Honors Course Booklet
Spring 2016

Course & Registration Information

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ANTH 390-080
Darwin's Dream Delivered
Karen Rosenberg and John Jungck

Recently, historians have argued that Darwin’s “Origin of Species” was primarily an abolitionist document arguing against racism and slavery. Furthermore, Darwin foresaw how evolution was a practical problem-solving tool with broad applicability. This colloquium will explore both Darwin’s original writings on evolution as well as contemporary applications of evolutionary principles to historical and contemporary issues in society such as medicine and public health, food and agriculture, engineering design and artificial intelligence. The first half of the course will focus on Darwin’s original writings – sophisticated works of nineteenth century natural history which are intended to provide you with a firm foundation and openings into the literature. Reading for the second half of the course will be 20^th and 21^st century articles applied to such issues as: evolutionary medicine; origins of *Homo sapiens*; antibiotic, pesticide, herbicide, and cancer chemotherapy resistance; preservation of biodiversity and threats of extinction; origins of life; and applications of evolution to design and testing of machines. We will employ a number of hands on laboratory based activities to illustrate important evolutionary principles. Our intention is to encourage students to debate controversial issues informed by evidence-based reasoning. We will discuss some medical, ecological, developmental, ethical, political, and epistemological aspects of evolutionary biology while becoming practical, empirical problem solvers employing statistics, phylogenetic systematics, population genetics, modeling, and bioinformatics. We will look at depictions of evolution by artists, writers, film-makers and scientists to understand what those different characterizations might (or might not) tell us about who we are and how we live. What can we learn about ourselves by exploring our genetic roots through companies like Twenty-three and Me which analyze our DNA? What do our depictions of our ancestors tell us about ourselves and how we want to think of ourselves as the descendants of those ancestors?

ARSC 390-080
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 390-081
To See the World: Photojournalism and After
Jason Hill
Photojournalism has long been the principal visual medium through which we have come to understand important events unfolding beyond our immediate perceptual horizon. Always a very good but imperfect tool, today photojournalism is increasingly in doubt as criticisms of the profession mount and alternative models of journalistic visual communication proliferate. This colloquium will consider the following key question: Are we entering a post-photographic moment in journalistic visual communication, and, if so, how and why? Working toward an answer, we will explore the question through three sequential clusters. First we will consider photojournalism’s rationale, history, and achievements. We will then assess the range of challenges the medium now faces, including both the many criticisms of photojournalism’s ethics and social value, and the ways that new digital and social media technologies have altered visual journalism’s operational landscape by, for example, putting cameras and distribution networks (i.e., smartphones) in the hands of amateur witnesses everywhere. Finally, we look to recent and current strategies undertaken by photographers, cartoonists, filmmakers, artists, and journalists to shape the future of visual journalism, either as a new photojournalism, or, perhaps, as something different altogether. Along the way students will study closely in a thematically focused history of art, photography, graphic novels, journalism, new media, and visual culture, and sharpen skills in visual analysis and critical writing around urgent questions of history, culture, and media. Readings and case studies will include primary reporting by such photojournalists as Robert Capa, Gordon Parks, Ron Haviv, and James Nachtwey; graphic novels by Joe Sacco; artworks by Allan Sekula, Alfredo Jaar, Susan Meiselas, Trevor Paglen, and Omer Fast; amateur social media-based reporting by a legion of often anonymous “citizen journalists”; new media projects by Basetrack, Dronestagram, and Immersive Journalism; and critical and historical studies by John Berger, Susan Sontag, Susie Linfield, and Fred Ritchin.

ARSC 390-082
Landmark Supreme Court Cases
Phillip Mink
The U.S. Supreme Court revolutionized life in the 20th Century, and that will likely continue in the 21st. The Court opened the last century by sanctioning state-sponsored segregation. Five decades later the Court changed course in Brown v. Board of Education, and the Civil Rights Movement soon gained new strength. The Court ruled in 1973 that women have a constitutional right to an abortion, igniting a firestorm that continues to this day. The Court created another firestorm in 2015 by ruling that same-sex marriage is also protected by the constitution. This course will analyze how the Court decides these divisive issues. How, for instance, do the nation’s political currents influence the court? Has the Court changed society, or has it created unresolvable controversies by deciding issues that would have been best addressed by state legislatures and Congress? Does the Constitution have an inherent meaning, or does its meaning evolve with society’s changing attitudes? In exploring these topics, we will read court cases, media commentary, and essays by the Justices themselves. We will also watch films and documentaries that capture the best and worst of our legal system. Finally, this course will focus intently on writing with clarity and concision, the essential elements of legal writing.

ARSC 390-083
From Gilgamesh to Godzilla – We are the Storytelling Animal
Steve Tague
We stream four seasons of Greys 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?

ARSC 390-084
Social Mood, Decision Making & The Markets
Peter Atwater
Why are Bernie Sanders and Donald Trump suddenly in and Hillary Clinton and Jeb Bush out? Why is Europe struggling to handle the Syrian refugee crisis? 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 and the scandals of the NFL, the banking industry and VW 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 our level of confidence shape the decisions we make every day individually and the events in politics, economics, science and culture that we see around us. Using current news stories and examples from 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 and compelling writing will be required.

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ARSC 390-086
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.

EDUC 391-080
School Reform Past and Present
Robert Hampel
Schools are always changing—a little bit. Americans like to make bold proposals to revamp elementary and secondary schools, but the pace of change is usually slow. Traditional practices are hard to dislodge. Exploring the reasons for that gap between grand aspirations and modest results is the central task of this colloquium. We will examine school reform across the last century from the point of view of students, teachers, and policymakers. Readings include court cases, autobiographies, ethnographies, histories, and comparisons of European and American schools. In three short papers and a ten page term paper, we will examine the merits and drawbacks of specific strategies (such as choice and charters) to improve American schools.

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.

FLLT 360-081
A Legacy of Horror: The Reception of Classical ‘Horror’ in Literature, Art, and Film
Andrew McClellan
This course will examine the reception of Greek and Roman literary expressions of horror in later media (literature, art, and film) from roughly Dante’s Inferno to modern horror films. We will begin by comparing ancient and modern theories on ‘horror’—from early musings in Plato’s Republic and Aristotle’s Poetics to Adriana Cavarero’s groundbreaking Horrorism (2011)—and then work week-by-week with major horror themes: witchcraft/necromancy; cannibalism; corpse abuse; monsters; zombies. The themes will be supplemented with specific test cases of direct or generic reception. For example, we will investigate witchcraft and zombies in Lucan’s epic poem Civil War, Shelley’s Frankenstein, and George A. Romero’s Day of the Dead horror film, ‘spectacular’ horror in Senecan and Elizabethan drama (e.g., Seneca’s Thyestes and Shakespeare’s Titus Andronicus), Roman civil war narrative and Francisco de Goya’s Los desastres de la guerre print series, the Medea myth in Euripides, Seneca, and Lars von Trier’s haunting Danish TV film Medea from 1988, and so on. As well as tracing the influence of classical literature on more modern horror media, the course is designed to introduce a rich variety of ‘texts’, both ancient and modern, to expose students to a range of modern literary theory and criticism, and to explore the inherent attraction artistic expressions of horror have had (and continue to have) on audiences for thousands of years.

FLLT 360-082
A Legacy of Horror: The Reception of Classical ‘Horror’ in Literature, Art, and Film
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This course will examine the reception of Greek and Roman literary expressions of horror in later media (literature, art, and film) from roughly Dante’s Inferno to modern horror films. We will begin by comparing ancient and modern theories on ‘horror’—from early musings in Plato’s Republic and Aristotle’s Poetics to Adriana Cavarero’s groundbreaking Horrorism (2011)—and then work week-by-week with major horror themes: witchcraft/necromancy; cannibalism; corpse abuse; monsters; zombies. The themes will be supplemented with specific test cases of direct or generic reception. For example, we will investigate witchcraft and zombies in Lucan’s epic poem Civil War, Shelley’s Frankenstein, and George A. Romero’s Day of the Dead horror film, ‘spectacular’ horror in Senecan and Elizabethan drama (e.g., Seneca’s Thyestes and Shakespeare’s Titus Andronicus),
Roman civil war narrative and Francisco de Goya’s *Los desastres de la guerre* print series, the Medea myth in Euripides, Seneca, and Lars von Trier’s haunting Danish TV film *Medea* from 1988, and so on. As well as tracing the influence of classical literature on more modern horror media, the course is designed to introduce a rich variety of ‘texts’, both ancient and modern, to expose students to a range of modern literary theory and criticism, and to explore the inherent attraction artistic expressions of horror have had (and continue to have) on audiences for thousands of years.

FLLT 360-083  
**Virgil’s *Aeneid* and its Literary and Cultural Reception**  
Andrew McClellan

The Roman poet Virgil wrote an epic poem about Roman mytho-history in large part aimed at validating the recent ascension of Julius Caesar’s adopted son Octavian/Augustus to the role of ‘First Citizen’ (really more like dictator), and the massive shift from Rome’s long-held political Republic to a system of one-man-rule. The poem is deep, brooding, filled with joy and despair, love and loss, and it was instantly recognized and lauded as a masterpiece, the ‘national poem’ for Rome and her empire. While Virgil’s immediate audience understood the importance of the epic both as a literary monument and as a central emblem for what amounted to a socio-political revolution, the subsequent impact the *Aeneid* has had over roughly two millennia invests the poem with an enduring legacy unmatched in artistic history. Though this impact has waned somewhat in recent decades (the reasons for which we will discuss), T.S. Eliot could in 1944 still comfortably label the *Aeneid* ‘the classic of all Europe’, in reference to the poem’s hold over the literary and cultural landscape of Europe and her colonial territories. In addition to analyzing the *Aeneid* in detail as a work of literary art, we will also consider the reception of the poem in subsequent works of literature (e.g., Lucan’s *Bellum Civile*, Dante’s *Inferno*, Ursula K. Le Guin’s *Lavinia*) visual arts (Bernini’s sculpture *Aeneas and Anchises*, the much-debated *Death of Laocoon* statuary group), and performance (the operas *Les Troyens* by Berlioz, and *Dido and Aeneas* by Purcell). As a deeply political poem in its own context, we will also consider the pervasive (and often frightening) influence Virgil’s epic has had in support of post-classical political programs and of nationalistic/imperialistic ideologies that have profoundly shaped the world we live in today.
Honors ENGL110

ENGL110 are open to first-year Honors Program students only. Registration for ENGL 110 courses will take place on Wednesday, December 2nd at 7:00 a.m.

