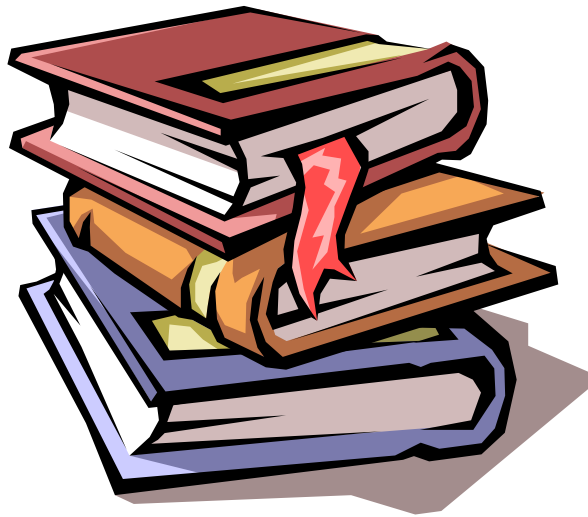


# **Spring 2006 Honors Course Booklet**



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## Courses Satisfying Honors Program Requirements

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### *First-Year Honors Colloquia*

#### **ANTH 390-080**

##### **Honors Colloquium: Cemeteries, Corpses and the Dreamtime: Cultural Perspectives on Death (3)**

**Jill Neitzel**

This course explores beliefs and experiences of death. It will begin with a consideration of the biology of dying. Then, case studies will be used to examine how death has been viewed and coped with in different cultures in the past and present. Topics to be covered include religious beliefs, death rituals, and burial practices. The class will be run as a seminar with an emphasis on reading, discussion, student research, and writing. For the research component of the class, students will analyze data collected from a local cemetery. *Open to first-year UHP students only.*

#### **ANTH 390-081**

##### **Honors Colloquium: The Archaeology of Agriculture: The Transformation of Human Ecology, Health and Society (3)**

**Thomas Rocek**

Starting about 10,000 years ago, a variety of cultures scattered throughout the world started to manipulate plants and animals, initiating a chain of causes and effects commonly called the "Agricultural Revolution." Human adaptations, as well as the ecology of the world, have been profoundly transformed ever since. This course surveys the worldwide transitions from hunting and gathering adaptations to agricultural lifeways. We examine archaeological evidence of these transitions and theories of their causes and conse-

quences. Major topics include: 1) What ecological and social factors explain why food production was adopted by many groups (and not adopted by many others)? 2) Where and when did the transition to food production occur? 3) What were (and are) the health and ecological impacts of agricultural life? 4) What are the social impacts of agricultural life? We adopt a broad anthropological and interdisciplinary perspective in order to examine these issues. *Open to first-year UHP students only.*

#### **ARSC 390-080**

##### **Honors Colloquium: Plague, Fire, Earthquake, and Flood: Natural Disasters in American History and the Cultural Responses to Them (3)**

**Patrick White**

This course will afford a comprehensive view of some of the major natural disasters in American history, including the Yellow Fever epidemic of the late 1700s, the Chicago Fire of 1871, the Johnstown Flood of 1889, the San Francisco Earthquake of 1906, and the Influenza epidemic of 1918; contemporary disasters, such as Hurricanes Andrew and Katrina, will also be considered. The approach will be emphatically historical and cultural, with occasional literary responses also considered. Course work will include both individual and group projects and a research project. Assigned texts will include *Bring Out Your Dead* (J.H. Powell), *The Johnstown Flood* (D. McCullough), *Disaster by the Bay* (H. Paul Jeffers), *The Great Influenza* (J. M. Barry), and

*Young Men and Fire* (N. Maclean). Briefer texts will also be included. Students in this class will be encouraged to pursue individual topics of interest that are relevant to course material. *Open to first-year UHP students only.*

**ARSC 390-081**  
**Honors Colloquium: Vampire Narratives**  
**(3)**

**Kathleen Duke**

How and why did Bram Stoker's fiend in (usually) human form mutate into Anne Rice's existential anti-heroes and from thence into Buffy's cool undead boyfriend? This course will examine the extraordinary appeal of the vampire. From Stoker's Mina Harker, issues of female identity have helped to shape the vampire narrative, and this course will examine the ways in which changing ideas of female sexuality have impacted it. How have these narratives been shaped by evolving attitudes toward the forbidden? How do these narratives reflect the secularization of our society? Stephen King uses the vampire narrative to scare us (*Salem's Lot*), but Laurell Hamilton (*Guilty Pleasures*) uses it to titillate us, and *Sesame Street* uses it to teach us to count. Has the vampire been defanged? Through the analysis and interpretation of novels, films, and television shows, we will seek to answer these and other questions. Among the other novels we will read are *Dracula*, *Interview with the Vampire*, *The Vampire Lestat*, and *Dead As a Doornail*. Films will include *Nosferatu* (silent version), at least 4 different *Draculas*, and *Interview with the Vampire*. Of course, we will be following the adventures of *Buffy the Vampire Slayer*. The class meets M,W,F from 11:15 am - 12:05 pm. The Wednesday meeting time, 3:35 pm - 5:35 pm is for viewing films. *Open to first-year UHP students only.*

**ARSC 390-082**  
**Honors Colloquium: Great Writers: 17th Century to the Present (3)**  
**Devon Miller-Duggan**

During the 17th century, during the great age of expansion and colonization, the poets, playwrights, early novelists, and essayists of Europe explored the same questions and issues that still plague and stimulate us today: What is the proper

relationship between humans and the natural world? Can the sexes live together in peace? Can women achieve their fullest potential while living with men? What is the best relationship between the people and the state? Where does God fit into that relationship? How important are ideas? To what depths can the human mind plunge? To what depths can human action plunge? Can humans ever climb out of their own depths? What is the relationship between sex and death? Between money and the state? Between war and truth? By reading some of the literature of the last 300 or so years, we will endeavor to join the great conversation to which those writers so nobly contributed, thereby increasing our understanding of our place in history and our responsibilities to participate in that same conversation. Writing assignments will ask the students to write in imitation of some of the authors' styles. *Open to first-year UHP students only.*

**ARSC 390-083**  
**Honors Colloquium: The Stories Project:**  
**A Service-Learning Experience (3)**  
**Darlene Farabee**

This discussion-based course will focus on how stories are told and what happens to the teller and the listener in the telling and re-telling. As a service-learning course, you will be paired with children from the College School to understand how children approach, attain, appropriate, and alter stories. By reading early mythologies and examining sources for recurring stories, you will begin to understand and analyze archetypal story structures and functions of story-telling. The course depends on a wide-variety of reading, from classical mythologies to Irish folktales and Aesop's fables; from an early African epic to a contemporary encounter with Australian aboriginal culture. This interdisciplinary and cross-cultural colloquium will focus on critical thinking and discussion which lead to a series of short papers and activities with students in the College School. Individual meetings with the elementary students from the College School will focus on producing stories and (in a group) producing a collection of the children's stories. Your meetings with the students from the College School will take place in the last seven weeks of class and you will meet with your student once a week. Because of the

schedules of the students in the College School, you will need to be available to meet with your student during one of the following eight possible time periods: 11:20 am -12:05 pm or 12:05 pm - 12:50 pm Monday, Tuesday, Wednesday or Thursday in those seven weeks of the class. The course culminates in an event celebrating the stories produced in the partnerships between members of the class and the students from the College School. *Open to first-year UHP students only.*

