

# Courses Satisfying Honors Program Requirements

## First-Year Honors Colloquia

### **ANTH 390-080**

**Honors Colloquium: Interpreting the Past (3)**

**Jill Neitzel**

This course considers the different perspectives that can be applied to learning about the past. The course begins by considering how individuals remember their personal experiences as well as those of their families. It then turns to the issue of how political agendas and cultural affiliation can affect interpretations of documented history. Finally, the course considers the varying interpretations that archaeologists can derive from their analyses of material remains. *Note: Open to first-year UHP students only.*

### **ARSC 390-080**

**Honors Colloquium: Engaging the Dramatic Imagination: The Power and Process of Theatre (3)**

**Leslie Reidel**

Why the theatre? What accounts for a form lasting thousands of years? What does it mean to engage the dramatic imagination? What is the unique nature of the dramatic form and how is it made manifest in the theatre? What distinguishes the theatre from television, film, and other mediated performance forms? Working in collaboration, we will explore these and other questions in depth as we read about theatre, see theatre, make theatre, and speculate about the possibility of the theatre in our media age. *Note: Note: Open to first-year UHP students only.*

### **ARSC 390-081**

**Honors Colloquium: Art, Literature, and Society of Antiquity (3)**

**Lauren Peterson**

The material and textual remains of any ancient civilization are important documents to understanding its past. However, these remains may only tell part of a culture's story. This course will examine ancient Greek and Roman art and literature with a particular interest in uncovering

the complexities of these ancient societies. In particular, we will explore the ways that these documents can create and reinforce the ideology of the individuals in power, while constantly looking for ways to understand the lives of the less privileged, namely women, slaves, and individuals of ordinary means. Areas of investigation will include the poetry of Sappho, the epic poems of Homer, the ruins of the Parthenon on the Athenian acropolis, Greek medical treatises, Virgil's account of the founding of Rome, tombs of ex-slaves in Rome, the ruins of Pompeii, and the spectacle of gladiatorial contests. The goal of this course is to expose students to the complex social histories of antiquity through literary and artistic inquiry. *Note: Note: Open to first-year UHP students only. Satisfies multicultural requirement.*

### **ARSC 392-081**

**Honors Colloquium: Ugly Art in an Evil World (3)**

**Jennifer Levi**

The 1990s witnessed New York City mayor Rudolf Giuliani's threat to revoke government funding of the Brooklyn Art Museum for its willingness to show Chris Ofili's offensive exhibit "Sensations," and Littleton, Colorado's, horror when students influenced by the music of Marilyn Manson opened fire on their classmates. Art is more political, more terrifying, and, according to some, more influential than ever. In this colloquium we will study what has, at different historical and cultural moments, been deemed controversial art. We will analyze a variety of literary and cultural texts (paintings, music, movies, television, etc.), ranging from writing of Charlotte Perkins Gilman to the rap music of NWA to the HBO television series OZ to the paintings of Chris Ofili. We will explore the changing definitions, boundaries, and responsibilities of art by examining the relationship between art and society at different moments in history. Are there some subjects that should not be rendered "beautiful" or heroic by art (the Holocaust, slavery, rape, insanity, serial killers, drug addiction, etc.)? Is there a point when art intended to shock ceases to be art (Charles Bukowski, William S. Burroughs, punk rock mu-

sic)? Do artists have a responsibility to uphold the morals of society? What should be the relationship between art and politics/the government? Other writers we may read are Richard Wright, Marge Piercy, Allen Ginsberg, Holocaust poet Charlotte Delbo, Margaret Atwood, Vladimir Nabokov, Audrey Lorde, and Robert Coover. *Note: Open to first-year UHP students only. Satisfies multicultural requirement.*

### **EDUC 391-080**

#### **Honors Colloquium: Human Nature and the Science of Nature (3)**

**Jan Blits**

A philosophical examination of the relation between natural science and human nature. Emphasis will be on the differences both within and between ancient and modern science. Topics include the relation of the mind to the world, whether science is rooted in the love of truth or in the desire for power, the intelligibility of nature, the relation between speech and mathematics and the world. Readings include the writings of the Pre-Socratics, Aristotle, Bacon, Descartes, Nietzsche, and Eddington. *Note: Open to first-year UHP students only.*

### **EDUC 391-081**

#### **Honors Colloquium: Intelligence in Everyday Life (3)**

**Linda Gottfredson**

Is intelligence just a narrow academic skill, or does it provide practical advantages in everyday life? What is life like for people of low, average, or high intelligence? Just what is intelligence anyway, and why do people (even siblings) differ so much in intelligence level? This course will examine old discoveries as well as new surprises in the scientific study of intelligence. We begin by looking at IQ tests for children and adults to see why mental tests are good measures of what lay people and experts both think of as “intelligence.” We conclude by examining how wide variations in intelligence, which exist in all societies, shape social institutions as well as the life chances of individuals. in the scientific study of intelligence. *Note: Open to first-year UHP students only.*

### **ENGL 391-080**

#### **Honors Colloquium: Framing Victorians in Fiction and Film (3)**

**Barbara T. Gates and Thomas Leitch**

Hollywood's recently renewed appetite for adapting novels by Jane Austen, Henry James, and Edith Wharton recalls an earlier period marked by a spate of literary adaptations: the early years of sound film, when studios rushed to market their versions of Victorian novels from Dickens and Bronte to Conan Doyle. This course examines six 19th-century British novels—*Pride and Prejudice*, *Frankenstein*, *The Hound of the Baskervilles*, *Dr. Jekyll and Mr. Hyde*, *The Picture of Dorian Gray*, and *A Christmas Carol*—and their film adaptations dating from 1931 to 1951. Discussions will focus on representational problems common to fiction and film (the relation between families and the larger society, the dangerous lure of science and nature, the fascination with monsters and transformations, the evocation of empire) and problems specific to adapting classic novels to cinema (the need to compress, the question of cultural translation, the paradox of updating a classic). Assignments will include four short (three-page) papers, a midterm exam, and a final project on recent adaptations. *Note: Open to first-year UHP students only.*

### **ENGL 391-081**

#### **Honors Colloquium: Mapping America's Future (3)**

**Jeanne Pfaelzer**

America has always been haunted by the future. It desires it, fears it, seeks to control it, and often just hopes it goes away. At the dawn of the third millennium, this course will explore how American culture has imagined its future in three areas: Work, Family, Environment. We will conclude by examining creative representations of the future—America as Utopia itself. This interdisciplinary colloquium will discuss materials including fiction, film, folk song and rock 'n roll, journalism, and public documents. Course requirements will include lively class participation, three papers, and a final portfolio. *Note: Open to first-year UHP students only.*

**ENGL 391-082****Honors Colloquium: *Othello/Otello* (3)****Lois Potter**

This colloquium will meet with MUSC 390-082, taught by Larry Peterson, for portions of the course and separately for others. A comparison of Shakespeare's *Othello* and Verdi's opera *Otello*, which is based upon the Shakespeare play, the course will also include some meetings with both sections taught by Joann Browning of the Theater Department and Marie Robinson of the Music Department. Soprano Marie Robinson will join us for three sessions to perform the two versions of "The Willow Song"—Shakespeare's and Verdi's—as well as to share her experiences playing the role of Desdemona in Europe. Other sessions will explore the opera voice using multimedia materials developed at the University of Delaware; the history of African Americans playing the role of Othello; and opera conventions within Italian opera. Professor Browning will teach one unit on the dance version of the Othello story: *The Moor's Pavane*. Both courses will attend a live performance of Verdi's *Otello* in Wilmington. Writing assignments are designed to develop details of perceptions in different productions of the play and the opera. *Note: Open to first-year UHP students only.*

**GEOG 390-080****Honors Colloquium: Perspectives on Migration (3)****Yda Schreuder**

The diverse approaches to international migration and its impact on society will be explored from different disciplinary perspectives to help students to become aware of the role that labor market conditions, international relations, group dynamics, history, and geography all play in decisions to migrate. The course will address issues of diversity and ethnic conflict in both American society and abroad. Active student participation is expected. In the process, students will learn to think critically about the various aspects of international migration. *Note: Open to first-year UHP students only.*

**IFST 390-080****Honors Colloquium: Families in Global Perspectives (3)****Barbara H. Settles**

This course is an interdisciplinary approach to the understanding of family life across the world, the impact on U.S. families of the heritage of other cultures, and the influence of current international events. Attention is given to the importance of the study of families in comparative cultural terms and to issues of family policy that span across national interests. The class will address the role of international organizations and initiatives in shaping family life and opportunities and the status of family research and theory across societies. In addition to the regular assignments and class participation, students will be expected to attend a UD seminar or professional meeting on a family-related topic, prepare a genealogy of a family, and attend one local self-help or support group for some family issue. Students will develop two papers that address issues in cross-cultural perspective, the first will be a current international issue affecting family life and the future of families. The second paper will be part of the semester's main project and will be related to the student's own area of interest and an international or multicultural family issue. A proposal for this final paper is due early in the semester and the student is encouraged to work on it throughout the term. *Note: Open to first-year UHP students only.*

**MUSC 390-082****Honors Colloquium: *Othello/Otello* (3)****Larry Peterson**

This colloquium will meet with ENGL 391-082, taught by Lois Potter, for portions of the course and separately for others. A comparison of Shakespeare's *Othello* and Verdi's opera *Otello*, which is based upon the Shakespeare play, The course will also include some meetings with both sections taught by Joann Browning of the Theater Department and Marie Robinson of the Music Department. Soprano Marie Robinson will join us for three sessions to perform the two versions of "The Willow Song"—Shakespeare's and Verdi's—as well as to share her experiences playing the role of Desdemona in Europe. Other sessions will explore the opera voice using multimedia materials developed at the University of Delaware; the history of African Americans playing the role of Othello; and opera conventions within Italian opera. Professor Browning

will teach one unit on the dance version of the Othello story: *The Moor's Pavane*. Both courses will attend a live performance of Verdi's *Otello* in Wilmington. Writing assignments are designed to develop details of perceptions in different productions of the play and the opera. *Note: Open to first-year UHP students only.*

### **PLSC 367-080**

#### **Honors Colloquium: Chocolate: Milk or Semi-sweet? (3)**

**Sherri Kitto**

Love chocolate? Ever wondered why? What is it about chocolate that makes it so desirable, irresistible, universally appealing, and yummy? This course will explore the deep, dark mysteries associated with the use of chocolate over the millennia. Topics to be covered include origin, horticulture, chemistry, nutrition, production, social/financial implications, and cuisine. Whether you eat chocolate for its medicinal properties or strictly for fun, this may be the course for you. Weekly taste test! *Note: Open to first-year UHP students only.*

## **Honors Forum Courses**

### **ARSC 293-080**

#### **Honors Forum: Fear and Loathing at the Podium (1)**

**Lawrence Duggan**

American education may emphasize reading and writing, but it definitely neglects the art of speaking. This crash course will seek to rectify this defect. Although there will be some reading material on rhetorical strategies, most of the work of the course will lie in the practice of impromptu public speaking and the public reading of texts. *Registration for this course is limited to sophomores through seniors.*

### **ARSC 293-081**

#### **Honors Forum: The Audible Poem (1)**

**Devon Miller-Duggan**

Words matter. Meaning matters. Human voices matter. Emotion matters. Poetry matters. This is a class in how to bring those five elements together in the performance of poetry—what used to be called Oral Interpretation. In the course of

learning how to give poems their voices, we will inevitably work on confidence in front of an audience at the same time that we work on developing perceptive and adventurous approaches to reading poetry out loud.

### **ARSC 295-080**

#### **Honors Forum: Alison Scholars Forum (1)**

**Devon Miller-Duggan**

Discussion and debate about public issues. Exposure to campus opportunities. Attendance at concerts, plays, and other cultural events. *An Alison Scholars Forum is required of all Alison Scholars.*

### **ARSC 296-080**

#### **Honors Forum: Me and Thee: Exploring Diversity (1)**

**Judith Greene**

In this active-learning forum, students will explore issues related to the mis-information we have learned about ourselves and others. We will identify some of the stereotypes we have learned, hear personal stories of discrimination, and learn some skills for interrupting prejudicial jokes, slurs, and actions. We will also look at the connection between diversity and conflict, and learn beginning conflict mediation skills. *Partially satisfies multicultural requirement.*

### **MUSC 267-080**

#### **Honors Forum: Reading Music: Reading Culture (1)**

**Russell Murray, Jr.**

This course explores the role of music in defining and understanding a culture. We will see that music can be a useful vehicle for discussing aspects of a culture if we “read” it in the same way as we “read” a document, a chronicle, or a history. Each class session will take a piece of music—or a group of pieces—as a focal point, and discuss not only how the music reflects aspects of culture, but is part and parcel of that culture. Cultures explored will include Western as well as non-Western, elite as well as popular. Most important, we will explore how we can use music in a powerful way to get a sense of contact with a culture. No specific musical background is required.

## Honors Degree Seminar

Requirements for all Honors Degree and Honors Degree with Distinction candidates include an Honors Degree Seminar or capstone experience, which must be taken in one of the last two semesters before graduation. Students who have applied as Honors Degree candidates will be given registration priority for these courses.