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

ENGL 110-080
The Games We Play
Kyle Meikle

From Angry Birds to Battleship, from Farmville to football, from World of Warcraft to Words With Friends, games play a major role in our day-to-day lives. In this course, we’ll consider how and why playing proliferates: What do games—with their focus on accomplishments, competition, rules, strategies and objectives—teach us about living, learning and literacy? We’ll begin by thinking about the roles that games play in texts like Chuck Palahniuk’s Fight Club, Charlie Brooker’s Black Mirror and David Fincher’s The Game; in a short analytical essay, students will consider how a novel, television episode or film theorizes games and play. In the second unit, we’ll turn from looking at games in texts to looking at games as texts by asking how board, card and video games—from those held in Delaware’s Special Collections to the smartphone games we hold in our hands—perform their own cultural work. Students will analyze a game of their choosing in a slightly longer second essay. In our third and final unit, we’ll take Shakespeare at his word that “All the world’s a stage/And all the men and women merely players” as we discuss how games become metaphors for the way we read the world. Here we’ll devote attention to reality television competitions, massive multiplayer online role-playing games and social media that turn consumers into gamers. Likely texts include John Darnielle’s Wolf in White Van, Dan Harmon’s Community and Edgar Wright’s Scott Pilgrim vs. the World. In this unit, students will be encouraged to think about the ways that play manifests itself in their own fields and disciplines as the basis for a final research project—all while we learn which rules govern the game of academic writing. Please note that all films will be screened outside of class time.

ENGL 110-081
Sports and the Outdoors in American Literature
John Jebb

Sports, athletes, and the outdoors have among their fans some renowned American writers. So this course will use athletics as a means to encounter some great American texts and use these texts as springboards into writing. 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 sportswriters are superb stylists, so we may sample the works 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. During one week, we will sample journalism from different time periods dealing with the same subject. The writing projects will allow you to explore some of these topics as they are treated in our readings 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 topic should grow from our discussion and explore a topic within athletics.
Classic Hollywood Cinema: Movies Worth Watching?

Christina Durborow

Of all the gin joints, in all the towns, in all the world, she walks into mine. I think this is the beginning of a beautiful friendship. Play it [again], Sam. We’ll always have Paris. Here’s looking at you, Kid.

Chances are you’re familiar with at least one of these quotes, all of which come from Casablanca, a film released in 1942. Whether or not you’ve already a fan of the classics, it’s difficult to deny that great movies are an important—and oftentimes iconic—part of modern American culture. This course focuses on Hollywood’s Golden Age, beginning in the 1930s and continuing through the 1950s. As a class we will study the films of this era with an eye toward understanding the social, cultural and political forces influencing not only the types of movies that were made but also the variety of characters filmmakers portrayed. In our quest to determine how these films contribute to American culture and express American values, we’ll consider not only what is present in these films but also what is missing. The films will range in genre, from Hitchcock thriller to war-time drama, from film noir to comedy—but musical and screwball. Readings for the course may include: The Golden Age of Cinema by Richard Jewell, The Hidden Art of Hollywood by John Fawell and A Short Guide to Writing about Film by Timothy J. Corrigan. Additionally, we’ll consider the films themselves as texts, and in addition to Casablanca we will screen, discuss and analyze It Happened One Night (1934), Double Indemnity (1944), Gentlemen Prefer Blondes (1953), Rear Window (1954) and Pillow Talk (1959). We’ll watch all films as a class, in most cases outside of class time and on mutually agreed upon dates. Required writing for the course is intended to develop your critical voice while sharpening your academic prose and will include response papers, analytical essays and a final research paper on a film-related topic of your choice.

Debunking: Quackery, Pseudoscience, 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.

Great Adaptations: How One Thing Becomes Another While Remaining Itself

Kevin Burke

Adaptations are everywhere: books become movies, movies become video games; songs, books, films, graphic novels, games, advertising, fashion, and robust markets for various forms of accoutrements and paraphernalia generate new versions of fictional and historical characters’ careers and evolve multiple variations on familiar narratives. This course will examine the complex process of adaptation from a variety of perspectives. How does a book or video game become a film? What happens when a film becomes a video game? How do the genres of graphic novel and film influence each other? Why do people transform a beloved novel, comic book, or game into a different form? Why are some characters and story lines apparently infinite in their ability to be adapted? What are the ideological and economic aspects of adaptation? What is the status of the original? Is there an original? Our examination of these and other questions surrounding adaptation will include the complex of comic books, graphic novels, films, television programs, and games associated with the Batman character, the Firefly television/ graphic novel series, and the unusual video game to novel adaptation associated with the game Myst, along with relevant theoretical texts from Aristotle to Thomas Leitch. Students should expect to write
several response papers, three reviews of works in different genres, and a research paper focusing on an adaptation project of the student’s choice. In addition, students will remediate one of their assignments into a different format.

**ENGL 110-085**

**Yoga and Meditation: (Re)incarnations of Ancient Traditions**

*David Soud*

Yoga, it seems, is everywhere. So is meditation. And for many people, the two words go together. But what is yoga, really? And how does it connect with meditation? In India, the word “yoga” has been used in many contexts, from postural practices to the classical school of philosophy framed by the thinker Patañjali in the *Yoga Sūtras*. In the West, yoga has been marketed in a number of ways, many of which have little to do with the traditions they claim to preserve. In this course, we will survey the long and fascinating history of yoga in all its incarnations. Beginning with the earliest Indic references to yogic practice, we will study how the word “yoga” has been adopted over its long history. In addition, we will use the *Yoga Sūtras* as a way into studying similar contemplative practices in other traditions, including Christianity, Islam, and Buddhism, and look at how those practices have shaped some important and intriguing literary texts. Finally, we will study the contemporary yoga scene, in which the word “yoga” has become a subject of scientific study, a topic for debate, and even a political football. In addition to primary texts, readings will include poems and essays of W. B. Yeats, T. S. Eliot, Gary Snyder, Thomas Merton, Simone Weil, and Anne Carson; the novel *Franny and Zooey* by J. D. Salinger; *Walking Home with Baba* by Rohini Ralby (the author will visit class to discuss her experiences and practices); articles and excerpts from contemporary journals, newspapers, and books; and excerpts from the films *Holy Smoke* by Jane Campion, *Into Great Silence* by Philip Gröning, *Kundun* by Martin Scorsese, and *Enlightenment Guaranteed* by Doris Dörrie. Students will write three short papers on topics we study in the course of the semester, and a final research project examining the influence of contemplative practice on a work of art in any medium or on representations of spirituality in the media.

**ENGL 110-086**

**You Are What You Eat: Food and Culture**

*Frank Hillson*

Yes, the adage—“you are what you eat”—is obviously true. We literally become the stuff of our food. However, eating is more than just ingesting protein, carbohydrates, and fats. There are various protocols for preparing, serving, and eating food, which provide fascinating insights into different societal norms. What do food choices and preparation tell us about people? What insight does food provide into the politics, mores, and religions of a culture? This course will examine food as a gateway into various cultures using a variety of texts. For example, we will read Joel Barlow’s “The Hasty-Pudding” (pub. 1796), a poem praising, in three 400-line cantos, a favorite New England dish—cornmeal mush. That’s a lot of lines celebrating corn! We will look at Native American eating habits through the eyes of a colonial white woman held captive who eats their “filthy trash” and even grows to like it. We will jump ahead to modern times and read Margaret Mead’s essay “The Changing Significance of Food” (1970), Peter Singer’s “Equality for Animals” (2011), and some other recent food essays. Our major texts may include Linda Civitello’s *Cuisine and Culture* (2011), which provides a good introductory overview and/or Paul Freedman’s *Food: The History of Taste* (2007), a fine survey regarding food history. We might also use Pierre Bourdieu’s *Distinction: A Social Critique of the Judgment of Taste* (1984), a significant sociological text of how taste reflects identity. (Think carnivores verses vegetarians or aficionados of Starbucks’s verses consumers of Dunkin’ Donuts. Yes, food communicates our values.) Requirements will consist of a presentation, several quizzes, short essays, and active participation. Based on our analysis of food and culture, you will also write a research paper (9-10 pages) focusing on a recipe from your family, something that speaks to your culture/ethnicity. Why is it the traditional or signature meal of your home and what does it tell about you and yours? Bon appétit!
ENGL 110-087  
Parallel Worlds: Fantasy Reflected in Reality  
*Rachael Green*

What can fantasy stories teach us about the way we understand our world? And how have major works of fantasy (such as those by J.R.R. Tolkien, George R. R. Martin, and J. K. Rowling, as an example) shaped the way we approach our own culture? Using a range of texts from classics such as C. S. Lewis’s *The Lion, the Witch, and the Wardrobe* to modern works such as Jim Butcher’s *Storm Front*, we will examine the ways in which worlds and systems of magic are constructed in order to build a fantasy universe. In particular, we will study the ways in which worlds are built both geographically and demographically, the way magic and technology are used and interact in order to structure the world, and the ways in which characters interact with these systems and with each other. Along the way, we will compare these societies to the way our own world is ordered. Using current events and historical stories, we will examine how our own society is structured geographically, demographically, and technologically. The course will try to determine how these stories were influenced, directly and indirectly, by the societies in which they were created, and what they have to say to our culture in America today. We will learn about secondary source use by looking at the reactions to and reviews of the works in order to see the effects they create in society as well as how they are interpreted. Students will complete assignments such as a comparative study between two of the created worlds in works we read in class, as well as a rhetorical analysis of an *Arak Anthology* essay. The semester will culminate with a researched argument examining the influence of a work of fiction on structure of modern culture.