**ARSC 390-084**  
**Honors Colloquium: The Art of Medicine**  
**(3)**

**Ray Peters**

We will explore connections between the arts and medicine by looking at the patient-doctor relationship, the interpretation of illness, the duties and responsibilities of medical professionals, bioethics, death and dying, and other topics in medicine. Using stories, plays, films, essays, memoirs, poems, and the visual arts, we will examine the many challenges faced by health-care professionals and patients as they deal with birth, death, health, illness, suffering, treatment, and recovery. We will study works by doctors who are also accomplished authors (such as Anton Chekhov, William Carlos Williams, Alice Jones, Kay Jami-son, and Oliver Sacks) as well as works about encounters with the medical profession (such as poetry by Audre Lorde and Linda Pastan; stories by Raymond Carver and Ernest Hemingway; and such films as *Wit*, *The Elephant Man*, and *Miss Evers' Boys*). Students will write brief response papers, analytical essays, and a research paper analyzing the connection between medicine and the arts by focusing on a work of their choice. *Open to first-year UHP students only.*

**ARSC 390-086**  
**Honors Colloquium: Materialism and Environmentalism: Four-Wheeling Through the Promised Land (3)**

**David Teague**

To say Americans have a love/hate relationship with the natural world might be putting it mildly. Few nations in history have produced as many novels, poems, stories, plays, songs, movies, and TV commercials paying homage to their native

landscape. And few nations in history have ever paved, mined, logged, and polluted their ecosystems at the rate Americans pollute theirs. Why do we treasure extreme wilderness adventures so much and drive sport utility vehicles to have them? Starting with Jared Diamond's *Collapse*, which asks why some cultures thrive and others drive themselves to ecological extinction; we'll go on to read stories and poems by Mark Twain, Walt Whitman, Emily Dickinson, and Zora Neale Hurston. We will watch a play by Sam Shephard and study certain aspects of William James's philosophy. We will see the documentary film *Cadillac Desert*, as well as the Hollywood productions *Chinatown*, *The Village*, and *Jaws*. We will look at the art criticism of John C. Van Dyke, as well as his travel writing, and we will study the work of Frederick Law Olmsted, the architect of New York's Central Park. We will study the federal legislation sponsored by Theodore Roosevelt that created the National Park system. And we will shape all this material into a cohesive theory about how Americans have thought about the natural world, trying, in the process, to grasp our culture's incredibly complex and fascinating way of thinking about their landscape. Finally, we will try to make a prediction about whether our culture will be one of those that survives or one of those that goes extinct. *Open to first-year UHP students only.*

**EDUC 391-080**  
**Honors Colloquium: Freedom and Equality (3)**  
**Jan Blits**

A study of the fundamental principles, institutions, and problems of the American political and social order. Readings include the *Declaration of Independence*, *The Federalist Papers* by Hamilton, Madison, and Jay, speeches and writings of Lincoln, and *Democracy in America* by Alexis de Tocqueville. Topics include freedom and equality, private interests and the public good, commerce and culture, innovation and tradition, ambition and republicanism, war and peace, constitutional government, and citizen education. Emphasis will be on both what has changed and what has abided in the American regime. *Open to first-year UHP students only.*

**EDUC 391-081****Honors Colloquium: Shakespeare On Love and Death (3)****Jan Blits**

A careful study of *Macbeth*, *A Midsummer Night's Dream*, and *Antony and Cleopatra*, which will concentrate largely on differences between classical pagan and Christian ways of thinking and of acting. Topics will include tyranny and ambition, conscience and crime, romantic love and patriarchal authority, heaven and hell, patriotism and salvation, sensuality and spirituality. The course is meant for students interested in a philosophical understanding of great literature. *Open to first-year UHP students only.*

**POSC 390-080****Honors Colloquium: Lessons of Vietnam (3)****Kenneth Campbell**

The Vietnam War is a quarter-century past, but the scars for America remain deep and raw. Why so? What are the "lessons" of Vietnam? Was it a noble cause or an immoral intervention? A strategic blunder or an impossible venture? Did the US military self-destruct or was it "stabbed in the back"? Did Operation Desert Storm purge America of its "Vietnam Syndrome," or will the fear of new Vietnams continue to haunt the "world's policeman" well into the New World Order? A wide variety of sources - books, articles, archival documents, literature, films, music, etc. - will be examined from political, military, economic, social, historical, philosophical, legal, and cultural perspectives. The ultimate goal of this course is to improve our understanding of the most divisive event in American history since the Civil War. *Open to first-year UHP students only.*

***Honors Forum Course*****ARSC 295-080****Honors Forum: Distinguished Scholars (1)****Devon Miller-Duggan**

Once upon a time, and a very good time it was, a downtrodden engineering major fell on his/her knees and begged The-Powers-That-Be for a low-risk, high-fun course in which s/he could con-

verse with other deeply intelligent folk about subjects other than science or engineering, subjects that would make him feel more connected to The World Outside and more like the culturally literate being s/he hoped to become in college. The Powers conferred at length, contemplated deeply, considered carefully, and decided that the Young Scholar's request deserved to be granted. So, coming to you in spring of 2006, the first ever Distinguished Scholars Forum! This first edition of the Soon-to-be-Famous-Forum will focus on experiencing high culture; we'll learn how to have fun in an art museum, how to enjoy the ballet, how to understand an opera, how to read a poem, how to eat new foods. We'll go to New York. We'll go to Philadelphia. There will be assignments, but they won't be like anything else you'll be likely to be assigned in any of your other classes. There will be readings, but they'll be different, too. You will not/can not be guaranteed an "A," but you can be pretty darn certain you'll have an interesting and memorable experience. *Preference given to 1743, Alumni, and non-Alison DuPont Scholars.*

***Honors Degree Seminars***

*Requirements for all Honors Degree and Honors Degree with Distinction candidates include an Honors Degree Seminar or Senior 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: High and Low Culture: Expressions in Literature, Art, and Music (3)****Bernard Kaplan**

In this class we will examine how we make aesthetic judgments in the arts. Our focus in the course will be on the question of whether such terms as high and low culture have any fundamental meaning in the way we look at artistic value. We will be looking at novels, classical and rock music, and at some art and architecture. We will make a comparison, for example, between Henry Roth's *Call it Sleep* and Donald Goine's

*Dopefiend* and the songs of Debussy and the Ramones. A text on aesthetics will help guide our discussions. There are no examinations in this course. Each student will write a series of papers culminating in a longer paper on a topic of the student's choice. The goal of the papers is to allow each student to articulate his or her artistic standards and the means by which he or she has derived them. *Seating preference is given to Honors Degree candidates. This course will satisfy the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

## **Honors Tutorials**

*A Tutorial allows a small number of students (usually no more than four) 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 third- or fourth-year student, but priority is given to Honors Degree candidates.*

### **UNIV 490-080 and -081 Honors Tutorial: Humanities (3) Lawrence Duggan**

The focus of this Tutorial will be human nature and human society. Readings will include Aristotle, Machiavelli, the Four Gospels, More, B. F. Skinner, Freud, Orwell, Barbara Ehrenreich, and others. Four short papers will be required. *Seating preference is given to Honors Degree candidates. Satisfies Arts and Science Group A and Second Writing requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

