

**University of Delaware  
Honors Program**

**2007 Spring  
Course Booklet**

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## Courses Satisfying Honors Program Requirements

### *First-Year Honors Colloquia*

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

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

##### **Honors Colloquium: Technology in America: From the Steamboat to the Internet and Beyond (3) Roland Heck**

Technology profoundly impacts every aspect of our lives in ways that are often too complex for us to comprehend. The technology that created our computers and cell phones may indirectly contribute to global climate change that could someday threaten our very existence. In this course we will trace technology evolution in America over the last two centuries and discuss the scientific as well as the social issues associated with technological change. The course will be taught from an historical perspective, but will conclude with a discussion of current scientific challenges such as our future energy sources and global warming. We will read from original writings of Thomas Jefferson, Henry Ford, the Wright Brothers and the co-inventors of integrated circuits Jack Kilby and Robert Noyce. Students will also read from *The Innovators* and *Power, Speed, and Form* by Billington and Billington, independent modern history scholars. Class assignments will include three essays on historical technology issues as well as a final group presentation on a current technology topic. *Open to first-year UHP students only.*

#### **EDUC 391-080**

##### **Honors Colloquium: Culture, Counterculture and Multiculture (3) Jan Blits**

This course is a philosophical study of changes over time in the meaning of "culture" and in the role of culture in human life. Is culture "the king of all," or can people rise above their own culture? Are cultures naturally open to

and tolerant of other cultures? Or are they naturally closed and even hostile to one another? Can one culture judge another, or can a culture be judged only from within? We will read the ancient Greek world's examination of foreign cultures (Herodotus on Egypt and Persia), Marco Polo's travels in China, and the closedness of China itself (China as "the Middle Kingdom"). Then we will turn to the rise of early modern principles of universal human rights and tolerance (Francis Bacon and John Locke), the counter-culture reaction to classical liberalism (Karl Marx and Alexis de-Tocqueville), and the rise of cultural relativism and multiculturalism (Friedrich Nietzsche). We will also read the *Koran* on Jihad. *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.*

**EDUC 391-082**

**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? This course will examine old discoveries as well as new surprises on what intelligence is, where it comes from, and why it matters in some arenas of life but not others (school, work, social life, athletics, health, happiness, etc.). The class will then gather evidence to help explain recent findings in intelligence research: exactly how does lower reasoning and learning ability put an individual at greater risk of chronic disease, accidental injury, and early death? Students will also delve into the moral and political dilemmas created by the wide variation in intelligence found in all societies. These issues have long provoked controversy, so close attention will be paid to judging the quality of argument and evidence offered in public debates over intelligence. Students should expect to have their own preconceptions challenged and to communally probe ideas regardless of their political correctness. *Open to first-year UHP students only.*

**FLLT 360-080**

**Honors Colloquium: Immigrants, Mobsters, and Mommas in Italian-American Film and Literature (3)**

**Laura Salsini**

How do Italian American authors and film directors address their own ethnicity and culture? This course will examine how Scorsese, De Niro, Puzo, and Barolini, among others, promulgate or challenge the stereotypes--both positive and negative--attributed to Italian American cultural production. We will focus in particular on the role of gender and ethnicity in such films as *The Godfather*, *Mean Streets*, *GoodFellas*, and *A Bronx Tale*, and such novels as *Christ in Concrete*, *A Fortunate Pilgrim*, and *Umbertina*. *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 Forum (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 converse with other deeply intelligent folk about subjects other than science or engineering, subjects that would make him or her 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. The Distinguished Scholars 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 or DC or 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 Program permit required.*

***Honors Degree 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. Open to Honors Degree candidates only.*

**UNIV 490-080 and 081****Honors Tutorial: The Trickster Figure in World Culture (3)****Mary Richards**

This course offers students the chance to consider the trickster figure, the ultimate subversive outsider who both attracts and threatens her/his contemporaries. Each week we will read, discuss, and write about materials drawn from myth

(such as Loki and the Green Man), folklore (American Indian trickster tales and Brer Rabbit), literature (Till Eulenspiegel, Melville's *The Confidence Man*), art (Dada/Marcel Duchamp, Andy Warhol), biography (P. T. Barnum), and film (Michael Moore, Bugs Bunny). Depending upon student interests, we can branch to the African antecedents of American trickster tales, to Reynard the Fox, to the Spanish picaresque, to Satan and his analogues, to Shakespeare's clowns and fools, even to the works of Mark Twain. Although the trickster is entertaining, at another level this figure represents our deepest urges towards non-conformity. As such, the trickster tests, critiques, and even reshapes our culture. The very presence of the trickster in cosmogonic myths suggests that this important role is an essential part of creation that remains with us today. *Open to Honors Degree candidates only. Satisfies Arts and Sciences Group A and Second Writing Requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**UNIV 490-082 and 083  
Honors Tutorial: Humanities (3)  
Daniel Callahan**

The theme of this tutorial is the interaction of the human and divine in some of the major writings of antiquity and the Middle Ages. Readings include Dante, *The Divine Comedy*; Plato, *Republic*; Aristotle, selections from the *Metaphysics*; Lucretius, *On the Nature of Things*; Boethius, *The Consolation of Philosophy*; the Bible (Old Testament - Genesis, Exodus, and Daniel), (The New Testament - The Apocalypse); Augustine, selections from *The City of God*; Anselm, *Why Did God Become*

*Man*; Thomas Aquinas, selections from the *Summa of Theology*. *Open to Honors Degree candidates only. Satisfies Arts and Sciences Group A and Second Writing Requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

## Departmental Courses

Only University Honors Program students with grade point indexes of 3.00 or higher will be eligible to register for Honors courses. Students who are not in the Honors Program with grade point indexes of 3.00 or higher must contact the University Honors Program office at 831-1195 two weeks prior to the start of the semester in order to register for an Honors course. It has always been Honors Program policy to give students in the Program priority seating in Honors courses. Please do not contact faculty teaching Honors sections to enroll in Honors classes. All registration (adds) for Honors courses must be done through the Honors Program office. For more information, see <http://honors.udel.edu/courses/regmemo.html>

Please note: After grades are posted for the current semester, students registered for Honors courses who do not meet the minimum 3.0 grade point index required will lose that enrollment.

## Accounting (ACCT)

**ACCT 160-080  
Honors: Introduction to Business  
Information Systems I (3)  
Spring Davidson**

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 computer 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. *Open to students whose major requires course. Preference given to first-year UHP students. Meets with a regular section.*

**ACCT 425-080 and 081**  
**Honors: Strategic Information Systems and Accounting (3)**  
**Clinton White**

Explores the role of accounting and information systems in accomplishing the strategic goals of the corporation. Students will be exposed to accounting information from large databases, enterprise-wide computing environments, and cases and projects related to strategic problem-solving across functional areas of business. *Prerequisites: ACCT 302 and ACCT 316. Restriction: Accounting majors only. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Both sections meet with regular sections.*

## ***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)**  
**Erin Bernberg**

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 the basic principles of genetics. *Prerequisites: ANSC 101 and ANSC 140, or PLSC 101. Meets with a regular section for part of the semester.*

**ANSC 315-080**  
**Honors: Food Safety from Farm to Fork (3)**  
**Kali Kniel-Tolbert**

*(See FOSC 315-080 for course description.)*

**ANSC 332-080**  
**Honors: Introduction to Animal Disease (3)**  
**John Dohms**

This course offers an introduction to the study of disease with emphasis on

infectious diseases of domestic animals. Basic principles of cause, transmission, host-parasite interaction, pathology, and disease prevention will be surveyed. ANSC 332 is required for animal science majors. The Honors section will use active group learning of how to prevent agribioterrorism attacks on the Delmarva broiler chicken industry and the Maryland beef industry. Additional infectious disease experts from the Animal and Food Science Department will be providing additional input into the course. *The class meets with a regular section on MWF 10:10 AM to 11:00 AM. Separate Honors discussion on Monday from 5:00 – 6:00 PM. Prerequisite: ANSC 140.*

**ANSC 420-080**  
**Honors: Equine Reproductive Management (3)**  
**David Marshall**

Provides an in-depth study of the anatomy, endocrinology, physiology, and behavior of the mare, foal; and to a lesser degree the stallion. The laboratory provides an opportunity to care for a pregnant mare, to be present at a foaling, care for a newborn foal, and supervise re-breeding of the mare. Honors students will be provided with an additional, problem based enrichment opportunity through a weekly class meeting based upon equine neonatal medical case presentations. In addition to the required class text, a required equine neonatal medicine text will be obligatory for the problem based class discussions. The problem-based weekly meeting time will be determined to best fit participants' schedules. *Prerequisites: ANSC 101 and ANSC 220 or permission of instructor. Meets with a regular section. Separate Honors discussion time to be determined.*

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

**ANTH 101-080**  
**Honors: Introduction to Social and Cultural Anthropology (3)**  
**Katherine Dettwyler**

This course presents an introduction to cultural anthropology. The emphasis is on how cultural anthropologists do fieldwork and what they have learned about the different dimensions of human culture. These dimensions include language, subsistence practices, economics, kinship, social organization, politics, religion, and the arts. Students will read case studies and a novel to gain a more in-depth understanding of other cultures and the process of culture change in today's world. They will also have first-hand experience in doing fieldwork and in interpreting the results. *Satisfies Multicultural Requirement. Preference given to freshmen and sophomores.*

**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 223-080**  
**Honors: Food, Gender and Culture (3)**  
**Carla Guerron-Montero**

Explores how preparing, eating, and thinking about food demonstrates culturally determined gender and power relations in different societies. Using a cross-cultural perspective and interdisciplinary perspective, explores various understandings of issues such as nutrition, eating disorders, body images, and gender differences around food. Honors students will read two additional books, make presentations to the class, and have extra meetings throughout the semester to discuss those books and presentations. As part of the general class, students will conduct community-based research, and work on a multimedia project. *Crosslisted with WOMS 223-080. Meets with a regular section.*

**ANTH 382-080**

**Honors: Anthropology and Business (3)**

**Patricia Sloan-White**

What is the relationship between our culture (how we think, act, and believe) and how we conduct business and organize our work lives? Do certain cultural traits predispose people to economic success? Why do some immigrant groups seem to succeed economically and others lose out? Do men and women have different economic behaviors? Is American culture one of “supersized” capitalism that threatens to globally dominate all other styles of economic life? Or, are there models for capitalism and business life other than the Western one? To explore these questions, we will be examining such diverse business cultures and socio-economic settings as the “miracle” economies of East Asia; burgeoning capitalism in the People’s Republic of China; “outsider” and immigrant businesses; Islamic business culture; gendered economies; and, of

course, American businesses. We will also read classic authors on capitalism and economy - Marx, Weber, Engels, and Simmel - to explore how Western sociologists sought to explain the power, the dynamic, and the inevitability of capitalism at the dawn of the 20th century. *Meets with a regular section.*

