and interviews with scholars. *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.*

**Behavioral Health and Nutrition (BHAN)**

**BHAN 335-080 (Add-On)**  
Health and Aging  
*Beth Oscega-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 208-084/084L (Free-Standing)
Introductory Biology II and Lab

*Alenka Hlousek-Radojcic*

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:** CHEM104. 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 14F and who do not have AP credit for BISC 208. To enroll in this course you must complete the Honors Course Request Form for Restricted Courses.

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 Schmieg*

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

*Staff*

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. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** BMEG401. Meets with the regular section.

Business Administration (BUAD)

BUAD 309-080 (Free-Standing)
Organizational Behavior

*Dustin Sleesman*

This course examines individual, group, and organizational determinants of work behavior in organizations. Theory and concepts relevant to individual differences, attitudes, motivation, teams, leadership, power, and
organizational culture and change are discussed with an emphasis on applying this knowledge to the challenges of management in a variety of 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 448-080 (Add-On)
Field Projects in Marketing
Erwin Saniga
This course will cover effective design and implementation of decision support for operations. It will use a selection of appropriate models for decision support and an emphasis on project work in which an actual decision support system is designed and implemented. PREREQ: BUAD306 and MISY160 or CISC101. RESTRICTIONS: Open to HNRS SR OM majors only. Meets with the regular section.

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. 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.

Chemical Engineering (CHEG)

CHEG 112-080/080L (Free Standing)
Introduction to Chemical Engineering
Christopher Roberts / Abraham Lenhoff
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. To enroll in this course you must complete the Honors Course Request Form for Restricted Courses.

CHEG 304-080 (Add-On)
Random Variability in Chemical Process
Douglas Buttrey
This course offers a fundamental approach to characterization and analysis of randomly varying phenomena. Students will learn to apply the basic principles, methods, and tools in probability and statistics for solving engineering problems involving random phenomena. Applications will include chemical process analysis, manufacturing, system reliability, and design of experiments. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. COREQ: MATH302 or MATH305. Meets with the regular section.
CHEG 432-080 *(Add-On)*
Chemical Process Analysis
Russell Diemer (principal)/Matthew Decker/ Michael Klein/ Ruth Sands/ Thomas Simpson/ 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 consists of (1) on-line moderated discussions using the SAKAI Forum tool on the subject of Team Building based on Patrick Lencioni's "The Five Dysfunctions of a Team", (2) application of certain tools that go with the Lencioni book, and (3) a short report on the impact of the team building study within each Honors section member's project team. 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 & 080/081L *(Free-Standing)*
General Chemistry and Lab
Kimberly Graves
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 for Restricted Courses.

CHEM 104-084/084L *(Free-Standing)*
General Chemistry and Lab
Jacqueline Fajardo
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. COREQ: BISC208 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 for Restricted Courses.
CHEM 112-080/080D, 081/081D, 082/082D (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 & 081/080L & 081L (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/ Catherine Grimes/ John Koh/ Joel Rosenthal/ Donald Watson/ Zhihao Zhuang/ Neal Zondlo/ Mary Watson

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
Susan Groh
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)
Special Topics (A Multimedia Course in Chinese Culture and Society)
Haihong Yang
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 455-080  (Add-On)
Classical Chinese
Haihong Yang
This class offers basic training in classical Chinese. Classical Chinese is a language shaped in the latter half of the first millennium B.C. that still persists as a living medium of expression today. Knowledge of classical Chinese is important to help students read and understand sophisticated modern Chinese texts, which make frequent use of classical allusions and constructs. In this course, students will be introduced to basic grammatical structures of classical Chinese, its syntactic patterns and historical development. We will focus on grammar, systematic sentence analysis, and distinctive functions of grammatical particles through translation and discussion in class,
focusing on grammar and vocabulary. The course is taught in English and Chinese. Honors students will read one more passage and give an oral presentation on that passage. **PREREQ:** Two CHIN courses at the 300 level and one CHIN course at the 400 level. Meets with the regular section.

**CHIN 467-080 (Add-On)**  
**Seminar**  
**Haihong Yang**  
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 / Sue McNeil / Jack Puleo / 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, land planning and development, 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**  
**Dennis Mertz**  
Honors students will work in small groups on an independent project. The project will involve advanced application and synthesis of course concepts such as structural design methodologies, design codes, applicable limit states, fabrication issues, and design of steel and concrete members subjected to tension, compression and bending. **PREREQ:** CIEG 301. Open to majors only. 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
Rachel Davidson
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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.

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. Open to UDHP CISC, INSY, CPEG and ELEG majors only.

CISC 475-080/080L (Add-On)
Advanced Software Engineering
James Boykin
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 (Free Standing)
Introduction to Communication Research Methods
Charles Pavitt
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. PREREQ: COMM 256 or COMM 245 or COMM 330. Open to COMI majors only. Not open to freshmen.

COMM 425-080 (Add-On)
Advanced Topics: Politics and Broadcast Journalism
Ralph Begleiter
In this course, topics vary and may include influence of crisis news on national and international politics, effectiveness of political documentaries and ethical and historical underpinnings of broadcast journalism. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Cross-listed with POSC425-080. Not open to COMI majors. May be repeated for credit when topics vary. Meets with the regular section.

COMM 490-080 (Add-On)
Honors Capstone
Charles Pavitt
This course provides a capstone experience for Communication Honors majors. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Restricted to Communication Honors majors. 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.

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 101-080 (Free-Standing)
Introduction to Microeconomics: Prices & Markets
Elizabeth Bayley
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.

ECON 103-080/081 (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 101. Open to first-year UDHP students only.

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: ECON103 and one of ECON251, ECON300 or ECON301; or permission of instructor. Open to UDHP ECON majors and minors only.

ECON 308-080 (Free-Standing)
Banking and Monetary Policy
Eric Brucker
This course examines the nature and economic significance of money, credit and the banking system; the origin and management of the money supply; and effects of monetary changes on price levels, output and employment. PREREQ: ECON103.

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
Burton Abrams
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, the future of the Euro, the Great Recession, the Chinese economic success, African growth and the alleviation of poverty. They will choose 4 books and write papers on their choices, specifically using an economics theme. They will present their papers in a seminar fashion. On the second day to discuss each book, the Honors students will divide into pairs for mini-debates. One side will take the conservative (smaller government) perspective and the other debater will argue the more liberal (more government involvement) side. These debates will be enhanced by questions from the other students and the professor and other academic guests. Please contact the instructor for more specifics and a list of this semester’s books. **PREREQ:** ECON 300 or 301. 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 Discovery Learning Experience requirement. Meets with the regular section.