### **UNIV 490-082 and -083 Honors Tutorial: Humanities: The Epic (3) Mary Richards**

This Tutorial focuses on national epics, those works considered to represent the cultural heritage of their countries of origin. In our discussions we will consider the relationship between

epic and national character. Eventually we will select a work to be read in this context for the United States. The reading list may include: *The Aeneid*, *Beowulf*, *The Song of Roland*, *El Cid*, the *Nibelungenlied*, Dante's *Inferno*, the *Tain Bo Cuailnge*, the *Kalevala*, a portion of the *Mahabharata*, and the yet-to-be-named American epic. *Seating preference is given to Honors Degree candidates. Satisfies Arts and Science Group A and Second Writing requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

## **Departmental Courses**

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## **Animal Science (ANSC)**

### **ANSC 140-080 Honors: Functional Anatomy of Domestic Animals (4) Robert Dyer**

The course emphasizes the relationships between anatomical structures and physiological functions

in domestic farm animals. It also explains distinctive behavioral patterns and management practices in terms of structural and functional relationships in cattle, sheep, swine, poultry, and horses. All body systems will be covered. Laboratory activities include the dissection of both preserved and fresh specimens as well as the measurement of physiological parameters in living animals. Both lecture and laboratory settings will use interactive learning practices. *Open to majors only. Meets with a regular section; separate Honors lab.*

### **ANSC 300-080**

#### **Honors: Principles of Animal and Plant Genetics (3)**

**Joan Burnside**

An introduction to the theory and principles of genetics pertaining to the improvement of animals and plants. Honors section will participate in in-depth study of contemporary molecular genetics and its application for analysis and manipulation of plant and animal genomes. Current literature in the field will be discussed and used to elucidate basic principles of genetics. *Crosslisted with ENWC 300-080 and PLSC 300-080. Prerequisites: BISC 207; ANSC 101 and ANSC 140, or PLSC 101; have taken or be registered to take BISC 401; or permission of instructor. Meets with regular section part of the semester.*

## ***Anthropology*** **(ANTH)**

### **ANTH 101**

#### **Honors: Introduction to Social and Cultural Anthropology (3)**

**Section 080**

**Donna Budani**

**Section 081**

**Peter Roe**

**Section 082**

**Carla Guerron-Montero**

Cultural Anthropology is the study of individuals and groups within the context of culture. In this course, we will examine a number of fundamental topics in Cultural Anthropology, including language, myth, gender, marriage and sexuality, economic and political practices, and race and ethnicity. The goal of this course is to

develop an anthropological perspective in order to come to know our society, our species, and ourselves in new ways. The class includes lectures, case studies, discussions, guest lectures, and films and videos. In addition, students in the Honors program will participate in community-based learning exercises where they will practice their anthropological ethnographic skills. *All sections satisfy Multicultural Requirement. Sections 081 and 082 meet with a regular section.*

### **ANTH 104-080**

#### **Honors: Introduction to Archaeological and Biological Anthropology (3)**

**Thomas Rocek**

The fossil and archaeological record of human biological and cultural evolutions. Emphasis is how archaeological and biological anthropological research are conducted and how their treatment of data distinguish them as scientific disciplines. *Restriction: Cannot earn credit for ANTH 102 or 103 if this course is taken. Meets with a regular section.*

### **ANTH 105-080**

#### **Honors: Introduction to Historical Archaeology (3)**

**LuAnn De Cunzo**

Introduces principal ideas, approaches, and research methods in historical archaeology. Presented through a comparative case study of the emergence of the modern world. *Meets with a regular section.*

### **ANTH 202-080**

#### **Honors: Human Evolution and the Fossil Record (3)**

**Marc Meyer**

A survey of the human fossil record from the origin of the human species to the establishment of agriculture. Includes evolutionary theory, anatomical interpretation, and reconstruction of early social behavior. *Meets with a regular section.*

### **ANTH 251-080**

#### **Honors: Introduction to Ethnic Arts (3)**

**Peter Roe**

General survey of the ethnoarts from Africa, the Americas, and the Pacific, including sculpture, painting, decoration and their interrelationships with oral literature, music, dance, games, and ritual. *Meets with a regular section.*

**ANTH 390-080**  
**Honors Colloquium: Cemeteries, Corpses, and the Dreamtime: Cultural Perspectives on Death (3)**

**Jill Neitzel**

*(See First-Year Honors Colloquia for course description.)*

**ANTH 390-081**  
**Honors Colloquium: The Archaeology of Agriculture: The Transformation of Human Ecology, Health and Society (3)**

**Thomas Rocek**

*(See First-Year Honors Colloquia for course description.)*

*Arts and Science*  
**(ARSC)**

**ARSC 316-080**  
**Honors: Peer Tutoring/Advanced Composition (3)**

**Ray Peters**

*(See ENGL 316-080 for course description.)*

*Art History*  
**(ARTH)**

**ARTH 154-080**  
**Honors: Introduction to Art History II (3)**  
**David Stone**

Painting, sculpture, and architecture of Western Europe from the Renaissance to the present studied in historical and cultural context. Introduction to the methodologies of art-historical analysis. *Meets with a regular section.*

**ARTH 402**  
**Honors: Undergraduate Seminar in the History of Art (3)**

**Section 081: Art and Historical Knowledge in West and Central Africa**  
**Ikem Okoye**

Through the contexts and institutions in which art was produced in various societies of West and

Central Africa (specifically Kuba, Luba, Yoruba, and Mande) this seminar explores how oral literature and history can be crucial to a critical history of art in Africa. *Satisfies Arts and Science Second Writing Requirement. Satisfies Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

**Section 082: Renaissance Rome: Popes, Princes, and the Art of Propaganda**  
**Linda Pellecchia**

This seminar treats the art, architecture and urbanism of Rome in the period of the Renaissance - chronologically, roughly from 1400 to 1600. The leitmotif against which we will investigate the city is the myth of Rome as the eternal city, the *umbilicus mundi*, the center of the universe. From the fall of the Roman empire - and despite its abandonment by the papacy in the fourteenth century - the image of the city and its monuments were shaped by this powerful myth. Thus we will devote a large section of this class to how the city was transformed by the forces of the papacy and the constant competition with the ruins and rhetoric of the ancient past. Religious and political processions full of pomp and imperial imagery will be contrasted to the gruesome rituals of public executions. The contribution of various social classes from aristocrats, merchants, churchmen, or prostitutes will also be examined. Rome, with all her overlapping and contrasting identities, (e.g. spiritual center for pilgrims, tourist city for humanists and seekers of antiquity, city of priests and a priestly monarch who intended to create a new Christian empire, seat of decadence and spiritual corruption, cosmopolitan city of ethnic diversity) will be the center of our universe. We will examine, on the one hand monumental works of art and schemes of urban renewal which propagate the myth of Rome's eternal destiny, and on the other, the lived experience of urban life. Classes will be organized around monumental works, (the Sistine Chapel, or the rebuilding of St. Peter's), historical episodes, (the Sack of Rome) or individual experiences (the visit of Marten van Heemskerck). *Satisfies Arts and Science Second Writing Requirement. Satisfies Senior Capstone Requirement for the Honors Degree and Honors Degree with Dis-*

*inction if taken in one of the last two semesters before graduation. Meets with a regular section.*