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

**ARSC 316-080**

**Honors: Peer Tutoring/Advanced Composition (3)**

**Ray Peters**

This course is an advanced composition course with a focus on responding to writing at the college level. Students will receive training in peer tutoring through the study of composition theory, hands-on experience with peer editing and conferencing, and several writing projects. The course will prepare students to tutor peers at many stages of the writing process. In addition, they will learn how to meet the many different needs of students on writing projects typically used in the academic world: exposition, analysis, argumentation, and research. Students who complete this course with a B+ or higher will have the option of working as peer tutors in the UHP Writing Fellows Program next year. *Cross-listed with ENGL 316-080. Satisfies the Arts and Sciences Second Writing Requirement for students with junior or senior status. Honors Program permit required.*

***Art History (ARTH)***

**ARTH 154-080**

**Honors: Introduction to Art History II (3)**

**Margaret Werth**

Introduction to the history of art in Western Europe and the United States from the fourteenth to the twentieth century, including painting, prints, sculpture, architecture, photography and other media. *Meets with a regular section; separate Honors discussion.*

**ARTH 213-080****Honors: Art of the Northern Renaissance (3)****Monica Dominguez Torres**

A survey of the artistic developments in Northern Europe around 1350-1600, from their late medieval foundations to the art of the early modern cities. Pieces by Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hans Holbein, and Pieter Bruegel, among others, will be discussed within the context of contemporary working conditions, artistic patronage, courtly life, religious climate, and scientific developments. The course will explore major cultural and historic events such as the Protestant Reformation and the discovery of the Americas, and will look at how these events widened intellectual and religious horizons. The works range from tapestries, altarpieces and illuminated manuscripts to churches, palaces and civic architecture. *Meets with a regular section; separate honors discussions, field trips, and assignments.*

**ARTH 230-080****Honors: American Art: 1607-1865 (3)**  
**Wendy Bellion**

In addition to attending classes, honors students will meet with the instructor as a group for 50 minutes every other week for close discussions of assigned readings or to examine works of art and architecture in the University Museums collection or around campus. Honors sections will help students hone the

visual and analytical skills critical to the study of art history and the humanities in general. Classes are organized as a combination of lecture and discussion. Assignments will include in-class exams and papers (written exercises in visual analysis, a total of approximately 10-12 pages of writing throughout the semester). *Meets with a regular section; separate Honors discussion every other week.*

**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. *Open to junior and senior majors only. Meets with a regular section. Satisfies Arts and Sciences Second Writing Requirement.*

***Biological Sciences (BISC)*****BISC 208-080 and 081****Honors: Introductory Biology II (4)****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 ecosystems. 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. *Preference given to*

*first-year UHP students. Prerequisite: BISC 207. Corequisite: CHEM 102, CHEM 104, CHEM 106 or CHEM 112.*

### **BISC 208-082**

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

**Linda Dion**

Plant and animal physiology, as well as ecology and evolution, are covered in this introductory biology course for science majors. The course will be run similarly to BISC 207-081 (06F). 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 physiology, ecology, and evolution. *Preference given to first-year UHP students. Prerequisite: BISC 207. Corequisite: CHEM 102, CHEM 104, CHEM 106 or CHEM 112.*

### **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. *Prerequisite or corequisite: BISC 208. 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.*

## ***Bioresources Engineering (BREG)***

### **BREG 167-081**

#### **Honors: Seminar: Introduction to Surveying (2)**

**Carmine Balascio**

Provides experience with the use of equipment, instruments and the fundamental techniques of plane surveying. Topics include: distance measurement, leveling, traversing, mapping, and calculation of areas and earth volumes. Requires knowledge of trigonometry. Honors students will be introduced to advanced data analysis methods and field procedures related to topics in the regular course. *Crosslisted with CIEG 167-081. Meets with a regular section.*

## ***Business Administration (BUAD)***

### **BUAD 301-080**

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

**Stewart Shapiro**

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.*

**BUAD 478-080**  
**Honors: Field Projects in Marketing**  
**(3)**

**Meryl Gardner**

Student teams apply their knowledge of marketing and business in a “real world” setting with local, regional, and national profit and nonprofit businesses on marketing projects funded by the companies. Projects involve: defining objectives, collecting relevant data, analyzing, interpreting, and reporting results and recommendations to management. *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. Prerequisites: At least nine credits in marketing including BUAD 302 and honors status or permission of the instructor.*

## *Cognitive Science (CGSC)*

**CGSC 367-080**  
**Honors: Discovering Human**  
**Language: The Language of Malaysia**  
**(3)**

**Peter Cole**

What are languages? How do human languages work? The purpose of this course is to help you discover the answer by a face-to-face encounter with Bahasa Melayu, the language of Malaysia. With the assistance of Syed Husni Syed Abu Bakar (better known as Husni), a student from Malaysia, Peter Cole, a professor of Linguistics, and Tim McKinnon, a graduate student in field linguistics, your job will be to figure out for yourself how the Malay language works. Along the

way, you will learn a lot about how human languages are structured and how field linguists figure out the secrets of unknown languages. You’ll also learn a lot about the culture, people and even the food of Malaysia. *Crosslisted with LING 367-080. Prerequisite or corequisite: one course in linguistics.*

## *Chemical Engineering* **(CHEG)**

**CHEG 112-080**  
**Honors: Introduction to Chemical**  
**Engineering (3)**

**Jingguang Chen and Mark Barteau**

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. Students 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. Meets with a regular section. An additional hour to be arranged for Honors section.*

## ***Chemistry and Biochemistry*** **(CHEM)**

### **CHEM 104-080**

#### **Honors: General Chemistry (4)**

**John Bulkowski**

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. *Preference given to first-year UHP students. Prerequisite: CHEM 103.*

### **CHEM 112-080 and 081**

#### **Honors: General Chemistry (3)**

**Susan Groh**

CHEM 112H is the second half of a yearlong, in-depth exploration of fundamental principles underlying modern chemistry and biochemistry for biochemistry, chemistry and chemical and environmental engineering majors. Topics addressed in CHEM 112H include chemical reactivity, solutions, kinetics, thermodynamics, electrochemistry, and coordination, nuclear, organic and biochemistry. The course format incorporates problem-

based learning and other active learning strategies in addition to lectures and group discussions. *Open to first-year UHP students only. Prerequisites: CHEM 111 and CHEM 119. 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. *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. Instead of taking the regular classroom laboratory, CHEM 334 Honors students will do independent research either during winter term or during the spring semester. Experiments will involve the syntheses, purification, and characterization of organic compounds. Some inorganic, physical organic, or biochemical experiments may be involved. Students will spend 8-10 hours a week in the lab spring semester, 15-20 hours per week winter term. *Prerequisite: CHEM 333. Corequisite: CHEM 332.*

**CHEM 444-080****Honors: Physical Chemistry II (3)  
Douglas Ridge**

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. Meets 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)**

**Maria Tu**

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 and 081**

**Honors: Mandarin Chinese II - Elementary/Intermediate (4)**

**Zhiyan Renee 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. Both sections meet with regular sections.*

### **CHIN 107-080**

**Honors: Mandarin Chinese III - Intermediate (4)**

**Maria 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)**

**Zhiyan Renee Dong**

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: Understanding Modern Chinese Society: Readings in Literature and Culture (3)**

**Jianguo Chen**

Explores an area of special interest in Chinese literature or culture studies. Topics vary and will be announced in the registration booklet. *Prerequisite: Two courses at the 200-level, one of which must be CHIN 200 or CHIN 205 or instructor's permission. Restriction: May be repeated for credit when topics vary. Meets with a regular section.*

**CHIN 467-080****Honors: Selected Works and Authors (3)****Jianguo Chen***See course description in front of on-line Registration Booklet. Meets with a regular section.****Civil Engineering (CIEG)*****CIEG 167-080****Honors: Seminar: Introduction to CAD (1)****Glen Loller***Meets first half of semester only. Open to Freshmen Majors only.***CIEG 167-081****Honors: Seminar: Introduction to Surveying (1)****Carmine Balascio***(See BREG 167-081 for course description.)***CIEG 302-080****Honors: Structural Design (3)**  
**Stephanie Righman and 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. Meets with a regular section.*

**CIEG 461-080****Honors: Senior Design Project (3)**  
**Michael Paul**

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 103, CISC 105 or CISC 106, or permission of the instructor. Corequisite: MATH 115, MATH 117, MATH 171, MATH 221, or MATH 241.*

### **CISC 220-080**

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

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.*

### **CISC**

### **CISC 280-080**

#### **Honors: Program Development Techniques (3)**

#### **Terrence Harvey**

This course emphasizes controlling the complexity of software systems through general techniques common to all engineering design: (1) building abstractions to hide details and to separate specification from implementation, (2) establishing conventional interfaces to allow the creation of standard, “mix and match” modules, and (3) establishing new languages for describing a certain class of designs, emphasizing some things and downplaying others. The primary purpose of this course is to give you a high-level picture of the possibilities of programming, i.e. an introduction to programming paradigms. With this knowledge, you will be able to consider

the best way to tackle a problem without necessarily thinking about the language (and its abilities and limitations) first. Topics include data abstraction, procedural abstraction, symbolic computation, object-oriented programming, functional programming, data-directed programming, embedded languages, data streams, threads, complexity analysis, and more. Students are encouraged to regard themselves as computer language designers and implementors rather than only language users. Honors students will have increased flexibility to focus on areas of special interest, including specifying and coding their own semester software project. Previous students have developed simple game systems with limited AI. *Prerequisite: A minimum grade of C- in CISC 220. Corequisite: MATH 221 or MATH 241.*

### **CISC 475-080**

#### **Honors: Object Oriented Software Engineering (3) Stephen Siegel**

CISC 475 offers an introduction to object-oriented software engineering concepts, methodologies, and tools. Requirements, specification, design, implementation, validation, configuration management, and the software development process will be the principal subjects covered. Students will experience all aspects of the development process by working in teams on a Java-based project. Honors students will be required to perform additional tasks, primarily involving the application of more formal methods to the project. *Prerequisite: A minimum grade of C- in CISC 280 and senior status. CISC 361 is recommended. Restriction: Credit cannot be received for both CISC 475 and CISC 675.*

## ***Computer Engineering (CPEG)***

**CPEG 410-080**

**Honors: Signals and Communication Design (4)**

**Michael Wilson**

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

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

**CRJU 324-080**

**Honors: American Constitutional History (3)**

**Eric Rise**

This course will examine the historic contests that have emerged in the United States when the values of constitutionalism, rooted in the rule of law, have clashed with the values of democracy, rooted in majority rule. We will contrast the formal expressions of constitutional principles, emanating from the U.S. Supreme Court, with the competing interpretations of presidents, legislators, civil libertarians, laborers, dissidents, religious believers, and other activists. We will learn how the relationship among constitutional and political values such as liberty, equality, freedom, order, and security has been consistently reordered throughout American history. Our discussions will emphasize three broad areas of constitutional change: the balance of power between the federal government and the states, the Supreme Court's exercise of judicial review, and the development of executive power. *Cross-listed with HIST 324-080.*