**Education (EDUC)**

**EDUC 240-080 (Free-Standing)**

**Law and Ethics in Education**

**David Blacker**

This course offers an exploration of classic and contemporary legal and philosophical texts on the rights and responsibilities of students and teachers. **Open to UDHP ETE majors only.**

**EDUC 310-080 (Add-On)**

**Reading and Writing in Elementary Schools**

**Sharon Walpole**

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 469-080 (Add-On)
Research Internship Experience
Elizabeth Pemberton
This course includes a research experience with a faculty member.

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 nonlinear 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
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 examining the Keystone Pipeline issue, consulting studies identified by the instructor. Open to majors only. Meets with the regular section.

**ENEP 427-080 (Add-On)**

**Sustainable Energy Policy and Planning**  
**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. Honors students will complete a research paper examining the proposal for the City of Newark, DE to use its rooftops to host a decentralized solar power plant able to cost-effectively supply at least 40% of the City’s daylight hour electricity needs over the course of a typical year. **PREREQ: ENEP 425 Meets with the regular section.**

**ENEP 472-080 (Add-On)**

**Senior Research Paper**  
**John Byrne/William Latham/Ismat Shah**

Students will complete an advanced senior research in the the areas of energy and environmental policy under the direction and subject to approval of a program faculty advisor. Requires original research and application of energy and environmental theory and policy analysis on an energy and environmental problem. **RESTRICTIONS: Open to SR ENEP majors only.**

**English (ENGL)**

**ENGL 316-080 (Free-Standing)**

**Peer Tutoring and 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. Students who complete this course with a B+ or higher will have the option of working as peer tutors in the UHP Writing Fellows Program next year. ENGL 316 satisfies the Arts & Science Second Writing Requirement for students with junior or senior status. Combined with a semester’s service as a Writing Fellow, the course also satisfies the Discovery Learning Requirement. **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 345-080 (Add-On)**

**African American Literature II**  
**Timothy Spaulding**

This course examines literature by African American writers from the Harlem Renaissance to the present. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ: ENGL110. Meets with the regular section.**

**ENGL 365-080 (Add-On)**

**Studies in Literary Genres, Types, and Movements: Plays Into Movies**  
**Kevin Kerrane**

Particular areas or writers to be announced. **PREREQ: ENGL110. RESTRICTIONS: May be taken up to three times when topics vary. 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 430-080, 081 (Add-On)
Legal Writing
Phillip Mink
This course focuses on the analytical skills necessary to address a wide range of legal audiences: clients, opponents, judges, regulatory agencies, and legislators. Emphasis on creating a streamlined prose style that is suitable for any legal writing task. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: ENGL110. Meets with the regular section.

ENGL 480-080 (Add-On)
Seminar: Bad Men and Shameless Women
Miranda Wilson
This course considers seventeenth-century English depictions of unruly behavior including murder, cross-dressing, violations of gender and rank, schemes financial and political, and general naughtiness. Using prose, drama, and poetry, we will consider the period’s fascination with those figures who move past the boundaries of the “acceptable.” We will also consider the cultural processes by which the outlandish can, at times, become the norm. Representative authors include Ben Jonson, Thomas Dekker, Thomas Middleton, John Wilmot, Aphra Behn, and various pamphleteers from the period. The course will be discussion based and will require exams and papers. The Honors component will consist of a research / creative exercise to be designed by the student in collaboration with the instructor. 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 480-081 (Add-On)
Seminar: Contemporary Historical Novel
Edward Larkin
This intensive capstone seminar employs research presentations as the occasion for students to consolidate skills acquired in 100-, 200- and 300-level coursework. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Open to Honors ENGL majors only. PREREQ: ENGL
Entomology and Wildlife Conservation (ENWC)

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 and historical information and experiments that helped shape the field of entomology. Honors students will read about research on insects that complements class lectures followed by group discussions for about 1/2 of the classes. Students will design and present an educational project (painted lady butterfly) for CANR Ag Day. Field trips include insect conservation and biological control. Meets with a regular section; separate Honors discussion.

Fashion & Apparel Studies (FASH)

FASH 215-080 (Add-On)
Fundamentals of Textiles
Frances Mayhew
Science principles are the basis for understanding fibers, the basic structure of yarns and fabrics. Relationships between the chemical composition of fibers and properties such as tensile strength, flammability, elasticity, moisture absorption, and dye affinity are explored. Understanding science principles in relation to textile properties provides basis for evaluation of textile products. An Honors project on a research topic of textiles in the form of a paper or a proposal will be required for the Honors section. PREREQ: CHEM 101. Limited to majors only. Meets with the regular section.

FASH 218-080 (Add-On)
Introduction to Fashion Business
Dilia Lopez-Gydosh
This course covers the fashion business by examining the fundamental concepts and strategies related to merchandising and retailing of fashion and apparel products. Current practices and trends in the fashion industry are examined. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

FASH 220-080 (Add-On)
Fundamentals of Textiles II
Martha Hall
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 project 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)**

**Advanced Apparel 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**

*Jaeehe 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-feelings, 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**

*Jaeehe Jung*

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.

**FASH 433-080 (Add-On)**

**Product Development and Management**

*Kelly Cobb*

This course focuses on all phases of apparel product development for a targeted market from conceptualization through execution of sample garments for sustainable mass production. It further develops skills in computer-aided pattern designing, grading, marker making and data management (e.g., sizing, specifications, operations and costing) and includes a cooperative project with an apparel firm to provide hands-on industry experience. Includes field trip. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. **PREREQ:** FASH314, FASH333. Meets with the regular section.

**Finance (FINC)**

**FINC 311-080 (Free-Standing)**

**Principles of Finance**

*Frederick Bereskin*

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
Revansiddha Khanapure
The course covers principles of Investments including analysis of investment decisions and financial markets. The topics covered include market structure, risk-return tradeoff, concepts of diversification and efficient frontier, Capital Asset Pricing Model, Intertemporal Capital Asset Pricing Model, the notion of market efficiency, behavioral finance, bond valuation, security analysis, and derivatives. This course will provide you basics for a career in the investment industry and/or related fields. The honors students will be required to prepare an essay that will translate academic research to practical applications. Given the extent of noise and confusing financial advice prescribed in the media, the essay will help the honors students distinguish fact from fiction with academic research as a guiding post. 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
Paul Laux
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 322-080 (Add-On)
Classical Literature in Translation
Staff
This course is a survey of ancient Greek tragedy and the society that produced it. The course will examine a representative sample of the major plays of the tragedians Aeschylus, Sophocles and Euripides. Among the topics considered will be: the tragic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic
heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world. Plays to be read include the Oresteia, Bacchae, Medea, Oedipus the King, and Antigone. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. May be repeated for credit when topics vary. Cross-listed with CMLT322-080 and WOMS322-080. Meets with the regular section.