ENGL 110-088  
Gourmets, Gourmands, and Gastronomes: A Taste of Food Writing  
*Kristin Yonko*

“And soon, mechanically, dispirited after a dreary day with the prospect of a depressing morrow, I raised to my lips a spoonful of the tea in which I had soaked a morsel of the cake. No sooner had the warm liquid mixed with the crumbs touched my palate than a shudder ran through me and I stopped, intent upon the extraordinary thing that was happening to me.” So writes Marcel Proust in his epic work *In Search of Lost Time*, describing the strong emotional response he has to eating a madeleine cookie with tea. Such a connection to food is common for many of us, and what better way to strengthen that connection than to examine it through writing? Participants in this course will hone their writing skills by focusing their attention on food – not just its tastes, but its smells, its textures, its appearance, even its history and its cultural significance. We will discuss food trends, food politics, and other issues connected to food. Writing assignments will involve an ongoing food blog, a food memoir, tasting reports, reviews, and a research project exploring a food-related topic. Readings will include Dianne Jacob’s *Will Write for Food*, *Best Food Writing 2015*, and a selection of food magazines and blogs.

ENGL 110-089  
Reading Renegades: What Bad Boys Tell Us About Culture  
*Halina Adams*

“There aren’t enough scoundrels in your life.”

What is it about men of questionable character? From Robin Hood to Han Solo, scoundrels steal our hearts and our wallets as easily as they shrug into their James Dean leather jackets. But underneath their flashy veneers and easy demeanors, these figures embody our hostility towards authority, our interrogation of class and social hierarchy, and our desire to opt out of the sometimes-confining rules of contemporary culture. This course examines the development of scoundrels, and interrogates the cultural, intellectual, and rhetorical construction and significance of these figures. Our course will be divided into three sections: 1) traditional bad boys, 2) contemporary outlaws, and 3) new types of renegades. In the first part of the course, we will read and examine texts and images of early bad boys: Robin Hood, gothic anti-heroes, and rakes. We will read traditional ballads and classic tales of seduction while we supplement class discussion with images of bandits, thieves, and gothic villains. In the second part of the course, we will examine how the characteristics and cultural significances of older figures translate into super heroes, cowboys, and celebrity culture. Our readings and artifacts in this section will include *Star Wars*, short stories by Zane Grey, and essays on twenty-first century masculinity. Finally, we will discuss female versions of the bad boy trope, women who function in opposition or similarly to these figures.
Texts will include works like *Veronica Mars* and *Catwoman*. Assignments for this class will include: research-based essays, a multi-draft argumentative essay on an outlaw figure, smaller response papers, and a podcast segment based on the argumentative essay.

**ENGL 110-090**  
*Writing the Last Frontier: Neuroscience and the Mind-Bending Brain*  
*Emily Carson*  
Historically, the brain has been perceived as a machine-like organ that was fixed and unchanging. If a person lost function due to illness, trauma, birth, or old age, those limitations were permanent. With developments in neuroscience, however, we now see the brain as malleable and its rehabilitative potential as almost miraculous. This course explores the ways some innovative scientists and determined individuals navigated this uncharted territory over the past few decades through invention, courage and experimentation. In an age of heightened awareness of learning differences, disability, chronic disease, mental illness and extended life-expectancy, the brain represents a last frontier. Our main text for this class will be *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*, in which Norman Doidge, M.D. details riveting case histories of people whose lives were transformed by neuroplasticity. We will supplement these case studies with historical perspectives, first-person narratives and articles that address topics such as intelligence, rehabilitation, memory, attraction and love, stroke, anxiety and addiction. While neuroplasticity suggests immeasurable rehabilitation, there is also a darker side that exposes human vulnerability. This encourages us, as a class, to develop our critical thinking as we explore the implications of this re-vision of the brain. What are the limits and potential of neuroplasticity? How does culture modify our brains? What deliberate choices can we make about what we think and the way we spend our time that can develop our potential or minimize risk? How does the media reorganize our brain? What can we learn from other individuals and cultures to help us improve our own thinking and functioning? What do we learn by seeing the brain as a text to be studied, analyzed and revised? Writing for the course will follow the development of Doidge's book as it moves from personal stories to science to philosophy. It will include reflection and response papers and culminate in a research project that explores the implications of recent neuroscientific discovery for a disease, a disability, a mental illness, a sport or a discipline.

**ENGL 110-091**  
*Voices of War: Sharing the Incommunicable*  
*Lisa Dill*  
How do we think about the experience of war? Do we think of clashing swords, sweeping patriotic rhetoric, soldiers in fatigues moving across a television screen? Is it Joan of Arc on a white horse or sepia-toned photographs of young men in uniform, looking proud and unafraid? These and the many other representations of war in our culture – in literature, film, even video games – tell us stories of war, but what kinds of insights do they grant us into the experience? How do we understand this most horrific and yet fundamentally inherent aspect of human nature? This course clusters the experiential notions of war into three perspectives: those in combat (soldiers, nurses, and doctors), leaders (political and military) and those on the peripheries (families at home and civilians living in combat areas). What do these perspectives teach us about the real experience of war? To begin to explore these questions, we will read works of literature and historical speeches, likely including Pat Barker's World War I novel *Regeneration*, Julian Thompson’s collection of military speeches *Call to Arms*, and *Company Aytch*, the Civil War memoir of Confederate soldier Sam Watkins. We will incorporate letters, journals, scrapbooks and photographs, historical artifacts, and contemporaneous newspaper articles, along with film clips and possibly theatrical productions. Students will write a variety of papers and make two brief presentations on their work, including short response papers, critical reviews, longer analytical essays, a small original editing project in conjunction with the UD Special Collections library, and finally a research paper that will contrast the portrayal of combat in a first-person narrative to portrayals of the same combat experience by historians, politicians and/or the media and extrapolate what this comparison brings to our understanding of that particular battle. Possible field trips include Gettysburg National Battlefield and Pea Patch Island, DE.
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, 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

John Bernstein

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

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

**Accounting (ACCT)**

**ACCT 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*
*Clinton White Jr.*

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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *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. The honors section will build upon what is taught in the standard sections of the ANFS 102 and ANFS 305 courses regarding contemporary food culture. Honors students will discuss crucial controversial issues related to agriculture and food production today. The culmination of students' learning will be poster presentations to members of the community at Ag Day in April. Ag Day is a community event that brings agriculture and natural resources to life for the approximately 3,000 people who attend each year. Through educational exhibits, tours, and activities, student exhibitors educate everyone, from schoolchildren to homeowners, senior citizens to teenagers, about the world of agriculture and natural resources. 

Meets with the regular section.

ANFS 140-080 and 080L/081L (Add-On)  
Functional Anatomy of Domestic Animals  
Robert Dyer/Laura Nemec  
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 cord, (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.” Offered in Spring only. Open to majors only. Meets with the regular section; separate Honors lab.

ANFS 300-080 (Add-On)  
Principals of Animal and Plant Genetics  
Carl Schmidt  
This course introduces the theory and principles of genetics pertaining to the improvement of animals and plants. The Honors section will participate in an in-depth study of contemporary molecular genetics and its application for analysis and manipulation of plant and animal genomes. Current literature in the field will be discussed and used to elucidate the basic principles of genetics. 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). The honors section will build upon what is taught in the standard sections of the ANFS 102 and ANFS 305 courses regarding contemporary food culture. Honors students will discuss crucial controversial issues related to agriculture and food production today. The culmination of students' learning will be poster presentations to members of the community at Ag Day in April. Ag Day is a community event that brings agriculture and natural resources to life for the approximately 3,000 people who attend each year. Through educational exhibits, tours, and activities, student exhibitors educate everyone, from schoolchildren to homeowners, senior citizens to teenagers, about the world of agriculture and natural resources. Meets with the regular section.

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

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

ANFS 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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. **PREREQ:** ANFS300 or permission of instructor. *Meets with the 600-level section.*

**Anthropology (ANTH)**

**ANTH 251-080 (Add-On)**

*Introduction to Ethnic Arts*

*Peter Roe*

This course is a general survey of the ethno-arts from Africa, the Americas, and the Pacific, including sculpture, painting, decoration and their interrelationships with oral literature, music, dance, games, and ritual. Honors students must take the regularly-schedule exams. In lieu of the standard research paper, honors students must write an extended research paper, that either (1) compares two artistic styles, (2) two phases of the same artistic style taking note of the cultural reasons for change, or (3) compare two media, such as basketry and pottery, within a single style. *Meets with the regular section.*

**Arabic (ARAB)**

**ARAB 200-080 (Add-On)**

*Advanced Intermediate Arabic*

*Ikrarn 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.*

**ARAB 201-080 (Add-On)**

*Arabic Grammar and Composition*

*Ikrarn Masmoudi*

This course focuses on increasing knowledge of the Arabic grammatical system and improving writing skills. The emphasis is on grammar. Please contact the instructor for the specific Honors components and the grading rubic 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 History (ARTH)

ARTH 154-080/080D (Add-On)
Introduction to Art History II
Mary Werth
This course examines painting, sculpture, and architecture of Western Europe from the Renaissance to the present studied in historical and cultural context. It includes an introduction to the methodologies of art-historical analysis. The Honors section will visit an area art collection (for example, the Barnes Foundation in Philadelphia, Delaware Art Museum in Wilmington, or the Walters in Baltimore) where we will study a special exhibition or the permanent collection. Students will do brief presentations and write two short papers on two works of their choosing. Meets with the regular section.