### **ARTH 406-080**

#### **Honors: Art at the Court of Charlemagne**

**(3)**

#### **Lawrence Nees**

Charlemagne, from 768 king of the Franks and from AD 800 until his death in 814 also Emperor of the Romans, has often been called the “father of Europe,” and even more often been credited with sponsoring a great cultural and artistic movement, misleadingly termed a “Renaissance,” that had long-lasting impact. This seminar will closely examine architecture, manuscript illumination and ivories produced for and around Charlemagne’s court, especially during the period before the imperial coronation in 800. Extensive critical reading of contemporary literature and other historical sources, as well as modern historiography is an important aspect of the course. *Prerequisite: ARTH 209 or ARTH 210. Meets with a graduate section.*

## ***Biological Sciences*** ***(BISC)***

### **BISC 208**

#### **Honors: Introductory Biology II (4)**

*Prerequisite: BISC 207. Corequisite: Second-semester General Chemistry*

#### **Section 080 and 083: Steven Skopik**

The focus is on organisms and higher levels of organization. Topics include plant and animal structure and function, populations, communities, and ecosystems. This section uses the traditional lecture format. The laboratory focuses on the process of science with qualitative and quantitative observation, supported by a substantial use of computers and electronic probes.

#### **Section 081: Robert Hodson**

The synthesis approach of molecules to ecosystems is continued from BISC 207 with focus on organisms and higher levels of biological organization. Topics include plant and animal structure and function, populations, communities, and eco-

systems. The classroom format is mini-lecture with frequent discussion prompted by questions. The laboratory has three-person teams engaged in the process of science with qualitative and quantitative observation supported by a substantial use of computers and electronic probes.

#### **Section 082:**

#### **Linda Dion**

Plant and animal physiology, as well as ecology, are covered in this introductory biology course for science majors. The course will be run similarly to BISC 207-081 (05F). Students will cover one topic per week from the above general categories. Two of three classes per week will be used for class discussion or lecture on the topic; the third will be devoted to problem-based group learning, where a real-life problem must be analyzed within the context of material learned in the course, but usually focusing on the week’s topic. Laboratory will include plant and animal diversity and physiology.

### **BISC 280-080**

#### **Honors: Fundamentals of Biotechnology**

**(1)**

#### **Daniel Simmons**

Introduction to biotechnology in which students will be exposed to scientific, legal, and ethical aspects of biotechnology. *Corequisite: BISC 208 (which may be taken prior to BISC 280.) Meets with a regular section.*

### **BISC 401-080**

#### **Honors: Molecular Biology of the Cell (3)**

#### **Florence Schmieg**

The course covers a variety of topics in eukaryotic molecular cell biology including DNA structure and replication, protein structure and synthesis, mechanism and regulation of gene expression, signal transduction pathways and specialized topics such as cell-cycle regulation, apoptosis, and cancer. The class meets for a combined lecture-problem based learning-discussion session three times a week. In addition to traditional lectures students will work in cooperative groups solving complex problems related to molecular biology and will make oral, written, or poster presentations of their results. *Prerequisites: BISC 207 and one semester of organic chemistry.*

**BISC 403-080****Honors: Genetic and Evolutionary Biology (3)****Eric Kmiec**

Lectures present a historical survey of the critical experiments that helped shape our current thinking about modern genetics. The topics include Mendelian inheritance, linkage analyses, bacterial gene transfer, chromosomal rearrangements, genome analyses, evolution and recombination, and repair. There will also be discussion about gene therapy, model systems (including embryonic stem cells) for identifying gene function, and the genetic basis of cancer. *Prerequisites: BISC 207 and one semester of organic chemistry.*

***Business Administration***  
***(BUAD)*****BUAD 301-083****Honors: Introduction to Marketing (3)****Robert McNutt**

Management of the marketing functions, marketing research, product planning, distribution channels, pricing, personal selling, and advertising. Emphasis on consumer and industrial markets. *Prerequisite: ECON 100 or ECON 152. Meets with a regular section.*

***Chemical Engineering***  
***(CHEG)*****CHEG 112-080 and -081****Honors: Introduction to Chemical Engineering (3)****Jingguang Chen and Annette Shine**

This course examines the development of quantitative mathematical models for a variety of physical systems, using appropriate conservation laws and available experimental data. Particular emphasis will be placed on the analysis of materials balance, energy balance, mass transfer processes, and chemical reaction kinetics, including the design of idealized chemical reactors. The critical concepts and approaches to engineering analysis will be emphasized throughout the course. Stu-

dents in the Honors sections will be introduced to more in-depth, real world examples that utilize the engineering analysis principles. This will allow the students to examine a much broader range of chemical engineering problems, which will be invaluable throughout the chemical engineering program. *Prerequisite: A minimum grade of C- in MATH 242. Corequisite: MATH 243. Both sections meet with regular sections. An additional hour to be arranged for both Honors sections.*

***Chemistry and Biochemistry***  
***(CHEM)*****CHEM 104-080 and -081****Honors: General Chemistry (4)****Susan Groh**

CHEM 104 focuses on the behavior of chemical systems. Topics addressed include: solution chemistry, chemical kinetics, equilibrium systems (especially acid-base and solubility equilibria), thermodynamics, and electrochemistry. This section of CHEM 104 is aimed at students who are non-chemistry science majors and is centered around active, cooperative, and problem-based learning, supplemented by mini-lectures and discussions; you will find yourself often working together with a small group of classmates to seek out the unknowns in a problem, discussing those issues and learning more about them, and suggesting solutions. The laboratory portion of the course provides "hands-on" experience to complement and reinforce the concepts arising in class. Enroll separately for both a lab and lecture section. **Students must enroll in one of the following LECTURE sections: 080 or 081, AND enroll in one of the following LAB sections: CHEM 104-082, 104-083, 104-084 or 104-085.** *Prerequisite: CHEM 103.*

**CHEM 112-080 and -081****Honors: General Chemistry (3)****Burnaby Munson**

A continuation of CHEM 111, this lecture course is for biochemistry, chemistry, and chemical and environmental engineering majors. Weekly quizzes and demonstrations, and a final. Topics cov-

ered: chemical reactions and solvent systems; coordination chemistry; condensed phases; organic nomenclature and a few reactions; thermodynamics and electrochemistry; chemical kinetics; nuclear chemistry. **Students must enroll in one of the following LECTURE sections: 080 or 081, AND enroll in one of the following PROBLEM sessions: CHEM 112-082, CHEM 112-083, or CHEM 112-084.** *Prerequisite: CHEM 111. Corequisite: CHEM 120.*

### **CHEM 120-080**

#### **Honors: Quantitative Chemistry II (3) Burnaby Munson**

A continuation of Honors CHEM 119. Topics include equilibria for polyprotic acids, complexometric equilibria and titrations with EDTA, spectrophotometry, oxidation/reduction equilibria and titrations, chemical separations, and chromatography. Calculator skills essential. Maple, Mathcad, or Excel will be used. Quizzes, homework, and final exam. Laboratory experiments include individual and group projects. Laboratory grade based on precision and accuracy of results. **Students must also enroll in one of the following LABORATORY sections: CHEM 120-081 or CHEM 120-082.** *Prerequisite: CHEM 119. Corequisite: CHEM 112.*