### UNIV 495-080

#### Honors Degree Seminar (3)

##### Jan Blits

This Honors Degree Seminar will emphasize reading, discussion, debating, public speaking, and writing; the content will be varied and depend on students' interests. Prospective students will meet with the instructor in April 2001 to discuss and plan content. *Open to seniors. This Honors seminar will satisfy 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.*

## Alison Seminar

### UNIV 495-081

#### Honors Alison Seminar: Self and Society in the Novel (3)

##### Bernard Kaplan

In this seminar we will explore not only how novelists depict the perennial tension between self and society in various cultures but we will also explore the various aesthetics, ranging from realism to fantasy, that they use to depict this conflict. Students in the seminar will take on individual writing/research projects that will explore not only the novels themselves but the art and/or music of the novels' periods. Everybody will share his or her work with the group. The novels we shall read are: Cervantes, *Don Quixote*; Eliot, *Middlemarch*; Woolf, *To the Lighthouse*; Gao, *Soul Mountain*; Cortazar, *Hopscotch*; Atwood, *The Handmaid's Tale*; and a novel to be chosen by the class. *Seating preference is given to Alison Scholars; other Honors students may enroll by permission of the UHP. This course satisfies the senior capstone course*

*requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

## Honors Tutorials

A tutorial allows a small number of students (usually no more than four to eight) to work intensively with a faculty member on a set of selected readings. Tutorials meet once a week for two hours. Typically, no examinations are given, but written work is required and students should expect to do significant independent study in preparation for group discussions. Tutorials are open to any qualified junior or senior, but priority is given to Honors Degree candidates. These courses satisfy 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.

### UNIV 490-080

#### Honors Tutorial: Humanities (3)

##### Alan Fox

Readings will include Freud, *Future of an Illusion*; Becker, *Denial of Death*; Wu, trans., *Tao Teh Ching*; Miller, trans., *Bhagavad Gita*; Plato, *The Republic*; Nietzsche, *Thus Spake Zarathustra*; and Pirsig, *Zen and the Art of Motorcycle Maintenance*. *Satisfies A&S Group A and second writing requirements, as well as senior capstone course requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

### UNIV 490-081 and -082

#### Honors Tutorial: Humanities (3)

##### Daniel Callahan

Readings include Dante, *Divine Comedy*; Plato, *The Republic*; Aristotle, *The Metaphysics*; Lucretius, *On the Nature of Things*; Boethius, *The Consolation of Philosophy*; the Bible; Augustine, *The City of God*; Anselm, *Cur Deus Homo*; and Aquinas, *Summa Theologica*. *Satisfies A&S Group A and second writing requirements, as well as senior capstone course requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

## Departmental Courses

### Accounting (ACCT)

#### **ACCT 160-080**

##### **Honors: Business Information Systems I (3)**

**Ellen Monk**

An introductory course that covers concepts, technology, and practical experience with current business information systems. During the semester we will study the workings of computers and their peripherals, software, systems development, and systems within an organization. Heavy emphasis will be placed on microcomputer exercises that involve spreadsheets and databases. Students will use the Internet throughout the course as an additional source of information. Students will be required to publish their own personal web page and present a current IS topic using PowerPoint. For more information visit the web site: <http://www.udel.edu/monke/>. *Restriction: Open to students whose major requires course.*

#### **ACCT 207-080**

##### **Honors: Accounting I (3)**

**Robert Paretta**

This course provides an introduction to financial accounting. It focuses on the preparation and interpretation of financial statements. The Honors section is particularly geared to the needs of outstanding students interested in majoring in Accounting or Finance. *Restriction: Not open to freshmen.*

### Animal Science (ANSC)

#### **ANSC 101-080**

##### **Honors: Introduction to Animal Science (3)**

**Lesa Griffiths**

Introduction to the practical nature of animal agriculture. Similarities and differences in vital life processes and management practices with emphasis on cattle, sheep, swine, horses, and poultry. Students in the Honors section will supplement the course material with discussions relative to current issues in the animal and veterinary sciences. *Co-requisite: ANSC 111 (mandatory for majors). Meets with regular section, separate Honors discussion.*

#### **ANSC 251-080**

##### **Honors: Livestock Nutrition and Feeding (3)**

**William Saylor**

Comparative study of the nutrients and their metabolism in animals of agricultural importance, the nutrient requirements of animals, the nutritional value of feed ingredients, and the principles of ration formulation. Emphasis on the effects of the plane of nutrition on productivity, health, and well-being of animals. Honors students will explore contemporary issues in animal nutrition and metabolism, specifically environmental impact of nutrition and feeding decisions. Honors section will be supplemented with field trips as well as online and CD-based texts. *Meets with regular lecture and laboratory section; separate Honors discussion session. Prerequisites: ANSC 101 and ANSC 140.*

#### **ANSC 270-080**

##### **Honors: Biotechnology: Science & Socio-Economic Issues (3)**

**Lesa Griffiths and Sherry Kitto**

Introduction to agricultural biotechnology and socio-economic issues. Introduces genetic engineering and the basic scientific theory of biotechnology in animal, plant, food, and economic research and the latest application of biotechnology in agriculture production and research. Presents issues surrounding biotechnology-risk and technology assessment, animal rights, public and private research interface, media and environmental perspectives, consumer acceptance, regulation and economic development. Honors students are trained as peer tutors to facilitate problem-based learning exercises. *Meets with regular section; separate Honors discussion. Cross-listed with FREC 270 and PLSC 270.*

#### **ANSC 470-080**

##### **Honors: Principles of Molecular Genetics (3)**

**Calvin Keeler**

An integrated genome approach is used to study the basic concepts of nucleic acid biochemistry and genetics. Topics include DNA replication, repair, and recombination, as well as gene structure and gene regulation. The course is presented in modules consisting of core lectures and team-led discussions. Students also prepare oral presentations on contemporary topics in molecular biology. *Meets*

with regular section. Prerequisites: BISC 301 and ANSC/PLSC/ENTO 300.

## Anthropology (ANTH)

### ANTH 222-080

#### Honors: Technology and Culture (3)

Peter Roe

Primitive and preindustrial technologies. Theoretical issues of innovation, diffusion, and adaptation. The relationship between technology and other aspects of culture. *Meets with regular section. Satisfies multicultural requirement.*

### ANTH 390-080

#### Honors Colloquium: Interpreting the Past (3)

Jill Neitzel

*See course description under Honors Colloquia.*

## Art History (ARTH)

### ARTH 153-080

#### Honors: Introduction to Art History I (3)

Nina Kallmyer

Evolution of art, in its historical context, from the prehistoric periods through ancient Egypt, Greece, Rome, the Early Christian period, and the Middle Ages. *Lecture meets with regular section; separate Honors discussion.*

### ARTH 209-080

#### Honors: Early Medieval Art, 200-1000 (3)

Lawrence Nees

Painting, sculpture, and architecture in Europe and the Near East. Surveys the earliest Christian art as well as Byzantine, Early Islamic, Anglo-Saxon, and Carolingian Art. Special attention to the formation of new artistic traditions in a period of change, with attention to the audiences for artistic works and their social functions. *Meets with regular section.*

### ARTH 222-080

#### Honors: Baroque Art (3)

David Stone

Seventeenth-century European painting, sculp-

ture, and architecture in its social-historical context. Emphasis on such major artists as Caravaggio, Bernini, Rubens, Rembrandt, Vermeer, Poussin, and Velasquez. Discussion of the rise of genre, still-life, and landscape painting, as well as the role of patronage. *Meets with regular section.*

### ARTH 227-080

#### Honors: Modern Art I (3)

Margaret Werth

Art in Western Europe, 1789-1900, from Jacques-Louis David to Paul Cezanne, including Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism. Topics to be studied include art and politics; the decline of history painting and the rise of landscape; the role of criticism, the art market, and art exhibition; issues of class, race, gender, and sexuality; changing representations of the body; urbanization; mass culture; and the emergence of artistic avant-gardes. *Meets with regular section.*

### ARTH 301-080

#### Honors: Research and Methodology in Art History (3)

H. Perry Chapman

Methods and major approaches to advanced art historical study, together with the practical aspects of research and work in art historical professions such as education, historic preservation, museums, and galleries. Experience with original works of art. *Meets with regular section. Satisfies A&S writing requirement.*

## Biological Sciences (BISC)

### BISC 100

#### Honors: Freshman Seminar (1) P/F

#### Sections 080 and 084: Steven Skopik

This seminar allows students to see the details of how science is actually done, as compared to the summaries, often simplistic, that are found in textbooks. Discussions of readings from the literature and the results of lab experiments will take place. *Concurrent enrollment in BISC 207 required.*

**Section 081: Linda Dion**

This course is combined on Wednesdays with BISC 207-081 for a two-hour class, in which students, working in groups, use problem-based learning to analyze a real-life problem related to the week's topic. *Concurrent enrollment in BISC 207 required.*

**Section 082: Robert Hodson**

This seminar ties in strongly with the laboratory component of BISC 207-082. It offers some skills and foundation knowledge not generally associated with or as completely developed in the regular course sections. Presentations by practicing scientists, reading and discussion of primary research literature, and a field trip may be included. *Concurrent enrollment in BISC 207 required.*

**Section 083: David Smith**

This seminar allows students to see the details of how science is actually done, as compared to the summaries, often simplistic, that are found in textbooks. Ten different historical examples of significance in the development of modern biology will be examined, each based on a specific reading assignment. Class discussion will be led by pairs of students. *Concurrent enrollment in BISC 207 required.*

**BISC 207**

**Honors: Introductory Biology I and Laboratory (4)**

**Section 080 and 084: Steven Skopik**

**Section 082: Robert Hodson**

**Section 083: David Smith**

The course focuses on the basic structure and function of cells, mechanism of cell division, genetics, evolution, and speciation. The laboratory explores principles of experimental design, data presentation, and analysis. *Corequisites: CHEM 101, 103, 105, or 111. Concurrent enrollment in BISC 100 is required.*

**Section 081: Linda Dion**

This course deals in content with the biology of cells and with evolution. The lab focuses on using the scientific method to address questions relevant to the course content. Two classes per week will be used for class discussion or lecture

on a topic; the third will be combined with BISC 100-081, and will be used for problem-based group learning. In this meeting students will analyze a real-life problem within the context of material learned through the lectures and discussion. *Concurrent enrollment in BISC 100 required.*

**BISC 306-080**

**Honors: General Physiology (4)**

**Milton Stetson**

Principles underlying function of organisms at the organ system level; ionic composition and regulation, respiration, circulation, nutritive metabolism, excretion, and neuromuscular activity. Lab included. *Prerequisite: BISC 208 and two semesters of chemistry. Concurrent enrollment required in BISC 367-084, -085, -086, and 087.*

**BISC 367-084, -085, -086, and -087**

**Honors: General Physiology Lab (1)**

*See BISC 306 for course description. Concurrent enrollment required in BISC 306-080.*

<b>Business Administration (BUAD)</b>
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**BUAD 301-080**

**Honors: Introduction to Marketing (3)**

**Lalita Manrai**

Management of the marketing functions, marketing research, product planning, distribution channels, pricing, personal selling and advertising. Emphasis on consumer and industrial markets. *Restriction: Open to juniors and seniors.*

**BUAD 309-080**

**Honors: Management and Organizational Behavior (3)**

**Howard Garland**

Management is a discipline that involves getting things done through people. This course will focus on underlying factors and processes that affect the behavior of people in organizations (e.g., motivation, leadership, group dynamics). Individual and group work will be used to encourage students' active participation in the learning process. *Restriction: Open to juniors and seniors.*

**BUAD 441-080****Honors: Strategic Management (3)****Sharon Watson**

Case studies and concepts in the determination of top-level company policy and the solution of problems that cross major functional areas in business. *Prerequisites: BUAD 301, BUAD 306, BUAD 309, and FINC 311. Restriction: Open to senior Business Administration or Accounting majors only. This course will satisfy the senior capstone requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**Cognitive Science (CGSC)****CGSC 270-080****Honors: Introduction to Cognitive Science (3)****William Frawley**

Is your mind a code-using device? When you think, do you compute? Do the machines around you have beliefs and ideas? This course tries to answer these and related questions by looking at the mind as a computational, code-using device. We will look at converging results from Linguistics, Psychology, Computer Science, Biology, Neuroscience, and Philosophy to get a basic picture of the new and exciting discipline of Cognitive Science. We will study such topics as processing architecture, language learning, knowledge of space and objects, musical cognition, mathematical thinking, consciousness, and aphasia and disorders in order to think about minds, both organic and inorganic, as code-using devices. *Meets with regular section.*

**CGSC 330-080****Honors: Philosophy of Mind (3)****Frederick R. Adams***See course description under PHIL 330-080.***Chemistry and Biochemistry  
(CHEM)****CHEM 103-080, -081, and -082****Honors: General Chemistry (4)****Susan Groh**

CHEM 103H examines the fundamental concepts that govern the behavior of matter, with the goal of understanding how the macroscopic properties of substances reflect the underlying molecular-level behavior and characteristics. Topics addressed include the atomic model, chemical reactions and stoichiometry, and chemical periodicity, structures, and bonding. CHEM 103H targets students majoring in sciences and engineering; one year of high school chemistry is assumed. The course format includes problem-based learning and other active learning strategies, together with lecture and discussion; you'll find yourself often working in small groups to identify new issues in a problem, learning about them, and using that knowledge to devise solutions to the problem. The laboratory portion of the course provides hands-on experiences to complement and reinforce the concepts arising in class.

Enroll separately for both a lab and a lecture section. Common examinations will be given on Thursday evenings from 7-10 P.M. on 9/27, 10/25, and 11/29; students with schedule conflicts for those times should not register for this course.

Enroll in one of the following *lecture* sections:  
Section 080, -081, or -082

Enroll in one of the following *lab* sections:  
Section 083, -084, -085, -086, or -087.