ARTH 304-080 (Add-On)
Northern Baroque Art: The Age of Rubens, Rembrandt and Vermeer
Perry Chapman
This course examines painting, printmaking and art theory in 17th-century Holland and Flanders in social and historical context. Topics include the rise of landscape, genre and portraiture, the nature of Dutch realism, the social role of the artist, art and theater, and the impact of religion on art. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

ARTH 311-080 (Add-On)
Women in Antiquity
Lauren Petersen
Explores the lives of women in the ancient Mediterranean world through an investigation of visual and textual evidence. Topics include ancient domestic life, sexuality, medicine, and religion among powerful women, wives, working women and slaves. In the Honors section the students will have the opportunity to travel to local museums to look at ancient art. Meets with the regular section.

Behavioral Health and Nutrition (BHAN)

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

Biological Sciences (BISC)

BISC208-080/080L (Free-Standing)
Introductory Biology II and Lab
Jennifer Nauen
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: Honors
BISC 208-084/084L and 085/085L (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: Honors integrated BISC 207 or permission from instructor. COREQ: CHEM104. Open to FR and SO UDHP students whose majors require the course. To request a seat 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.

Biomedical Engineering (BMEG)

BMEG 420-080 (Add-On)
Biological Transport Phenomena
John Slater
This course will cover the fundamental and biomedical applications of fluid mechanics. It will include an introduction to diffusive and convective mass and heat transfer with biomedical applications. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: PHYS207 and MATH305. 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 MKT, MGT, OM, and IBS majors 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. The Honors component will allow students to work in groups and individually on researching and reporting on specific decision making models. Students will report on their suggested application of each of the models to relevant Operations problems. PREREQ: BUAD306. 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.

Cognitive Science (CGSC)

CGSC 170-080/080L (Free Standing)
Introduction to Cognitive Science
Robin Andreasen
Cognitive science is an interdisciplinary science of the mind as an information processor. In this course, you will learn what this means and how it differs from previous approaches to understanding the mind. In particular, we will examine three complimentary approaches to the study of cognition. One is the idea that the mind is a special type of computer – namely, a formal symbol manipulator that runs on “wetware” instead of hardware. Second, we will examine the idea that cognition is best modeled in terms of artificial neural networks. Third, we will turn to cognitive neuroscience, which aims to understand cognition primarily in terms of brain processes. We will evaluate each view, in part, by examining its usefulness for understanding specific types of cognitive tasks – e.g., memory, vision, language processing, etc. – as well as cases where the mind does not function properly – e.g., split brain, agnosia, and various aphasias. This course will be taught in a seminar format with less lecturing and more student generated discussion than a typical lecture course. Students will read scholarly articles from academic journals. Assignments include homework, in-class essay exams, and critical analysis papers.

Chemical Engineering (CHEG)

CHEG 112-080 & 080L/081 & 081L (Add-On)
Introduction to Chemical Engineering
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 241. COREQ: MATH 242. Open to first-year UDHP CHEG majors only.

CHEG 304-080 (Add-On)
Random Variability in Chemical Process
Douglas Buttrey and Joshua Enszer
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 & 080L/081-081L (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 request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.

CHEM 104-084 & 084L/085-085L (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 integrated CHEM 103 or permission of instructor. Must register for a laboratory. To request a seat 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 request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.

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

CHEM 334-080L (Free-Standing)
Organic Chemistry Majors Lab II
Joseph Fox/ 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.
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
*Tianjian Hsu / Sue McNeil / Allen Jayne/ 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
*Michael Chajas*
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 Sheaton 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*
In this course, we explore the role of chance and variability in engineering activities. Topics include set operations, probability, Bayes’ theorem, random variables, descriptive statistics, common probability distributions, statistical estimation and inference, and regression analyses. Students in the honors section will have a few extra assignments to delve into the material more deeply and in creative ways. This includes, for example, developing a lesson to teach a probability concept to someone else, using descriptive statistics to describe a dataset of your choice, and conducting a critical review of an article from the mainstream media that contains probability or statistical information. 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 106-080/080L (Free-Standing)
General Computer Science for Engineers
Debra Yarrington
This course analyzes principles of computer science illustrated and applied through programming in Python, and an introduction to MATLAB. Programming projects illustrate computational problems, styles, and issues that arise in engineering computation. Students are expected to think creatively, analytically, and critically as they design solutions to under-specified problems, and then represent their solutions in a programming language. Students will learn about good programming style and will be graded on style and efficiency in both assignments and exams. All students are expected to participate verbally in class, and to work on some assignments in teams. Most programming will be done in pairs, although students will be expected to write code alone during exams. The Honors section has programming projects that are significantly more challenging than those assigned in the regular section. Previous programming experience is not a prerequisite to CISC106, but material is delivered more quickly and in more depth in the Honors section. Open to incoming Honors first-year EG majors only. COREQ: MATH241 or any higher level MATH course. Students may not receive credit for both CISC106 & CISC108. To request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.

CISC 181-080/080L (Free-Standing)
Introduction to Computer Science II
Terrence Harvey
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 221, MATH 241 or a higher level math course or math placement. 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. CISC361 is recommended. Credit cannot be received for both CISC475 and CISC675. Open to SR majors only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.
Communication (COMM)

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

COMM 490-080 (Add-On)
Honors Capstone
Jennifer Lambe
This course provides a capstone experience for Communication Honors majors. Students will conduct original research about an interpersonal and/or media communication topic of their choice. Research will be carried out in small groups, assisted by the instructor. Students will present their findings at a departmental research colloquium at the end of the semester. Meeting days/times and location to be determined. Students registered in this course will be notified by the instructor. 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 110-080 (Free Standing)
Intro to Criminal Justice
Tammy Anderson
Crime, in all its shapes and forms, has been a persistent problem faced by our society and citizens throughout time. Each of us is each affected daily by decisions made in the collection of agencies we refer to as our "criminal justice system." As taxpayers, voters, crime victims, witnesses, jurors, defendants, or simply interested observers of society’s official reactions to crime and deviance, we are often bewildered by the almost mystical complexities of law enforcement, adjudication, and punishment institutions. This course begins with a review of how sociologists and criminologists study crime and attempt to inform solutions for it, drawing on classic and contemporary explanations for the very crimes our justice institutions must resolve. Toward the goal of demystifying the criminal justice process, the course also surveys our systems of law enforcement, courts, and
punishment at the local, state, and federal levels. The mission and structure of each system will be examined
from the context of its legal-historical roots with an emphasis on applying that perspective to critical issues now
facing American criminal justice. The course will ultimately assess the fit between research and theory about
crime with modern day criminal justice practices and interventions.

CRJU 324-080 (Free-Standing)
American Constitutional History
Eric Rise
This course will use key episodes in U.S. history—from the Founding to the War on Terror—to explore
fundamental and perennial questions of American constitutional development. How democratic is the
Constitution? Should the Supreme Court have the final say over the meaning of the Constitution? What role did
constitutional ideas play in the major social movements of American history? How did the President get so
powerful? We will examine primary sources in constitutional history, including but not limited to Supreme Court
decisions, and scholarly works that represent a variety of approaches to studying constitutional history, including
case studies, judicial biography, and intellectual history. Cross-listed with HIST 324-080.

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
Julianna Butler
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, ECON 255, 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: One of ECON251, ECON255, ECON300 or ECON301; and ECON303. 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 310-080 (Add-On)
Reading and Writing in Elementary Schools
Steven Amendum
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Open to ETE majors only. PREREQ: EDUC 210. Meets with the regular section.

**EDUC 469-080 (Add-On)**  
**Research Internship Experience**  
*Elizabeth Pemberton/ Danielle Ford/ Roberta Golinkoff/ Nancy Jordan*  
This course includes a research experience with a faculty member. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *Meets with the regular section.*

**EDUC 470-080 (Add-On)**  
**Topics in Education**  
*David Blacker*  
This course examines selected education controversies in their broader philosophical and/or historical contexts. It draws upon and connects ideas from other education courses. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. *Open to JRs and SRs only. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. Meets with the regular section.*

**Electrical Engineering (ELEG)**

**ELEG 305-080/080D and -081/081D (Add-On)**  
**Signals and Systems**  
*Leonard Cimini/ Charles Boncelet*  
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 361-080  
*Zombie Madness, An Introduction to Literary Theory*  
**Julian Yates**

So, zombies are reanimated corpses that lumber through the night feeding on human brains, right? They snarl, groan, gobble, even whimper, but they tend to lack human speech. Who controls them is not exactly clear, but non-human agencies abound: dark or supernatural forces seem likely; viruses, possible; bad drugs, probable. In this course we will use the figure or trope of the reanimated corpse, the *thing* that “lives” on, still, in or after death, as a metaphor to think about the ways in which people are scripted by “dead” ideas, stories, codes, media, whose terms we live out in / as our lives and deaths. Zombies, if you like, serve as a way of representing the process by which texts or scripts and different media machines render human persons variously “lively.” The course will proceed as a genealogy of zombies, examining their origins, history, and the aesthetic forms and genres that put them to use. In addition to examining the current zombie craze, we will venture into their pre-history in early modern England. Along the way, we will read widely in literary and cultural theory in order to understand some of the paradigms on offer for understanding what literary and cultural texts do to people.