**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.*

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

**ECON 151-080**

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

The course aims to provide students with an introduction to fundamental concepts in economics including scarcity, cost, supply and demand, and markets. Applications to decision-making by consumers, business, and government are performed so that students can understand the world around them and make better decisions themselves. Examples of current issues considered include: How to fight the war on drugs? Who really pays for taxes like Social Security? Is outsourcing jobs to foreign producers good or bad? What is the best way to deal with environmental issues like pollution? Mathematical skills including graphs and simple algebra are used. *Corequisite: MATH 114 or MATH 115. Preference given to freshmen and sophomores.*

**ECON 152****Honors: Introduction to Macroeconomics (3)****Section 080: Stacie Beck**

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. *Preference given to freshmen and sophomores. Prerequisite: ECON 151.*

**Section 081 and 082: Joshua Bamfo**

The course analyzes the major factors that affect 3 important macroeconomic issues: (i) standard of living, (ii) cost of living and (iii) economic fluctuations. To this end, the course examines the determination of real GDP, potential GDP, unemployment and inflation and how to use fiscal and monetary policy to achieve changes in unemployment, inflation and economic growth. Interesting policy issues and events such as post 9/11 drop in interest rates, the Bush tax-cut, the effects of the Iraqi War and Hurricane Katrina and the oil price shocks of the 1970s are used in the analysis. *Prerequisite: ECON 151. Preference given to freshmen and sophomores.*

**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. *Prerequisite: 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 435-080**

**Honors: Contemporary  
Macroeconomic Policy (3)**

**Jeffrey Miller**

Unfolding events in the economy and the actions of policymakers are studied. Special emphasis on current policy actions of the Federal Reserve. Macroeconomic models studied in earlier courses are used to analyze current events. *Prerequisite: ECON 303. 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 if taken in one of the last two semesters before graduation. Meets with a regular section.*

**ECON 530-080**

**Honors: Optimization and Game  
Theory (3)**

**Thomas Angell**

*(See MATH 530-080 for prerequisites and course description.)*

***Education (EDUC)***

**EDUC 205-080 and 081**

**Honors: Human Development:  
Grades K-8 (3)**

**Elizabeth Pemberton and Roberta  
Golinkoff**

We will explore both the developmental changes that can be expected in grades K-8 and the role that the school plays in promoting this development in a part lecture/part problem-based learning format. Topics include theories of child and early adolescent development, including cross-cultural comparisons; physical, cognitive, social, moral, and linguistic changes; and the role of families, peers, and schools in influencing the healthy development of self-esteem, identity, and achievement. Students must have one afternoon between 2:30-5:00 free in their schedule to participate in a required weekly field experience in a local afterschool program. Students taking this course for Honors credit will work an additional two hours (minimum) a week in a developmental research lab, helping with research that is relevant to the subject matter presented in the class. *Restriction: Open to education majors only. Both sections meet with regular sections.*

**EDUC 259-080**

**Honors: Cultural Diversity in  
Community Contexts (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)**  
**STAFF**

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. *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. Open to EDUC majors only. Corequisites: EDUC 400 and EDUC 433. Requires concurrent enrollment in EDUC 366 for one additional Honors credit. 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: Building Communities of Learners (3)**

**Michael McClay**

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 386. Open to junior and senior majors only. Meets with a regular section.*

**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 separate discussions with the instructor. Participants research and develop projects focused on NCLB, which they present to the class as a whole. Projects in the past have included panel discussions, group discussions, and/or activities. *Meets with a regular section; separate Honors discussion.*

**Electrical Engineering (ELEG)**

**ELEG 312-080**

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

**John Elias**

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

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**ELEG 410-080**

**Honors: Signals and Communication Design (4)**

**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 110-080**

**Honors: Coming of Age in Modern Times (3)**

**Patricia Magee**

In this course we'll read novels, short stories, poetry, and memoirs about young people experiencing the joys and problems 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. The authors represent a variety of coming of age experiences shaped by their religion, social class, race, gender, ethnicity, and sexual identity. Students will write response papers, critical essays, and a research paper. Class discussions inspired by response papers will be a fundamental part of the course, so students should expect dynamic teacher-student interaction rather than lectures. Novels will include Frank McCourt's *Angela's Ashes*, Khaled Hosseini's *The Kite Runner*, and Wally Lamb's *She's Come Undone*. *Open to first-year UHP students only.*

### **ENGL 110-081**

#### **Honors: Sports in American Literature (3)**

**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 such big names as Ernest Hemingway, William Faulkner, and Ring Lardner. And many professional sportswriters are superb stylists, so we may also sample the work of such writers as Frank Deford and Gary Smith of *Sports Illustrated* and Jon Krakauer. We will use these writers (and probably a play) to discuss issues such as the value of the wilderness, the importance of individual achievement, team psychology, coaching, athletics in the minority community, differences between male and female athletes (and coaches), and more. The writing assignments will allow you to explore some of these issues as they are treated

in our works and to augment what our authors say with your own experiences as fans, readers, and athletes. The research project will focus on an issue within athletics. *Open to first-year UHP students only.*

### **ENGL 110-082**

#### **Honors: Exploring the Policies and Philosophies of Environmentalism (3)**

**James Burns**

One of the consistent realities of the American political landscape for the past 40 years has been the environmental movement. Environmental concerns color many aspects of American politics; energy policies, wildlife and wilderness preservation, resource management, bioengineering of foods and the development of our communities are only some of the areas where environmental considerations play a part. This course will explore these issues using a two part approach. First, we will look at the political process and how government, industry, and concerned citizen groups work together (sometimes amicably, sometimes not) to make environmental policies. Second we will explore the philosophical underpinnings of the environmental movement as it has developed in American culture, from the days of Teddy Roosevelt and Gifford Pinchot to the Sierra Club and Earth First. Students will write two shorter papers, one for each focus of the class, as well as a longer research paper on an environmental issue of their choice. Texts for the class include *Taking Sides: Clashing Views on Environmental Issues* and *Deep Ecology for the 21st Century*. *Open to first-year UHP students only.*

**ENGL 110-083****Honors: Tales of Terror: The Gothic in Fiction and Film (3)****Kathleen Miller**

Nearly 250 years after the first gothic novel, *The Castle of Otranto*, readers and viewers continue to enjoy gothic fiction. Neo-gothic horror phenomenons such as the *Scream* trilogy, *Buffy the Vampire Slayer*, and *The Blair Witch Project* reveal people's on-going obsession with gothic fiction. Yet why do these texts continue to be so popular? We will approach this central question, and many others, through a variety of fictional texts, films, and critical essays. In addition to reading gothic texts for enjoyment, we will analyze them, considering what messages they convey regarding the world we live in. In an attempt to understand the complex debates present in defining the genre and on-going attempts to clarify its boundaries, we will survey a broad range of gothic texts, beginning with Horace Walpole's *The Castle of Otranto*. We will focus considerable attention on nineteenth-century manifestations of the gothic. Texts may include: Mary Shelley's *Frankenstein*, Bram Stoker's *Dracula*, and Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*. In addition, we will explore contemporary versions of the gothic in film, with possible texts including *Psycho*, *Halloween*, and *Buffy the Vampire Slayer*. We will attempt to understand how these texts reflect anxieties about a whole range of concerns: sexuality, the unconscious mind, spirituality, unjust laws, scientific discoveries, and others. Vigorous discussion is expected. Written requirements will include informal journal entries and in class writing, 3 essays about topics raised in the course,

and a 2000 word research paper. *Open to first-year UHP students only.*

**ENGL 110-084****Honors: Composition and Improvisation: Writing About Music (3)****Ray Peters**

This course will explore writing about musical creativity. We will study the creative process of major composers (Bach, Beethoven, Mozart, Stravinsky, George Gershwin, Ellington, Miles Davis, Coltrane, Mingus, etc.) and songwriters (Cole Porter, Ira Gershwin, Robert Johnson, Hank Williams, Bob Dylan, Lennon and McCartney, Joni Mitchell, etc.). We will read *Best Music Writing 2006* (a wide variety of writing on rock, pop, jazz, and country), *Bad Music: The Music We Love to Hate* (a collection of essays about all sorts of bad music), and Geoff Dyer's *But Beautiful: A Book about Jazz*. We will also listen to samples of the music under discussion. Students will write brief response papers, critical reviews, analytical essays, and a research paper examining the creative process in the work of a composer or musician of their choice. *Open to first-year UHP students only.*

**ENGL 110-085****Honors: Representations and Redefinitions of Reality (3)****Corey Taylor**

Why are we intrigued by the "real" and the "unreal"? How do artists and thinkers represent or (re)define reality? This course will examine novels, essays, films, and poetry that question and--in some cases--attempt to redefine reality. Students will be expected to think, speak, and write about abstract and challenging concepts, but discussions and assignments will be grounded in the course texts. We will read novels such as

Lewis Carroll's *Alice in Wonderland* and *Through the Looking-Glass*, Stanislaw Lem's *Solaris*, and William Gibson's *Neuromancer*; philosophical texts like excerpts from Plato's *Republic*, Rene Descartes's *Meditations on First Philosophy*, and Buddhist scripture; films such as Larry and Andy Wachowski's *The Matrix* and Darren Aronofsky's *Pi*; and poems by Wallace Stevens. Writing assignments include four response papers (2 pages each), three thesis-driven short essays (3-5 pages each), and a research paper (8-10 pages) in which students will explore their own interests within the topic. The course requires frequent class participation. No particular educational interest or background is needed, but an open and curious mind is a must. *Open to first-year UHP students only.*

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

**ENGL 206-080  
Honors: British Literature II (3)  
Philip Flynn**

This course studies major British writers of the 18th and 19th centuries - Pope, Swift, Blake, Wordsworth, Coleridge, Keats, Tennyson, Rossetti, Browning, and Dickens. These writers are studied within the contexts of (1) the rise of scientific empiricism, (2) the social, political, and psychological impact of the American and French Revolutions, and (3) the Industrial Revolution and the emergence of social Darwinism. Two films of novels by Charles Dickens will be shown in the evening. Requirements include two examinations and two 1500-word papers. *This course fulfills the College of Arts and Sciences Group B*

*requirements and an English Major core requirement. Prerequisite: ENGL 110.*

**ENGL 312-080  
Honors: Written Communications in Business (3)  
Patrick White**

English 312 is designed to provide students with a comprehensive overview of the strategies, formats, and application of business correspondence, technical reports, and document-based presentations. Beginning with basic formats such as formal memoranda and business letters, the course will proceed to the composition of documents utilizing the four basic strategies of technical writing: informative, process instruction, proposal of solutions, and evaluative. The final project will be a group project involving both source research and field research. In addition, presentations will accompany some of these document assignments, in particular the group project. Successful completion of this course will enable the student to enter the professional world with a firmly-grounded knowledge of the entire range of business writing, as well as a grasp of its importance in a world dependent upon accurate and concise intercommunication. *Prerequisite: ENGL 110. Restrictions: Counts toward English major only as part of the concentration in business and technical writing.*