**CHEM 111-080 and -081****Honors: General Chemistry–Chemistry for Majors and Chemical Engineering (3)****Burnaby Munson**

For biochemistry, chemical and environmental engineering, and chemistry majors. Lecture only. Weekly quizzes and demonstrations. Two exams and final. High school chemistry, algebra, and calculator skills essential. What can one deduce from chemical formulas and the periodic table? Lewis structures and VSEPR theory: macroscopic properties from molecular properties and bonding. Essential chemical arithmetic. Ideal gases and kinetic theory, with a little about real gases. Classical experiments on atomic structure. A little spectroscopy and qualitative atomic and molecular orbitals. *Concurrent enrollment in CHEM 111-082, -083, or -084 required (discussion).*

**CHEM 119-080 and -081****Honors: Quantitative Chemistry I (2)****Burnaby Munson**

For Biochemistry, Chemical and Environmental Engineering, and Chemistry majors. Lecture plus laboratory. Lecture quizzes, homework, and final exam. Individual experiments, as well as small-group laboratory experiments with group reports. High school chemistry, algebra, and calculator skills essential. Chemical arithmetic: solutions, gravimetric factors, stoichiometry, analysis of data, elementary statistics. Chemical algebra: ionic equilibria of weak acids, bases, and buffers; solubilities of salts; activity coefficients. Gravimetric and volumetric analysis: equivalence point and titration curve calculations. Symbolic algebra programs (Maple) and spreadsheets (Lotus, Excel) will be introduced. Must enroll separately for BOTH lab and lecture sections. *Concurrent enrollment in CHEM-082, -083, -084, -085, -086, -087, or -088 required (lab).*

**CHEM 443-080****Honors: Physical Chemistry I (3)****Robert H. Wood**

Applications of the principles and methods of mathematics and physics to the quantitative study of chemical problems. Emphasis is on understanding thermodynamics through independent study and classroom discussion. There will be no formal lectures. Class time will be spent on understanding what was not clear from the text, homework, and discussions of harder problems. Occasional complex real-world problems will be discussed. Grades will be based 90% on common exams with the regular sections and 10% on classroom participation and/or special problems. *The lab (CHEM 445) may be taken concurrently with CHEM 443 or in a subsequent semester. Prerequisites: CHEM 120 or CHEM 220 and CHEM 221, MATH 242 (MATH 243 recommended), PHYS 208 (recommended) or PHYS 202. Restriction: CHEM 418 and CHEM 443 cannot both be counted toward graduation.*

**Computer & Information  
Sciences (CISC)****CISC 105-080 and -081****Honors: General Computer Science (3)****Richard Albright**

Principles of computer science illustrated and applied through programming in the high-level language C. Programming projects illustrate applications in all areas: business, humanities, social sciences, physical sciences, mathematics. C is the dominant language of systems and applications development on UNIX platforms and PCs. We will delve deeper into basic concepts of computer science than in the regular section of 105, and develop a better understanding of the hardware/software interface. *Restriction: Does not count toward graduation if taken after CISC 181.*

**CISC 181-080 and -081****Honors: Introduction to Computer Science (3)****Kathleen McCoy**

Principles of computer science illustrated and applied through programming in the object-oriented language C++. Programming projects illustrate computational problems, styles, and issues that arise in computer systems development and in all application areas of computation.

**CISC 220-080****Honors: Data Structures (3)****Chien-Chung Shen**

Review of data type abstraction, recursion, arrays, stacks, queues, multiple stacks, and linked lists. Emphasis on dynamic storage management, garbage collection, tree, graphs, tables, sorting, and searching. *Prerequisite: CISC 181 or CISC 120. Corequisite: MATH 210 or 242.*

**Comparative Literature  
(CMLT)****CMLT 316-080****Honors: Classical Mythology (3)****Annette Giesecke**

*See FLLT 316-080 for course description.*

## Consumer Studies (CNST)

### CNST 114-080

**Honors: Clothing in Contemporary Society (3)**

**Jane Lamb**

Introduction to the study of clothing, including social-psychological influences in personal clothing choice, basic concepts of fashion, structure and operation of the apparel industry, elements of apparel quality, and retailing of clothing.

*Meets with regular section.*

### CNST 215-080

**Honors: Fundamentals of Textiles I (3)**

**Rosetta Lafleur**

The first of two courses dealing with fundamental concepts of textile materials. In this course, emphasis is on characteristics of fibers and yarns that impact performance properties of textile products. Students use problem-solving skills to determine suitability of different materials for apparel, home furnishings, and other applications. *Prerequisites: CNST 114 or CNST 211 and CHEM 102. Meets with regular section.*

### CNST 419-080

**Honors: Social and Psychological Aspects of Clothing (3)**

**Jane Lamb**

Study of clothing and appearance as contributors to human interactions; consideration of the importance of clothing in individual and collective behavior. Analysis of how dress reflects self-feelings, establishes social identities, and affects interpersonal encounters. *Prerequisites: CNST 114, PSYC 201, and SOCI 201. Meets with regular section.*

## Communication (COMM)

### COMM 330-080

**Honors: Communication and Interpersonal Behavior (3)**

**Scott Caplan**

Introduces key principles of interpersonal communication and discusses their application across

diverse contexts. *Meets with regular section. Restricted to Communication Interest majors only.*

## Criminal Justice (CRJU)

### CRJU 350-080

**Honors: Gender and Criminal Justice (3)**

**Susan L. 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. *Meets with a regular section. Satisfies multicultural requirement.*

### CRJU 375-080

**Honors: Criminal Procedure (3)**

**Kenneth Haas**

You have the right to remain silent. Actually, you don't if you take this course. Moreover, any statement you make will be used against you if it reflects a failure to have carefully prepared for class. The *Miranda v. Arizona* (1966) decision and its progeny will be among hundreds of court decisions to be covered as we study the series of procedures—from arrest to trial to postconviction review—through which substantive criminal law is enforced. A good deal of time will be devoted to arrest, search, and seizure, police interrogation, and other investigative procedures. There will also be an emphasis on the prosecution of criminal cases, the right to counsel, the trial process, and appellate procedures. As in the real American criminal justice process, no one will be found "innocent." The only possible verdicts are "guilty" (F) or "not guilty" (D- to A). *There is no official prerequisite for CRJU 375. However, successful completion of another upper-division course in substantive law (for example, CRJU 311, 320, 450, or 457 or POSC 402, 405, or 406) is strongly recommended.*

## Center for Science and Culture (CSCC)

### **CSCC 241-080**

#### **Honors: Ethical Issues in Health Care (3)**

**Paul Durbin**

Do physicians have a right, or an obligation, to assist a terminally ill patient with an intolerable disease to commit suicide? Is every person morally entitled to treatment needed to prevent serious health problems? The questions have been discussed in ethics courses for years; now they are in the national news. In this course these questions, as well as other questions about confidentiality, issues of death and dying, informed consent, transplants, etc., will be discussed. The purpose of the course is to introduce students to the important ethical issues facing health care professionals and to the philosophical resources available to help individuals (and society) deal with them. Problem-based-learning format. (Cross-listed with PHIL 241-080.)

### **CSCC 389-080**

#### **Honors: Women and Health Issues (3)**

**Kathleen Turkel**

See WOMS 389-080 for course description. (Cross-listed with PHIL 389-080.)

## Economics (ECON)

### **ECON 151**

#### **Honors: Introduction to Microeconomics (3)**

**Section 080 and –081: Eleanor Craig**

**Section 082: Rusell Settle**

**Section 083 and –084: James Mulligan**

Supply and demand concepts are introduced with basic graphical tools of economic analysis. Models of perfect and imperfect competition are used to examine the determination of product price and quantities. Current microeconomic issues such as the effect of government regulation and environmental problems are examined.

### **ECON 300-080**

#### **Honors: Intermediate Microeconomic Theory (3)**

**Michael Arnold**

This course uses graphical and algebraic models

to more fully develop and extend microeconomic concepts introduced in Economics 151. The course provides a basic, but thorough, understanding of consumer and firm behavior, which serves as a foundation for further study in the fields of economics and business. The course begins by developing theoretical models of consumer choice and demand, and of firm production and costs. These models are then combined to analyze the effect of various types of competition on market outcomes and to illustrate how microeconomic theory can be used to predict and explain how markets operate. *Meets with a regular section. Prerequisite: ECON 151.*

### **ECON 302-080**

#### **Honors: Banking and Monetary Policy (3)**

**Kenneth Lewis**

Nature and economic significance of money, credit and the banking system; the origin and management of the money supply; effects of monetary changes on price levels, output, and employment. *Prerequisite: ECON 152.*

### **ECON 340-080**

#### **Honors: International Economics (3)**

**David Black**

Theory, problems, and policy in international trade and finance. Topics include the economic case for free trade, the international exchange rate system, and how the U.S. economy is linked to the world economy. Important international issues include the effects of trade barriers such as tariffs and quotas, how the U.S. economy is impacted by the world economy, what the new European single currency means for the U.S., and the significance of changes in the international value of the U.S. dollar. *Prerequisites: ECON 151 and 152.*

## Education (EDUC)

### **EDUC 203-080**

#### **Honors: Human Development II: Grades 5-8 (3)**

**Elizabeth Pemberton**

We will explore both the developmental changes that can be expected in grades 5-8 and the role that the school plays in promoting this development. Topics include theories of adolescence,

including cross-cultural comparisons; physical, cognitive, social, moral, and linguistic changes in adolescence; the role of families and peers in influencing the development of self-esteem and identity; the school's role in promoting healthy development; and adolescents at risk and resilient adolescents. A field experience in local middle schools is required. Honors students meet with the professor biweekly outside of class. *Meets with regular section.*

**EDUC 240-080**

**Honors: Professional Issues, Philosophical Perspectives (3)**

**David Blacker**

The theme of this course will be civic education, broadly construed. Education these days is often conceived as merely a credential on the way to a job. While it is certainly important for this reason, it is also possible to broaden one's vision about it. Considering education's civic function is one way to do that. Civic education reminds us that we have schools not just to keep the economy humming along, but also to keep democracy itself alive. If we do not make sure that upcoming generations care about the things democracy requires them to care about, or if they are simply unable to meet democracy's demands, then it is hard to see how democracy can persist. But what exactly does democracy require of us? And how might we best ensure that future generations are readied for it? Even more fundamentally, why is democracy to be favored at all? Could education have other allegiances? These are the kinds of questions we will ask. Readings will include classics such as *Plato's Republic*. We will also look at contemporary sources such as key U.S. Supreme Court decisions pertaining to education, and also contemporary philosophical defenses of democratic education such as Amy Gutmann's *Democratic Education*.

**EDUC 258-080**

**Honors: Cultural Diversity, Schooling, and the Teacher (3)**

**Eugene Matusov**

Examines roles and responsibilities of the classroom teacher vis-à-vis the demographic changes occurring in United States society and the public school student population. Topics include race,

ethnicity, gender, sexual orientation, social class, poverty, and language. *Satisfies multicultural requirement.*

**EDUC 358-080**

**Honors: Linguistics and Language Arts (3)**

**Elaine Stotko**

This class explores the ways in which the study of linguistics can inform the language arts/English curriculum in grades K-12. The topics covered include basic concepts of language and literacy, language varieties and standardization, linguistic concepts used in English textbooks and classrooms, and current classroom practices. The course is designed to help prospective teachers develop an awareness of the ways in which linguistic concepts are used in textbooks and to discover ways in which they can use the language, knowledge, and social experiences of their students to foster language development in school. Although the course is designed for prospective teachers, other students interested in the study of language would find the course useful. *Meets with a regular section. Prerequisite: LING 101 or ENGL 390. Cross-listed with LING 358-080 and ENGL 358-080.*

**EDUC 391-080**

**Honors Colloquium: Human Nature and the Science of Nature (3)**

**Jan Blits**

*See course description under Honors Colloquia.*

**EDUC 391-081**

**Honors Colloquium: Intelligence in Everyday Life (3)**

**Linda Gottfredson**

*See course description under Honors Colloquia.*

**EDUC 451-080**

**Honors: Educational Assessment for the Classroom Teacher (3)**

**Linda Gottfredson**

Tests and assessments are the major tool teachers have for determining how well students are meeting their learning goals. Statewide tests are also common, albeit controversial, tools for educational reform today. We will examine the aims, advantages, and limitations of different ways of assessing student learning. You will learn how

to (a) define your goals for student learning; (b) create tests that measure those intended outcomes; (c) evaluate the quality of the tests you create; (d) interpret the standardized tests that school psychologists or school districts might administer to your students; and (e) provide feedback to students and parents. *Meets with regular section; separate Honors discussion once a week; students complete a project rather than take the final exam.*

## English (ENGL)

### ENGL 110

#### Honors: Critical Reading and Writing (3)

#### Section 080

#### Cultural Confrontation with Violence in Life/Lit

##### Patrick J. White

Violence has always been an integral part of literature and popular culture; it has also, more than ever, become a preoccupation in our social and political environment. There are questions to be asked and answered. What are the moral implications of the depictions of violence in literature and the media? How are attitudes toward violent behavior reflected in the material? Are there cause-and-effect relationships between these depictions and behaviors in cultural communities? This course will explore those questions. Participating students will be asked to consider and analyze examples from a wide range of material, from traditional literature to modern film—examples that will demonstrate the many uses of violent depiction, both positive and negative. Writing strategies will include personal and analytical expository essays, response essays, and one full-length research paper. Group work will play a significant part as well. Finally, the course will feature several guest speakers who have confronted violence firsthand, both professionally and personally.

#### Section 081

#### Coming of Age in the Twentieth Century

##### Patricia Magee

In this course we will read short stories, novels,

memoirs, and poems (and we'll watch a film or two) about young people experiencing the joys and tribulations of growing up: breaking old ties and forming new ones, discovering their sexuality, trying to plan a future, and dealing with religious and philosophical crises. We will compare our own coming of age experiences with those of the people whose works we read. Students will write five brief response papers, two analytical essays, and one research paper examining a coming-of-age topic of their choice. Texts: *Cold Sassy Tree*, *Angela's Ashes*, *The Joy Luck Club*, *The Cider House Rules*, and several short stories and poems.