Writing requirements include frequent short exercises or “field notes” and a final critical or creative project. Likely texts include stories by Edgar Allan Poe, Guy de Maupassant; ethnographic writing by Zora Neale Hurston; Colson Whitehead’s *Zone One*, Daniel Defoe’s *Journal of a Plague Year*, Max Brooks’ *World War Z*. You will also be able to suggest texts for us to read (film, TV, exhibits, etc).

**PREREQ:** ENGL110. **RESTRICTIONS:** May be taken up to three times when topics vary. Meets with the regular section.

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ENGL 394-080 *(Add-On)*  
*English Language: Rhetorical and Cultural Contexts*  
**Max McCamley**

This course examines language variation over time and across geography, culture and dialect. Topics include rhetorical analysis of written and spoken English, attending to style, situation and genre. Applications of grammatical knowledge to describing language use in various contexts. Intended for prospective English teachers. *Meets with the regular section.*

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ENGL 430-080  
*Legal Writing*  
**Phillip Mink**

This course on the analytical skills necessary to address a wide range of legal audiences: clients, opponents, judges, regulatory agencies, and legislators. Emphasis is on creating a streamlined prose style that is suitable for any legal writing task. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ:** ENGL110. *Meets with the regular section.*

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ENGL 480-080/081  
*The Great War and Memory*  
**Bernard McKenna**

In “The Great War and Memory,” we will focus on archival research to learn the stories and to re-tell the stories of those who served in the First World War. We will read selections from the First World War Poetry Digital Archive ([http://www.oucs.ox.ac.uk/ww1lit/](http://www.oucs.ox.ac.uk/ww1lit/)), focusing on the composition history of poems, on correspondence, and on historical context. As a semester project, students will tell the stories of the people in the University’s Book of the Dead, housed in Memorial Hall. Through archival research, students will recover the biographies, faces, and personal lives of the individuals behind the names. Students will present their research in a public ceremony in May. The course satisfies a DLE requirement. **PREREQ:** ENGL101, ENGL102. **RESTRICTIONS:** Can be repeated once when topics vary. Only counts toward major if taken as senior (after completing 90 credits). [Non-seniors are not excluded, but a student who completes the course before senior year must re-take the course as a senior for major credit.]. Satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation. *Meets with the regular section.*
Entomology and Wildlife Conservation (ENWC)

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

Fashion & Apparel Studies (FASH)

FASH 180-080 (Add-On)
Apparel Product Development
Adriana Gorea
This course focuses on the concepts of apparel product development: The product development calendar, the components of a garment and how the garment is assembled, sizing, fit, costing, garment specifications, and the apparel production process. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Open to incoming FASH majors only. Meets with the regular section.

FASH 218-080 (Add-On)
Introduction to Fashion Business
Karen Ciotti
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. The Honors section will work in groups to complete 2 group projects relating to fashion. They will present their findings/recommendations to the class/fashion department. Meets with the regular section.

FASH 220-080 (Add-On)
Fundamentals of Textiles II
Huantian Cao
This course will cover fundamental concepts related to yarns, fabrics, structures, coloration and finishes. There will be an emphasis placed upon structural properties as they relate to end-use characteristics and finishing processes. It discusses environmental problems related to textile production, dyeing and finishing. An Honors project on a research topic of textiles in the form of a paper or a 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
Staff
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, FASH 180, and FASH 220. Open to majors only. Meets with the regular section.

**FASH 430-080 (Add-On)**  
**Apparel Brand Management and Marketing**  
*Jaehee 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.

**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:** MATH 201, MATH 202 and FINC 311 with a grade of C- or better. 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 311, FINC 312 and FINC 314. This course satisfies the Senior Capstone requirement for the Honors Degree if taken in one of the last two semesters prior to graduation.

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

Foreign Languages & Literatures (FLLT)

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

Chung-Min Tu

Through readings in and in-class discussions on feminist theories, psychology, and philosophy from western intellectual tradition, this course helps students explore, by means of a close textual analysis of the short stories/novels and movies by Chinese women writers, the roots of women’s sufferings and contentment, depression and jouissance. The interdisciplinary and cross-cultural perspectives adopted in this course will shed light on the sub-conscious energy in human mind and how it gives rise to the feelings of love, passion, or conversely, the feelings of trauma, and depression as experienced by women. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. This course fulfills the second writing and Group B requirements and the regular section is cross-listed with WOMS330-010. May be repeated three times for credit when topics vary. Meets with the regular section.

FLLT 330-081 (Add-On)
Varying Authors, Themes and Movements

Margaret Laird

This course covers cultural, especially cross-cultural, study with primary emphasis on the historical development of the specific course area. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. May be repeated three times for credit when topics vary. Meets with the regular section.

FLLT 330-082 (Add-On)
The Culture of the Scientific Revolution of Italy

Meredith Ray

The "Scientific Revolution" of the sixteenth and seventeenth centuries was a cumulative process that fundamentally transformed the understanding of nature, man, and the cosmos. The early modern period saw dramatic changes in thinking about the natural world: from the rise of experimental methods and the development of new techniques for observing and describing natural objects, to the replacement of a geocentric view of the universe with the heliocentric theory. In this course we will use scientific and literary texts to understand how scientific culture evolved in Italy, from the early humanists to the Renaissance alchemists/empiricists and collectors of natural "curiosities." Our study will culminate in an examination of the work of Galileo and a consideration of his 1633 trial by the Inquisition. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. May be repeated three times for credit when topics vary. Meets with the regular section.

FLLT 331-080 (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 332-080 (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 333-080 (Add-On)
Israeli Film
Eynat Gutman
This course studies fascinating topics in Israeli film, such as the construction and deconstruction of the Israeli Sabra and ethnic groups. Israeli film encompasses decades of changes and developments in Israeli society, as well as the different groups this society consists of. Honor students will be required to write a small-scale paper on topics pertaining to the course material. Course fulfills both multicultural and Group B, (A&S and University) requirements. Cross-listed with JWST 333-080. Meets with the regular section.

French (FREN)

FREN 200-080 (Add-On)
Grammar and Composition
Karen Quandt
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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
Karen Quandt/Edgard Sankara
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 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.

**FREN 355-080 (Add on)**  
**Women Writers and Their Worlds**  
**Cynthia Lees**  
This course explores Francophone women authors from underrepresented ethnicities, from minority language groups within Canada, and from the lesbian community. Honors components include supplemental meetings with the professor, the reading and discussion of additional novel, the viewing of a film, and an honors group project. **Meets with the regular section.**

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

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

**HDFS 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
Neda Moinolmolki
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, HDFS 235, and HDFS 334 or permission of instructor. Meets with the regular section.

HDFS 470-080 (Add-On)
Families and Children at Risk
Kendra Waninger
This course includes the study of social-emotional considerations of disabilities and risk factors upon development of children and families. Topics include theory, research, and practices discussed with emphasis on family-professional collaboration, empowerment, family-focused practice, and cultural sensitivity. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: HDFS201 or HDFS220 or HDFS221 or PSYC325. 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.
History (HIST)

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 131-080 (Add-On)
Islamic Near East: 1500- Present
Rudolph Matthee
This course considers the traditional make-up of the Middle East and charts the emergence of the region in its present form through the 19th and 20th centuries. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. Meets with the regular section.

HIST 135-080 (Add-On)
Introduction to Latin American History
Eve Buckley
This course introduces students to the history of Latin America, from the conquest period to recent times. Topics include preconquest societies, Iberian colonization and colonial society, the transition to independence, nineteenth century modernization, urbanization, revolutionary political movements of the twentieth century, and the region's changing relationship to the United States. The format is twice-weekly lectures and smaller weekly discussion meetings during which students analyze primary source materials and film clips. In addition to the three essay exams required of all students in this survey, the Honors students will submit two short essays responding to additional texts. To prepare for this, we schedule 2-3 extra discussion meetings during the semester for the Honors group. Meets with the regular section.

HIST 267-080 (Add-On)
Sustainability and History
Adam Rowe
How can science and technology be used to make a better world for everyone? What are the lessons we can learn from past successes and failures? What are the guiding principles for current and future work? What kinds of research are currently happening on campus that addresses these concerns? In this one-unit course, scientists, engineers, philosophers and historians from across campus will share their insights on these important questions. Please contact the instructor for the specific Honors components and the grading rubric for the Honors course. Cross-listed with ENEP 267-080 and PHYS 267-080. Meets with the regular section.

HIST 268-080 (Add-On)
Seminar: Consumer Revolution of the 1700s
Cathy Matson
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 268-085 (Add-On)
Seminar: Fascism and 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 291-080 (Add-On)
Women’s History Through Film (1 Credit)

Marie Laberge
See course description for WOMS 291-080. Cross-listed with WOMS 291-080. This is a short course. Meets with the regular section. HIST 291-080 meets with HIST 291-010 on Tues. from 7:00 p.m. to 9:00 p.m. in KRB204. Honors students continue meeting in KRB204 on Tues. from 9:00 p.m. to 10:00 p.m. May be repeated for credit when topics vary.

HIST 324-080 (Free-Standing)
American Constitutional History

Eric Rise
This course will use key episodes in U.S. history—from the Founding to the War on Terror—to explore fundamental and perennial questions of American constitutional development. How democratic is the Constitution? Should the Supreme Court have the final say over the meaning of the Constitution? What role did constitutional ideas play in the major social movements of American history? How did the President get so powerful? We will examine primary sources in constitutional history, including but not limited to Supreme Court decisions, and scholarly works that represent a variety of approaches to studying constitutional history, including case studies, judicial biography, and intellectual history. Cross-listed with CRJU 324-080.