### **CHEM 332-080**

#### **Honors: Organic Chemistry (3) Joseph Fox**

Enrollment by permission of instructor. Participants will read at least one article of their own choosing from the chemical literature each week and write a half-page report on it. The Friday discussion class will be devoted to students reporting on the article that they read for that week. Participants can expect to present 2-3 times in the course of the semester. *Prerequisite: Must have at least a B in CHEM 331. Corequisite: CHEM 334. CHEG majors are NOT required to take CHEM 334 as a corequisite. Meets with a regular section; separate Honors discussion.*

### **CHEM 334-080**

#### **Honors: Organic Chemistry Majors Lab II (2)**

**Joseph Fox**

Enrollment by permission of the instructor. In-

stead of taking the regular classroom laboratory, CHEM 334 Honors students will do independent research either during winter term or during the spring semester. Experiments will involve the syntheses, purification, and characterization of organic compounds. Some inorganic, physical organic, or biochemical experiments may be involved. Students will spend 8-10 hours a week in the lab spring semester, 15-20 hours per week winter term. *Prerequisite: CHEM 333. Corequisite: CHEM 332.*

### **CHEM 444**

#### **Honors: Physical Chemistry II (3)**

**Section 080: Cecil Dybowski**  
**Section 081: Andrew Teplyakov**

Continuation of CHEM 443. This course will cover three main areas: transport properties, chemical kinetics, and quantum mechanics. These areas exemplify the ways in which modern theory can relate observable chemical behavior to events on the molecular scale. Classes will be somewhat less structured and more open to questions and discussion than the regular class. Students should expect to do independent work to extend the material covered in the text. *Prerequisites: CHEM 119, or CHEM 220 and CHEM 221; MATH 242 (MATH 243 recommended); PHYS 208 (recommended) or PHYS 202. Recommended corequisite: CHEM 446. Restrictions: CHEM 419 and CHEM 444 cannot both be counted toward graduation. Both sections meet with a regular section.*

### **CHEM 446-080**

#### **Honors: Physical Chemistry Lab II (1) Cecil Dybowski**

Enrollment by permission of instructor. Students may do independent research with faculty or work on design of new experiments for Physical Chemistry Laboratory. Work may be done either in Winter Session (15-20 hrs/week) or in spring semester (8-10 hrs/week). A report on the work must be presented. *Prerequisite: CHEM 120, or CHEM 220 and CHEM 221. To be taken concurrently with or subsequent to CHEM 419 or CHEM 444. Meets with a regular section.*

### **CHEM 458-080**

#### **Honors: Inorganic Chemistry Lab (1)**

**Susan Groh**

Instead of participating in the regular laboratory for CHEM 457, students enrolling in the Honors section have the opportunity to learn the experimental techniques of inorganic chemistry through participation in on-going research in one of the inorganic chemistry research laboratories. If you are interested in this option, you should contact a faculty member doing inorganic research who is able to have you work in his/her lab on a project that involves typical inorganic lab techniques (e.g., anaerobic or vacuum line work, ligand synthesis, magnetic measurements, inorganic spectroscopy). Together, you and your faculty mentor will decide on a project and lab schedule. *Open to majors only. Corequisite: CHEM 457.*

## **CHINESE (CHIN)**

**CHIN 105-080****Honors: Mandarin Chinese I - Elementary (4)****Zhiyan Dong**

This course provides basic training in Mandarin Chinese in the four language skills: speaking, listening, reading, and writing. It aims to help students achieve an elementary level of proficiency in Chinese character writing, pronunciation (Pinyin Romanization), basic reading, and basic daily conversation, covering topics such as: greetings, introduction/self-introductions, family and hobbies, asking for information, making appointments, making phone calls, telling time and dates. By the end of the semester, students should have a command of approximately 270 characters and phrases for communicative purposes. *Meets with a regular section.*

**CHIN 106-080****Honors: Mandarin Chinese II - Elementary/Intermediate (4)****Zhiyan Dong**

This course continues the study of Mandarin Chinese by further emphasizing all four language skills of listening, speaking, reading, and writing through drills, dialogues, scenarios, and situations. In this course, students will be able to gain

proficiency in grammar, conversation and listening comprehension, and reading and writing skills. By the end of the semester students should be able to use, based on what they have learned in CHIN 105, an additional 270 Chinese characters or phrases and will have achieved an elementary/intermediate level of proficiency in Chinese for daily conversation. *Prerequisite: CHIN 105. Meets with a regular section.*

**CHIN 107-080****Honors: Mandarin Chinese III - Intermediate (4)****Chung-min Tu**

A continuation of CHIN 106. By the end of the semester, students should be able to use, based on what they have learned in CHIN 106, an additional 280 Chinese characters or phrases and will have achieved an intermediate level of proficiency in Chinese for daily conversation. *Prerequisite: CHIN 106. Meets with a regular section.*

**CHIN 205-080****Honors: Chinese Conversation (3)****Chung-min Tu**

This course is designed for students who have learned basic language skills from CHIN 107 or beyond (CHIN 200). Specifically, the course aims to further improve conversational skills in Mandarin Chinese through oral reports and discussions of a variety of topics, including family, school, and work life. Current materials including the textbook, newspapers, and TV news excerpts will be used for group discussion. The course will require grammar review and written work where appropriate. *Prerequisite: CHIN 107. Meets with a regular section.*

**CHIN 355-080****Honors: Modern Chinese Society, Literature and Culture (3)****Jianguo Chen**

*Please contact professor for course description. Meets with a regular section.*

## *Civil and Environmental Engineering (CIEG)*

### **CIEG 302-080**

#### **Honors: Structural Design (3)**

**Michael Chajes**

Basic concepts of structural design including methodologies, applicable limit states, and design codes. Structural members and systems, fabrication issues, loads, and load paths. Design of steel and concrete members subjected to tension, compression, and bending. Additional topics including connections and combined axial compression and bending. *Prerequisite: CIEG 301. Meets with a regular section.*

### **CIEG 311-080**

#### **Honors: Dynamics (3)**

**Harry Shenton, III**

An intermediate-level development of the kinematics and dynamics of particles, systems of particles and rigid bodies. Emphasis is on solution of engineering problems by force, energy and momentum methods of analysis. Applications to the dynamics of machines, structures and vehicles. Students taking the honors section will meet with the instructor for problem sessions and discussion of advanced topics not covered in the regular class. The honors section will also tackle projects that are of greater challenge than the regular section of the course. *Prerequisites: PHYS 207 and MATH 243. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

### **CIEG 461-080**

#### **Honors: Senior Design Project (1-4)**

**Paul Imhoff**

Work with advisors from Engineering firms and faculty on design projects requiring knowledge and skills acquired in previous courses. *Restriction: Requires senior status in CIEG. Satisfies Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

## *Computer and Information Science (CISC)*

### **CISC 181-080**

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

**Phillip Conrad**

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. The Honors section of this course will tackle programming projects of significantly greater challenge than the regular section of the course. *Prerequisite: CISC 105 or equivalent programming experience in a high-level language. Corequisite: MATH 115, MATH 117, MATH 171, MATH 221, or MATH 241.*

### **CISC 220-080**

#### **Honors: Data Structures (3)**

**James Durbano**

This course examines the many ways in which data can be stored, accessed, and manipulated using well-known data structures and algorithms. We will review data type abstraction, pointers, arrays, and recursion. Data structures covered include linked lists, stacks, queues, trees, and graphs. Sorting and searching techniques, including quicksort and hashing, are also covered. *Prerequisite: A minimum grade of C- in CISC 181. Corequisite: MATH 210 or MATH 241.*

## *Communication (COMM)*

### **COMM 245-080**

#### **Honors: Mass Communication and Culture (3)**

**Nancy Signorielli**

An overview of the structure and processes of mass communication in the United States. Focus is on the historical and technical development of print, film, radio, television, and the newer televi-

sion technologies. Topics include the various legal, economic, and political constraints on the production of media content, the functions that media serve for society and individuals, and the content and effects of the mass media. Discussion about controversial media-related issues.