#### Section 083

#### Law in American Literature

##### John Jebb

"We are a nation of laws," according to American philosophers. Our course will discuss how several writers deal with this notion of the sanctity of law as well as the notion of how laws serve justice. Indeed, as our study of several actual court cases will reveal, the law and justice can often be strangers. We will discuss issues involving the duty of lawyers, extralegal justice, trial strategy, even cosmic retribution. The course will begin with several fictional and reality-based portrayals of legal issues and trials, and two major writing assignments will spring from these readings. We will then confront the realities of law: via a project that follows news accounts of a real case, and via the study of the appeal process in a capital case. The appeal assignment will feature oral arguments. The course will close with a novel about ancient times as a means to summarize our discussion of justice.

#### Section 084

#### Sex, Lies, and the Victorians

##### Patricia Magee

The Victorian Age is typically and accurately associated with rigid morals and a strict code of acceptable conduct that revolved around the hallowed institutions of marriage, the family, and the church. However, beneath the veneer of Victorian respectability lay a passionate tangle of sensuality, eroticism, and sexuality that many Victorians experienced but few publicly ac-

knowledge. Through several novels (i.e., Thomas Hardy's *Jude the Obscure*, Bram Stoker's *Dracula*, John Fowles' *The French Lieutenant's Woman*, A. S. Byatt's *Possession*), short stories (Edgar Allan Poe, Nathaniel Hawthorne, Edith Wharton, Charlotte Perkins Gilman), poems, and films, we will discover and assess these two contradictory Victorian ages and make some comparisons to many of the sexual contradictions of our own age. Students will write two analytical essays, one longer research essay, and several short response papers.

### **Sections 085 and –094**

#### **Classic Movies, Popular Movies, and American Culture**

##### **Sandy Hiortdahl**

This course will study the relationship between the movies we watch and our self image as a nation. We will watch parts of movies in class and learn to analyze them in several ways: through a traditional movie review (a genre that we will study in depth); through cause and effect and our own cultural response to ideas; and through a close analysis of technique and the intentions of any given film's creators. There will be assignments of movies to watch outside of class (approximately one per week) as well as the in-class clips. Movies will range from such classics as *Rebel Without a Cause* and *North by Northwest* (a Hitchcock gem) to modern movies like *Armageddon* and *Birdcage*. Readings will include various reviews as well as a text on the social impact of movies. Writing assignments will include several movie reviews, essays on culture, a close artistic analysis of a movie, and perhaps the creative development of a script that would approximate the student's own vision of a popular American movie.

### **Section 086**

#### **American Identity Crises**

##### **Tim Decker**

This course gives you the opportunity to practice and enhance your critical reading, writing, and thinking skills by addressing questions concerning the issue of identity as reflected in a variety of twentieth-century American fiction and non-fiction. We will discuss topics prevalent in the literature of the last century such as adolescent

identity crises, racial identity, the impact of industrialization and technology upon the individual, dehumanization, determinism, and existentialism. Readings may include Edith Wharton's *Summer*, Richard Wright's *Native Son*, Sylvia Plath's *The Bell Jar*, selected stories by William Faulkner and Kurt Vonnegut, Jr., and essays by James Baldwin, Norman Mailer, and Cynthia Ozick.

### **Section 087**

#### **Controversy and Censorship in American Culture (3)**

##### **Anne Thalheimer**

While "Congress shall make no law abridging the freedom of speech or of the press," plenty of other people would like to. The American Library Association recorded nearly five hundred challenges levied against certain books (such as J.K. Rowling's Harry Potter series) last year, and has tracked more than 5,700 challenges to texts during the past decade. Whatever we may think about censorship, we live in a world rife with it: warning labels and rating systems attempt to dictate who sees or hears what material, authors revise books to avoid controversy, newspaper syndicates homogenize comic strips, and laws to censor the Internet are being drafted. But censorship is hardly a modern--or American--concept; Dante's *Divine Comedy* was burned in 1497, a mere forty-one years after the invention of the printing press. Most books censored today are considered "sexually explicit" or use "offensive language," even though those same books are also often widely read and well known. This course will debate issues of censorship and American culture through a variety of texts (some canonical, others not so well known, but all controversial); authors will include William Shakespeare, Franz Kafka, Roberta Gregory, George Orwell, Jack Kerouac, J.D. Salinger, Neil Gaiman, Sylvia Plath, Maya Angelou, and Art Spiegelman, among others. In addition to critical reading, we will also work on critical writing: three 3-4 page argument essays, one 7-10 page research paper, and six 1-page short response papers, plus revisions. This course is also highly discussion-based, and class participation is a vital part of your course grade.

## **Section 088**

### **The Truth is Out There**

**Lil Crisler**

Aliens. Conspiracies. Monsters. Unexplained phenomena. In recent years, popular culture has become saturated with images of the extra-terrestrial, the unknown, the mutant, and the paranormal in the media, in books, and on the internet. Yet this fixation is not new. In this course, we will delve into the alluring world of the unexplained, looking at explorations of the unusual that have been raised in popular culture over time. Our quest will lead us through texts by established authors including Shakespeare, Wilde, Welles, Gilman, and Poe, as well as through works by current authors such as Isabel Allende, Octavia Butler, and Marge Piercy. We will also investigate more recent multimedia examinations of the bizarre such as *The X-Files*, *Roswell*, *The Blair Witch Project*, and *The Spanish Prisoner*. Writing assignments will include short, creative journal entries, several argumentative essays, and a research project on a topic of your choice arising out of the topics we study. Ultimately, your task will be to examine critically the assigned readings as examples of the unusual, the bizarre, the apocalyptic, and the grotesque as they manifest themselves in American popular culture of today and yesterday, to find the "truth" that's out there.

## **Section 090**

### **Unweaving the Rainbow? Contemporary Poetry and Science**

**Ray Peters**

Did Isaac Newton "unweave the rainbow"—and thereby destroy its poetic appeal—by revealing its prismatic colors, as John Keats believed? Or can scientific understanding stimulate our sense of wonder and beauty? This course will examine contemporary poetry responding to science and technology. Richard Feynman, the Nobel Prize-winning physicist, said that poets believe "science takes away from the beauty of the stars." He challenged this attitude by asking, "What is the pattern, or the meaning, or the why? It does not do harm to the mystery to know a little about it." We will focus on the work of a number of poets who seem to have met Feynman's challenge, turning to science and technol-

ogy for inspiration, introspection, analysis, and reflection. Among the poets we will read are A. R. Ammons, Miroslav Holub, Pattiann Rogers, Arthur Sze, Charles Simic, and Alison Deming. Students will write brief response papers, critical reviews, analytical essays, and a research paper examining the role of science and technology in the work of a poet of their choice.

## **Section 093**

### **"I'm not a feminist, but ...": Feminism in American Popular Culture**

**Anne Thalheimer**

What is it about feminism that makes people refer to it as "the F-word," or cause them to utter phrases like, "I'm not a feminist, but ..." and then go on to say something that sounds kind of feminist? Why is feminism demonized in American popular culture, and was it demonized in similar ways throughout history? Why does feminism make so many people so upset? We will read books and articles (authors will likely include Susan Faludi and bell hooks, with selections from various magazines and anthologies), watch movies (*Thelma and Louise*, for starters), analyze print advertisements in popular magazines (they're just about everywhere), debate fringe media (comix, zines), and finally create some of our own texts about feminism. In addition to critical reading, we will work with "critical writing" as well: three 3-4-page argument essays, one 7-10-page research paper, and six one-page short response papers, plus revisions. This course is also highly discussion-based, and class participation is a vital part of your course grade.

## **Section 096**

### **Say My Name: Language and Conflict in Bosnia and Herzegovina**

**Lejla Kucukalic**

In this course you will be asked to step into a new culture through reading and researching the Balkans and Bosnia and Herzegovina. Although the topic will allow for historical, ethnographic, and political reading and writing, the focus will be on 1992 to 1996 and the role of language during the Bosnian war. Language was used in Bosnia and Herzegovina to distinguish and discriminate between members of different ethnicities; it

was also used for political and manipulative aims. During the conflict, Western intellectuals such as Susan Sontag and journalists such as John Burns wrote objectively about Bosnia to appeal to the West's sense of justice. In our course we will examine their rhetorical strategies and arguments constructed about the war in Bosnia. Class discussions will be supported by papers based on research, analysis, and argument. In order to get better acquainted with the country and its history, we will also read a brief selection of Bosnian literature (some material for the course will be original translations).

### **Section 097**

#### **Twenty-First Century Issues of Sexuality Zivah Perel**

As our society becomes more and more modern, less and less is left behind closed doors, including issues of sexuality. As a class, we will discuss the controversial issues of sexuality that have come to the forefront of social debate including: gender constructions, homosexuality, abortion, infertility, pornography, and multi-cultural views of sexuality. In true twenty-first century style the class will be multi-disciplinary, utilizing not only the print medium to discuss these issues, but also the internet, film, television, and music. Students will read essays from an anthology regarding sexuality issues, as well as novels and short stories such as Alice Walker's *Possessing the Secret of Joy* and Ernest Hemingway's "Hills Like White Elephants." In addition to watching films such as *Boys Don't Cry* in class, students will have the opportunity to study the media on their own to research contemporary representations of sexuality. Course requirements will include short response papers, analytical essays, and a research paper focusing on a course-related issue of the students' choice.

**The following English courses are open only to those students who have satisfied the ENGL 110 requirement:**

### **ENGL 205-080**

#### **Honors: British Literature I (3)**

##### **Julian Yates**

The aim of this course is to introduce you to British literature from its beginnings (circa 900 C.E.)

as it develops to 1700. We are embarking on what literary critics have traditionally called literary history: a survey and explanation of the major genres, literary movements, and tropes that shape what today we call "English Literature." Over the semester we will map the social and ideological coordinates that dictated what writing in a specific genre means, and, in an age when only a fraction of the population could read and write, what counted as "text." Central to the course, then, are questions of authorship, of who wrote, who had access to different kinds of knowledge, and how texts circulated among different kinds of readers—issues that will require special attention to matters of class, gender, age, and technology. Texts will include works by Chaucer, Shakespeare, and Milton, their contemporaries, as well as special units on texts produced by and about marginal social groups (peasants, mystics, criminals). Where possible, we'll make use of as many different sources as possible, drawing on films, live theater, video, and visual media both to bridge historical distances and call our attention to key differences that we encounter in our journey. *Prerequisite: ENGL 110.*

### **ENGL 206-080**

#### **Honors: British Literature II (3)**

##### **Jonathan Grossman**

This course provides an introduction to British literature written between the eighteenth and the early twentieth centuries. We will examine a range of authors, attending to issues of style and form as well as to changing cultural and historical contexts. Along the way we will also ask a wide mix of questions to open up different ways of talking about literature: How did what was happening at the time affect the story? What techniques are being used to tell the story? Who do we become as readers when we read the story? Authors we will study include William Blake, Samuel Coleridge, Mary Robinson, William Wordsworth, Jane Austen, Alfred Tennyson, Christina Rossetti, T.S. Eliot, and Virginia Woolf. Requirements: lively class participation, numerous short papers, individual writing conferences, and one longer final paper. *Prerequisite: ENGL 110.*

**ENGL 312-080****Honors: Written Communications in Business (3)****Ed Hodges**

This course examines the role of written communication in corporate decision making. Students write memos, letters, proposals, and reports that simulate on-the-job communication tasks and are encouraged to use materials from their fields of specialization. *Prerequisite: ENGL 110.*

**ENGL 324-080****Honors: Shakespeare (3)****Matthew Kinservik**

Why is Shakespeare considered the greatest author in English? Because Shakespeare acquired his present status in the eighteenth century, we will attempt to answer these questions by looking at the significant changes that took place in performing, publishing, and interpreting Shakespeare's plays during that time. In 1660, Shakespeare was a minor dead playwright; in 1760 he was immortal. By understanding this apotheosis, we can find clues to his continuing cultural dominance. We will read plays by Shakespeare as well as adaptations of his work by 18th-century playwrights. Among the course requirements are two drafts of a research paper. *Prerequisite: ENGL 110.*

**ENGL 341-080****Honors: American Literature: Civil War to World War II (3)****A. Timothy Spaulding**

In this class we will read and examine texts (books and films) by Anglo American and African American writers ranging from Frederick Douglass to William Faulkner in order to analyze the ways black and white and male and female identity were constructed during crucial periods of American culture. Some of the basic questions we will try to answer are: How did major writers differ in their conceptions of America and American identity? In what ways have we expanded or perpetuated such constructions in both literary and cultural terms? It should be obvious that there are no simple answers to these questions. Our purpose as a class is to debate these issues by engaging these texts as cultural artifacts of their times. As such we will examine their specific historical contexts even as we engage

them from our twenty-first-century perspective. Course Texts: *Uncle Tom's Cabin, Narrative of Frederick Douglass, The Awakening, Their Eyes*

*Were Watching God, Cane, Light In August,* and others. *Prerequisite: ENGL 110.*

**ENGL 345-080****Honors: African American Literature II (3)****A. Timothy Spaulding**

In this class we will examine novels, short stories, poems, plays and essays by major African American writers of the twentieth century. We will begin with the Protest novel era, characterized most explicitly in the work of Richard Wright, move through the post-WWII period of integration into the Black Arts Movement of the late sixties and early seventies and end with more contemporary works by Toni Morrison and August Wilson. In the process we will discuss the different responses African American writers have to the concept of America and black identity. To what extent does the political and economic situation of a particular era affect artistic production by African Americans? We will also discuss important questions of gender and black feminist/womanist identity with the rise of authors such as Nikki Giovanni and Alice Walker. As such, as a class we will confront fundamental issues facing African Americans in the latter half of the twentieth century such as poverty, urban violence and conflict, Black Pride, and the new cultural renaissance in African American fiction. *Meets with a regular section. Prerequisite: ENGL 110.*

**ENGL 358-080****Honors: Linguistics and Language Arts (3)****Elaine Stotko**

*See EDUC 358-080 for course description. Also cross-listed with LING 358-080.*

**ENGL 391-080****Honors Colloquium: Framing Victorians in Fiction and Film (3)****Barbara Gates and Thomas Leitch**

*See under Honors Colloquia for course description.*

**ENGL 391-081****Honors Colloquium: Mapping America's Fu-**

ture (3)

**Jeanne Pfaelzer**

See under Honors Colloquia for course description.