HIST 337-080 (Add-On)
Topics in American History: Among the Americans

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

HIST 343-080 (Add-On)
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 353-080 (Add-On)
Modern Germany 1770-1919

James Brophy
This course examines German political, socioeconomic, and cultural history from 1770 to the end of the First World War. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work Meets with the regular section.

HIST 356-080, 081 (Add-On)
Modern European Intellectual History

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

**HIST 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 Khruschev 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 378-080 (Add-On)**
**Identity in the Modern Middle East**
**Rudolph Matthee**
This course focuses on the formation of ethnic and national identity in an attempt to explain the political and social makeup of the modern Middle East. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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 471-080 (Add-On)**
**Seminar in Medieval History**
**Dan Callahan**
This course will focus on Europe in the eleventh century. It will examine the political, social, economic, religious and intellectual development of Europe in the eleventh century. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ: HIST 268. Meets with the regular section.**

**Hotel, Restaurant & Institutional Management (HRIM)**

**HRIM 480-080 (Add-On)**
**Human Resource Management in the Hospitality Industry**
**Ali Poorani**
HRIM480 involves managing human capital in hospitality organizations. It includes 8 action learning projects addressing such competencies as: fairness and inclusion in the work place; work expectations; talent management and acquisition; employee engagement; and emotional intelligence. This course employs a blended learning
format to accommodate all learning styles. Included are multimedia, action learning, and eLearning. Honors projects are field-based and require working with establishments or their employees involving real HR topics. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Open to JR & SR 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
Giorgio Melloni
This course, taught in Italian, intends to consolidate and improve language skills acquired by students in 100-level courses. A series of conversations and oral presentations about Italian life and current events will foster proficiency. Magazines, newspapers, films, videos, and transparencies will be used to gain a better understanding of Italian culture. Grammar will be reviewed when appropriate. In addition to the regular course requirements, Honors students will also be responsible for an oral presentation approximately halfway through the semester and a written composition at the end of the semester. PREREQ: ITAL 107. Meets with the regular section.

ITAL 205-080 (Add-On)
Italian Conversation
Laura Salsini
You're so close to proficiency in Italian! Consolidate your hard-earned language skills in a series of conversations and oral presentations, with grammar review and written work when appropriate. Students will discuss current events along with material from film, the internet, and other sources. Honors students will complete an extra oral presentation as well as a written assignment. PREREQ: minimum grade of B in ITAL 107, or one 200-level ITAL course. Meets with the regular section.

ITAL 211-080 (Add-On)
Italian Reading & Composition: Short Fiction
Meredith Ray
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. PREREQ: ITAL 200, 205 or 206. Meets with the regular section.
ITAL 305-080 (Add-On)  
**Advanced Italian Conversation and Composition**  
*Giorgio Melloni*  
This course teaches Italian conversation and composition through a variety of materials: Italian newspaper and magazine short articles, film, Internet research, etc. The themes of the course are content-based and will explore the crucial importance of the diverse local culture of Regions and Dialects for contemporary Italian identity in the age of Globalization. Emphasis is on improving conversational fluency, pronunciation, vocabulary, and listening comprehension skills as well as writing skills. Students are expected to attend class regularly and be prepared to speak and to prepare materials for class discussion, class presentations, and other assignments on a regular basis. Honors students will complete additional assignments over the course of the semester (including readings, summaries, and brief presentations). In consultation with the professor, honors students choose a topic to research over the course of the semester, culminating in an article presentation, an in-depth final presentation, and a 5-pg final paper detailing their findings. **PREREQ:** ITAL 211 or ITAL 212. *Meets with the regular section.*

ITAL 455-080 (Add-On)  
**Contemporary Italy**  
*Giorgio Melloni*  
Is Italy nowadays mainly a country of art preservation or a living culture between past and future? Can Italian be considered a “Language of Culture” par excellence? This course will answer these questions, while guiding the students through an examination of contemporary Italian culture and society considered in its following expressions: Politics, Art, Theater, Music, Fashion, and Cinema. The course will provide students with several opportunities to enhance their communication skills in Italian. Students enrolled for Honors credit must complete an additional presentation along with an additional research paper. **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**  
*Chika Inoue*  
This course covers the last five chapters of Genki II text book. Students learn to use various grammatical forms to convey different nuances. Classes are conducted in Japanese. Activities include oral presentations and essays on various topics. About 80 additional Kanji will be introduced. Honors students must complete a project before midterm (topic must be approved by the instructor before the end of drop/add period) and an additional oral presentation before the final exam week starts. **PREREQ:** JAPN 201 or 206. *Meets with the regular section.*

JAPN 204-080 (Add-On)  
**The Art of Japanese Calligraphy**  
*Chika Inoue*  
This is an introductory course in the art of Shodo, Japanese calligraphy. Students will learn the esthetics and styles of traditional calligraphy through exposure to works done by masters and develop basic brush technique through rigorous practice. Once the rudimentary technique is mastered, students will move on to Japanese Kana poems, such as haiku and tanka, and Chinese Kanji poems. Abstract Shodo is also explored. Honors students
have to complete an additional project. The topic is selected by the student and must be approved by the instructor. **PREREQ:** One JAPN course. Does not satisfy Arts & Sciences Language requirement. Taught in English and Japanese. Meets with the regular section.

**JAPN 355-080 (Add-On)**  
**Introduction to Japanese Literature**  
*Rachael Hutchinson*

This course introduces the student to reading Japanese literature at the intermediate level, using short pieces such as zuihitsu, haiku and short stories. We will take our time reading through the material and exploring new grammar and kanji together. Vocab and kanji lists will be provided, but students will be encouraged to start making their own kanji lists towards the end of the course. While the focus is on reading, we will also do writing practice with key kanji that appear in the texts. The Honors section of JAPN 355 will be provided with more opportunity to use and practice their kanji, through more sentence creation and sakubun writing. Students interested in translation will be able to choose a text for translation and create a commentary on their own translation process. **PREREQ:** THREE of the following: JAPN 200, JAPN201, JAPN202, JAPN 205, JAPN 206, or JAPN 209, or** ONE of the following: JAPN 301, JAPN 305, JAPN 306. May be repeated for credit when topics vary. Meets with the regular section.

**JAPN 401-080 (Add-On)**  
**Using Japanese**  
*Chika Inoue*

This course provides advanced instruction in Japanese grammar at the 400 level. The main textbook, Tobira, will provide a good basis for students to build grammar and discuss social issues such as marriage, illness, careers for women, and globalization. Students will also discuss issues using complementary materials chosen by the instructor (newspapers, magazines, television and so on). Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. **PREREQ:** JAPN301 plus one other JAPN course at the 300 level. Meets with the regular section.

**Jewish Studies (JWST)**

**JWST 333-080**  
**Israeli Film**  
*Enyat Gutman*

This course studies fascinating topics in Israeli film, such as the construction and deconstruction of the Israeli Sabra and ethnic groups. Israeli film encompasses decades of changes and developments in Israeli society, as well as the different groups this society consists of. Honors students will be required to write a small-scale paper on topics pertaining to the course material. Course fulfills both multicultural and Group B, (A&S and University) requirements. Meets with the regular section.

**Kinesiology and Applied Physiology (KAAP)**

**KAAP 220-080 (Add-On)**  
**Anatomy and Physiology**  
*Tyler Richardson*

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

**KAAP 240-080/080L (Add-On)**

**Introduction to Athletic Training**  
*Keith Handling*

This course is an orientation to athletic training as a career in the health care industry and an introduction to the prevention and care of injuries in the physically active population. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. **PREREQ or COREQ: KAAP 220. Open to Athletic Training Interest (ATI) students only. Not open to students who have taken KAAP 305. 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. Credit cannot be received for both KAAP 305 and KAAP 240. Meets with the regular section.**

**KAAP 310-080 & 080L/081L/082L/083L (Add-On)**

**Human 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. Each student in the Honors section will choose a topic for advanced investigation involving primary scientific literature, and will present their finding to the class. **PREREQ: KAAP 309. 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 or MATH 201 or PSYC 209. 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 acquired through cadaver dissection focusing on muscular, skeletal, nervous, and circulatory systems. Laboratory experience involves a regional approach to the study of anatomy working in teams where the emphasis is upon the meaning and significance of musculoskeletal movements and utilizes cadaver dissection and prosected biological specimens, models, x-rays, dry biological materials and other aids to accomplish these goals. Students will use a PBL approach for solving complex anatomical problems requiring the presentation of oral reports and detailed demonstrations of their dissection/prosection skills. Please contact the instructor for the specific Honors components and the grading rubric of 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

Pamela Zinn

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.