FLLT 329-080 (Add-On)
Topics: Italian Cinema
Giorgio Melloni
The aim of the course is to acquire an understanding of Italian Cinema from its origins to the present, with emphasis on major directors and films representative of their work. In this course a range of films and film clips will guide us through an examination of the impact and the importance that Italian Cinema has had on the history of World Cinema and Culture. The history of Italian film is one that fluctuates between two separate poles, artistic innovation and commercial instinct. This is obvious from the very beginning of film history. For example, in 1914, Italy introduced two major innovations (first feature film and first use of camera dolly) that are still readily apparent in modern cinema, both in one film, *Cabiria*. Honors students will conduct in-depth research projects focusing on particular figure or theme touched on in the course. Students enrolled for Honors credit must complete an additional presentation along with an additional research paper. May be repeated for credit when topics vary. 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 331-081 (Add-On)
Introduction to Chinese Films
Jianguo Chen
This course introduces students to the treatment of recurring themes in Chinese films such as those related to various forms of love, death, and gender roles. Specifically, the course examines issues of passion (love and revenge), desire, sexuality, death, and masculinity and femininity in relation to those of duty (filial piety, loyalty to the state), politics, and nationalism. We will focus on the issues of gender politics and female sexuality of various ideological persuasions and psychological dispositions and how such issues are articulated cinematically. In studying cinematic representations of these themes, we will use both historical and contemporary perspectives. The course not only introduces students to Chinese culture/society through the cinematic perspective, but also acquaints them with a knowledge of Chinese film aesthetic (the cinematic language) and film making. Honors students will work on an in-depth independent research project and will make a formal presentation on research results in class. Meets with the regular section.

FLLT 332-081 (Add-On)
Arabic Literature in Translation
Ikram Masmoudi
This course explores special topics in Arabic literature, particular themes and writers to be announced, e.g., The Thousand and One Nights, Arab women writers, Iraqi women’s fiction, war novels. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.
FLLT 338-080 (Add-On)  
Light & Shadow: Japanese Films  
Rachael Hutchinson  
This course acquaints students with both famous and little known works of Japanese cinema, and reassesses how these films have been treated in the literature to date. By examining Japanese films through a number of different thematic issues, we can avoid the monolithic and teleological narrative of ‘national cinema’ that has so often been applied to Japanese film. We will focus on feature live action narrative films (as opposed to documentary, animation or short films), from the 1950s to the present. Topics for discussion will include wartime and occupation censorship, the visuality of violence, and discourses of adaptation and the remake. We will study Kurosawa Akira’s samurai films and their relationship to Hollywood, the 1970s yakuza film and its modern incarnation in the films of Takeshi Kitano, and representations of masculinity and femininity in Japanese film. We will end with an extended study of Battle Royale, considering the original novel by Takami Koushun and recent interpretations such as The Hunger Games. Honors students will have the opportunity to write a 15-20 page research essay addressing one of the issues covered in the course. Meets with the regular section.

French (FREN)  

FREN 200-080 (Add-On)  
Grammar and Composition  
Flora Poindexter  
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  
Cynthia Lees  
This course focuses on the development of oral proficiency in French through discussion and analysis of major French-language films. Students will acquire a basic lexicon of cinema-related vocabulary. Written work in the form of short essays may be included. Honors students have additional discussions with the professor and an oral presentation on an additional film. PREREQ: Minimum grade of B in FREN 107, FREN 112, or one 200-level course. Meets with the regular section.

FREN 211-080/081 (Add-On)  
French Reading and Composition  
Donna Coulet du Gard/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

38
sicle 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 314-080 (Add-On)  
French Phonetics  
Ali Alalou  
This course studies the sounds of the French language (both individual phonemes and items of connected speech, such as liaison, linking, intonation, etc.). It helps improve pronunciation of the language. Do you know the difference between the pronunciation of “Louis” and “lui?” Do you still choke over your French “r?” Are you unsure of when to pronounce final consonants and when to drop them? Do Frenchmen pick you out as American as soon as you pronounce the first syllable of what you thought was their language? Then FREN 314 may be the course for you! Two hours of each week are spent learning the rules of pronunciation, practicing auditory discrimination, and transcribing French discourse, using the IPA (International Phonetic Alphabet); one hour a week is given to practicing the sounds in small groups. Oral exercises to accompany the textbook are available on the Internet. Honors students do extra work in listening comprehension and producing texts or dialogues, and they are assigned more homework. PREREQ: Any two 200-level French courses. Not intended for native speakers of French. 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 202-080 (Add-On)  
Ancient Poetry: Intermediate Greek  
Staff  
This course focuses on the works of one or more poets. Readings will be drawn from the epic, lyric, and dramatic (tragic and comic) works of authors such as Homer, Sappho, Pindar, Aeschylus, Sophocles, Euripides, and Aristophanes in rotation or in combination. Honors students make a presentation to the class with a recital of Homeric poetry in correct dactylic hexameter. PREREQ: GREK201 or equivalent. Meets with the regular section.