**COMM 367-080**

**Honors: Introduction to Graduate Studies in Communication (1)**

**Nancy Signorielli**

This course is designed to give students information to facilitate the graduate school application process. We will discuss how to select and apply to graduate school, the GRE, graduate student research, as well as how a graduate degree will enhance future career options. *Meets with a regular section.*

***Criminal Justice***  
**(CRJU)**

**CRJU 350-080**

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

**Susan Miller**

Most of our knowledge about crime and the criminal justice process is informed by male experiences. This course shifts the focus to examine the ways our legal and social systems affect and influence women's lives. Not only will we examine the various formal and informal controls that restrict women, but we will also examine how these issues intersect one's race, class, sexual orientation, and gender positions in our society. Special criminal justice field experiences (police, courts, women's prison) will be part of the Honors component. *Satisfies Multicultural Requirement. Crosslisted with WOMS 350-080. Meets with a regular section.*

***Computer Engineering***  
**(CEEG)**

**CPEG 410-080**

**Honors: Signals and Communication Design (3)**

**Michael Wilson**

*(See ELEG 410-080 for course description and prerequisites.)*

***Science and Culture***  
**(CSCC)**

**CSCC 389-080**

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

**Kathleen Turkel**

*(See WOMS 389-080 for course description.)*

***Economics***  
**(ECON)**

**ECON 151-080**

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

**Lawrence Donnelly**

The simple tools of supply and demand are developed graphically and used to complete powerful economic analyses of a variety of issues such as: Should recording companies stop free music distribution? Why don't we just stop pollution now? What is the best way to save whales and other endangered species? How should we regulate the Internet? Do huge contracts for superstar athletes increase ticket prices? Is "scalping" tickets for rock concerts good or bad? When charities buy the freedom of Sudanese slaves, does it help? Why are fortune tellers as good as pros in the stock market? *Preference given to first-year UHP students. Corequisite: MATH 114 or 115.*

**ECON 152**

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

**Section 080:**

**Stacie Beck**

**Section 081 and 082:**

**Eleanor Craig**

This course analyzes the determination of unemployment, inflation, national income, and policy issues relating to how the government alters unemployment, inflation, and economic growth through control of government spending, taxes, and the money supply. Current issues, such as

those relating to the current recovery in the United States, Federal Reserve monetary policy, and the impact of tax and spending measures resulting from the Iraqi War and reconstruction effort and the economic impact of Hurricane Katrina, are used to illustrate the analysis. *Prerequisite: ECON 151.*

### **ECON 301-080**

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

**David Black**

This course provides a basic but thorough understanding of consumer and firm behavior that serves as a foundation for further study in the fields of economics and business. The course begins with theoretical models of consumers and demand, and of firm production and costs. These models are then combined to analyze market outcomes under varying degrees of competition, and to illustrate how microeconomic theory can be used to predict and explain how markets operate. Policy implications of the theory are also discussed. Theories are developed using graphs, algebra, and calculus as basic modeling tools. *Prerequisites: ECON 151 and MATH 221 (MATH 241 recommended.) Restriction: Credit can be earned for only one of the following courses: ECON 251, ECON 300, or ECON 301.*

### **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, the effects of globalization on the U.S. economy, and the significance of changes in the international value of the U.S. dollar. *Prerequisites: ECON 151 and ECON 152.*

### **ECON 423-080**

#### **Honors: Econometric Methods and Models II (3)**

**Kenneth Lewis**

Class discussion and research in advanced economic statistics and applied econometrics. *Pre-*

*requisite: ECON 422. Satisfies the Senior Capstone Requirement for Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

### **ECON 467-080**

#### **Honors: Seminar in Public Policy Economics (3)**

**Eleanor Craig**

Students will read ten short books on current topics in Economics, e.g., immigration, privatization, globalization, foreign aid, Canadian health care, African economic growth and poverty. They will choose 4 books on which to write papers, choosing a theme from each, and present their papers in a seminar fashion. *Prerequisite: ECON 300 or 301. Satisfies Senior Capstone Requirement for Honors Degree and Honors Degree with Distinction majors if taken in one of the last two semesters before graduation. Meets with a regular section.*

## ***Education (EDUC)***

### **EDUC 259-080**

#### **Honors: Diversity in Community Context (3)**

**Eugene Matusov**

In this service-, activism-, and experience-driven class, we will learn about multiculturalism in education to explore how to provide sensitive guidance for *all* children. You will learn in a hands-on way how to work with culturally diverse children in theory and practice, build relations with culturally different children, and create diverse learning communities. This course involves a required teaching practicum where you will work two evenings a week with minority children in informal settings within community centers. We will discuss your practicum-related experiences, concerns, and dilemmas to create a safe learning environment and a culturally-diverse learning community where we all, including children, you, community center officers, and the instructor, can learn from each other in a comfortable, supportive, and

challenging environment. You will be encouraged to share your ideas and concerns about the design of the learning community with your fellow students and the instructor. The readings and projects of the course are designed to facilitate the integration and reflection of your experiences with academic knowledge. The class requirements will include two web postings weekly, weekly mini-projects, and an action-research project. There will be no exams or tests. There will be Teaching Assistants in the class of not more than 22 students (to promote discussion). *Open only to EDUC majors (other majors only by permission). Satisfies Multicultural Requirement. Must be available for a practicum 2 nights per week on MTWR. Meets with a regular section.*

### **EDUC 308-080**

#### **Honors: Curriculum in the Primary and Middle Grades (2 PF)**

**Anabelle O'Malley**

This pass/fail course investigates integrated curriculum in grades K-8. Students in this course should be enrolled in student teaching. In this course, which meets in January before student teaching begins, the benefits and constraints of integrated curriculum are reviewed. Students develop an integrated unit that includes a variety of assessments. Students taking the course for Honors credit will, in addition, investigate how curriculum is integrated in their schools, analyzing the effectiveness of the curriculum and comparing it to models described in the literature. They will meet with the instructor and other student teachers to share their findings. *Open to EDUC majors only. Corequisites: EDUC 400 and EDUC 433. Requires concurrent enrollment in EDUC 366 for one additional Honors credit. Satisfies the Senior Capstone Requirement for ETE Honors Degree and Honors Degree with Distinction candidates if taken in one of the last two semesters before graduation. Meets with a regular section.*

### **EDUC 310-080**

#### **Honors: Reading and Writing in the Primary Grades (3)**

**David Coker**

Focuses on language arts development (reading,

writing, listening, and speaking) of kindergarten through fourth-grade children. Explores developmentally appropriate practices. Includes a field experience in kindergarten through fourth grade classrooms. *Open to EDUC majors only. Prerequisite: EDUC 210. Corequisite: EDUC 386. Meets with a regular section.*