LATN 301-080  (Add-On)
Advanced Intermediate Prose

Pamela Zinn

This course will focus on reading two great and lively texts: Sallust’s Bellum Catilinae and Suetonius’ Divus Julius. Writing of the events of 63 BCE from the perspective of the end of the Republic and the beginning of the Imperial period, Sallust offers a very different interpretation of the Catilinarian conspiracy from that in Cicero’s orations, as well an alternative portrait of such influential figures as Cicero, the young Julius Caesar, and Cato the Younger. In the process, Sallust also attempts to diagnose the causes of the moral and institutional decline of the Roman Republic. Writing nearly two centuries later, the imperial biographer Suetonius begins his lives of the twelve Caesars with a life of Julius Caesar. In addition to recounting the Caesar’s military and political career, including momentous events like the crossing of the Rubicon, Suetonius gives us all of the juiciest gossip about the great man - from his escape from Sulla’s blood-bath in the streets of Rome and what his soldiers used to chant about him behind his back, to how he bought popularity with the common Roman and why his various marriages ended. Through reading these texts, with attention to grammar, content, and style, as well as through related assignments, such as in-class presentations, this course develops the advanced student’s Latin. It also develops his/her ability to study the ancient world through Latin texts - exploring, specifically, pivotal moments and figures in Late Republican Rome, as well as key aspects of the period’s culture and ideology. Course requirements for the Honors sections include an analytical paper and additional in-class presentation. PREREQ: LATN202 or equivalent. Meets with the regular section.
LATN 401-080 (Add-On)
Advanced Latin Prose
Pamela Zinn
This course will focus on reading two great and lively texts: Sallust’s *Bellum Catilinae* and Suetonius’ *Divus Julius*. Writing of the events of 63 BCE from the perspective of the end of the Republic and the beginning of the Imperial period, Sallust offers a very different interpretation of the Catilinarian conspiracy from that in Cicero’s orations, as well an alternative portrait of such influential figures as Cicero, the young Julius Caesar, and Cato the Younger. In the process, Sallust also attempts to diagnose the causes of the moral and institutional decline of the Roman Republic. Writing nearly two centuries later, the imperial biographer Suetonius begins his lives of the twelve Caesars with a life of Julius Caesar. In addition to recounting the Caesar’s military and political career, including momentous events like the crossing of the Rubicon, Suetonius gives us all of the juiciest gossip about the great man - from his escape from Sulla’s blood-bath in the streets of Rome and what his soldiers used to chant about him behind his back, to how he bought popularity with the common Roman and why his various marriages ended. Through reading these texts, with attention to grammar, content, and style, as well as through related assignments, such as in-class presentations, this course develops the advanced student’s Latin. It also develops his/her ability to study the ancient world through Latin texts - exploring, specifically, pivotal moments and figures in late Republican Rome, as well as key aspects of the period’s culture and ideology. Course requirements for the Honors sections include an analytical paper and additional in-class presentation. PREREQ: LATN301 and LATN302 or equivalent or higher. Meets with the regular section and LATN301.

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. Meets with the regular section.

LEAD 341-080 (Add-On)
Decision-Making and Leadership
Jennifer Fuqua
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. PREREQ: LEAD 100. 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)
Eric Rise
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. Please
contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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.

**LING 202-080 (Free-Standing)**
**Science of Language**

*Irene Vogel*

This course is an extension of the study of linguistics begun in LING101. The focus is on formal, scientific aspects of linguistics, specifically articulatory phonetics and the IPA transcription system, phonology, morphology and syntax. The course examines linguistic phenomena in English as well as other languages. PREREQ: LING101.

**Marine Studies (MAST)**

**MAST 200-080 (Add-On)**
**The Oceans**

*Danielle Dixson*

The regular MAST 200 class considers physical, chemical, geological and biological principles in examining how the oceans work, drawing heavily on current ocean issues to illustrate processes and problems. The Honors section experience will consist of two types of activities. First, the Honors students will be required to go into more depth about how the various physical, chemical, biological, geological, engineering and public policy aspects considered in the regular course are naturally integrated in the marine environment. Usually, this will entail some extra readings and the writing of 2 or 3 short papers on these integrative aspects during the course of the semester, leading to a longer summary paper near the end of the semester. Second, each Honors student will participate with the professionals in the Marine Advisory Service in interacting with the general public during Coast Day on the Lewes, DE campus in October. The Honors section will meet together with the regular section, but it also will meet separately during the next regularly scheduled class period. For the month of September, the Honors section will meet twice a week to discuss the assignments, get connected with the Marine Advisory Service and prepare for Coast Day activities. After that, meetings will be held once a week or as needed. The grading will differ from the regular section in that participation in Honors activities and the writing assignments will count toward the final grade. Students with particularly restrictive schedules may not be able to participate. Open only to non-science and non-engineering majors or with permission from instructor. Meets with the regular section.

**Mathematical Sciences (MATH)**

**MATH 243-080/080D/080L (Free-Standing)**
**Analytic Geometry & Calculus C**

*Staff*

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:** Honors MATH 242 or permission of instructor. To request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.

**MATH 549-080 (Add-On)**
**Coding Theory and Cryptography**
**Andrew Novocin**
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.

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**Mechanical Engineering (MEEG)**

**MEEG 112-080 & 081 (Add-On)**
**Statics**
**Jennifer Buckley/Dustyn Roberts/Heather Doty**
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:** MEEG 341 and MATH 352. **COREQ:** MATH353. Open to majors only. **Meets with the regular section.**

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**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: BISC 208 and CHEM 104. Not open to Medical Laboratory and Diagnostics Interest students. 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. PREREQ: BISC 208 and CHEM 104. Open to MEDT majors only. Not open to Medical Technology Interest students. 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. The Honors section will complete a minimum of 3 Experiential Learning Requirements. Examples of experiential activities can be found in the course syllabus; other activities not found in the syllabus may also be accepted upon review by the course instructor. The Honors students will reflect upon these experiences, using journal like writing entries, in their ePortfolio. A written reflective summation of these experiences, as well as an oral presentation, will be presented by each student, which will include details on how these experiences have impacted their view of healthcare. 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: MUSC 185 with a grade of C- or better. COREQ: MUSC 186. Must pass departmental music theory placement test. Open only to MUSC majors and minors only. Meets with the regular section.

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

**MUSC 313-080/081 (Add-On)**  
**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. Meets with the regular section.

**Music Education (MUED)**

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

**Neuroscience (NSCI)**

**NSCI 320-080 (Free-Standing)**  
**Introduction to Neuroscience**  
Anna Klintsova  
This course provides the foundation necessary to understand the neural basis of emotion, cognition, and behavior. It focuses on the: a) development and anatomical organization of neural systems in the brain, b) the cellular, neurochemical, and molecular events that underlie neural signaling and synaptic transmission, and c) the mechanisms by which those aggregate processes regulate synaptic plasticity to express adaptive and maladaptive behaviors through learning, memory, cognition, and emotions. **Cross-listed with PSYC 320-080. PREREQ:** Grade of C- or better in PSYC 100 or NSCI 100. Open to UDHP NSCI and PSYC majors only. To request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.

**Nutrition & Dietetics (NTDT)**

**NTDT 200-080 (Free-Standing)**  
**Nutrition Concepts**  
Jillian Trabulsi  
This course covers the functions and sources of nutrients, dietary adequacy, energy balance and metabolism with emphasis on health promotion. It includes weight control, evaluation of popular diets, vegetarianism, eating disorders, alcohol, other current issues and concerns in nutrition. **Most seats reserved for incoming first-year Honors Program students. To request a seat in this course you must complete the Honors Course Request Form for Restricted Courses.**
NTDT 400-080 (Add-On)
Macronutrients
Marie Kuczmarski
This course covers the metabolism of carbohydrates, proteins and fats in human nutrition, interdependence and relation to energy metabolism/balance, scientific bases of macronutrient requirement during the life cycle. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: NTDT200, CHEM214 and CHEM216. Meets with the regular section.

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 Herrman
This course focuses on the therapeutic and adverse biological, physiological and social reactions to pharmacological agents. Drug use and medication abuse, client teaching, lab data, and current research is discussed. Nursing responsibilities and clinical applications are emphasized. Honors students will participate in a pharmacology-oriented field trip. Student groups will research a medication class, medication, or other category. This Honors section allows students to pursue pharmacology topics in more depth and meet with faculty throughout the semester to engage in research of a personal pharmacological interest. Open to NURS majors only. Not open to freshmen. 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. PREREQ: NURS 110, NURS 200. Open to traditional nursing majors only. Meets with the regular section.

NURS 362-080 (Add-On)
Research Concepts in Healthcare
Regina Wright
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:** NURS222, NURS241 & NURS242 or NURS312, NURS250 or NURS253. **Meets with the regular section.**

**NURS 478-080 (Free-Standing)**

**Seminar: Care of Populations (Honors)**

*Gail Wade*

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, NURS457, NURS459, NURS460. **COREQ:** NURS479, 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.**
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. Please contact the instructor for the specific Honors components and grading rubric for the Honors work. PREREQ: PHYS207, MATH241. COREQ: MATH242. Meets with the regular section.

PHYS 313-080/080D/080L (Add-On)
Physical Optics
Matthew DeCamp
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: PHYS208 or PHYS245. COREQ: MATH243. Meets with the regular section.

Political Science (POSC)

POSC 409-080 (Add-On)
Topics in World Politics: International Crimes, Criminals, and Courts
Matthew Weinert
The core international crimes, the criminals who commit them, and the courts that try them: these are the subjects of this course. In brief, we aim to understand the evolution of international criminal law (ICL); assess multiple methods of prosecution; and hypothesize about the changing nature of the international system owing to evolving perceptions of humanity, legitimacy, responsibility, and obligations to prevent and prosecute. Initially, we review the core crimes of genocide, crimes against humanity, and war crimes—which have come to situate rape, ethnic cleansing, and the destruction of cultural heritage alongside mass killing, torture, enslavement, and apartheid, among other egregious acts of violence. We then consider how and why “ordinary” people commit such egregious crimes by drawing upon James Waller’s “model of extraordinary human evil” and Hannah Arendt’s analysis of the Adolf Eichmann trial and her thesis on “the banality of evil.” Finally, the course examines several courts and tribunals—e.g. for Yugoslavia, Rwanda, Sierra Leone, Bosnia, East Timor, Cambodia, and Lebanon, and the permanent International Criminal Court—established to try the accused and grapple with the commission of mass crimes, as well as cases involving heads of state (e.g. Pinochet, Kambanda, Milosevic, Habré, al-Bashir, and Taylor). WARNING: this course deals with intellectually and emotionally difficult subjects. We aim not to explain away such crimes and acts of wonton disregard for others, but to understand them and the mechanisms, however imperfect, the international community has thus far developed to counter our basest impulses.
RESTRICTIONS: May be taken twice for credit when topics vary. Meets with the regular section.