**ENGL 316-080  
Honors: Peer Tutoring/Advanced Composition (3)  
Ray Peters**

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

**ENGL 324-080  
Honors: Shakespeare (3)  
Bernard McKenna**

Representative histories, comedies, and tragedies. *Prerequisite: ENGL 110.*

**ENGL 480-080**

**Honors: Seminar: Writing of Faith: Genre and Religious Experience (3)**

**George Miller**

Much of medieval and renaissance literature (and art) deals with religious subjects. Texts teach and explore the mysteries of faith. Some are intended for a wide audience who presumably are in need of basic teaching; some seem intended only for those who are initiated. What is expected of a reader of such texts? How do these texts “teach”? Do reader expectations and experience differ as you move from genre to genre, from printed text to art and architecture? Readings start with medieval interpretations of the Hebrew Bible’s *Song of Solomon*, range through the morality play *Everyman*, Julian of Norwich’s mystical writings, Bunyan’s *Pilgrim’s Progress*, George Herbert’s *The Temple*, Donne’s *Devotions on Emergent Occasion*, and end with C. S. Lewis’s *The Chronicles of Narnia*. Some attention will also be paid to art and architecture. Readings will also come from Otto’s *The Idea of the Holy* and Hirsch’s *Validity in Interpretation*. Students will elect assignments from a wide range of options. *Open to English Honors Degree candidates only. Satisfies Arts and Sciences Second Writing Requirement. 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.*

**ENGL 480-082**

**Honors: Seminar: Bestsellers and American Book History, 1800-2000 (3)**

**Martin Brueckner**

This course explores American bestsellers from the Revolution to the early 20th-Century. We will consider the rise of mass culture in the United States, and the way this affected definitions of identity, family, and society in popular literary genres, ranging from romance, detective, and journalistic fiction, to the western, war stories, and fantasy fiction. Required readings include classic and other important texts by authors as diverse as: Franklin, Hawthorne, Stowe, Algers, Alcott, Twain, Rice, Hemingway, Fitzgerald, Bradbury, Morrison, Spiegelman, and Rowling. *Open to English Honors Degree candidates only. Satisfies Arts and Sciences Second Writing Requirement. 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.*

**ENGL 480-085**

**Honors: Seminar: African-American Literature and Jazz Aesthetic (3)**

**Timothy Spaulding**

In this course we will examine the interaction between two forms of African American cultural expression: Jazz music and African American Literature. We will discuss the ways various writers throughout the African American literary tradition (Langston Hughes, Ralph Ellison, Toni Morrison, and others) incorporate a jazz aesthetic into their poetry and prose as a means of creating a distinctly African American aesthetic. We will also look at the ways key figures from the jazz tradition (Louis Armstrong, Charlie Parker, Billie Holiday, John Coltrane) influenced and inspired writers of their generation. Some of the key questions we will debate and try to answer are: What is jazz? How does jazz function as a

political, economic, and aesthetic form? Why is jazz such an influential and important art form in the African American cultural and literary imagination? What role does race, class, and gender play in the production, consumption, and reception in both African American literature and jazz music? As a seminar, we will work together as a class to explore and offer answers to these questions. Therefore, a good portion of your grade will involve class participation. Course texts will include James Weldon Johnson's *Autobiography of an Ex-Colored Man*, Ralph Ellison's *Invisible Man*, Toni Morrison's *Jazz*, among others. Course requirements will include several short response papers, an in-class presentation, and a 12-15 page seminar paper. *Open to English Honors Degree candidates only.. Satisfies Arts and Sciences Second Writing Requirement. 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.*

## ***Entomology and Wildlife Ecology (ENWC)***

### **ENWC 201-080**

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

##### **Penelope Rodrick-Williams**

Humans are only one of the many species in the global ecosystem; however, they have a great impact on the species around them. This course discusses the basic principles of wildlife ecology with focus on the ecological and sociological importance of wildlife and their habitats. We evaluate and discuss the importance of wildlife to our past, present and future with emphasis on

wildlife conservation issues such as habitat loss, endangered species, pollution, urbanization and invasive species. *Restrictions: Should precede BISC 302. Meets with a regular section; separate Honors discussion times to be arranged.*

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

### **ENWC 214-080**

#### **Honors: Apiology and Apiculture (2) Dewey Caron**

A course about the honeybee. The first portion is bee biology with coverage of aspects such as social biology, pheromones, the honeybee nest, ecology, and communication, while the second portion is applied bee biology covering bee botany, management of colonies, pollination and problem-solving. Honors section meets for special extra session each week to plan major outreach activity (Ag Day display in late April) and to do hands-on bee biology.

*Corequisite: ENWC 224-010. Meets with a regular section.*

## ***Fashion and Apparel Studies (FASH)***

### **FASH 467-080**

**Honors: Seminar: Socially Responsible Apparel Production (3)**

**Marsha Dickson**

Uses collaborative learning techniques to identify and compare definitions of social responsibility held by various stakeholders. Examines how issues of social responsibility, such as workers' rights, development economics, and environmental sustainability are addressed in apparel production and sourcing. Appraises the personal responsibilities of apparel industry professionals for assuring social responsibility in global supply chains. *Restriction: Junior or senior standing.*

## ***Finance (FINC)***

### **FINC 312-080**

**Honors: Intermediate Financial Management (3)**

**Raj Varma**

In this course we will enhance our understanding of the material covered in FINC 311 by examining the effect of long-term decisions made by financial managers of a firm. Throughout the semester, our understanding of the material covered will be complemented by the cases-in-point in the course pack available for purchase from the University Bookstore. By the end of the course you should be able to develop a critical apparatus, which will allow you to evaluate not just financial

management decisions but other decisions as well. *Open to junior and senior majors only. Prerequisite: FINC 311.*

### **FINC 418-080**

**Honors: Seminar in Corporate Governance (3)**

**Charles Elson**

We are in the midst of a merger of corporate law and finance that will make a fundamental impact upon corporate structure and performance. This seminar will explore the contemporary U.S. corporate governance movement from a financial, legal, and managerial perspective and its impact on, among others, the following areas of corporate controversy: stakeholder/shareholder relations, executive compensation, corporate philanthropy, corporate democracy, director responsibility and liability to shareholders, the prevention of corporate fraud and other forms of illegal conduct, and the adoption of corporate governance guidelines and their impact on corporate performance. Students will conduct an individual research paper on a governance topic of his or her choice. Guest speakers will contribute to seminar sessions. *Prerequisite: FINC 311. Open to junior and senior FINC majors only. Meets with a regular section.*

## ***Foreign Languages and Literatures (FLLT)***

### **FLLT 327-080**

**Honors: Dostoevsky's Art (3)**

**Susan Amert**

Study of the works of one or more outstanding authors or of a special theme. Course taught in English. Topics vary and are announced in registration

booklet. *Restrictions: May be repeated for credit when topics vary. Meets with a regular section.*

**FLLT 328-080**

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

**Rika Saito**

How do Japanese authors portray women? How have these images changed or remained the same as time progressed? In this course we examine how depictions of women were constructed, evolved, and progressed via Japanese literature. Time periods we will examine range from the classical period to the present day. Topics for discussion include how and why both typical and non-traditional images of women developed with an emphasis on the political, socio-economical, and cultural climates in Japan. We will also apply our analyses of the texts to current theoretical discussions in gender studies. All texts are given in English translation; no knowledge of Japanese is required to take this course. *Crosslisted with WOMS 328-080. Meets with a regular section.*

**FLLT 330-080**

**Honors: Roman Rulers and Rebels (3)**

**Robert Richards**

The aim of this course is to provide students with a broad overview of Roman social and political history from a literary and cultural perspective. The course will trace the foundation and subsequent expansion of Rome from its rather humble origins to its grandeur under the Caesars. Particular attention will be given to the contributions of significant individuals, not only the heroic, far-sighted, and “just” but also the totally demented. Students will experience the evolution of Rome through participation in lectures and

discussions and through reading accounts of this evolution written by Roman authors. *Meets with a regular section.*

**FLLT 330-082**

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

**Maria Tu**

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

**FLLT 331-080**

**Honors: Introduction to Chinese Film (3)**

**Jianguo Chen**

This course introduces students to the treatment of recurring themes in Chinese films such as those related to various forms of love, death, and gender roles. Specifically, the course examines issues of passion (love and revenge), desire, sexuality, death, and masculinity and femininity in relation to those of duty (filial piety, loyalty to the state), politics, and nationalism. We will focus on the issues of gender politics and female sexuality of various ideological persuasions and psychological dispositions and how such issues are articulated cinematically. In studying cinematic representations of these themes, we will use both historical and contemporary perspectives. The course not only introduces students to Chinese culture/society through the cinematic perspective, but also acquaints them with a knowledge of Chinese film aesthetic (the cinematic language) and film making. *Satisfies Multicultural Requirement. Meets with a regular section.*

## ***Food Science (FOSC)***

### **FOSC 315-080**

#### **Honors: Food Safety from Farm to Fork (3)**

**Kali Kniel-Tolbert**

Focuses on the major food production systems in plants and animals. Examines the role of government regulation, the use of anti-microbials in food animal production, plant production and harvest, natural hazards, and pesticide residues. Explores the consumer's perception of biotechnology applications in food, organic farming, and the relationship of post-harvest handling of agricultural commodities and food products to food safety. *Crosslisted with ANSC 315-080. Open to Sophomores, Juniors, and Seniors only. Meets with a regular section.*

### **FOSC 449-080**

#### **Honors: Food Biotechnology (4)**

**Rolf Joerger**

In the lecture section of the course, we will explore representative examples of biotechnology applications related to the production of foods. We will study fermentation processes employed for the production of food ingredients and enzymes, and we will examine genetic engineering of plants and animals. We will also address economic, social, and ethical questions related to the use of biotechnology for food production. Active learning strategies will incorporate individual and group assignments to analyze the science behind each process. Field trips will be offered. Honors students are expected to demonstrate the skill to explore assigned topics in greater depth and to make significant contributions to discussions in the classroom. *Prerequisites: BISC 300, CHEM 214 or CHEM 527, or FOSC 439. Meets with a regular section*

*during first month. Meets with a 600-level course.*

## ***French (FREN)***

**Note: As a prerequisite for enrollment in all Honors French courses, a grade of A or A- in previous French coursework at UD is highly recommended.**

### **FREN 205-080**

#### **Honors: French Conversation (3) STAFF**

Practical use of French by means of oral reports and discussions. Emphasis on improvement of basic conversational skills. Grammar review where appropriate, and/or some written work. *Prerequisite: FREN 107 or FREN 112 or one 200-level course. Restrictions: Minimum grade of B required for prerequisites. Not intended for native speakers of French. Meets with a regular section.*

### **FREN 211-080 and 081**

#### **Honors: French Reading and Composition (3) Edgard Sankara**

Selected readings with discussion and analysis of French and francophone short stories, grammar review, compositions, and 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, and to refine your grammatical skills through the writing of compositions and an essay. *Prerequisite: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). Both sections meet with regular sections.*