GREK 302-080 (Add-On)  
Ancient Poetry: Advanced Intermediate Greek  
Staff  
This course focuses on the works of one or more poets. Readings will be drawn from the epic, lyric, and dramatic (tragic and comic) works of authors such as Homer, Sappho, Pindar, Aeschylus, Sophocles, Euripides, and Aristophanes in rotation or in combination. Although GREK 202 and 302 meet together, the reading and writing assignments for GREK 302 will be more extensive than those for GREK 202. Honors students will make a presentation to the class. PREREQ: GREK 202 or equivalent. Meets with both regular section and GREK 202.
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 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. Honors students will complete all of the assignments for the HDFS 480 Student Teaching Seminar, including attending all class sessions. In addition, Honors students in HDFS 481 will meet regularly with the instructor to work on a teacher research project which will include a literature review and a discussion of an innovative teaching strategy implemented during student teaching. The resulting paper about this project will be presented at the mastery portfolio defense at the end of the semester. *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.*

Hebrew (HEBR)

HEBR 205-080 (Add-On)
Hebrew Conversation

* Eynat Gutman *

This course covers the practical use of Hebrew by means of discussions and oral reports on a variety of topics including family, school and work life. There is an emphasis on improvement of conversational skills for social situations, as well as grammatical competence and reading comprehension through multicultural themes including the revival of the Hebrew language and various issues related to Hebrew culture. Honors students will have the opportunity to explore texts and grammatical topics which are beyond the regular class topics. Students will pick one of these readings and provide a short presentation to the class. *PREREQ: HEBR107 or equivalent. Cross-listed with JWST205-080. 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 102-083 (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. Honors students, in addition to writing a slightly longer paper than the rest of the class, will meet a minimum of three times in the professor's home, very near campus, for discussions of the material of the course and students' choices of paper topics. *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 268-086 (Add-On)**  
*Seminar: Fascism & Communism in Europe*  
*Jesus Cruz*  
This course is an introduction to the study and writing of history. Individual instructors take different approaches but all tend to stress the nature and verification of historical evidence, its interpretation and its communication in writing. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *Open to Honors HIST majors only. Cannot be repeated for credit. Meets with the regular section.*

**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—defnition 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 342-080 (Add-On)**  
*Barbarian Europe*  
*Daniel Callahan*  
This lecture course will examine the political, social, and cultural development of the barbarian peoples in Western Europe during the early Middle Ages, 250-1050. Special attention will be given to the Church as an instrument of civilization. There will be a one hour exam, a paper and a final. The paper for the students in the Honors section must be at least twenty pages long and represents forty per cent of the total of the course grade. *Meets with the regular section.*
HIST 343-080 (Add-On)  
Medieval Europe: 1050-1350  
**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. 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 352-080 (Add-On)  
Europe, 1945 to the Present  
**Staff**  
This course is a comprehensive survey and analysis of the evolution and structure of post World War II European society. Please contact the department for the specific Honors components and the grading rubric of 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 359-080 (Add-On)  
Soviet Union: 1917-1991  
**David Shearer**  
This course is an in-depth survey of major trends in Soviet history from the revolutions of 1917 to the revolution of 1991. In addition to basic political and economic history, we will stress social and cultural developments. Themes will include the origins of the Bolshevik revolution, the rise of Stalinism, social and cultural life in the 1920s and 1930s, the effects of World War II, party, state, and society in the Khrushchev and Brezhnev years, and the cultural and social revivals of the 1960s and 1970s. We will also spend time on developments during the Gorbachev years and the revolutionary events of 1991. There are no pre-requisites for the course, but students are encouraged to approach the history of the Soviet Union with an open mind--to challenge and change prejudices and preconceptions derived from our own Cold War history. Honors section students will receive second writing course credit, and have the option to write three interpretive essays (revising two), or working individually with the professor on a longer and focused term paper project. Please contact the professor with questions. *Meets with the regular section.*

HIST 367-081 (Add-On)  
Experimental: 19th Century Europe  
**Jesus Cruz**  
Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *Meets with the regular section.*
HIST 381-080 (Add-On)
Island and the West: Mutual Perception
Rudolph Matthee
This course surveys the history of mutual views of Islam and Christianity/Judaism/the West from the Middle Ages to the present. Topics include medieval polemics, Enlightenment attempts at respect and understanding, the question of Orientalism, and the current specter of a clash of civilizations. The Honors section will consist of additional readings, to be analyzed and discussed during a weekly session following regular class. Honors students will also be asked to share their research findings and eventually present their papers during said session. Depending on funding, a trip to the Islamic Galleries of the Metropolitan Museum in New York City will be organized. 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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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
Zvi Schwartz
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Open to HRIM majors only. Meets with the regular section.
HRIM 482-080 (Add-On)
Law of Innkeeping

Ronald Cole

This course is an introduction to the laws relating to hotel, restaurant and institutional operations. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

HRIM 489-080 (Add-On)
HRIM Restaurant Management Practice II

Joseph Digregorio/Deborah Ellingsworth/Nicholas Waller

This course is a structured experience in a hospitality industry environment. It includes at least 40 hours per credit hour in planned activities associated with the management and operation of a hospitality property. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: HRIM321, HRIM325, and HRIM488. 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.

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 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 250-080 (Add-On)
Introduction to Business Italian

Riccarda Saggese

This course familiarizes students with characteristics of business Italian (vocabulary, technology, terminology and syntactical patterns) and aspects of the Italian business community. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: ITAL107. 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 the grading rubric for the Honors work. **PREREQ:** ITAL 211 or ITAL 212. *Meets with the regular section.*

**ITAL 325-080 (Add-On)**
**Italian Civilization and Culture I**
*Meredith Ray*
This course is a survey of the major cultural, social and political developments in Italy from the Etruscans to the 15th century. 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 455-080 (Add-On)**
**Selected Authors, Works and Themes**
*Meredith Ray*
This course will examine how Italian authors interpreted World War II, one of the most destructive events of the 20th Century. We will read the poetry, essays and novels of some of the greatest modern Italian writers, including Pavese, Berto, Bassani, and Fenoglio, as they portray the horrors of the war and the struggle against the Nazis and the Fascists. Honors students will be expected to periodically present biographical and sociocultural information about specific authors/texts in both oral and written form. **PREREQ:** Any two ITAL 300-level literature courses. *Can be repeated for credit when topics vary. May be offered jointly with ITAL 655. 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**
*Mutsuko Sato*
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
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 405-080 (Add-On)
Japanese Translation
Rachael Hutchinson
This course explores both the process of translation and the nature of Japanese literature. As well as translating excerpts from Nagai Kafū’s Furansu monogatari (1909), a text currently unavailable in English, students will also have the opportunity to compare the text and writing style to other works of Meiji literature. Students will discuss major issues involved in translating a literary text from Japanese to English, including the effect of synonym choice, literal versus loose translation, poetic license and the tense-aspect controversy. Students will also gain an appreciation for writing style in terms of sentence construction, kanji use, poetic language and the effect of literary quotation. Students will improve and polish their translation skills to a high degree, and will be encouraged to find their own method of translation, balancing creative expression with accuracy and fidelity to the original text. Throughout the course we will read and discuss translation theory, using Mona Baker’s book In Other Words as well as articles by Rebecca Copeland and Walter Benjamin. Honors students will undertake an additional translation of a text of their own choosing, and submit a commentary analyzing their own translation choices. PREREQ: JAPN301 plus one other JAPN course at the 300-level. Meets with the regular section.