Psychology (PSYC)

PSYC 100-080 (Free-Standing)
General Psychology
Agnes Ruan Ly
How do we study something as fascinating and complicated as the mind? And what can we learn about ourselves via psychological enquiry? This course is an overview of psychology, covering topics such as the brain, behavior,
cognition, social relationships, personality, and psychopathology. Furthermore, this course focuses on how the scientific method is used to provide us with a better understanding of the mind. No prerequisites. Open to all UDHP students.

**PSYC 209-080 (Free-Standing)**  
**Measurement and Statistics**  
*Agnes Ruan Ly*  
This course covers the theory and application of statistics to psychological data. The emphasis is on learning the language of statistics, allowing you to become better consumers, producers, and communicators of quantitative content in psychological research. Throughout the entire semester, students will also develop, conduct, and present their own research. **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. To request a seat in this course you must complete the **Honors Course Request Form for Restricted Courses.**

**PSYC 320-080 (Free-Standing)**  
**Introduction to Neuroscience**  
*Anna Klintsova*  
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:** C- or better in PSYC100 or NSCI100. Open to UDHP NSCI and PSYC majors only. To request a seat in this course you must complete the **Honors Course Request Form for Restricted Courses.**

**PSYC 340-080 (Free-Standing)**  
**Cognition**  
*Jared Medina*  
How do we acquire knowledge? How do neural processes lead to thought? This course is an examination of how the mind works, covering topics such as language, memory, attention, perception, concepts, and reasoning. Major themes include understanding the mind/brain relationship, using empirical data to develop and evaluate cognitive theories, and understanding the implications of cognitive research for everyday life. Open to UDHP PSYC and NSCI majors only. **PREREQ:** Grades of C- or better in PSYC207 and in PSYC209 or substitutes (MATH202, MATH205, STAT200, SOCI301), except for Neuroscience majors.

**PSYC 420-080 (Add-On)**  
**Mental Illness: Critical Perspective**  
*Brian Ackerman*  
This course explores historical and current issues in understanding mental illness from biomedical and social constructionist perspectives. It focuses on recent advances and problems in conceptions of cause, diagnosis, and intervention. Course requirements include multiple small analyses of specific medical models. Honors students do an additional analysis. **PREREQ:** C- or better in PSYC100 or NSCI100. Open to JR and SR students only. Meets with the regular section.

**PSYC 425-080 (Add-On)**  
**Family Conflict and the Child**  
*Brian Ackerman*  
This course offers an analysis of conflicted relationships within the family and their implications for developmental outcomes. Topics include transition to parenthood, maternal depression, spanking and coercive relationships, maltreatment, poverty, and marital conflict and disruption. The approach consists of assessment of risk models. Students in the Honors section do an extra analysis. **PREREQ:** Grades of C- or better in PSYC207, and PSYC209 or substitutes (MATH202, MATH205, STAT200, SOCI301). Meets with the regular section.
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 312-080 *(Add-On)*
**Introduction to Russian Literature II**  
*Julia Hulings*  
In this course students develop their reading, speaking, listening, and writing skills in Russian by studying the impact of the 1917 revolution and its aftermath on Russian literature. After examining early literary responses to the October communist takeover, we will trace literary developments through the establishment of the doctrine of Socialist Realism in the early 1930s to the dissolution of the Soviet Union in 1991. We will closely read and analyze brief texts by writers of all major ideological and aesthetic persuasions, including Vladimir Mayakovsky, Boris Pasternak, Anna Akhmatova, Mikhail Bulgakov, Marina Tsvetaeva, Danil Kharms, Osip Mandelstam, Aleksandr Solzhenitsyn, and Vasily Aksyonov, and experience first-hand the role of literature in articulating vital responses to the challenges of the age. Honors students will enhance their reading and composition skills through four additional short readings by authors who particularly interest the individual student. These readings will be determined by the student and professor and be spread over the course of the semester. After reading, the student project will consist of glossing the chosen works and creating study questions to accompany them. Frequent meetings with professor during office hours will be required to review the progress. **PREREQ:** RUSS211 or RUSS305. Meets with the regular section.

RUSS 465-080 *(Add-On)*
**Seminar**  
*Julia Hulings*  
A powerhouse of young talent, the Sreda Circle met from 1899-1916 and included artists, musicians, and many notable names in literature at the time, such as Ivan Bunin, Maksim Gorky, Alexander Kuprin, and Leonid Andreev. All were instrumental in the continuation of the best traditions of Russian classical literature during a time when most of art world was pulsing with anti-realist modernism. These authors persistently carried on the realist democratic tradition of criticism and protest in their sometimes naturalist prose even in the face of the popularity of avant-garde artists like Vasily Kandinsky and Futurist author Vladimir Mayakovsky. Enjoy well-crafted pieces that every Russian knows and every student of Russian should, such as Bunin’s “Gentleman from San Francisco,” Gorky’s “Birth of a Man,” Kuprin’s “Seasickness” and Andreev’s “The Abyss,” and get a better handle on the Russian prose scene of the early 1900s. Final project is a 7-10 page paper that will take shape in gradual stages (brainstorming, thesis proposal, outline, rough draft, final draft) through peer review and individual consultations with the professor. Honors students will enhance their reading and composition skills.
through two additional short stories by an author who particularly interests the individual student. These readings will be determined by the student and professor and will figure prominently in the student’s final paper. After reading, the student project will consist of glossing the chosen works and creating study questions to accompany them. Frequent meetings with professor during office hours will be required to review the progress.

PREREQ: One 400-level Russian literature course. 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 200-083 (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: SPAN107 or SPAN112. Meets with the regular section.*

**SPAN 201-085 (Add-On)**
**Spanish Reading and Composition**
*Jesus Botello*

This course includes reading, discussion, and analysis of various genres of Hispanic literature. There will be several short compositions and grammar review where appropriate. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. *PREREQ: SPAN 200. Not intended for students who have already taken 300- and 400-level literature courses in Spanish. Meets with the regular section.*

**SPAN 304-080/081 (Add-On)**
**Survey of Spanish American Literature**
*Gladys Harregui*

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
Eduardo Segura Fernandez
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
Phillip Penix-Tadsen
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 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. No prerequisites. Open to all UDHP students.

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
Nina David
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. Meets with the regular section.

UAPP 225-080 (Add-On)
Crafting Public Policy
David Carter
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. Please contact the instructor for the specific Honors components and the grading rubric for the Honors work. 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 291-080 (Add-On)
Women’s History Through Film (1 Credit)
Marie Laberge
This one credit, five-week course explores women's experiences through five documentary films about women and/or gender. Each film is followed by a discussion and question/answer session with a featured speaker. Following the film and speaker, Honors students will meet with the professor to discuss themes and issues suggested by the film. Cross-listed with HIST 291-080. This is a short course. WOMS 291-080 meets with WOMS 291-010 on Tuesday from 7:00 p.m. to 9:00 p.m. in KRB204. Section 080 continues meeting in KRB204 on Tuesday from 9:00 p.m. to 10:00 p.m. May be repeated for credit when topics vary. 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)
The Study of Women’s Studies
Pascha Bueno-Hansen
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 in this field and feminist activism. 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.
## Honors Degree and Honors Degree with Distinction Approved Capstone/Seminar Courses

Notes: Courses listed in bold are being offered this fall. You must take these courses for Honors credit to count as Honors Degree Capstone/Seminar courses. Only courses listed below will count as Honors Degree Capstone or Honors Degree Seminar courses. Asterisks (*) indicate a note at the end of the table.

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<tr>
<th>Department</th>
<th>Course No.</th>
<th>Course Title</th>
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<td>ACCT 425-080</td>
<td>Strategic Information Systems &amp; Accounting</td>
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<td>Animal and Food Science</td>
<td>ANFS 404-080*</td>
<td>Dairy Production</td>
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<td>ANFS 411-080</td>
<td>Food Science Capstone</td>
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<td>ANFS 417-080*</td>
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<td>ANTH 486-090*</td>
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<td>ANTH 487-090*</td>
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<td>Art Conservation</td>
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<td>ARTH 413-080</td>
<td>Seminar: Renaissance Art and Architecture</td>
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<td>ARTH 415-080</td>
<td>Seminar: Italian Baroque Art</td>
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<td>NTDT 475-080</td>
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<td>B Hannah 490-080</td>
<td>Development of Health Promotion Programs</td>
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<tr>
<td>Biomedical Engineering</td>
<td>BMEG 450-080</td>
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<td>Business Admin.</td>
<td>BUAD 441-080*</td>
<td>Strategic Management (Honors in fall semester only)</td>
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<td>BUAD 478-080</td>
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<td>Civil &amp; Environ. Eng.</td>
<td>CIEG 461-080*</td>
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<td>CHEG 432-080</td>
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<td>Cognitive Science</td>
<td>CGSC485-090*</td>
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<td>Communication</td>
<td>COMM 490-080</td>
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<tr>
<td>Computer and Information Science</td>
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<td>FASH 484-080</td>
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<td>HIST 475-080</td>
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<td>HDFS 422-080</td>
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<td>Mathematical Sciences</td>
<td>MATH 380-080†</td>
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<td>MATH 460-080</td>
<td>Introduction to Systems Biology</td>
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<td>MATH 512-080</td>
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<td>MATH 530-080</td>
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<td>Mechanical Engineering</td>
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<td>MEDT 473-080*</td>
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<td>MEDT 475-080*</td>
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<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>
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</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 fall semester only.

**Notes (indicated by †):** Course requires Individual Honors Contract Form to be made Honors.
Spring 2016
Honors Colloquia: University Breadth Requirements
Coming Soon!