### **FREN 301-080**

**Honors: Introduction to French**

**Literature: Prose (3)**

**Bonnie Robb**

This semester, immerse yourself in tales of outlaws and savages, loyal servants and heartless masters, despair and revenge, sin and repentance! Improve your written French and enhance your reading skills as you analyze and discuss short fiction by some of the greatest French authors, including Sartre, Gabrielle Roy, Flaubert, Chateaubriand, Voltaire, and Ernaux. FREN 301 is intended to give students the tools with which to discuss French prose texts from the sixteenth century through the twentieth. The course emphasizes analysis rather than synthesis, depth rather than breadth. A bridge between language courses and more advanced literature courses, FREN 301 focuses not merely on plot and themes, but imagery, narrative strategies, and style. *Prerequisites: FREN 211 and any 200-level course taught in French. Meets with a regular section.*

### **FREN 302-080 and 081**

**Honors: Introduction to French**

**Literature: Poetry/Theatre (3)**

**Cynthia Lees**

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 Racine. Close readings of the texts will

enable students to enhance their critical skills as well as their enjoyment of literature. *Prerequisites: FREN 211 and any 200-level course taught in French. Both sections meet with regular sections.*

## ***Geography (GEOG)***

### **GEOG 236-080**

**Honors: Conservation: Global Issues (3)**

**Yda Schreuder**

Global Issues introduces students to a broad spectrum of the most pressing environmental concerns affecting both developed and developing countries. By focusing on the central, unifying theme of economic development, students will begin to understand the increasingly interdependent and rapidly changing world in which they live. Rather than being given simple solutions to environmental problems, students instead will learn about the developmental choices that have been made to deal with the problems, and some of the failures that have resulted from these choices. The format allows for critical student thinking through problem-based learning techniques applied to global environmental issues. Some of the issues included in the course are: global warming, biotechnology, and energy. Suitable for students interested in geography, environmental science, political science/international relations, and education.

## ***Greek (GREK)***

### **GREK 102-080**

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

**Annette Giesecke**

The aim of this course is to acquaint the student with ancient Greek grammar (Attic, Ionic). Further readings in ancient Greek develop the student's ability to translate ancient Greek. *Prerequisite: GREK 101. Meets with a regular section.*

**GREK 214-080**

**Honors: Ancient Poetry:  
Intermediate Greek (3)**

**Annette Giesecke**

Focuses on the works of one or more poets. Readings will be drawn from the epic, lyric, and dramatic (tragic and comic) works of authors such as Homer, Sappho, Pindar, Aeschylus, Sophocles, Euripides, and Aristophanes in rotation or in combination. *Prerequisite: GREK 213 or equivalent.*

## *Health and Exercise Sciences (HESC)*

**HESC 220-080**

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

**David Barlow**

This lecture course focuses on fundamental structural and functional features of human anatomy and provides the framework for more advanced coursework in anatomy and related topics. Emphasis is placed on the nervous, muscular and, skeletal systems as well as other connective tissues that support these systems. Honors students will complete a computer-based project that will help them to appreciate the interactions among the systems covered in the course, and will have the opportunity to observe how knowledge of anatomy is applied in a clinical setting. *Restriction: Open to HESC*

*majors only. Meets with a regular section.*

**HESC 332-080**

**Honors: Health Behavior Theory and Assessment (3)**

**Elizabeth Orsega-Smith**

This course will focus on basic principles of program designs, need-assessment skills, research, and process skills, and an understanding of health behavior theory and its application to program development. Students will relate health behavior theories to specific program designs, develop and conduct need assessments, and analyze need assessments. Honors students will develop a specific project relating to their health interest. *Open to HESC majors only. Meets with a regular section.*

**HESC 342-080**

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

**Iva Obrusnikova**

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. *Open to HESC majors only. Meets with a regular section.*

**HESC 400-080**

**Honors: Research Methods (3)**

**Nancy Getchell**

The Honors section of this course provides the student with an opportunity for in-depth exploration of research on health and physical activity, including types of research, research design, matching appropriate statistical tools

with research designs, research writing style and formatting, and ethical issues related to research. *Open to Senior HESC majors only. 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. Prerequisites: Senior standing and completion of STAT 200 with at least a C-. Meets with a regular section.*

**HESC 420-080**

**Honors: Functional Human Anatomy (4)**

**David Barlow**

Students will be provided an opportunity for in-depth exploration of human anatomy by stressing anatomical individuality, functional significance, and human performance capabilities of the Human Motor. This will be accomplished by systemic and regional investigation of muscular, skeletal, and nervous systems requiring extensive laboratory cadaver dissection well supported by prosected human specimens, models, x-rays, dry biological materials, and other aids. *Prerequisites: HESC 220 or BISC 207 and permission of instructor. Open to HESC majors only. Meets with a regular section.*

**HESC 430-080**

**Honors: Physiology of Activity (3)**  
**William Farquhar**

*Meets with a regular section.*

**HESC 434-080**

**Honors: Exercise Test Technology (3)**

**Michelle Provost-Craig**

*Meets with a regular section.*

## ***History (HIST)***

**HIST 101-080**

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

**Lawrence Duggan**

A superb survey tracing the social and cultural development of Western man from the Fall of the Roman Empire to the conclusion of the wars of religion in the middle of the 17th century. Extensive use of slides. Two hourly tests and a final exam. *Meets with a regular section.*

**HIST 102**

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

**Section 080: John Bernstein**

**Section 081: Stuart Semmel**

The principal political, social, economic, and cultural developments in Western civilization since the middle of the 17th century. *Preference given to first-year UHP students. Both sections meet with regular sections.*

**HIST 205-080**

**Honors: United States History (3)**

**Christine Heyrman**

This course covers the history of the United States from the beginning of colonization through the Civil War. Topics receiving particular emphasis - often in comparative context - include American distinctiveness, the character and consequences of the American Revolution, the American political system, slavery, and the coming of the Civil War. *Meets with a regular section; separate Honors discussion led by the professor.*

**HIST 206-080 and 081**

**Honors: United States History (3)**

**David Suisman**

This honors section will focus on the cultural, social and economic history of the United States since 1865. Assignments will include supplemental readings, films, and sound recordings. Students will be required to take two exams and write several critical essays. *Both sections meet with regular sections; separate Honors discussions.*

**HIST 268-080**

**Honors: Seminar: The JFK Assassination (3)**  
**Edward Johanningsmeier**

This seminar will focus on what one historian has termed “the strange life of Kennedy’s death.” Most Americans believe that JFK was killed by a conspiracy, and his assassination continues to be the subject of a large outpouring of theories, reports, histories, and media representations. We will examine the accomplishments, expectations, and legends of the Kennedy administration itself, and then use some of the great variety of sources available to evaluate the significance of Kennedy’s assassination for recent US history. *Restriction: Open to HIST majors only. Meets with a regular section.*

**HIST 268-081**

**Honors: Seminar: Winston Churchill: Myth and Reality (3)**  
**Ellis Wasson**

Winston Churchill was arguably the greatest man of the twentieth century – the savior of Western civilization. His reputation, however, has increasingly come into question. How do historians assess the life of an individual so enshrouded by mythic grandeur? Churchill was at the center of world events from the apogee of imperialism through the World Wars into the midst of the Cold War. His achievements as a

soldier, journalist, historian, novelist, painter, diplomat, politician, and orator span an extraordinary range. Students will examine diaries, speeches, memoirs, and journalism associated with Churchill’s life and then the work of modern scholars as they learn how historians measure and make sense of the past. A research paper based on the abundant primary sources available in the library will be the central requirement of the course. *Restriction: Open to HIST majors only. Meets with a regular section.*

**HIST 291-080**

**Honors: Women’s History Through Film (1)**  
**Kathy Turkel**

*(See WOMS 291-080 for course description.)*

**HIST 324-080**

**Honors: American Constitutional History (3)**  
**Eric Rise**

*(See CRJU 324-080 for course description.)*

**HIST 343-080**

**Honors: Medieval Europe: 1050-1350 (3)**  
**Daniel Callahan**

This lecture course will examine some of the principal political, social, and cultural developments in Western Europe during the central Middle Ages. Special attention will be given to the influence of the Church and to the rapidly developing urban life. One hour exam, a paper, and a final examination. *Freshmen should not register for this course. Meets with a regular section.*

**HIST 345-080**

**Honors: Europe in the Reformation Era: 1517-1648 (3)**  
**Lawrence Duggan**

This course emphasizes the continuing importance of religion in the realms of thought and action in the “birth of the modern world”; the scientific revolution, the Reformation and Counter Reformation, and the impact of these changes on behavior and perception. Lectures and discussion; readings in primary and secondary works; extensive use of slides. *Meets with a regular section.*

**HIST 356-080**

**Honors: Modern European Intellectual History (3)**

**John Bernstein**

An attempt to summarize the nature of the “crisis of values” in modern culture and the attempts to meet it from English Romanticism and German Classicism through to Existentialism. Readings will be in Marx, Mill, Huxley, and Bauman. *Satisfies Arts and Sciences Second Writing Requirement. Meets with a regular section.*

**HIST 367-080**

**Honors: Women’s Rights in American History (3)**

**Anne Boylan**

This is a lecture/discussion course focusing on the evolution of women’s rights over the entire span of American history. Although we will devote some attention to women’s rights movements, we will focus on the experiences of women of varying class, racial, ethnic, and religious backgrounds when it came to claiming their rights; the ideas of individual theorists of women’s rights; the changing meanings of “rights” and “equality”; and conflicts over women’s rights at particular points in American history. Students can expect to read both primary documents from the past and secondary works by historians, and to grapple with some important interpretive

issues in women’s history. *Crosslisted with WOMS 367-080.*

**HIST 367-081**

**Honors: England's Rise to Greatness, 1688-1789 (3)**

**John Montano**

Following the Glorious Revolution in 1688, England fought a 25 year war against France and Louis XIV. The Bank of England was created to help finance this struggle, and the example of the state’s use of credit unleashed the English economy from the constraints of hard currency, leading to England’s rise European supremacy. This course will examine the social, economic, political, and cultural developments during Britain’s rise to power. Topics such as the rise of the novel, the origins of parties, the voyages of Captain Cook, the origins of empire, the loss of America, early radicalism, the changing nature of work, the importance of fashion, and the changing attitudes to women, the family, marriage, and children will be covered. Novels and other short readings from the period will be featured.