**ENGL 391-082**

**Honors Colloquium: Othello/Otello (3)**

**Lois Potter**

See under Honors Colloquia for course description.

## Entomology and Applied Ecology (ENTO)

**ENTO 201-080**

**Honors: Wildlife Conservation and Ecology (3)**

**Roland Roth**

General principles of ecology; natural history of selected vertebrates; ecological and sociological problems and solutions in conservation of biodiversity (that's all of the biota of the world, especially nondomesticated forms), their genetic variety, and the variety of habitats that support them. Activities expand on lecture topics. Sample activities include a discussion of essays from Whitfield Gibbons' *Keeping All the Pieces*; an essay on your view of nature; team investigation on whether such events as floods, volcanic eruptions, and hurricanes are ecological catastrophes; and exploring the implications or biodiversity of ordering and eating a pizza with anchovies and mushrooms. The course includes lectures, videos, individual/group presentations, short written assignments, and three exams.

**ENTO 205-080**

**Honors: Elements of Entomology (3)**

**Dewey Caron**

Insects—the little things that run the world! This course explores the lives of insects and examines how they seem to compete so successfully in interactions with humans. The approach includes basic insect identification, structure and function, behavior, ecology, evolution, pest control, insect societies, and cultural/historical features. Insects will be used to explain basic biological principles, with an emphasis on the unifying biological themes of evolution and ecology. The Honors section utilizes an additional resource, the amaz-

ingly successful paperback *The Forgotten Pollinators*, in addition to the regular section's lectures and grading. Meets with regular section; separate Honors discussion.

## Finance (FINC)

**FINC 311-080**

**Honors: Principles of Finance (3)**

**Kenneth Biederman**

Management technique and information related to the financial function of business firms covering capital budgeting, working capital management, cost of capital, capital structure analysis, and short- and long-term financing. *Prerequisite: ACCT 208. Restriction: Open to majors only or students whose major requires course.*

**FINC 413-080**

**Honors: Advanced Corporate Finance (3)**

**Charles Elson**

We are in the midst of a merger of corporate law and finance that will fundamentally impact 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 individual research and present and discuss a paper on a governance topic of his or her choice. Guest speakers will contribute to seminar sessions. *Meets with regular section. Prerequisite: FINC 312. Open to senior majors only.*

## Foreign Languages and Literature (FLLT)

**FLLT 316-080**

**Honors: Classical Mythology: Gods, Heroes, and Monsters (3)**

### **Annette Giesecke**

The subject of Classical Greek and Roman mythology is a broad one, and this course will focus on myth as presented primarily in the medium of epic poetry. The course commences with Hesiod's account of the birth of the Greek gods and goddesses and moves next to the most famous myth of all, the tale of the rape of Helen and the fall of Troy. Particular emphasis will be placed on the possible historical reality of the Trojan myth and on Homer's depictions of the gods and heroes who participated in this saga. From Homer's warrior hero Achilles and the wanderings of Odysseus, we will proceed to the strange Hellenistic Greek tale of Jason, the witch Medea, and the quest for the golden fleece. The remainder of the course will be dedicated to Roman myths and adaptations of Greek material. On the syllabus is Virgil's *Aeneid*, the story of the Trojan Aeneas and his wanderings to Italy, where he would become the founder of the Roman race. Here emphasis will be placed on the new politicizing of myth and the manipulation of myth for propagandistic purposes. Next the bold and sacrilegious *Metamorphoses* of Ovid will be studied; here the familiar Homeric gods become something quite undeserving of respect and worship. The course will close with what is perhaps the strangest of all tales, the story of the "hero" Lucius, who becomes, quite literally, an ass and a devotee of the seductive Egyptian goddess Isis. *Meets with regular section. Cross-listed with CMLT 316-080.*

### **FLLT 327-080**

**Honors: Tolstoy's Search for Truth (3)**

**Susan Amert**

What is the meaning of life? How should people live? What sense can mortals make of death? Does God exist? Leo Tolstoy grappled all his life with these ultimate moral-philosophical questions, and they stand at the center of his art. Yet Tolstoy the thinker was also an unrivaled storyteller and a brilliant psychologist who helped shape modern consciousness with his invention of the interior monologue. This class will introduce you to Tolstoy's sublime art through his greatest novels—*War and Peace* and *Anna Karenina*—and his most important shorter fiction, including *Childhood*, *Family Happiness*, and *The Death of Ivan Ilich*. We will trace Tol-

stoy's evolution as an artist from the psychological complexity of the early period to the powerful simplicity of the later work. *Meets with regular section.*

## **Food and Resource Economics (FREC)**

### **FREC 150-080**

**Honors: Economics of Agriculture and Natural Resources (3)**

**Joshua Duke**

Individually and as a society, we constantly struggle in the allocation of limited resources to satisfy our competing needs and wants. Economics provides a structure for us to think about the choices we make and to analyze the scarcities we face. By emphasizing market structure and the concept of price, students are introduced to basic economic principles. Case studies, concepts, and applications are drawn from agriculture, natural resources, and the environment. Honors students will be responsible for an individual final project and several group meetings with the professor. *Meets with regular section.*

### **FREC 270-080**

**Honors: Biotech: Science and Socioeconomic Issues (3)**

**Lesa Griffiths and Sherry Kitto**

*See ANSC 270-080 for course description.*

## **French (FREN)**

### **FREN 107-080**

**Honors: French III - Intermediate (4)**

**STAFF**

In this course students will develop communicative skills within the context of four major topics. Family relationships, the French-speaking community, the world of work, and issues relating to contemporary France will serve as the framework for developing their lexical and structural competence. By comparing and contrasting their culture to the culture of the French world, students will also establish cross-cultural connections. The Internet will also be used as a resource for complementing the information provided in the classroom. *Prerequisite: FREN 106 (or completion of French IV in high school).*

**FREN 211-080 and –081**

**Honors: French Reading and Composition (3)**

**STAFF**

Selected readings with discussion and analysis of French and Francophone short stories, grammar review, compositions, essays. Students will learn how to make close analyses of the short stories and how to develop skills for critical thinking about these texts beyond the level of plot and in conjunction with literary movements. Students will improve their reading fluency, write frequent compositions based on readings, and review other topics and grammar. The goal of this course is to increase your ability to read in French, to introduce you to literary movements and the analysis of a literary text, to refine your grammatical skills through the writing of compositions and an essay. *Meets with regular section.*  
*Prerequisite: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). This course is required as a prerequisite for FREN 301 or 302.*

**FREN 302-080 and –081**

**Honors: Introduction to French Literature: Poetry and Theatre (3)**

**Deborah Steinberger**

This course introduces students to some of the greatest works of French literature, from the Renaissance to the 20th century: poems by Ronsard, La Fontaine, Hugo, Baudelaire, Rimbaud, Valéry, classic plays by Molière and Corneille. Close readings of the texts will enable students to enhance their critical skills as well as their enjoyment of literature. *Meets with regular section.*  
*Prerequisites: FREN 201, 202, 211, or 212 and any 200-level course taught in French.*

**Geography (GEOG)**

**GEOG 102-080**

**Honors: Human Geography (3)**

**April Veness**

The course will explore the value of the

geographic or spatial perspective to understand the human condition, using a problem-based approach. We will focus on topics as varied as map manipulation; AIDs diffusion; defining Southwest culture; the geography of jobs; residential segregation; and the rise and fall of Yugoslavian nationalism. *Meets with regular section. Satisfies multicultural requirement.*

**GEOG 120-080**

**Honors: World Regional Geography (3)**

**Peter Rees**

Examination and discussion of economic, political, environmental, and resource issues in the regions of the industrial and developing world, using a geographic perspective. *Meets with regular section; separate Honors discussion. Satisfies multicultural requirement.*

**GEOG 230-080**

**Honors: Humans and the Earth's Ecosystem (3)**

**Lawrence Kalkstein**

The impact of humans on the natural environment. Topics include introduction of exotic organisms, impact of climate change on human health, agriculture, biodiversity, and forests, and air pollution problems and their impact on human health and well-being. The course will require student debates on issues ranging from environmental policy to climate change.

**GEOG 390-080**

**Honors Colloquium: Perspectives on Migration (3)**

**Yda Schreuder**

*See course description under Honors Colloquia.*

**Greek (GREK)**

**GREK 101-080**

**Honors: Elementary Ancient Greek I (3)**

**Nicolas Gross**

The aim of this course is to prepare students to read ancient Greek literary works in the original language; these works include Homer's *Iliad* and *Odyssey*. This course familiarizes students with

ancient Attic Greek. Students will learn grammar and vocabulary. The emphasis is on translating ancient Greek, but there will also be discussion of ancient Greek culture and civilization. *Meets with regular section.*

**GREK 213-080**

**Honors: Plato (3)**

**Annette Giesecke**

This course is an introduction to reading Greek literature in the original language, and the focus of the course will be Plato's Apology. This work is a treatment of the life, trial, and death of Socrates, and readings in Greek will be accompanied by a look at the social, political, and cultural context of the work. In addition to the Apology itself, reading for the course will include I.F. Stone's acclaimed *The Trial of Socrates*. *Meets with a regular section. Prerequisites: Greek 101 and Greek 102 (elementary Ancient Greek sequence) or high school equivalent.*

## Health and Exercise Sciences (HESC)

**HESC 220-080**

**Honors: Anatomy and Physiology (3)**

**David Barlow**

Structure and function of the human body: skeletal, muscular, circulatory, respiratory, nervous, endocrine, digestive, and urinary systems. A foundation course for all areas of physical education and athletics. *Meets with regular section.*

**HESC 342-080**

**Honors: Survey in Adaptive Physical Education and Recreation (3)**

**Steven Goodwin**

The course is designed to increase the student's knowledge, comfort, and ability to work with people with disabilities. Practical experiences of working with people with disabilities in a physically active environment are provided. Honors students are required to develop a program to provide a meaningful experience for local people with disabilities. *Meets with regular section.*

**HESC 426-080**

**Honors: Biomechanics of Sport I (4)**

**Todd Royer**

Studies the scientific principles of biomechanics. Develops fundamental understanding of the mechanics of the human body at rest or in motion. Includes basic principles of statics and dynamics as applied to the quantitative analysis of selected activities of sport. *Meets with regular section. Open to majors only.*

## History (HIST)

**HIST 101-080**

**Honors: Western Civilization to 1648 (3)**

**Daniel Callahan**

In the 1300s what civilization there was in Europe was fighting a losing battle for survival; by the 1600s Western civilization was expanding across an ocean and about to dominate the world for nearly three centuries. We will examine the evolving ideas, political patterns, economy, technological developments, and military structures that made Western civilization a dynamic and disruptive force in world history. *Meets with regular section; separate Honors discussion.*

**HIST 104-080**

**Honors: World History II (3)**

**Owen White**

A survey of some of the key developments in world history since about 1500. The course aims to show how the world we live in has been shaped by a long process of interaction involving Europe, Africa, Asia, and the Americas. Honors students gain additional insights through the use of primary source materials. *Meets with regular section. Satisfies multicultural requirement.*

**HIST 210-080**

**Honors: War and Society (3)**

**John Hurt**

A survey course in the history of warfare emphasizing tactics, strategy, and weaponry from the Middle Ages through World War II. Honors students will do a special project and meet periodically with the professor. *Meets with regular section.*

**HIST 268-080****Honors: The Crusades (3)****Lawrence Duggan**

This class will explore the interconnections between religion and war. Although particular attention will be paid to the Crusades of the High Middle Ages, students will be free to choose a pertinent topic for their major research paper (15-30 pages), e.g., clerical warriors in the U.S. Civil War, as long as the paper is based on primary sources. *Meets with regular section. Open to history majors only.*

**HIST 300-080****Honors: Women in American History (3)****Anne Boylan**

The history of women in the United States from the era of colonization to the present. Although the course covers a variety of topics, from women's family and work lives to women's roles as agents of social change, the emphasis is on understanding women as historical actors and analyzing problems in interpreting women's historical experience. Students read primary sources written by historical actors and secondary interpretations written by historians and learn to see the variety and complexity inherent in the group we term "women." The course format is interactive, with lectures and discussions combined and students working together on interpretive problems. *Cross-listed with WOMS 300-080. Satisfies multicultural requirement. Meets with regular section; separate Honors bi-weekly discussion.*

**HIST 323-080****Honors: The Old South (3)****Peter Kolchin**

This course covers the history of the southern United States from the beginning of colonization to the outbreak of the Civil War. We will examine political, social, cultural, and economic features of southern history, paying special attention to slavery as the central institution of the Old South. Classes will consist of a combination of lecture and discussion, with students encouraged to participate actively. Honors section students will do additional reading and meet occasionally in a separate discussion section. *Meets with*

*regular section.***HIST 342-080****Honors: Barbarian Europe (3)****Daniel Callahan**

This lecture course will examine the political, social, and cultural development of the barbarian peoples in Western Europe during the early Middle Ages. Special attention will be given to the Church as an instrument of civilization. *Meets with regular section. Not open to freshmen.*