### **EDUC 390-080**

#### **Honors: Instructional Strategies and Reflective Practice (3)**

**Eugene Matusov**

This course is designed to provide students with an overview of strategies for teaching and dealing with classroom life in the elementary school. It integrates principles of classroom management, the affective variables present in the classroom, familiarity with several major cognitive instructional models for teaching strategies, and a discussion of issues facing elementary school teachers. It also provides students the opportunity to become reflective practitioners by engaging in systematic classroom observation, and through discussing and reflecting on those observations. In addition, students will be required to respond to a series of reflective questions concerning classroom environment. *Corequisites: EDUC 310 and EDUC 386. Open to junior and senior EDUC majors only. Meets with a regular section.*

### **EDUC 391-080**

#### **Honors Colloquium: Freedom and Equality (3)**

**Jan Blits**

*(See First-Year Honors Colloquia for course description.)*

### **EDUC 391-081**

#### **Honors Colloquium: Shakespeare on Love and Death (3)**

**Jan Blits**

*(See First-Year Honors Colloquia for course description.)*

### **EDUC 451-080**

#### **Honors: Educational Assessment for Classroom Teachers (3)**

**Stephanie Kotch**

This course reviews the controversy over, and advantages and limitations of, different kinds of

classroom assessment. Participants learn how to create and evaluate their own classroom tests, and how to interpret scores on the sorts of standardized tests that schools and government frequently administer to students. The Honors section meets with the regular section, but also has a separate weekly discussion with the instructor. Instead of taking the final, participants develop projects of their own choosing, which they present to the class as a whole. Presentations in past semesters have included class debates, guest speakers, interviews with teachers, and surveys of high school students' reactions to standardized tests. *Meets with a regular section; separate Honors discussion.*

## ***Electrical Engineering*** ***(ELEG)***

### **ELEG 312-080**

#### **Honors: Electronic Circuit Analysis II (4)**

**Jorge Garcia**

Low-frequency and high-frequency response of RC-coupled amplifiers, Class A tuned amplifiers, tuned power amplifiers, frequency response and stability of feedback amplifiers, oscillators, modulation, and demodulation circuits. *Prerequisite: ELEG 309. Meets with a regular section.*

### **ELEG 410-080**

#### **Honors: Signals and Communication Design (3)**

**Michael Wilson**

Design of signal processing, control and communication systems. A major design project is required. Students study, design, build and test their projects. Periodic oral and written reports are required. *Crosslisted with CPEG 410-080. Prerequisite: ELEG 306 or ELEG 403 or ELEG 413. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

## ***English*** ***(ENGL)***

### **ENGL 110**

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

#### **Section 080: Coming of Age in Modern Times**

**Patricia Magee**

In this course we'll read novels, short stories, memoirs, and poems about young people experiencing the joys and tribulations of growing up: discovering their sexuality, redefining their relationship with their parents, forming romantic attachments, understanding their cultural identity, and coping with moral crises, to name just a few. We will examine how coming of age has changed over the past century, and what, if anything, has remained the same. Students will write five response papers and three critical essays (including a research essay examining a coming of age topic of their choice). Unannounced quizzes on the literature will aim to keep students on their toes. Class discussion will be a fundamental part of the course, so students should be prepared for dynamic teacher-student interaction. Novels include Frank McCourt's *Angela's Ashes*, Khaled Hosseini's *The Kite Runner*, and Wally Lamb's *She's Come Undone*. We'll also read short works by Tim O'Brien, Joyce Carol Oates, Richard Rodrigues, and others. The authors, all American, represent a variety of coming of age experiences shaped by such factors as social class, race, gender, geography, ethnicity, religion, and sexual identity.

#### **Section 081: Sports in American Literature**

**John Jebb**

Many of America's most renowned authors were enthusiastic fans of sports and the outdoors and used athletics as primary features in their works. So this course will use athletic issues as a means of entrance into some great American writing. Authors may include the big names such as Faulkner and Hemingway and other quality writers such as Ring Lardner and Jon Krakauer, and Frank Deford of *Sports Illustrated*. That is, we will move among the works of recognized mas-















































evenings (see below). **Note:** Honors section also meets one additional period each week, for “live” videoconference seminar with college students and professor in Beirut, Lebanon to discuss topics and engage in transnational group projects. This videoconference will be conducted in English. Interest in Middle East issues and perspective is a plus. Schedule of this course is very unusual: W 3:30-4:45 pm (class weeks) W 3:30-9:00 pm (alternate weeks, with guest speaker - includes class, reception, dinner and public lectures) Additional weekly Honors section videoconference meeting: (tentative) Thursdays 9:00 am – 10:15 am. *Meets with a regular section.*

## **Psychology (PSYC)**

**PSYC 100-080 and - 081**  
**Honors: General Psychology (3)**  
*(formerly PSYC 201)*

**Beth Morling**

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 may include reading scientific articles, writing collaboratively, producing original research proposals, participating in debate on current controversies, or carrying out research projects in small groups. Emphasis is on evidence-based explanation and clear and concise exposition.

**PSYC 370-080**  
**Honors: Research in Personality (3)**  
**Carrie Smith**

An analysis of contemporary issues and research in personality including the assessment of personality traits, the personality situation

interaction and the social biological base of individual differences. *Prerequisites: PSYC 207 and PSYC 209. Restriction: If both PSYC 334 and PSYC 380 are taken, only PSYC 334 will count for major credit. Open to PSYC majors and minors only. Meets with a regular section.*

**PSYC 390**  
**Honors: Social Psychology (3)**  
**Carrie Smith**

An analysis of theory and research in social psychology including the topics of social cognition, attitudes, interpersonal, group and intergroup relations. Student-designed research projects including data analysis. *Prerequisites: PSYC 207 and PSYC 209. Restriction: If both PSYC 303 and PSYC 390 are taken, only PSYC 303 will count for major credit. Open to PSYC majors and minors only. Meets with a regular section.*

**PSYC 445-080**  
**Honors: Topics in Adolescent Psychology (3)**

**Brian Ackerman**

The course focuses on adolescent problem behaviors in family and school contexts from risk model and ecological systems perspectives. The topics include adolescent transitions and individuation in the family, parenting and coercive processes, peer rejection, school failure, and the transition to young adulthood. The systems perspective concerns the multiple influences on adolescent behavior from inside the family and from its social context. The requirements include model-based critical analyses of psychological claims. *Prerequisites: PSYC 209 or 309 and junior/senior status. Meets with a regular section.*

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

Analysis of theory and research in the social psychology of motivation. Students play an active role in helping plan and carry out research. We will be studying interest in activities that are enjoyable in their own right. We will spend most of the time examining the roles of personality and rewards in people’s enjoyment of a wide variety of leisure activities such as taking nature trips, listening to music, visiting museums, and watch-

ing TV. *Prerequisite: PSYC 100 (formerly PSYC 201).*

## ***Russian*** ***(RUSS)***

### **RUSS 106-080**

**Honors: Russian II - Elementary/  
Intermediate (4)**

**Susan Amert**

This course continues the introduction of Russian grammar, allowing students to develop their skills in speaking, listening, reading, and writing. Honors students will have special weekly assignments aimed at enhancing those skills, including reading selected texts, memorizing poems, and writing essays. *Prerequisite: RUSS 105. Meets with a regular section.*