**HIST 367-082**

**Honors: Seminar: World War II in Europe (3)**

**John Hurt**

An in-depth study of this period, from the German attack upon Poland in 1939 to the German surrender in 1945, with some emphasis on the role of the United States. Lectures, readings, some film, possible guest appearance by a war veteran; 2 tests, book reviews, and a comprehensive final examination. In addition to fulfilling the requirements in 367-010, Honors students will undertake a small research project, using documents in the Special Collections division of the Morris Library. **Not recommended for students who have**

taken or are currently enrolled in HIST 210. *Meets with a regular section.*

**HIST 411-080**

**Honors: Seminar in American History: Political Economics of the Modern US (3)**

**Guy Alchon**

At its best, political economy marries historical inquiry and social criticism. This reading seminar seeks to do much the same, as it introduces the debates over the fate of the middle classes, the role of experts, problems of poverty and opportunity, and the varieties of cultural modernity, particularly as these have developed since the late nineteenth-century advent of corporate capitalism. *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. Prerequisite: HIST 268. Open to HIST majors only. Satisfies Arts and Sciences Second Writing Requirement. Meets with a regular section.*

**HIST 471-080**

**Honors: Seminar in Medieval History: Henry II and Eleanor of Aquitaine (3)**  
**Daniel Callahan**

This research seminar will examine the central importance of the reign of Henry II of England and Eleanor of Aquitaine, his wife, in Europe in the twelfth century. Each student will write a seminar paper of at least twenty pages. *Open to HIST majors only. Satisfies Arts and Sciences Second Writing Requirement. 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 600-level section.*

**HIST 475-080**

**Honors: Seminar: Modern European Society (3)**

**David Shearer**

This is an in-depth research and writing seminar in Russian and Soviet history. Each student will select a research and writing topic, based on the student's interests and in consultation with the professor, and she or he will spend the semester reading in that topic. Students will work individually with the professor on their topics, but the class will also meet periodically for progress reports, discussion, and final presentations. In the course of the semester, each student will produce, in addition to class presentations, an outline, a draft, and a final version of a paper. Grades will be based in part on class presentations, but mostly on a final paper that will be approximately 25 pages in length. The course presumes at least a survey knowledge of Russian or Soviet history. Otherwise, permission of instructor is needed to participate. *Prerequisite: HIST 268. Majors only or by permission of instructor. Satisfies Arts and Sciences Second Writing Requirement. Satisfies the Senior Capstone Requirement for the Honors Degree or Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a regular section.*

**HIST 479-080**

**Honors: Seminar in Asian History: 20th Century China (3)**

**David Pong**

This seminar course begins with the Boxer Uprising and finishes with the opening years of the 21st Century. The 20th century was a tumultuous time for China. Great leaders like Sun Yat-sen, Chiang Kai-shek, Mao Zedong, and Deng Xiaoping, all failed before reality. Today, the quest for wealth and power,

begun more than a century ago, is still a continuing struggle. The economic opening of China, including its membership in the WTO, brings both opportunities and challenges. What held (and holds) China together, and what threatened (or threatens) its national cohesion? What is the engine of China's development and what may derail it? Why is China still a Third World Country and yet remains a force to be reckoned with? Weekly readings and discussion; one short paper and one term paper. Readings include novels, contemporary writings, memoirs, etc., along with documentary films to give a first-hand flavor of modern and contemporary Chinese history. *Preference given to History Honors Degree and Honors Degree with Distinction candidates. Satisfies Arts and Sciences Second Writing Requirement. Satisfies Multicultural Requirement. 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.*

## ***Hotel, Restaurant, and Institutional Management (HRIM)***

**HRIM 180-080**

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

**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. *Open to freshmen and sophomores. Meets with a regular section.*

**HRIM 201-080**

**Honors: Food Principles (2)**

**Ronald Cole**

Principles of food selection and preparation 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. *Open to HRIM majors only. Corequisite: HRIM 211. Meets with a regular section.*

**HRIM 218-080**

**Honors: Beverage Management (3)**

**Robert Nelson**

Beverages are a complex product category with legal and social issues that require special attention from management. Emphasizes legal and ethical issues associated with serving alcoholic beverages, an in-depth study of wine, mixology, inventory control, and profitable beverage management. *Open to HRIM majors only. Meets with a regular section.*

***The following upper-division HRIM courses – limited to HRIM majors - may be taken for Honors credit. Course descriptions, prerequisites, Corequisites, and restrictions may be found in the University Catalog.***

**HRIM 316-080**

**Honors: Cross Cultural Etiquette and Protocol (3)**

**Pamela Cummings**

Identifies the role culture plays in a cross cultural environment. Examines variations in communication, rules of etiquette, dress, work behavior, social customs, conversational taboos and food preferences. Explores global variations in development of universal systems of society. Honors students will have additional reading, writing, and

presentations. *Satisfies Multicultural Requirement. Meets with a regular section.*

**HRIM 321-080**  
**Honors: Quantity Food Service Management (2)**  
**Ronald Cole**

**HRIM 327-080**  
**Honors: Property Engineering (3)**  
**Paul Sestak**

**HRIM 346-080**  
**Honors: Hospitality Industry Web-Based Marketing (3)**  
**Srikanth Beldona**

**HRIM 380-080**  
**Honors: Management of Lodging Operations (3)**  
**Brian Miller**

**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)**  
**George Conrade**

**HRIM 425-080**  
**Honors: Historic Roadside Architecture (3)**  
**Paul Sestak**

**HRIM**  
**HRIM 444-080**  
**Honors: Junior Module: 380, 382, 480, 481, 488 (15)**  
**STAFF**

**HRIM 480-080**  
**Honors: Human Resource Management in the Hospitality Industry (3)**  
**Harry Lenderman**

**HRIM 481-080**  
**Honors: Marketing in Hospitality Industry (3)**  
**Srikanth Beldona**

**HRIM 482-080**  
**Honors: Law of Innkeeping (3)**  
**Ronald Cole**

## *Individual and Family Studies (IFST)*

**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. *Preference given to firstyear UHP students whose major requires this course. Meets with a regular section; separate Honors discussion.*

**IFST 202-080**  
**Honors: Foundations of Family Studies (3)**  
**Bahira Sherif-Trask**

This course examines American families from a variety of historical, methodological, and theoretical perspectives. In particular, this course focuses on the demographic and social changes that American families have undergone, as well as the causes and consequences of these changes. Furthermore, this course emphasizes differences between families based on gender, race, ethnicity, and socio-economic status. *Satisfies Multicultural*

*Requirement. Meets with a regular section.*

**IFST 235-080**

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

**Norma Gaines-Hanks**

This course is designed to help students understand the scope of human service agencies that focus on the needs of children and families. Upon completion of the course, students will be aware of current problems facing children and families, identify “best practice” approaches to helping children and families, and understand how diversity among children, families, and communities can inform service delivery. Course readings, assignments, and methods of evaluation are individually tailored to needs and interests of Honors students. *Open only to those students whose majors require IFST 235. Prerequisite: IFST 101. Restriction: Not open to freshmen. Meets with a regular section; separate Honors discussion.*

**IFST 329-080**

**Honors: Adolescent Development (3)**

**STAFF**  
Physical, intellectual and social-emotional development of adolescents and youth in the context of the family, peer groups and the community. Emphasis on theories, current research and the transition from adolescence to young adulthood. *Prerequisite: EDUC 202 or IFST 201. Meets with a regular section.*

***Italian (ITAL)***

**ITAL 200-080**

**Honors: Italian Grammar Review (3)**  
**Laura Salsini**

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

**ITAL 205-080**

**Honors: Italian Conversation (3)**  
**STAFF**

You are so close to proficiency in Italian! Consolidate your hard-earned language skills in a series of conversations and oral presentations, with grammar review when appropriate. Students will discuss current events along with material from films, the Internet, and other sources. *Prerequisite: ITAL 107 with a minimum grade of B. One 200-level course may be substituted for prerequisite. Meets with a regular section.*

**ITAL 326-080**

**Honors: Italian Civilization and Culture II (3)**

**Riccarda Saggese**

This course will focus on Italian culture and civilization from 17th century to present day. Students will be asked to work in groups and to analyze the geographical, historical, political and cultural aspects of each century. Emphasis will be placed on the Illuminism, Romanticism and all

movements that contributed to the birth of Italy as a unified state. The two world wars, along with Fascism and the birth of the Repubblica italiana will also be analyzed as well as the last fifty years of the 20th century and contemporary events. Students will be encouraged to explore the causes, the facts and consequences of each movement. Throughout the study of the centuries, students will plunge into Italian culture. Art, music, theater, films, festivities and traditions will be presented as fundamental parts to aid the understanding of Italian life. Honors students will be required to design a project and write a research paper. They will also give a weekly presentation on current events. *Prerequisites: ITAL 211 or ITAL 212. Meets with a regular section.*

**ITAL 455-080**

**Honors: Dante (3)**

**Gabriella Finizio**

Please contact department for course description. *Prerequisite: ITAL 310 and ITAL 311. Meets with a regular section.*

## *Japanese (JAPN)*

**JAPN 105-080 and 081**

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

**Rika Saito and Mutsuko Sato**

A specially designed course to put students on the fast track to Japanese literacy. In addition to lots of verbal survival 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 will indulge in other activities such as interviews, charades, and more. A challenging but enjoyable time is guaranteed for all. *All sections meet with regular sections.*

**JAPN 106-080, 081, and 082**

**Honors: Japanese II -**

**Elementary/Intermediate (4)**

**Mark Miller and Chika Inoue**

This course will feature the addition of Chinese characters (kanji) for writing as well as reading knowledge. Honors students are expected to master 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. All sections meet with regular sections.*

**JAPN 107-080**

**Honors: Japanese III - Intermediate**

**(4)**

**Mutsuko Sato**

This course will feature the addition of Chinese characters (kanji) for writing as well as reading knowledge. Honors students are expected to master 172 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 106. Meets with a regular section.*

**JAPN 200-080****Honors: Japanese Grammar and Composition (3)****Mutsuko Sato**

This course is specifically designed for students who have completed JAPN 107 and wish to further their knowledge of Japanese grammar and kanji. Classroom time will be spent learning oral and written grammatical forms. Students will be tested twice on their verbal skills. Honors students will keep diaries in Japanese, to be turned in every week. Everybody will take a trip to a Japanese restaurant where students can try to use chopsticks while eating sushi and practicing their Japanese. JAPN 200 will help students review and build upon what they learned in the 100-level Japanese classes. *Prerequisite: JAPN 107 or equivalent; complete knowledge of kana and some basic reading and writing ability of kanji. Meets with a regular section.*

**JAPN 204-080****Honors: The Art of Japanese Calligraphy (3)****Chika Inoue**

Practical training in Japanese calligraphy, using brush, inkstone and sumi ink. Students will work with both phonetic syllabaries and kanji characters. *Prerequisite: JAPN 105. Meets with a regular section.*

**JAPN 205-080****Honors: Japanese Conversation (3)****Mutsuko Sako**

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. *Prerequisite: JAPN 107 with a minimum grade of B. Satisfies Multicultural Requirement. Meets with a regular section.*

**JAPN 305-080****Honors: Japanese Conversation and Composition (3)****Mark Miller**

At the 300-level in Japanese we begin to explore more authentic Japanese situations. Using our 300-level textbook, *An Integrated Approach to Intermediate Japanese*, we practice listening, speaking, reading, writing, and thinking in Japanese at a more sophisticated level. Also, we have the opportunity to work on a special term project that will provide further grounding in the important skills of translating a real text into English, making a class presentation, and writing a report in Japanese. Students taking the course for Honors credit will also be involved in an interactive e-mail exchange with counterparts in Japan! *Prerequisites: Three of the following: JAPN 200, JAPN 205, JAPN 206, JAPN 209, or instructor's permission. Meets with a regular section.*