Jewish Studies (JWST)

JWST205-080 / HEBR 205-080 (Add-On)
Hebrew Conversation
Eynat Gutman
This course covers the practical use of Hebrew by means of discussions and oral reports on a variety of topics including family, school and work life. There is an emphasis on improvement of conversational skills for social situations, as well as grammatical competence and reading comprehension through multicultural themes including the revival of the Hebrew language and various issues related to Hebrew culture. Honors students will have the opportunity to explore texts and grammatical topics which are beyond the regular class topics. Students will pick one of these readings and provide a short presentation to the class. PREREQ: HEBR107 or equivalent. JWST205-080 and HEBR205-080 are cross-listed. 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, prospected 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 305-081 (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 & 080L/081L (Add-On)**  
**Pre-Clinical Anatomy & Physiology II**  
*William Rose*  
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.** Meets with the regular section.

**KAAP 400-080/081/082 (Add-On)**  
**Research Methods**  
*Thomas Buckely/Jeremy Crenshaw/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. Please contact the instructor for the specific Honors components and the grading rubric of the Honors work. **PREREQ: KAAP480 and 481.** RESTRICTIONS: Open to AT 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 prosected 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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work.
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. The Honors section of KAAP430 will assess their daily and activity energy expenditures by wearing an accelerometer for 3 days. Students will upload anthropometric data prior to their personal energy expenditure assessments and then download their energy expenditure reports. The reports will detail the total number of calories expended as well as the number of minutes spent in light, moderate and vigorous activities. 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 Kaminski*

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

*Margaret Laird*

This is a course in translating Latin poetry by various authors from antiquity. Honors Students will develop a paper that explores an aspect of the Aeneid of interest to them. The paper will be based on the students’ own critical reading of the text combined with research into secondary scholarly literature. Students will share their findings with the class as a work-in-progress in the second half of the semester and will submit a written version of the paper at the semester’s end. **PREREQ:** LATN 201 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 101-080 (Add-On)
Global Contexts for Leadership
Jennifer Fuqua
Understanding a variety of issues and problems that impact quality of life of individuals and groups and demand effective leadership in global contexts. 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.

LEAD 341-080 (Add-On)
Decision-Making and Leadership
Jane Case
Decision-Making and Leadership examines the application of decision making tools and models for making effective decisions in a leadership context. Management decision making is one of the most important functions of a leader. Management decision making depends on skills of the leader, the context and the process of decision making. All three of these aspects combine to affect the ultimate results of decisions made by leaders. This course explores decision making from multiple perspectives and provides students the opportunity to consider their processes and dispositions as well as those of others in leadership. Honors Program students will meet with the regular section and engage in enriched opportunities throughout the semester to satisfy the Honors Program requirements. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: LEAD 100 or permission of instructor. Meets with the regular section.

LEAD 404-080 (Add-On)
Leadership in Organizations
James Morrison
This course will aid in understanding the process of change and positively affecting change in organizations through the exercise of leadership knowledge. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: LEAD 100. Meets with the regular section.

LEAD 490-080 (Add-On)
Senior Capstone
Karen Stein
In this course, students will engage in a project addressing "real world" leadership challenges. Successful project completion requires integration, synthesis and reflection upon knowledge and skills acquired in previous courses. Specific projects vary by semester. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: LEAD 100 and 341. Open to SR LEAD or OCL major only. This course satisfies the Honors Degree Capstone requirement when taken in one of the last two semesters prior to graduation. Meets with the regular section.

Legal Studies (LEST)

LEST 210-080 (Add-On)
The Law and You  (1 credit)
Staff
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
Staff
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/080L (Free-Standing)
Analytic Geometry & Calculus C
YJ Leung
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 for Restricted Courses.
MATH 549-080 (Add-On)  
Coding Theory and Cryptography  
Andrew Novicin
Basic coding theory including correcting and detecting error patterns. Cryptography, including symmetric key encryption, DES, RSA and cryptographic protocols. Please contact the instructor for the specific Honors component and the grading rubric for the Honors work. *Meets with the regular section.*

PREREQ: MATH341 or MATH349 or MATH351.

Mechanical Engineering (MEEG)

MEEG 112-080 & 081 (Add-On)  
Statics  
Jennifer Buckley/Dustyn Roberts/Erik Thostenson
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 202-080 & 080L/081L/082L/083L/084L/085L (Add-On)  
Computer-Aided Engineering Design  
Jennifer Buckley/Michael Keefe
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 462-080 (Add-On)
Experiential Learning
Karen Brinker/ Michelle Parent
This course is a final reflective component of the volunteer experiences accumulated throughout the student's undergraduate years in preparation for a graduate program in a healthcare field. Evidence of critical thinking and knowledge of healthcare concepts will be demonstrated through an ePortfolio and a formal summary paper. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Open to MEDT senior majors or Pre-Physician Assistant concentration junior students only. Meets with the regular section.

Music (MUSC)

MUSC 195-080/081 (Add-On)
Harmony I
Daniel Stevens / Philip Gentry
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
Chad Fothergill
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 B or better in MUSC 211 or permission of instructor.

MUSC 313-080/081 (Free-Standing)
Music History: 1827-Present
Philip Gentry/Russell Murray/Maria Puricello
This covers the Romantic era, Impressionism and the 20th century. We will examine musical thought and style from 1827 to the present. PREREQ: MUSC211 with a grade of C- or better or permission of the instructor. Enroll in section -081 to fulfill Second Writing Requirement.

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

_Dayan Knox_

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 110-083 (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 Herman_
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/Donna Szewczyk_
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
_Staff_
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 382-080 (Add-On)
Communities and Health Policy
_Bethany Hall-Long_
This course examines the nurse's role in community health and health policy. Major issues affecting healthcare and current political issues are examined. Issues of bioterrorism, environment, and occupational health are included. Honors students will participate the analysis and synthesis of a population health issue and subsequent public health policies. PREREQ: All 200-level required NURS courses, BISC 276 and BISC 300. Open to NURS majors only. 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.