**HIST 344-080****Honors: Renaissance Europe (3)****Lawrence Duggan**

This course will examine the distinctive achievements of the Renaissance—art, humanism, expansion, and new inventions—and their interconnections with economic depression, population decline, political disorder, and a brutally competitive social climate. *Meets with regular section.*

**HIST 346-080****Honors: Age of Louis XIV (3)****John Hurt**

A survey course in the history of 17th-century France, emphasizing how the monarchy overcame a period of turmoil, foreign and domestic, and created a new system of government. Emphasis also upon crises, personalities, the character of Louis XIV. Honors section students will do some extra reading and meet occasionally in a special discussion section. *Meets with regular section.*

**HIST 355-080 and -081****Honors: Early Modern Intellectual History (3)****John Bernstein**

Examines the major development in thought from around 1600 to 1800. Questions considered are the nature of political order and justice, the character of the good life and moral obligation, the relation between faith and reason, and the development of historical reason and theories of the fine arts. Readings will be in Milton, Locke, Voltaire, Rousseau, and others. *Meets with regular section.*

**HIST 359-080****Honors: Soviet Russia, 1917—1990 (3)**

**David Shearer**

An in-depth survey of major trends in Soviet history from the revolutions of 1917 to the present. In addition to basic political and economic history, we will stress social and cultural developments as well. Themes will include: the origins of the Bolshevik revolution, the rise of Stalinism, social and cultural life in the 1920s and 1930s, the effects of World War II, party, state, and society in the Khrushchev and Brezhnev years, the cultural and social revivals of the 1960s and 1970s. We will also spend time on current developments during the Gorbachev revolution. *Meets with regular section.*

**HIST 471-080****Honors: Seminar: Building Cathedrals and Castles (3)****Lawrence Duggan**

Europe in the 10th and 11th centuries. *Meets with a regular section. Open to senior History majors. This course will satisfy the senior capstone requirement for the Honors Degree or Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**Hotel, Restaurant, and  
Institutional Management  
(HRIM)****HRIM 140-080****Honors: Information Technology and Services Management (3)****George Conrade**

Overview of the service industry, its history, current status and future trends. Uses an integrated approach to the study of services, stressing the importance of understanding the underlining processes of service, delivery, and the way new technologies are affecting them. *Meets with regular section.*

**HRIM 144-080****Honors: Hospitality Information Management: Networks and Systems (3)****Cihan Cobanoglu**

Examines network architectures that support hospitality and retail systems, such as LANs,

WANs, UNIX, and Internet-based networks. Students plan and define the supporting telecommunications and cable infrastructure needed to create data highways in today's hotels and retail operations, using workflow analysis to shape the flow of information. *Meets with a regular section.*

**HRIM 180-080****Honors: Introduction to Hospitality (3)****Fred DeMicco and Pamela Cummings**

Objectives within the industry, the means of achieving these objectives, and opportunities for career development. History of hospitality, current trends, and related issues. *Meets with regular section.*

**HRIM 201-080****Honors: Food Principles (3)****Ronald Cole**

Principles of food selection and preparations as related to the chemical and physical properties of food. Includes the composition and structure of foods, functional properties of ingredients, and methods to maintain desirable quality (sensory and nutritional) attributes of food. *Corequisite: HRIM 211 (lab). Open to HRIM majors only. Meets with regular section.*

**HRIM 238-080****Honors: Service and Delivery Systems (3)****George Conrade**

Introduction to the research process as it applies to the evolution of service delivery systems, including design, data collection, analysis, interpretation, and reporting of findings. Special emphasis on the development and use of service delivery evaluation instruments. *Meets with regular section.*

**HRIM 250-080****Honors: Hospitality Services Management (3)****George Conrade**

Examination of the strategic and general management issues facing profit and not-for-profit service organizations. Emphasizes the unique characteristics and operations of service organizations, concentrating on functions critical to the effective delivery of service: marketing, operations, and human resources. *Meets with regular*

section.

**HRIM 280-080**

**Honors: Property Management (3)**

**Paul Sestak**

Introduction to problems of cost and operational control of security, safety, parking, preventive maintenance, laundry, HVAC, electrical, refrigeration, plumbing, fire prevention, care of guest rooms and public space. Emphasis on equipment, personnel, and technology. *Open to HRIM majors only. Meets with regular section.*

**The following upper-division HRIM courses are being offered this fall (all of which may be taken for Honors credit). Course descriptions for these courses can be found in the Undergraduate Catalog.**

**HRIM 313-080**

**Honors: Principles of Gaming Management (3)**

**Francis Kwansa**

**HRIM 320-080**

**Honors: Hotel, Restaurant, and General Food Service Purchasing (3)**

**Robert Nelson**

**HRIM 321-080**

**Honors: Quantity Food Service Management (2)**

**Ronald Cole**

**HRIM 380-080**

**Honors: Management of Lodging Operations (3)**

**Pamela Cummings**

**HRIM 381-080**

**Honors: Management of Food and Beverage Operations (3)**

**Ronald Cole**

**HRIM 382-080**

**Honors: Managerial Accounting and Finance in the Hospitality Industry (3)**

**Francis Kwansa**

**HRIM 444-080**

**Honors Block: HRIM 380, 382, 480, 481, and**

**488 (15)**

**STAFF**

**HRIM 448-080**

**Honors: Data Mining Analysis (3)**

**STAFF**

**HRIM 467-080**

**Honors: Historic Roadside Architecture (3)**

**Paul Sestak**

**HRIM 480-080**

**Honors Human Resource Management in the Hospitality Industry (3)**

**Ali Poorani**

**HRIM 481-080**

**Honors: Marketing in Hospitality Industry (3)**

**STAFF**

**HRIM 482-080**

**Honors: Law of Innkeeping (3)**

**J. Williams**

**HRIM 487-080**

**Honors: Management Systems in the Hospitality Industry (3)**

**W. Sullivan**

<p><b>Individual and Family Studies (IFST)</b></p>
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**IFST 201-080**

**Honors: Life Span Development (3)**

**Robin Palkovitz**

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. 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. *Meets with regular section; separate Honors discussion.*

**IFST 202-080**

**Honors: Foundations of Family Studies (3)**

**Bahira Sherif**

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. *Meets with a regular section. Satisfies multicultural requirement.*

**IFST 221-080**

**Honors: Child Development (3)**

**Dene Klinzing**

Along with the other sections of 221, we will study the development of children from birth to middle childhood. As an Honors section we will have in-depth study on specific topics such as television, divorce, and death. Thought-provoking articles and videos will provide the basis for discussion. Techniques of problem-based learning will be employed. *Meets with regular section; separate Honors discussion.*

**IFST 235-080**

**Honors: Survey in Child and Family Services (3)**

**Donald Unger**

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. Honors discussion section meets separately. Course readings, assignments, and methods of evaluation are individually tailored to needs and interests of Honors students. *Meets with regular section. Prerequisite: IFST 101.*

**IFST 267-080**

**Honors: Relationships (3)**

**Bahira Sherif**

This interdisciplinary course examines why and how interpersonal relationships are formed, the types of relationships that individuals become involved in, the processes of relationships, and the threats to relationships. Relationships across the life course are a primary focus. Also discussed are multicultural perspectives on relationships. *Meets with regular section.*

**IFST 390-080**

**Honors Colloquium: Families in Global Perspective (3)**

**Barbara Settles**

*See course description under Honors Colloquia.*

**IFST 422-080**

**Honors: Family Relationships (3)**

**Barbara Settles**

Interpersonal relationships and problems 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. A multicultural or international component based upon a contract developed by the student and a paper that develops a prospectus for an experimental program or research in family studies for addressing a family issue in public policy. Students will be encouraged to choose a creative project related to family policy. International family policy materials will be available from the instructor's recent research in Europe. *Prerequisite: IFST 202. Meets with regular section.*

<b>Italian (ITAL)</b>
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**ITAL 205-080**

**Honors: Italian Conversation (3)**

**Riccarda Saggese**

This course is designed for students who wish to get acquainted with Italian culture while improving their language skills. Conversation is given

special emphasis through the use of large variety of authentic materials such as books, videos, cassettes, newspapers, magazines, posters, and transparencies, as well as Italian web sites. Grammar review where appropriate and/or some written work also required. *Meets with regular section. Prerequisite: ITAL 107 with a minimum grade of B. One 200-level course may be substituted for prerequisite.*

### **ITAL 211-080**

**Honors: Italian Reading and Composition (3)**

**Gabriella Finizio**

Reading and discussion of Italian short stories. Several short compositions. Grammar review where appropriate. *Meets with regular section. Prerequisites: ITAL 200, ITAL 205, or ITAL 206.*

## **Japanese (JAPN)**

### **JAPN 105**

**Honors: Japanese I--Elementary (4)**

**Sections 080, -081, and -082: Eunhee Roth**

**Section 083: Mami Lyons**

A specially designed course to put students on the fast track to Japanese literacy. In addition to lots of survival verbal skills, Honors students are taught two alphabets and approximately 50 Chinese characters known as Kanji. After just one semester you will be able to survive in Japan, and you will have a complete knowledge of the two Japanese alphabets, enabling you to read some labels, menus, and other printed material in Japanese. When not working on literacy skills, we'll indulge in other activities such as "sayonara" quiz games, interviews, or charades, and more. A challenging but enjoyable time is guaranteed for all. *Meets with regular section.*

### **JAPN 106-080 and -081**

**Honors: Japanese II: Elementary/Intermediate (4)**

**Mami Lyons**

This course will feature the addition of Chinese characters (Kanji) for writing as well as reading knowledge. Honors students are expected to mas-

ter 124 kanji in addition to two alphabets. Many of these characters are rather complex, involving multiple readings and strict stroke orders. Because literacy is the most difficult aspect involved in the acquisition of Japanese, this extra writing component is the most valuable enhancement that can be provided to Honors students. *Prerequisite: JAPN 105. Meets with regular section.*

### **JAPN 107-080 and -081**

**Honors: Japanese III--Intermediate (4)**

**Mark Miller**

The main feature of honors JAPN 107 is the writing of kanji and the addition of reading and writing projects from the textbook *Genki*. Because the course meets with the regular section, in class activities will be the same, but the Honors student will receive extra instruction specifically tailored towards the goal of literacy in Japanese. While the course focuses on the four skills of listening, speaking, reading, and writing, Honors 107 provides expanded coverage of the written language that will give the Honors student both advantages and greater insights into the language. *Prerequisite: JAPN 106. Meets with regular section.*

### **JAPN 205-080**

**Honors: Japanese Conversation (3)**

**Mark Miller**

In this course students continue studying Japanese using the same textbook series, *Genki*. The course continues further training in speaking, listening, reading, and writing Japanese. Honors students will continue to receive expanded coverage of the written language through special assignments and activities that will give them both advantages and greater insights into Japanese. *Meets with a regular section. Prerequisite: JAPN 107 with a minimum grade of B. Satisfies multicultural requirement.*

### **JAPN 209-080**

**Honors: Intermediate Situational Japanese (3)**

**Eunhee Roth**

Interest in studying Japan has increased dramatically as Japan's economic success has earned it world attention. Today's students are learning Japanese not only for travel and conversation,

but also to communicate at work both domestically and abroad. A particular problem for students at the intermediate and advanced levels is to properly use the patterns learned in the classroom. This course enables students to use the right phrase for each situation and to correctly incorporate intonation, pauses, facial expressions, and attitude. *Prerequisite: JAPN 107; meets with regular section. Satisfies multicultural requirement.*

### **JAPN 355-080**

#### **Honors: Upper-Intermediate Contemporary Japanese (3)**

**Mark Miller**

Students at the 300-level will start to explore more authentic and sophisticated Japanese. Word processing, web browsing, e-mail, and analysis of authentic Japanese texts enhance this course. Honors students will have the opportunity to work on expanded special projects such as translating contemporary texts and writing reports in Japanese. *Prerequisites: two of the following--JAPN 200, 205, 206, 209. Meets with regular section.*

## **Latin (LATN)**

### **LATN 101-080**

#### **Honors: Elementary Latin I (3)**

**Nicolas Gross**

The intent of this course is to prepare students to have the capacity to translate Classical Latin, e.g., Cicero, Ovid, and Vergil, chiefly but not exclusively. Students will learn grammar and vocabulary. So too will they have significantly long passages of Latin to translate every class meeting. The course moves from simple to more complex Latin. *Meets with regular section.*

### **LATN 213-080**

#### **Honors: Cicero (3)**

**Annette Giesecke**

Although conventionally entitled "Cicero," this course, which is an introduction to reading Latin literature in the original language, does not always focus on the writings of Cicero. In 2001, the focus of the course will be on reading Seneca's *Apocolocyntosis* ("Pumpkinification").