**JAPN 455-080****Honors: Contemporary Texts (3)****Rika Saito**

In this course students continue to build on the foundation they have established in JAPN 305 and JAPN 355. Students will develop further proficiency in the four skills of listening, speaking, reading, and writing, and will also work to attain the fifth skill, thinking in Japanese. Materials include a textbook appropriate to the skill level of the students, additional readings, and work

with the Web. *Prerequisites: Two courses at the 300-level, or the permission of the instructor. Meets with a regular section.*

## ***Latin (LATN)***

### **LATN 102-080 and 081**

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

**Nicholas Gross**

Grammar, vocabulary, morphology, reading, and translating Latin. *Prerequisite: LATN 101. Both sections meet with regular sections.*

### **LATN 214-080 and 081**

#### **Honors: Readings in Latin Poetry (3)**

**Annette Giesecke**

This course is designed to introduce students to Latin poetry. We will read selections from Catullus, Virgil, and Ovid, focusing both on grammar/translation and on interpreting the works with a view to the fascinating socio-political context in which they were produced. *Prerequisite: LATN 213. Both sections meet with regular sections.*

## ***Leadership (LEAD)***

### **LEAD 100-080**

#### **Honors: Leadership, Integrity and Change (3)**

**Anthony Middlebrooks**

Introduces students to concepts and theories of leadership to help them develop the skills essential to becoming leaders in the workplace, community, and society. The purpose of the Leadership, Integrity, and Change course is to set the foundation for later learning about leadership by introducing the following ideas in theory and practice: (a) one's identity and potential as a leader, (b) definitions and basic theories

of leadership, (c) the variety of leadership practices within a context of practice, and (d) leadership vision and influence in a change and improvement process. The theoretical foundation for this course interweaves: (a) formation of self-identification and self-awareness as a leader, (b) development of applied knowledge and skills, and (c) real-world application of effectively functioning as both a follower and a leader. In other words, this course asks that you learn about yourself, understand others, have fun, and acquire skills and perspective that will serve you well throughout and beyond your college years. *Meets with a regular section.*

### **LEAD 101-080**

#### **Honors: Understanding Consumers (3)**

**Audrey Helfman**

Consumer diversity, consumer needs, and how consumer wants are shaped. Questions of social responsibility will be explored. *Meets with a regular section.*

### **LEAD 304-080**

#### **Honors: Power and Social Responsibility (3)**

**Julie Sadler**

Models of interaction between leadership and power are explored through a combination of speakers, videos, readings, and simulations. *Prerequisite: LEAD 100. Meets with a regular section.*

### **LEAD 341-080**

#### **Honors: Decision-Making and Leadership (3)**

**Anthony Middlebrooks**

Decision-Making and Leadership examines the person, process, context, and product of decision-making (DM), and more importantly explores the relationship between effective DM and

effective leadership practice. If DM is so important to leadership, what does one need to know about DM to be a better leader? Consider leadership as a process of influencing others toward a common vision. Further, consider that effective leadership lies in the leader, the followers, the context, and the interaction between all three. This course explores DM from multiple perspectives, and provides students the opportunity to consider their DM processes and dispositions as well as those of others, all to the end of expanding their vision of leadership. Through this course we examine the research, theories, and models of effective (and ineffective) DM, understand the implications and applications of DM to leadership, experience and research real-world DM across varied contexts, explore your dispositions and processes as a decision-maker, and apply this to the context of effective leadership and DM. *Prerequisite: LEAD 201. Meets with a regular section.*

**LEAD 404-080**

**Honors: Leadership in Organizations (3)**

**James Morrison**

Understanding the process of change and positively affecting change in organizations through the exercise of leadership knowledge. *Prerequisite: LEAD 100. Meets with a regular section.*

**LEAD 411-080**

**Honors: Topics in Leadership Dynamics (3)**

**Audrey Helfman**

Examining bad leadership, toxic leaders, and courageous followers. *Prerequisite: LEAD 100. Meets with a regular section.*

## ***Legal Studies (LEST)***

**LEST 210-080**

**Honors: The Law and You (1 PF)**

**Sheldon Pollack**

In this lunchtime lecture series, distinguished Delaware lawyers and legal scholars discuss the varied career paths they have chosen, together with major issues in current law; e.g., the death penalty, the jury system, foreign policy, corruption in large corporations, and the active involvement of lawyers in politics and public-interest groups. Requirements include attending every week and passing a take home examination based on a list of questions generated by the class. Honors students are required to attend an additional law-related lecture on or off campus (student's choice) and to answer an additional examination question. *Meets with a regular section.*

## ***Linguistics (LING)***

**LING 101-080**

**Honors: Introduction To Linguistics (3)**

**Laura Spinu**

This course provides students with a sound theoretical framework in the fundamental areas of phonetics and phonology (sounds and sound systems within languages), morphology (word formation), syntax (structure of sentences), semantics (meaning), first language acquisition, and language in advertising. Students will learn about the wide diversity found in the languages of the world. *Satisfies Multicultural Requirement. Preference given to first-year UHP students.*

**LING 367-080****Honors: Discovering Human Language: The Language of Malaysia (3)****Peter Cole***(See CGSC 367-080 for course description.)****Mathematics (MATH)*****MATH 222-080****Honors: Calculus II (3)****STAFF**

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 multivariate topics such 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 the future. *Prerequisite: MATH 221. For students in the behavioral, management, and social sciences. Credit cannot be received for both MATH 222 and MATH 242. Meets with a regular section.*

**MATH 243-080****Honors: Analytic Geometry and Calculus C (4)****Rakesh**

This course is a continuation of MATH 242 Honors. As such, we will use a variety of sources and non-traditional problems, together with both group and individual projects to illustrate and clarify the very rich and robust mathematical constructs that arise when dealing with functions of several variables. Specific topics include, but are

not limited to, vector calculus, partial derivatives, multiple integration, and line and surface integrals, and series. *Prerequisite: MATH 242.*

**MATH 245-080****Honors: An Introduction to Proof (3)****Irina Gheorghiciuc**

Basic set operations, relations, equivalence relations, functions, inverse functions, cardinality, order of properties of real numbers, least upper bound, greatest lower bound, completeness axiom, topology of reals, and complex numbers. *Prerequisites: MATH 210 and MATH 243. Meets with a regular section.*

**MATH 302-080****Honors: Ordinary Differential Equations (3)****David Olagunju**

Solutions and applications of ordinary differential equations as well as systems. Considers initial value problems and boundary value problems. Topics include Laplace transform, the phase plane, series solutions and partial differential equations. Includes the use of the Maple computer package. *Corequisite: MATH 243. Restriction: Credit not given for both MATH 302 and either MATH 341, MATH 342, MATH 351, or MATH 352. Meets with a regular section.*

**MATH 349-080****Honors: Elementary Linear Algebra (3)****Richard Braun**

Systems of linear equations, matrix algebra, and determinants. Vector spaces, linear dependence and independence, basis and dimension. Linear transformations, matrix representation and similarity transformations. Includes use of the

computer for analysis and solution of problems in linear algebra. *Prerequisite: MATH 230 or MATH 242. Restriction: Credit not given for both MATH 349 and either MATH 341, MATH 342, or MATH 351. Meets with a regular section.*

**MATH 352-080**

**Honors: Engineering Mathematics II (3)**

**David Colton**

Engineering systems make use of a variety of physical phenomena that are best described in terms of partial differential equations. These may be derived by re-expressing fundamental physical laws using fundamental integral theorems of multivariate calculus. In this way, partial differential equations for solute diffusion, heat conduction, fluid flow, and electromagnetic fields will be derived. Some classic solution methods will be developed, including integral transforms and orthogonal expansions. These methods are not only useful for solving equations, but they also underpin our understanding of mathematical analysis. *Prerequisite: MATH 351. Open to MEEG and CIEG majors only. Meets with a regular section.*

**MATH 428-080**

**Honors: Algorithm and Numerical Solution of Differential Equations (3)**

**Tobin Driscoll**

Algorithms for numerical integration and differentiation. Initial value problems; boundary value problems in ordinary differential equations; finite difference (explicit and implicit methods); polynomial and spline approximation; finite elements and collocation; and introduction to numerical methods for partial differential equations. *Prerequisites: MATH 426 or CISC 410. Meets with a regular section.*

**MATH 530-080**

**Honors: Optimization and Game Theory (3)**

**Thomas Angell**

Convex functions and sets, duality, fixed point theorems, elementary game theory, and the theory of Nash and Walrasian equilibria; non-linear programming and the Kuhn-Tucker Theorem; dynamic optimization including dynamic programming and Pontryagin's Maximum Principle. Emphasis on applications and interpretation in terms of economic models. *Cross listed with ECON 530-080. 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. Prerequisites: MATH 302, MATH 349, ECON 301, and ECON 303. Meets with a regular section.*

***Medical Technology (MEDT)***

**MEDT 401-080**

**Honors: Clinical Physiological Chemistry I (3)**

**Mary Ann McLane**

The results of clinical laboratory testing are of interest to many different clients: primary care providers such as physicians (who use the information to diagnose or monitor therapy), legislators (who make state and federal budget decisions on the accessibility of laboratory testing), as well as patients themselves, who are increasingly becoming involved in managing their own healthcare. The delivery of this information will be very different, however, to these three groups of individuals. Clinical laboratory professionals are experts in providing accurate laboratory results and in understanding those variables that can

affect such accuracy. This course will explore the growing role of clinical laboratory professionals as patient advocates and provide insights into the legal, ethical, and “user-friendly” aspects of responding to questions about clinical laboratory testing. Included in the semester will be attendance at the Annual Legislative Symposium in Washington, D.C., sponsored by the American Society for Clinical Laboratory Science. *Restriction: Open to MEDT majors only. Meets with a regular section.*

**MEDT 406-080**  
**Honors: Medical Microbiology (3)**  
**Donald Lehman**

Continuing education is an important part of working in a medical laboratory, and clinical laboratory scientists are often encouraged to give presentations to their peers. The goal of this Honors course is to present students with curriculum theories in planning a presentation. Developing learning outcomes, objectives, and concept maps will be stressed. Using knowledge gained from lectures, reference materials, and discussions with the instructor, students will develop and present a topic on an aspect of medical microbiology. *Restriction: Open to MEDT majors only. Meets with a regular section.*

**MEDT 473-080L**  
**Honors: Clinical Chemistry Practicum (3 PF)**  
**Leslie Allshouse**

**MEDT 475-080L**  
**Honors: Clinical Hematology Practicum (3 PF)**  
**Leslie Allshouse**

**MEDT 477-080L**  
**Honors: Clinical Microbiology Practicum (3 PF)**  
**Leslie Allshouse**

**MEDT 479-080L**  
**Honors: Clinical Immunohematology Practicum (3 PF)**  
**Leslie Allshouse**

## *Mechanical Engineering* *(MEEG)*

**MEEG 112-080**  
**Honors: Statics (3)**  
**Michael Greenberg**

To recognize, idealize, and solve problems involving rigid bodies in static equilibrium using scalar and vector techniques. Introduces free body diagrams, friction, center of gravity, moment of inertia. Emphasizes the role of statics in the design process. *Corequisites: MATH 242 and PHYS 207.*