Philosophy (PHIL)
PHIL 303-080 (Add-On)  
Modern Philosophy  
**Seth Shabo**  
This course is a study of works of the major philosophers of the 17th and 18th centuries, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. In reading these works, we will come to understand some of their main positions and arguments in metaphysics and epistemology. In addition, we will come to appreciate how their discussions have shaped our contemporary understanding of such core philosophical problems as the nature of minds, what the physical world is like and what we can know about it, causation, and personal identity. Honors students will write an additional paper that examines Hume's views on free will. *Meets with the regular section.*

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 do additional reading and writing assignments and meet for an additional discussion every other week at a date and time chosen to accommodate the most students. This means that students with extremely complex or restricted schedules may not be able to take part, and those students will have the option of switching into the non-honors section or dropping the class. 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 (Add-On)  
Oscillations and Waves  
**John Clem**  
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.

Political Science (POSC)

POSC 409-080 (Free-Standing)
Topics in World Politics: Ethics and Politics
William Meyer
In this course, we will address a series of ethical issues that are directly related to national and international politics. Our primary focus will be at the international level, and our primary medium will be film (both feature films and documentaries). The topics include realpolitik, idealism, pacifism, just war theory, torture, genocide, global governance, and international justice. Every student will be expected to complete the assigned readings before coming to class, write 2 papers of roughly 10 pages each, and complete both the midterm and the final (take-home) exams. Each student will also participate in one debate. Your first paper is based on the research you do for your team’s debate. The second paper is a “reaction” paper requiring textual analysis and critique of the required readings.

POSC 425-080 (Add-On)
Advanced Topics: Politics and Broadcast Journalism
Ralph Begleiter
In this course, topics vary and may include influence of crisis news on national and international politics, effectiveness of political documentaries and ethical and historical underpinnings of broadcast journalism. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Cross-listed with COMM 425-080. Not open to COMI majors. May be repeated for credit when topics vary. Meets with the regular section. To enroll in this course you must complete the Honors Course Registration Form.

Psychology (PSYC)

PSYC 209-080 (Free-Standing)
Measurement and Statistics
Agnes Ruan Ly
This covers analyzes the theory and application of statistical techniques to psychological data. PREREQ: Grade of C- or better in PSYC100 or NSCI100 and one course in basic college mathematics. Open to UDHP PSYC and NSCI majors only.

PSYC 320-080 (Free-Standing)
Introduction to Neuroscience
Dayan Knox
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Cross-listed with NSCI 320-080. PREREQ: PSYC 100. Open to UDHP NSCI and PSYC majors only.
PSYC 350-081 (Free Standing)
Developmental Psychology
Brian Ackerman
The two focal goals of this course are to train students to set up and critique models of developmental risk, and to train understanding of the underlying logic and empirical basis of developmental claims. The course focuses on the historical and cultural background and social context of developmental issues. The core assignments include small analytic essays based on journal articles. PREREQ: PSYC207 and PSYC209 or substitutes (MATH202, MATH205, STAT200, SOCI301), and only PSYC209 for NSCI 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 individuation 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
Staff
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
Staff
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 325-080 (Add-On)
Russian Civilization and Culture
Julia Hulings
Culture is a system of ideas expressed in linguistic, religious, literary, artistic, social, scientific, and technological forms, fleshed out by creative people. Some of these ideas are constants that persist through change, while others are variable. This course will identify and explore what it means to be "Russian" through such topics as marriage and dating, family life, cuisine, traditions and behaviors, the dacha and banya, environmental concerns, and art, illustrating them with journal and newspaper articles, samples of the works of various Russian writers and artists, and other authentic visual and written materials such as menus, maps, and photographs. This course will deepen students’ understanding of Russia’s past, present, and future while improving their mastery of both written and
spoken Russian. To truly understand the complex nature of the culture of such a huge country, oral reports will concentrate on the other major ethnic groups in Russia (which compose approximately 20% of the population) and their approaches to the unit topics. Honors students will go more into depth through extra projects using the Internet, additional related readings, and short compositions on their impressions and findings. PREREQ: RUSS 200 Meets with the regular section.

RUSS 440-080 (Add-On)
Utopias and Dystopias: Russian Science Fiction
Julia Hulings
The Russian writer Evgenij Zamyatin depicts a future “world of square roots of minus one” in his banned novel We, written and published in the 1920’s as a response to his impressions of the October Revolution and its aftermath. Scholars agree that this early sci-fi dystopia influenced H G Wells and his 1984, however the roots of science fiction in Russia reach back to the late 18th century when contact with European ways of life were truly established. The utopian “Dream, Happy Society” of 1759 starts our journey with its prophetic proposal of separation of church and state. As we enter the 19th century, Dostoevsky’s provides another depiction of an albeit unearthly utopia in “Dream of a Ridiculous Man,” and Odoevsky’s “Town Without a Name” shows the negative results of scientific rejection of ethics. This theme continues into the 20th century in Kuprin’s “Toast” set in the year 2905, when universal harmony is not all it was intended to be, and in Valery Bryusov’s “Republic of the Southern Cross,” where we see the consequences of dictatorship vs. basic human desire. Our exploration of the 20th century will include Zamyatin’s We and grim stories by the Strugatsky Brothers, who are credited with really launching sci-fi as a genre in the Soviet Union after the Khrushchev Thaw. What we dream of and what we see may be two entirely different things, and even the most careful attention to logic and reason can go very wrong. Honors students will choose and read one additional short story not covered in class and create a glossary and questions to guide reading. They will also write an additional short paper comparing a themes from the work to those read in class. PREREQ: Any two 300-level Russian courses. May be repeated for credit when topics vary. Meets with the regular section.

Sociology (SOCI)

SOCI 201-080 (Free-Standing)
Introduction to Sociology
Victor Perez
The practice of sociology is best described as a dynamic perspective used to study social interaction and social behavior, and their relationship to social institutions. In this course, you will develop the sociological perspective that provides an innovative way of understanding the social self, the complex relationship between the individual and society, and various characteristics of social institutions and the consequences they produce for social experience and life chances. We examine how commodification, McDonaldization, and medicalization have changed social experience in modern society. Through a variety of class exercises, you will cultivate the sociological imagination and its power to study human interaction and by the end of the semester be better able to critically evaluate and insightfully participate in society. No prerequisites. Open to all UDHP students.