This work is a satirical treatment of the death and subsequent deification of the emperor Claudius. In addition to reading this work in Latin, students will be asked to read Robert Graves's classic historical novels *I Claudius* and *Claudius the God*. Although primarily a reading course, we will attempt to place the readings in their socio-political and historical context. Students should thus get a feel not only for reading Latin but also for Roman culture and civilization. *Prerequisites: LATN 101 and LATN 102 (elementary Latin sequence) or 3-4 years of Latin in high school. Meets with a regular section.*

## **Linguistics (LING)**

### **LING 101-080**

#### **Honos: Introduction to Linguistics I (3)**

**Nancy Schweda-Nicholson**

An introduction to human language, both as a system of communication and as a human institution. Topics include the organization of sounds, word formation, structure of sentences, meaning, and the relationship of language to society. The course examines linguistic phenomena from a variety of languages, including minority and/or women's speech, and languages from around the world. *Satisfies multicultural requirement.*

### **LING 358-080**

#### **Honors: Linguistics and Language Arts (3)**

**Elaine Stotko**

*For course description see EDUC 358-080.*

## **Mathematics (MATH)**

### **MATH 221-080**

#### **Honors: Calculus I (3)**

**Robert Gilbert**

This course provides an in-depth understanding of the fundamental concepts of calculus for students in life and management sciences. Topics will include the derivative and integral with applications, as well as partial derivatives and multiple integrals with applications. Applications will center on biological and ecological problems, as well as business-related problems. An

objective of the course is to furnish students with the maturity and confidence needed when calculus is encountered in future courses of their major. The course requires a TI-92 graphing calculator or equivalent. *Meets with a regular section.*

**MATH 242-080 and -081**

**Honors: Analytic Geometry and Calculus B (4)**

**John Bergman**

How does a tank drain under the influence of gravity? What is the pursuit curve when my dog chases a rabbit? These questions and others like them, group and individual projects (many in the computer lab), selected readings from a variety of sources, and applications from many disciplines will be used in the study of calculus concepts. Specific topics include, but are not limited to, transcendental functions, numerical approximation, techniques of integration, infinite series, and parametric equations. *Prerequisite: MATH 241. Must also register for separate lab (sections -082 and -083). Note: credit cannot be given for both MATH 242 and MATH 222.*

**MATH 341-080**

**Honors: Differential Equations with Linear Algebra I (3)**

**Zuhair Nashed**

The sequence MATH 341-342 integrates the contents of both MATH 302 and MATH 349. The sequence provides interactions between certain aspects of differential equations and linear algebra that cannot be treated if one takes M302 and M349 separately, since neither of these courses is a prerequisite for the other. The sequence provides a thorough introduction to systems of linear differential equations in state space and of their transformation in the frequency domain. MATH 341-080 has an added component that involves a study in more depth of one or two topics than are covered in the regular section such as difference equations and discrete dynamical systems; splines, wavelets, and their applications; and supplementary capsules on computational methods, modeling, or applications. For more information on the 341/342 sequence, email [nashed@math.udel.edu](mailto:nashed@math.udel.edu). *Open only to Electrical and Computer Engineering students, or by permission of the instructor. Meets with regular section; separate Honors discussion every 2 to 3 weeks with the instructor.*

*Prerequisite: MATH 242.*

**MATH 512-080**

**Honors: Contemporary Applications of Mathematics (3)**

**Louis Rossi**

This course focuses on modeling and the application of mathematical methods to open problems. The course will be problem- and data-driven, and students will be expected to attack open problems from a variety of areas including engineering, physics, biology and economics. Topics will include some standard areas such as dimensional analysis and similitude, stability analysis, interpolation and curve fitting, optimization and graph theory. It will also focus on critical analysis of the quality of a model, and effective verbal and written exposition of solutions. A small number of guest speakers from government and industry laboratories will visit the class during the semester. The prerequisite is a 300-level differential equations course. In lieu of this requirement, students may enroll with the permission of the instructor. For more information about this course see [http://www.math.udel.edu/~rossi/courses/2001\\_fall/Math512](http://www.math.udel.edu/~rossi/courses/2001_fall/Math512) or send email to [rossi@math.udel.edu](mailto:rossi@math.udel.edu). *Meets with regular section. Prerequisite: a 300- or upper-level course on differential equations.*

<p style="text-align: center;"><b>Medical Technology (MEDT)</b></p>
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**MEDT 400-080**

**Honors: Urinalysis and Body Fluids (2)**

**Mary Ann McLane**

The analysis of body fluids is the cornerstone of the practice of medical technology. This course explores the information obtained by accurate analysis of urine and other non-blood body fluids. How this information can provide a pattern essential to the assessment of a person's health or pathology will be discussed. The role of quality assurance in the development and performance of such tests will be emphasized. Honors section students will examine a series of case studies to explore more intensely the relationship between clinical laboratory data and patient outcome, and use the cases to develop a laboratory testing website. *Open to MEDT juniors only. Meets with*

regular section for lecture and lab; separate Honors discussion.

## Mechanical Engineering (MEEG)

### **MEEG 101-080 and –081**

**Honors: Introduction to Mechanical Engineering (3)**

**Dick Wilkins**

Introduces the mechanical engineering profession. Uses a team design project to illustrate the engineering design process. Introduces computational tools. *Meets with regular section.*

## Music (MUSC)

### **MUSC 195-080 and –081**

**Honors: Harmony I (3)**

**Michael Arenson**

Review of music fundamentals. Diatonic harmony, including part-writing with keyboard application. Chord structures and functional relationships. Basic melodic and contrapuntal compositional techniques. Writing, playing, and analysis. Students in the Honors sections of Harmony I are responsible for the work required of all students enrolled in the non-Honors sections of Harmony I. In addition, they are given weekly assignments that entail research on music theorists and theoretical ideas. Honors students meet as a group with the instructor and discuss research findings. *Prerequisite: Consent of instructor. Corequisite: MUSC 185. Meets with regular section plus one extra hour per week.*

### **MUSC 267-080**

**Honors Forum: Reading Music, Reading Culture (1)**

**Russell Murray, Jr.**

*See course description under Honors Forum Classes.*

### **MUSC 295-080**

**Honors: Advanced Harmony I (3)**

**Jennifer Barker**

Review of chromatic harmony. Study, writing, and analysis of 18th-century counterpoint. Introduction to instrumentation and form and analysis.

18th- and 19th-century harmony, techniques, and styles. Original compositions. *Prerequisites: MUSC 186 and 196. Corequisite: MUSC 285. Meets with regular section.*

### **MUSC 390-080**

**Honors Colloquium: Othello/Otello (3)**

**Larry Peterson**

*For course description see under Honors Colloquia.*

## Nutrition and Dietetics (NTDT)

### **NTDT 200-080**

**Honors: Nutrition Concepts (3)**

**Kelebogile Setiloane**

Functions and sources of nutrients, dietary adequacy, and dietary guidelines. Energy balance, weight control, and evaluation of popular diets and ideas. Nutrition concerns such as world food problems, food safety, alcohol, and malnutrition will be included.

### **NTDT 400-080**

**Honors: Macronutrients (3)**

**Marie Fanelli-Kuczmariski**

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. *Prerequisites: NTDT 200, CHEM 214, and CHEM 216. Meets with regular section.*

### **NTDT 435-080**

**Honors: Peer Nutrition Mentoring (3)**

**Jennifer Schmidt**

This course is designed to prepare upper-division students to become peer mentors for an introductory nutrition course. The course will provide the theoretical basis for the use of peers to enhance the learning environment of undergraduates and will offer pre-professional practice op-

portunities for nutrition majors. Discussions include current issues as well as basic nutrition information. *Prerequisite: NTD 400.*

## Nursing (NURS)

### **NURS 312-080**

#### **Honors: Pathophysiology (3-4)**

##### **Christine Cannon**

Focuses on the analysis of case studies and clinical situations with regard to the biological, psychological, and social aspects of chronic and acute illnesses. With an emphasis on clinical assessment, the discussion session will incorporate the use of technology to learn about illness etiology, pathophysiology, and manifestations. The use of technology in illness diagnosis will be included. *Prerequisites: BISC 276, BISC 371, IFST 201, NTD 200, NURS 205, NURS 215, NURS 212, PSYC 201, and STAT 200. Meets with regular section; separate Honors discussion. Open to Nursing majors only.*

### **NURS 405-080**

#### **Honors: Introduction to Nursing Research (3)**

##### **Linda Bucher**

The Honors section of NURS 405 is designed for those qualified students who are interested in an in-depth exploration of the conduct and utilization of research in nursing. Selected components of research are analyzed and critiqued. Information is synthesized and recommendations for practice are proposed. Seminar format permits a close working relationship with faculty and classmates. *Prerequisites: NURS 308, 317, 318 or 319, and 332. Corequisites: NURS 408, 417, and 418 or 419. Lecture meets with regular section; separate Honors discussion. Open to Nursing majors only.*

## Philosophy (PHIL)

### **PHIL 100-080**

#### **Honors: Philosophies of Life (3)**

##### **Robert Brown**

Alternative visions of human nature, and the con-

ditions for human happiness and fulfillment. Individualistic, group-oriented, religious and non-religious positions. Topics and readings will likely include non-Western perspectives (Ruth Benedict), Plato, Classical Christianity and its critics (C. S. Lewis, Dostoevsky, Nietzsche), psychoanalysis (Freud), behaviorism (Skinner), and existentialism (Sartre). The Honors section will be mostly discussion, with the exact means of evaluation to be determined (but it will include discussion leadership, individual and group research, and papers).

### **PHIL 202-080**

#### **Honors: Contemporary Moral Problems (3)**

##### **Lucia Palmer**

This course is designed to introduce the student to the most crucial moral issues that beset our contemporary society. It analyzes moral issues regarding the individual; the individual in society; and the individual and society. The student will learn what is problematic about human sexuality, when and if killing is permissible, and the extent to which social roles relate to human responsibility. In addition to analyzing sex, abortion, euthanasia, the death penalty, racism, and sexism, students will learn a good number of moral theories and some of the most important classical and contemporary moral traditions. *Meets with regular section.*

### **PHIL 241-080**

#### **Honors: Ethical Issues in Health Care (3)**

##### **Paul Durbin**

*See CSCC 241-080 for course description.*

### **PHIL 301-080**

#### **Honors: Ancient Philosophy (3)**

##### **Lucia Palmer**

This course is designed to introduce students to the main themes of ancient philosophy from its beginning to its glorious development in Socrates, Plato, and Aristotle. The course emphasizes rigorous and critical analysis of primary sources. In addition, it will show how the ancient philosophy of the Greeks and the Romans has contributed to the foundations of the scientific, moral, and social thinking of our children. Throughout the term the antiquity of modernity and the modernity of antiquity will be stressed. *Meets with regular section.*

**PHIL 310-080****Honors: Chinese Religion and Philosophy (3)****Alan Fox**

In this course we will read and discuss the works of several important thinkers in the Chinese philosophical traditions, including the Confucians, Daoists, Mohists, Buddhists, Neo-Daoists, and Neo-Confucians. We will be interested in both the content and the methodology of Chinese Philosophy. It is important to remember that this is a 300-level philosophy course, and although no prior experience in philosophy is required, and no knowledge of the Chinese language is necessary, still the class will be demanding and will require that you think deeply about the materials. The Honors section will run concurrently with the regular section but will read additional works and meet additionally once every two weeks to discuss the material. The grading will differ from the regular section in that class participation will count for a higher percentage of the final grade. *Prerequisite: PHIL 201 with Professor Fox or permission of instructor. Meets with regular section. Additional meetings will be scheduled at the beginning of the term. Students with particularly restrictive schedules may not be able to participate. Satisfies multicultural requirement.*

**PHIL 330-080****Honors: Philosophy of Mind (3)****Frederick Adams**

In this course we will consider some of the traditional problems associated with the mind-body problem. For example: Is the mind the brain, or is it nonphysical? What makes something a mental state or a mind? We shall also look at some of the more recent issues in philosophy of mind. We will consider work on the nature of consciousness and look at claims about whether we can make computers that can think. We will close by looking at work in cognitive ethology where the goal is to discover as much as we can about the minds of nonhuman animals. The grades will be determined on the basis of quizzes, short papers, and a final exam. The format will be lecture and discussion. Class participation will be an important component of the course. *Meets with regular section.*

**PHIL 389-080****Honors: Women and Health Issues (3)****Kathleen Turkel**

*For course description see WOMS 389-080. Also cross-listed with CSCC 389-080.*

**Physics and Astronomy  
(PHYS)**
**PHYS 201-080****Honors: Introductory Physics I (4)****STAFF**

This is a two-semester course (with PHYS 202) that provides an introduction to algebra- and trigonometry-based physics for students majoring in biology, chemistry, sciences other than physics, pre-medicine, as well as other disciplines. Topics include geometrical optics, rectilinear mechanics, fluid dynamics, and thermodynamics. *Restrictions: Requires a grade of C or better in MATH 115 and strong mathematics background in geometry, algebra, and trigonometry. MATH 221 strongly recommended. Only PHYS 201 or 207 can count toward graduation. Meets with regular section.*

**PHYS 207-080****Honors: Fundamentals of Physics I (4)****Travis Mitchell**

Mechanics: A more mathematical treatment of mechanics than PHYS 201. Required in physics and mathematical B.S. curricula and in engineering; other students with adequate mathematical background may take PHYS 207-208 in place of PHYS 201-202. Students taking MATH 241 at the same time as PHYS 207H must take MATH 242 before beginning PHYS 208. The Honors section differs from the regular section primarily in depth of coverage, in having periodic lectures on What's Going On in Science Now, and in the use of computers for communication and demonstration of concepts. *Corequisite: MATH 241. Meets with regular section.*

**PHYS 208-080 and -081****Honors: Fundamentals of Physics II (4)****STAFF**

Electricity and magnetism: A more mathematical treatment than PHYS 201-202 and more

problem-solving. Required in physics and mathematics B.S. curricula and in engineering; other students with adequate mathematical background may take PHYS 207-208 in place of PHYS 201-202. *Prerequisite: PHYS 207. Corequisite: MATH 243.*

## Plant and Soil Sciences (PLSC)

### **PLSC 101-080**

#### **Honors: Botany I (4)**

**John Frett**

Introductory botany stressing fundamental concepts and processes in plants. Topics include cell structure and function, anatomy, genetics, reproduction, physiology, taxonomy, phylogeny and ecology. *Meets with regular section; separate Honors lab.*

### **PLSC 270-080**

#### **Honors: Biotech: Science and Socio-Economic Issues (3)**

**Lesia Griffiths and Sherry Kitto**

*See ANSC 270-080 for course description. Also cross-listed with FREC 270-080.*

### **PLSC 367-080**

#### **Honors Colloquium: Chocolate**

**Sherry Kitto**

*See under Honors Colloquia for course description.*

## Political Science (POSC)

### **POSC 150**

#### **Honors: American Political System (3)**

##### **Section 080: James Magee**

An introductory course geared toward an understanding of the American political system and the responsibility of its citizens in which we will examine the power structure and the political development of the American republic. We study the institutions of government, the participants (active and inactive players), and some important policy issues. The major theme is how representative and democratic is the United States? Two

lecture-type sessions (Monday and Wednesday); Honors students will have a weekly session with the instructor where they will have the opportunity to discuss in more detail some of the issues and themes of the course, as well pertinent current events. In addition to discussion, students will be graded on the basis of three examinations. Majors and nonmajors are welcome.