### **RUSS 200-080**

**Honors: Russian Grammar Review (3)**

**Alexander Lehrman**

Systematic review of elementary and intermediate Russian grammar and the study of complex sentence structure and idioms. Some conversational practice. *Prerequisite: RUSS 107. Meets with a regular section.*

### **RUSS 312-080**

**Honors: Introduction to Russian Literature II (3)**

**Susan Amert**

The course, a sequel to RUSS 310, traces the development of Russian literature from the time of the communist takeover (November 1917) through the evolution and collapse of the USSR to the contemporary period. Students will read excerpts from important works by writers of all major ideological and aesthetic persuasions (including Gorky, Mayakovsky, Pasternak, Akhmatova, Bulgakov, Tsvetaeva, Sholokhov, Nabokov, Solzhenitsyn), and experience first-hand the role of literature in articulating vital responses to the challenges of our age. *Prerequisite: RUSS 211 or 305. Meets with a regular section.*

## ***Spanish*** ***(SPAN)***

### **SPAN 107-080**

**Honors: Spanish III - Intermediate (4)**  
**Staff**

This course is designed to give students practice in four necessary foreign language skills: listening, speaking, reading and writing. A textbook will be used for general syllabus design, and will serve as the springboard for more in-depth study. Students will also use Hispanic novels and magazines, and the Internet to gain cultural information about the assigned topics. Grammar and vocabulary will be reviewed briefly during class and students must complete daily homework assignments to reinforce these elements. Students will also watch at least two (2) films in Spanish and make an oral presentation to the class using PowerPoint. *Prerequisite: SPAN 106 or high school equivalent.*

### **SPAN 200-080**

**Honors: Spanish Composition and Grammar (3)**

**Staff**

First part of a thorough grammar review and of intensive practice targeting structure, essential vocabulary, speaking, listening, and extensive writing. *Prerequisite: SPAN 107 or SPAN 112.*

### **SPAN 300-081**

**Honors: Advanced Spanish Grammar and Composition (3)**

**Staff**

Second part of a thorough review and intensive practice, targeting structure, essential vocabulary, speaking, listening, and extensive writing. *Prerequisite: SPAN 200. Meets with a regular section.*

## ***Theatre*** ***(THEA)***

### **THEA 102-080**

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

**Kathleen Tague**

This course engages the student in a basic level of actor training for the stage including voice, speech and movement work which supports the rehearsal and performance of scene work, the speaking of poetry and improvisation.

**THEA 341-080**

**Honors: Theatre/Drama: Classic Medieval (3)**

**Heinz-Uwe Haus**

Survey of major historical and theoretical developments in theatre practice and dramaturgy in Ancient Greece and Rome as well as in Late Antiquity through the Middle Ages. Readings in primary and secondary historical sources, major critical and theoretical texts, and representative plays. The course focuses on works of Aeschylus, Sophocles, Euripides, Aristotle, Plato, Terence, and Seneca, as well as of Homer, Cicero, Caesar, Donatus, and Dante, which contain some fundamental precursor of ways in which Western civilization thinks about heroism, destiny, love, politics, tragedy, science, virtue, social identity, and thought itself. *Meets with a regular section; separate Honors workload/assignments.*

**THEA 420-080**

**Honors: Fundamentals of Stage Directing (3)**

**Heinz-Uwe Haus**

Exploration of the director's part in the creative process of theatre. Philosophy, techniques, and problems of directing plays. The course focuses on directing as an art and as an artistic profession and its impact on the contemporary sense of theatre. The approaches examined share the assumption that the meaning of drama emerges from the kind of questions we ask of it, and the contexts—literary, historical, social, theoretical, theatrical—in which we can make it perform, and make it mean something, in particular. Main subjects will be Reinhardt's *Living Theatre*; Brecht's *Epic Theatre*; Piscator's *Political Theatre*; the legacy of Stanislavski's *Inner Truth*; Pirandello's and Strehler's *Creative Will*; Stein's *Dialectics*; and Brook's *Empty Space*. The course emphasizes collaboration and teamwork. *Prerequisite: THEA 104. Meets with a regular section; separate Honors workload/*

*assignments.*

## ***University Course (UNIV)***

**UNIV 369-080**

**Honors: Undergraduate Research Sustaining (PF)**

**Joan Bennett**

Research apprenticeship with faculty mentor. *Limited to those appointed as Undergraduate Research Scholars in the Undergraduate Research Program. Must have approval of the Coordinator of Undergraduate Research.*

**UNIV 401-080 and 402-080**

**Honors: Senior Thesis (total credits not to exceed 6)**

**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 should be registered under UNIV 402. *NOTE: In exceptional circumstances, a student may distribute the six total credits as two in UNIV 401-080 and four in UNIV 402-080. Before deciding to distribute credits in this way, a student should confer with an advisor in the Undergraduate Research Program office. UNIV 402-080 satisfies the Senior Capstone Requirement for the Honors Degree with Distinction if taken for a minimum of three credits in one of the last two semesters before graduation.*

## ***Women's Studies (WOMS)***

**WOMS 202-080**

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

**Suzanne Cherrin**

Introduction to International Women's Studies exposes students to a broad range of inter- and

intra-cultural gender practices. We employ interdisciplinary methods and theoretical perspectives with heavy reliance on anthropology, sociology, and political science. Feminist and cultural relativist critiques inform analyses. Students should emerge from this course with insight into the range of women's global experiences, knowledge of how international process is gendered, and specialized findings about women's status within a nation of one's choice. *Satisfies Multicultural Requirement. Meets with a regular section.*

**WOMS 203-080**

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

**Lucia Palmer**

*(See PHIL 202-080 for course description.)*

**WOMS 291-080**

**Honors: Women's History Through Film  
(1)**

**Marie Laberge**

*(5-week short session: February 28-March 27.)*

This short course explores women's historical experience through the medium of film. Students will view a variety of documentary films on women, hear from guest speakers, and read materials relating to the topics covered by the films. The films cover both historical and contemporary issues, within the United States and internationally. *Partially fulfills Multicultural Requirement. Crosslisted with HIST 291-080. Meets with a regular section. Separate Honors discussion follows regular session.*

**WOMS 328-080**

**Honors: Images of Women in Japanese Literature (3)**

**Rika Saito**

*(See FLLT 328-080 for course description.)*

**WOMS 330-081**

**Honors: Contemporary Chinese Women Writers (3)**

**Chung-min Tu**

*(See FLLT 330-081 for course description.)*

**WOMS 350-080**

**Honors: Gender and Criminal Justice**

**(3)**

**Susan Miller**

*(See CRJU 350-080 for course description.)*

**WOMS 389-080**

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

This course will explore a variety of questions regarding the current state of women's health in the U.S. What is women's health? How do different conceptual frameworks for analyzing health and illness lead to different approaches to maintaining and/or restoring health. Through readings and course discussion students will gain information about a number of health issues which are of particular concern to women. Students will be asked to use different conceptual frameworks to analyze health issues which women confront over the course of their lives. *Crosslisted with CSCC 389-080 and PHIL 389-080. Meets with a regular section.*

**WOMS 411-080**

**Honors: Women in 20th Century America  
(3)**

**Anne Boylan**

*(See HIST 411-080 for course description.)*