Spanish (SPAN)

SPAN 200-084 (Add-On)
Spanish Composition & Grammar
Stacey Hendrix
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 205-080 (Add-On)
Spanish Conversation
Joan Brown
The goal of this course is to enable increased mastery of practical spoken Spanish in its cultural context. The language will be used strategically – to accomplish objectives and resolve conflicts – in realistic situations. Linguistic and cultural topics include travel, health, geography, education, social interactions, cuisine, sports, housing, family life, entertainment, technology, and business. An array of methodologies is used to build oral competence in real-world situations. Course components include role-playing activities, vocabulary expansion, cultural readings, films and other non-print media, oral reports, Internet research, listening activities, pronunciation practice, grammar repair and review, short compositions, and an individual final project. The Honors section features additional proficiency activities inside and outside the classroom. PREREQ: SPAN107, 112, 200 or 201. A minimum grade of B is required in either SPAN107 or SPAN112. Not intended for native speakers of Spanish. Students may not receive credit for both SPAN205 and SPAN206. Meets with the regular section.

SPAN 300-082 (Add-On)
Advanced Spanish Grammar and Composition I
Asima Saad Maura
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 304-080/081 (Add-On)
Survey of Spanish American Literature
Meghan McInnis-Dominguez
This course examines works in all genres of Latin American literature in the 20th century. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: SPAN201. Meets with the regular section.
SPAN 304-082 (Add-On)  
Survey of Spanish American Literature  
_Persephone Braham_  
This course examines works in all genres of Latin American literature in the 20th century. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. _PREREQ: 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 326-080/081 (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 401-081 (Add-On)  
Advanced Spanish Composition & Grammar II  
_Hans-Joerg Busch_  
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 415-080 (Add-On)  
Latin American Literature: Political Context  
_Gladys Ilarregui_  
This course includes an analysis of selected works by contemporary Latin American authors, focusing on the techniques used by these writers to reveal the political upheaval that has affected Latin America in recent years. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. _PREREQ: One SPAN 300-level survey course of literature. Meets with the regular section._

SPAN 447-080 (Add On)  
Contemporary Hispanic Fiction by Women  
_Joan Brown_  
This course explores outstanding contemporary fiction by women writers from Spain and Latin America. From a gender-bending short story to a supernatural memoir to a gripping war novel, these works provide a window into life and literature in Spain, Mexico, and Argentina. The primary goal of the course is to analyze outstanding
works as individual literary creations, while situating them in their literary, historical, and sociocultural contexts. An ancillary goal is to build individual skills in Spanish. The emphasis is on intensive reading (fewer works covered in depth), “low-stakes” writing practice, and discussion. This is a stand-alone honors course that meets with a small M.A.-level graduate section. PREREQ: One 300-level survey of Spanish literature. Fulfills the University Multicultural requirement.

SPAN 491-080 (Add-On)
Latin American Studies Capstone
Alexander Selimov
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 Pirkl 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. Seats reserved for 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  
Andrea Sarzynski  
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.

UAPP 330-080 (Add-On)  
Public and Nonprofit Administration  
Harvey White  
This course examines major topics in public and nonprofit administration, including how policy is transformed into action and services. It also examines key administrative processes and ethical issues facing public and nonprofit leaders. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

UAPP 440-080 (Add-On)  
Contemporary Policy Issues  
Jonathan Justice  
This capstone course serves as a culminating learning experience for students during their senior year. It involves an integration of the policy skills that they have developed within applied contexts related to their minors or areas of interests and their UAPP 300 Field Experience. 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. Meets with the regular section.
Womens Studies (WOMS)

WOMS 240-080 (Add-On)
Women and Violence
Marie Laberge
This course analyzes a variety of issues and topics relating to women and violence, including rape, domestic violence, images of women in popular culture, incest and child abuse, pornography, sexual harassment and women who use violence. It will present descriptive materials, sociological analysis and strategies for change. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

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
Kathleen Turkel
This course is the required capstone for Women and Gender Studies majors. The course will consider the evolution of Women and Gender Studies as an academic field and will explore the connection between academic research is this field and feminist activism. Students enrolled in the honors section will read Outsourcing the womb: Race, Class, and Gestational Surrogacy in a Global Market by France Winddance Twine. 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.**