#### **Section 081: Leslie Goldstein**

In this course we will examine the structures and processes of national governmental institutions; we look at presidential, legislative, and judicial power. We then turn to the mechanisms available for citizen influence over government policies: lobbying, protests, interest groups, political parties, elections, etc. Finally we look at some broader questions to evaluate the system we have uncovered: is it possible or likely that a majority will oppress a minority in this political system? What techniques are available to minorities to combat this danger? Is the system in fact dominated by one small minority? If so, are alternatives available for improvement, and if not, does the system provide safeguards against such domination? Lectures on Monday and Wednesday, and a small problem session for the third meeting. *Meets with a regular section; separate Honors discussion.*

### **POSC 240-080**

#### **Honors: Introduction to International Relations (3)**

**Kenneth J. Campbell**

Politics on the international level raise a plethora of difficult and important questions. What is this "New World (Dis)Order"? Is major war obsolete? Is nuclear proliferation inevitable? How relevant is the United Nations? Are human rights worth defending? Is the gap between rich and poor growing? Will violence and anarchy increase? Does the "global marketplace" require a policeman? All of these controversies, and more, have impact on our lives and demand our attention and understanding. The course will try to provide this through reading, writing, discussion, and debate. Videos, guest speakers, and small-group activities will be employed where appropriate.

### **POSC 270-080**

#### **Honors: Comparative Politics**

**Daniel Green**

This course introduces students to politics in most of the world's geo-cultural regions: Western and Eastern Europe, Russia and China, Africa and East Asia, and Mexico and Central America. Broader political processes (globalization, economic regionalization, democratization) provide a common context for country and

regional studies. The course will supply students with a strong vocabulary of terms and concepts used in comparative political analysis. Students in turn use these in a midterm and final exam and in the writing of two short papers, in conjunction with group-learning exercises. The Honors section will meet separately with the instructor twice a month for in-depth discussion of readings and issues from the course. They will also have expanded writing requirements related to a semester-long country study project. *Meets with regular section. Satisfies multicultural requirement.*

<b>Psychology (PSYC)</b>
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**PSYC 201****Honors: General Psychology (3)****Section 080: Eunhee Rhee**

A foundation course in the application of the scientific method to problems of human behavior and experience.

**Sections 081, 082, and 083: Barbara Giza**

A foundation course in the application of the scientific method to problems of human behavior and experience. We will consider the philosophical foundations of the concept of mind and study the psychological bases of emotional experience, learning, perception, and memory. We will examine how the brain works, how we develop socially and emotionally, and how we interact with others. We will also consider the varieties of mental disorders. Features include reading several scientific articles, collaborative writing and revising of papers derived from group discussion of both assigned theoretical and applied problems and an open-ended research proposal and report, and an optional individual

oral presentation on an assigned topic. Emphasis is on evidence-based explanation and clear and concise exposition.

**PSYC 310-080 and -081****Honors: Sensation and Perception (3)****David Northmore**

This course is a study of how we acquire information about the world around us, and how this sensory information is processed by the nervous system, ultimately leading to percepts. We will examine the insights from physics, neuroscience, and psychophysics that continue to expand our understanding of the mechanisms of sensory receptors, pathways, and brain areas in several sensory modalities. We will discuss what illusions reveal, and the role of attention and knowledge in perception. Experiments and simulations will provide direct experience of the methods and effects in a series of laboratory exercises. *Prerequisites: PSYC 201 and 309. Open to majors and minors. Meets with regular section.*

**PSYC 325-080****Honors: Child Psychology****Kathleen Albus**

This course covers fundamental aspects of child psychology and development from infancy through adolescence. Topics include language and cognitive development, social development, the influence of parenting, and peer relations. Controversies and questions in child psychology research are also addressed. Students are encouraged to develop the ability to both understand and think critically about child psychology and development. *Meets with regular section. Prerequisite: PSYC 201.*

**PSYC 414-080****Honors: Drugs and the Brain (3)****Jeffrey Rosen**

Topics covered include drug treatment of mental illness, and drug abuse/addiction. Honors students meet weekly with the professor outside of the regular class to discuss articles on various topics of drugs and addiction. *Prerequisites: PSYC 309 and PSYC 314. PSYC 380 or 334 recommended in addition to prerequisites. Meets with regular section. Open to junior and senior majors and minors.*

**PSYC 415-080****Honors: History and Systems of Psychology (3)****John McLaughlin**

The history of some of scientific psychology's persistent research problems from classical Mediterranean culture to the contemporary period. *Prerequisites: See Undergraduate Catalog. Meets with regular section. Open to junior and senior Psychology majors and minors.*

**PSYC 467-080****Honors: Social Motivation (3)****Robert Eisenberger**

A primary school teacher offers students prizes for high scores on history tests. A bank offers payments to employees who come up with creative ideas. There is a major debate in the fields of psychology, education, and business concerning whether such rewards are beneficial or harmful to task enjoyment and creativity. We will examine the theory and research on these conflicting views of human motivation. Then we will plan and carry out our own experimental research with college students to help resolve the controversy. Course involves active participation in research and a term paper.

**Russian (RUSS)****RUSS 107-080****Honors: Russian III - Intermediate (4)****Alexander Lehrman**

Review of grammar, continued practice in speaking and writing, and reading texts of average difficulty. *Prerequisite: RUSS 106 or completion of Russian IV in high school.*

**RUSS 305-080****Honors: Russian Conversation and Composition (3)****Susan Amert**

Discussion of current cultural, social and political topics in Russia and the former republics. Vocabulary-building, grammar exercises, and frequent compositions. *Prerequisite: Any 200-*

*level course conducted in Russian. Meets with regular section.*

**RUSS 401-080****Honors: Advanced Russian Grammar and Composition (3)****Alexander Lehrman**

Selected topics in advanced Russian grammar, with special attention to participial constructions, verbs of motion, aspect and problems of syntax and word order. Exercises in writing correct and idiomatic Russian. *Prerequisite: One 300-level Russian course. Meets with regular section.*

**Sociology (SOCI)****SOCI 213-080****Honors: Men and Women in American Society (3)****Anne Bowler**

This course is designed to provide students with a sociological framework for analyzing sex and gender relations in contemporary American society. Topics include the social construction of gender, patterns of sex-role socialization, gender stratification in the paid work force, and gender relations in the family and other social institutions. *Cross-listed with WOMS 213-080. Satisfies multicultural requirement. Meets with regular section.*

**SOCI 215-080****Honors: Race in Society (3)****Elizabeth Higginbotham**

The course addresses the social definition of race, how race is incorporated into social institutions, and how race structures relationships among diverse groups in society. It includes an analysis of rights and privileges denied or extended to groups and how disadvantaged groups work toward racial equality. In addition to readings, films, and classroom discussions, students will keep a journal and conduct interviews to see how people view race in their lives. *Meets with regular section. Satisfies multicultural requirement.*

**SOCI 312-080**

**Honors: Theories of Society (3)****Gerald Turkel**

This course covers writings of Karl Marx, Emile Durkheim, Max Weber, and related current approaches. It will focus on theoretical perspectives concerned with social development, social conflict, solidarity, and social class and gender. *Prerequisite: SOCI 201. Meets with regular section.*

**SOCI 322-080****Honors: Crowds, Cults, and Revolutions (3)****Kathleen Tierney**

This course offers a survey of the field of collective behavior--the subspecialty within sociology that focuses not on the more highly structured and institutionalized aspects of social behavior, but rather on behaviors and groups that are new, innovative, unexpected, and sometimes just plain weird. Topics covered include both theories of collective behavior and different forms of collective behavior, such as crowds and riots, disaster-related social behavior, fads, crazes, panics, and social movements. Students are expected to carry out semester-long research projects on different episodes and instances of collective behavior. *Prerequisite: SOCI 201. Meets with regular section.*

<b>Spanish (SPAN)</b>
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**SPAN 107-080 and -081****Honors: Spanish III: Intermediate (4)****STAFF**

Review of grammar, continued practice in speaking and writing, and reading texts of average difficulty. *Prerequisite: SPAN 106 or completion of Spanish IV in high school.*

**SPAN 205-082****Honors: Spanish Conversation (3)****Thomas McCone**

A course devoted to the notion that Spanish is something you do rather than something you study. It offers students the opportunity to improve basic conversational skills through a combination of strategic interaction, culturally salient issues-based discussion, and exposure to Spanish discourse strategies. Grammar review is pre-

sented where appropriate and some written work is required. However, the course is clearly student-centered, involving group work, mini-presentations, and a final oral project. Participation is paramount. *Prerequisites: SPAN 107 or SPAN 112, or one 200-level course. Meets with regular section.*

**SPAN 255-080****Honors: Spain in the News (3)****Hans-Jörg Busch**

The purpose of this course is to improve your Spanish reading, writing, and conversational skills and to immerse you into modern Spain and Spanish by drawing a colorful and realistic picture of Spanish society. For this purpose the course is based on the most recent information and articles from the online editions of *El Pais*, authentic Spanish Web pages and other materials. Topics will cover recent Spanish history (particularly after 1975), politics, the Royal Family, geography, including Spanish cities in Africa and a British colony in Spain (Gibraltar), languages and cultures, lifestyle especially of young people in Spain), music (not just Flamenco), cinema, immigration and xenophobia, and economy and tourism. This is not a grammar or structure-driven course but a content-oriented immersion course. All the material and most of the class discussion are and will be in Spanish. To get an idea of the organization and content of the class, please check last year's syllabus at: <http://www.udel.edu/leipzig/2552000.htm>. *Prerequisite: Any 200-level course taught in Spanish. Meets with regular section.*

**SPAN 301-080****Honors: Survey of Spanish Literature (3)****Joan L. Brown**

In this course we will explore the literature and culture of Spain chronologically, from the war epic about El Cid through the lusty plays of the Golden Age. We will read the original picaresque novel *Lazarillo de Tormes*, a hilarious yet moving work that continues to inspire writers and readers alike. We also will sample many other masterpieces, honing critical skills while exploring early modern Spain. Multimedia enrichment will add to our appreciation of the roots of Spanish literature and culture. *Prerequisite: SPAN 201. This*

section does **not** meet with a regular section. Contact [jlbrown@udel.edu](mailto:jlbrown@udel.edu) to learn more about this Honors-only section.

**SPAN 325-080**

**Honors: Spanish Civilization and Culture (3)**

**Rafael Fente-Gomez**

Survey of the geography, history, art, and society of Spain. *Meets with a regular section.*

**SPAN 455-080**

**Honors: Latin American Literature by Women (3)**

**Joan L. Brown**

This seminar focuses on present-day women writers of Hispanic America. From a murder mystery in Chiapas to a political saga in Chile, we will explore outstanding prose fiction in Spanish. Contemporary Latin America will come alive in these riveting, passionate, funny and frequently subversive novels and stories. Our goal will be to analyze these works and our responses to them, keeping in mind the socio-cultural, literary, and historical context of each narrative. *Prerequisite: Any 300-level Spanish literature course. The undergraduate section is an Honors section only. Contact [jlbrown@udel.edu](mailto:jlbrown@udel.edu) to learn more about the course.*

**Theater (THEA)**

**THEA 104-080**

**Honors: Introduction to Theatre and Drama (3)**

**Kathleen Tague**

Survey of the elements of theatre and drama. Includes attendance at theatrical productions, readings of representative plays, discussion of a method of dramatic analysis, explanation of staging in periods of major importance, and discussion of the actor, the designer, and the director.

**University Course (UNIV)**

**UNIV 401-080**

**UNIV 402-080**

**Honors: Senior Thesis (2-4)**

**Joan Bennett**

Honors Degree with Distinction candidates only. Degree with Distinction candidates must register for Section 010. Students pursuing an Honors Degree with Distinction must enroll in UNIV 401-080 or UNIV 402-080. The first semester of this course should be registered under UNIV 401. The second semester of this course should be registered under UNIV 402. *UNIV 402-080 satisfies the capstone requirement for the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**Women's Studies (WOMS)**

**WOMS 201-080**

**Honors: Introduction to Women's Studies (3)**

**Kathleen Turkel**

Study of the causes and conditions determining women's status in society, as evidenced in institutional structures and personal relations between men and women. Taught from the perspective of different social science disciplines. Includes lectures, student discussions, films, and guest speakers. *Satisfies multicultural requirement.*

**WOMS 213-080**

**Honors: Men and Women in American Society (3)**

**Anne Bowler**

*For course description see SOCI 213-080. Satisfies multicultural requirement.*

**WOMS 300-080**

**Honors: Women in American History (3)**

**Anne Boylan**

*For course description, see HIST 300-080. Satisfies multicultural requirement.*

**WOMS 389-080**

**Honors: Women and Health Issues (3)**

**Kathleen Turkel**

This course will look at a variety of women's health issues from a scientific perspective. Experts from a variety of fields will lecture in their discipline areas. Possible topics include wellness over the life cycle, mental health issues for

women, reproductive health issues, eating disorders, breast disease, women and HIV, and osteoporosis. Students registered for the Honors section will have additional course requirements and discussion time. *Meets with regular section. Cross-listed with PHIL 389-080 and CSCC 389-080.*