<table>
<thead>
<tr>
<th>Department</th>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCT 425-080</td>
<td>Strategic Information Systems &amp; Accounting</td>
</tr>
<tr>
<td>Animal and Food Science</td>
<td>ANFS 404-080*</td>
<td>Dairy Production</td>
</tr>
<tr>
<td></td>
<td>ANFS 411-080</td>
<td>Food Science Capstone</td>
</tr>
<tr>
<td></td>
<td>ANFS 417-080*</td>
<td>Beef Cattle and Sheep Production</td>
</tr>
<tr>
<td></td>
<td>ANFS 426-080</td>
<td>Equine Management</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH 486-090*</td>
<td>Social and Cultural Anthropology</td>
</tr>
<tr>
<td></td>
<td>ANTH 487-090*</td>
<td>Tutorial in Archaeology</td>
</tr>
<tr>
<td>Art Conservation</td>
<td>ARTC 495-080</td>
<td>Preservation Capstone</td>
</tr>
<tr>
<td>Art History</td>
<td>ARTH 405-080</td>
<td>Seminar: Greek and Roman Art</td>
</tr>
<tr>
<td></td>
<td>ARTH 413-080</td>
<td>Seminar: Renaissance Art and Architecture</td>
</tr>
<tr>
<td></td>
<td>ARTH 415-080</td>
<td>Seminar: Italian Baroque Art</td>
</tr>
<tr>
<td></td>
<td>ARTH 435-080</td>
<td>Seminar: American Art</td>
</tr>
<tr>
<td></td>
<td>ARTH 445-080</td>
<td>Seminar: East Asian Art</td>
</tr>
<tr>
<td>Behavioral Health &amp; Nutrition</td>
<td>NTDT 460-080</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td></td>
<td>NTDT 475-080</td>
<td>Transcultural Foods and Cuisine (Hawaii section only)</td>
</tr>
<tr>
<td></td>
<td>BHAN 490-080</td>
<td>Development of Health Promotion Programs</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>BMEG 450-080</td>
<td>Biomedical Engineering Design</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>BUAD 441-080*</td>
<td>Strategic Management (Honors in fall semester only)</td>
</tr>
<tr>
<td></td>
<td>BUAD 478-080</td>
<td>Field Projects in Marketing</td>
</tr>
<tr>
<td>Civil &amp; Environ. Eng.</td>
<td>CIEG 461-080*</td>
<td>Senior Design Project</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>CHEG 432-080</td>
<td>Chemical Process Analysis</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>CGSC485-090*</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>COMM 490-080</td>
<td>Communication Seminar</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>CISC 475-080</td>
<td>Object Oriented Software Engineering</td>
</tr>
<tr>
<td>Computer and Electrical Engineering</td>
<td>CPEG/ELEG 499-080</td>
<td>Senior Design II</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 423-080</td>
<td>Econometric Methods &amp; Models II</td>
</tr>
<tr>
<td></td>
<td>ECON 435-080</td>
<td>Contemporary Macroeconomic Policy</td>
</tr>
<tr>
<td></td>
<td>ECON 436-080</td>
<td>Seminar in Public Policy Economics</td>
</tr>
<tr>
<td>Education</td>
<td>EDUC470-080</td>
<td>Topics in Education</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 480-080</td>
<td>Seminar: Bad Men and Shameless Women</td>
</tr>
<tr>
<td></td>
<td>ENGL 480-081</td>
<td>Seminar: Contemporary Historical Novel</td>
</tr>
<tr>
<td></td>
<td>ENGL 491-080</td>
<td>Methods in Teaching Secondary English</td>
</tr>
<tr>
<td>Fashion &amp; Apparel Studies</td>
<td>FASH 484-080</td>
<td>Design Expressions</td>
</tr>
<tr>
<td>Finance</td>
<td>FINC 413-080</td>
<td>Advanced Corporate Finance</td>
</tr>
<tr>
<td>History</td>
<td>HIST 411-080</td>
<td>Seminar in American History</td>
</tr>
<tr>
<td></td>
<td>HIST 475-080</td>
<td>Seminar in Modern European History</td>
</tr>
<tr>
<td>Human Development &amp; Family Studies</td>
<td>HDFS 422-080</td>
<td>Family Relationships Student Teaching Seminar</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Hotel, Restaurant and Institutional Management</td>
<td>HRIM 489-080</td>
<td>HRIM Restaurant Management Practicum II</td>
</tr>
<tr>
<td>Kinesiology &amp; Applied Physiology</td>
<td>KAAP 400-080</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Leadership</td>
<td>LEAD 490-080</td>
<td>Senior Capstone</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>MATH 380-080</td>
<td>Approaches to Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>MATH 460-080</td>
<td>Introduction to Systems Biology</td>
</tr>
<tr>
<td></td>
<td>MATH 512-080</td>
<td>Contemporary Applications of Mathematics</td>
</tr>
<tr>
<td></td>
<td>MATH 530-080</td>
<td>Application of Mathematics in Economics</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>MEEG 401-090*</td>
<td>Senior Design</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>MEDT 473-080*</td>
<td>Clinical Chemistry Practicum</td>
</tr>
<tr>
<td></td>
<td>MEDT 475-080*</td>
<td>Clinical Hematology Practicum</td>
</tr>
<tr>
<td></td>
<td>MEDT 477-080*</td>
<td>Clinical Microbiology Practicum</td>
</tr>
<tr>
<td></td>
<td>MEDT 479-080*</td>
<td>Clinical Immunohematology Practicum</td>
</tr>
<tr>
<td>Nursing</td>
<td>NURS 478-080</td>
<td>Clinical: Care of Populations</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHIL 465-080</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 660-080</td>
<td>Computational Methods of Physics</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC 415-080</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPAN 490-080</td>
<td>Hispanic World Through Literature</td>
</tr>
<tr>
<td></td>
<td>SPAN 491-080</td>
<td>Latin American Studies Capstone</td>
</tr>
<tr>
<td>Urban Affairs and Public Policy</td>
<td>UAPP 440-080</td>
<td>Contemporary Policy Issues</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WOMS 410-080</td>
<td>Women's Studies Capstone</td>
</tr>
<tr>
<td>Honors Program</td>
<td>UNIV 490-080/081</td>
<td>Honors Tutorial: Human Nature and Human Society</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>UNIV 402-080</td>
<td>Second Semester Senior Thesis (Must be taken for no less than 3 credits.)</td>
</tr>
</tbody>
</table>

**NOTES (indicated by *):**
- ANFS 404 and 417: Offered in alternating springs.
- ANTH 486/487: Available to ANTH majors only. Made Honors through Individual Honors Contract.
- BUAD 441: Offered as an Honors course in fall semester only.
- CPEG/ELEG 499: Offered spring only.
- CIEG 461: To count as a Capstone, both semesters (4 cr.) must be taken for Honors credit.
- CISC 475: Offered as an Honors course in fall semester only.
- ENGL 480: Open to ENGL majors only.
- HDFS 481: Open to ECED majors only.
- MEDT 473, 475, 477, and 479: Open to MEDT majors only.
- MEEG 401: Made Honors in fall through Individual Honors Contract.
- UNIV 495: Offered in the fall semester only.

**Notes (indicated by †):** Course requires Individual Honors Contract Form to be made Honors.
### Spring 2015
Honors Colloquia: University Breadth Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>University Breadth Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARSC 390-080</td>
<td>The impact of Sports on Race and Culture</td>
<td>History and Cultural Change</td>
</tr>
<tr>
<td>ARSC 390-081</td>
<td>Innovating Global Development: Interdisciplinary Topics in Food Systems, Conservation and Poverty Reduction</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ARSC 390-082</td>
<td>Fracking to Blood Diamonds: The Geopolitics of Energy and Earth's Resources</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ARSC 390-083</td>
<td>From Gilgamesh to Godzilla – We are the Storytelling Animal</td>
<td>Creative Arts and Humanities</td>
</tr>
<tr>
<td>ARSC 390-084</td>
<td>The Power of the Unfinished</td>
<td>Creative Arts and Humanities</td>
</tr>
<tr>
<td>ARSC 390-085</td>
<td>Social Mood, Decision Making &amp; Markets</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ARSC 390-086</td>
<td>Civil War Stuff: Writing History Through Objects</td>
<td>History and Cultural Change</td>
</tr>
<tr>
<td>ARSC 390-087</td>
<td>Captivity – Frank Hillson</td>
<td>History and Cultural Change</td>
</tr>
<tr>
<td>ANTH 390-080</td>
<td>Flying Whispers, Forgotten Lives: The Delaware State (Mental) Hospital (1894-1920)</td>
<td>History and Cultural Change</td>
</tr>
<tr>
<td>FLLT 360-080</td>
<td>The Mafia – Laura Salsini</td>
<td>Creative Arts and Humanities</td>
</tr>
</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.*