**MEEG 304-080**  
**Honors: Machine Design - Elements (3)**  
**Dick Wilkins**

Course introduces aspects of machine design including theories of failure and design for strength and fatigue as well as design of machine elements. Honors students will be required to make a presentation to the class about current best practices in design and project management. *Prerequisites: MEEG 215, MEEG 301, and MEEG 321. Open to majors only. Meets with a regular section.*

**MEEG 342-080**  
**Honors: Heat Transfer (3)**  
**Suresh Advani**

Conductive, convective, and radiative heat transfer. Finite difference methods

for solving transient, multi-dimensional problems numerically. Analysis of fins and heat exchanges. Honors students will have to present to the class a project on how they can apply the heat transfer principles to a selected application. *Prerequisite: PHYS 310. Meets with a regular section.*

**MEEG 344-080 and 081**  
**Honors: Thermodynamics (3)**  
**Lian-Ping Wang**

Properties of non-ideal gases and mixtures as applied to humidity and chemical equilibrium. Analysis and design of air conditioning and combustion systems. Honors students will be asked to conduct research on contemporary issues and applications of thermodynamics and present an example of such to the class. *Prerequisite: PHYS 310. Both sections meet with regular sections.*

## *Music (MUSC)*

**MUSC 101-080**  
**Honors: Appreciation of Music (3)**  
**Jonathan Shull**

In this course, we shall seek a fuller appreciation of music's rich and diverse meanings in our own lives and in the lives of others. Students will develop the tools and critical skills necessary for such appreciation through listening and the analysis of music and its cultural contexts. In lieu of a standard historical survey of Western classical music, our study will explore the music—whether live or recorded, sacred or secular, classical, traditional or popular—of a variety of contemporary American cultures. Case studies might include the idea of authenticity in hip hop or of race and class in modern concert culture. While the instructor will choose several

musical cultures for examination, the students will have an opportunity to suggest musics for class study. The students will also undertake a Local Music Project of their own choosing on a musical culture in the Newark area. No specialized knowledge of music is required. *Meets with a regular section.*

**MUSC 196-080, 081, and 082**  
**Honors: Harmony II (3)**  
**Michael Arenson**

Chromatic harmony in the four-part style, including writing, analysis, and keyboard application. Weekly seminar focuses on composition and analysis. *Prerequisites: MUSC 185 and 195. Corequisite: MUSC 186. All sections meet with regular sections.*

**MUSC 311-080 and 081**  
**Honors: Music History: 400 through 1600 (3)**  
**Russell Murray**

The history of musical style and theory in the Middle Ages (5th through 16th centuries) and the Renaissance (15th and 16th centuries). The Honors section provides the opportunity for a more focused exploration of musical, theoretical, or cultural aspects of the music studied in the class. This semester students will concentrate on a more detailed study of sacred music, focusing on the Mass from the Middle Ages through the Renaissance. *Prerequisite: MUSC 211. Both sections meet with regular sections.*

## *Nursing (NURS)*

**NURS 110-080**  
**Honors: Nursing Connections (1)**  
**Pamela Butler**

Introduction to the profession of nursing and basic clinical nursing skills. Includes

the roles of nursing, historical development and nursing philosophy. Honors Section will explore in depth selected roles of the professional nurse. *Restriction: Open to NURS majors only. Meets with a regular section.*

**NURS 250-080**

**Honors: Health Assessment: Lifespan (3)**

**Catherine Welde**

Introduces and develops the clinical skills of physical health assessment across the lifespan. Laboratory and field experiences develop physical assessment skills. Honor students will have the opportunity to have fieldwork experiences on a medical/surgical unit in an acute hospital setting. *Prerequisites: All 100 level required NURS courses. Restrictions: Open to nursing majors only. Meets with a regular section.*

**NURS 356-080**

**Honors: Nursing Care of Children and Families (3)**

**Kathleen Riley-Lawless**

Presents selected concepts and theories related to the nursing care of infants, children, adolescents, and their families. Selected laboratory, simulation, and field experiences are included to enhance concepts. The Honors component examines current nursing literature on pediatric acute nursing care and includes fieldwork in the Emergency Room, Pediatric Intensive Care Unit, and Neonatal Intensive Care Unit. *Prerequisite: All 200 level required NURS courses. Restriction: Open to nursing majors only. Meets with a regular section.*

**NURS 358-080**

**Honors: Women's Health Nursing (3)**  
**Amy Johnson**

This course presents selected concepts related to the nursing care of the childbearing family. Honors students will have the opportunity to explore some high risk problems concerning the pregnant woman in further detail. There will also be a 4-hour clinical experience in Labor and Delivery. *Prerequisite: All 200-level required NURS courses. Restrictions: Open to NURS majors only. Meets with a regular section.*

**NURS 362-080**

**Honors: Research Concepts in Healthcare (3)**

**Erlinda Wheeler**

Application of the research process and the research utilization process to healthcare practice. *Prerequisites: NURS 220, NURS 222, NURS 230, and NURS 240. Corequisite: STAT 200. Open to NURS majors only. Meets with a regular section.*

**NURS 382-080**

**Honors: Communities and Health Policies (2)**

**Bethany Hall-Long**

Examines the nurse's role in community health and health policy. Major issues affecting healthcare and current political issues are examined. Issues of bioterrorism, environment, and occupational health are included. Honors students will participate the analysis and synthesis of a population health issue and subsequent public health policies. *Prerequisite: All 200 level required NURS courses. Restriction: Open to NURS majors only. Meets with a regular section.*

## ***Philosophy (PHIL)***

### **PHIL 102-080**

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

**Joel Pust**

This course is an introduction to philosophy through the study of some representative topics. Specifically, the course will cover questions in the following areas: Philosophy of Religion, Epistemology, Philosophy of Mind, Ethics, and Metaphysics. Questions to be considered include the following: Does God exist? Can we know that an external world exists? What is the relationship between mind and brain? What, if anything, makes our actions right or wrong? Do we have free will?

### **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, sexism, and cloning, students will learn a number of moral theories and some of the most important classical and contemporary moral traditions. *Crosslisted with WOMS 203-080.*

### **PHIL 303-080**

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

**Lucia Palmer**

The course is designed for students in Philosophy and for any student interested in the critical appreciation of the foundations of Religion, Science, and Society. As such the course fulfills two main objectives: (1) Offers philosophy students the essential tools for philosophical argumentations and a rigorous approach to the development of philosophical problems from Galilei to Kant; (2) Offers students interested in the scientific, religious, and social crisis of the 20th-century individual the chance to understand how such a crisis originated and what attempts were made to solve it. Particular attention is paid to the problems of Knowledge, Ethics, and Metaphysics in the classical representatives of rationalism and empiricism in France, England, and Germany. *Meets with a regular section.*

### **PHIL 309-080**

#### **Honors: Indian Religion and Philosophy (3)**

**Alan Fox**

This course will cover the philosophical and religious traditions in the Indian culture, including the Vedic tradition, Jainism, and the various philosophical schools of Hinduism. Special emphasis will be placed on Buddhism and Advaita Vedanta. We will also cover various more recent developments in Indian thought, including Sikhism and the works of modern thinkers such as Gandhi, Ramakrishna, and Aurobindo. The Honors section will operate as a subsection of PHIL 309-010. This means that besides the regular workload for the course, students will be expected to meet for an additional discussion every other week throughout the semester. Students with extremely complex or restricted schedules may not be able to take part. We will read additional, more in-depth, and sophisticated materials, and will

spend more time working with traditional texts. Increased emphasis will be placed on class participation, in both the regular section and the additional Honors section meetings. *Prerequisite: PHIL 204 with Professor Fox or by permission of the instructor. Satisfies Multicultural Requirement. Meets with a regular section; separate Honors discussion.*

**PHIL 312-080**

**Honors: Late Medieval Philosophy (3)**

**Katherin Rogers**

In the middle of the Middle Ages Islamic philosophers rediscovered the thought of Aristotle. Centuries of debate among Christian, Jewish, and Islamic philosophers followed on a range of ever-timely questions, including: “Can science and religion be reconciled?” and “Is morality universal and objective?” We will study the chronological course of these debates, ever mindful that our main question is always, “Is the argument in question valid and sound?” Reading will be moderate. Discussion is encouraged. Honors students will write papers and participate in seminar-style discussion of their research. *Meets with a regular section.*

**PHIL 450-080**

**Honors: Topics in Philosophy of Mind (3)**

**Fred Adams**

Embodied, Embedded, and Extended Cognition are the topics. Researchers in the cognitive sciences have claimed that the human mind is the way it is, both in terms of processes and content, because our bodies are the way they are, and our environment is the way it is. Indeed, some go so far as to claim that the causal interaction between our bodies and the world not only supports cognitive

processing, but constitutes cognition. If true, our minds would literally extend into the environment around us. This course will examine and evaluate the scientific data and philosophical reasoning involved in these claims. The course will be evaluated by quizzes and papers. *Meets with a regular section.*

**PHIL 465-080**

**Honors: Senior Seminar: Corporations, Ethics and Liberal Democracy (3)**

**David Silver**

This course will investigate the proper social role and virtues of for-profit corporations in a liberal democratic society such as the United States. This will include looking at the ethics of efforts by corporations to affect the political process through lobbying and campaign donations. It also includes looking at the ethics of efforts by corporations to get around the spirit of various laws, especially those dealing with taxation. *Satisfies the Arts and Sciences Second Writing Requirement. 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.*

***Physics (PHYS)***

**PHYS 133-080**

**Honors: Introduction to Astronomy (4)**

**John Gizis**

An algebra-based introduction to the study of the universe. Using astronomy and physics, we will investigate both what scientists have learned about the universe and how they learn more. Questions investigated include: Why and

how do stars shine? Did the universe originate in a Big Bang? What is the structure of our Galaxy? What are other planets like and why? The class meets four times a week: three 50-minute lectures and an evening lab class. The labs use computer simulations so that students will experience taking and interpreting astronomical data. *Meets with a regular section; separate Honors lab.*

**PHYS 207-080**

**Honors: Fundamentals of Physics I (4)**

**Matthew DeCamp**

The first course in a sequence with PHYS 208 and PHYS 309, this calculus-based introduction to physics is intended for those in the physical sciences and engineering. This course integrates conceptual understanding with extensive problem solving and laboratory experience, with emphasis on Newton's laws of motion, force laws, and conservation principles. More rigorous in approach and more comprehensive in coverage than the standard 207 Fundamentals of Physics, this Honors version offers both the close mentoring possible with a small class and the esprit de corps which it can foster. *Corequisite: MATH 241. One year of high school calculus is recommended. Only one course among PHYS 104, PHYS 201, PHYS 207, and SCEN 101 can count towards graduation.*

**PHYS 208-080**

**Honors: Fundamentals of Physics II (4)**

**Barry Walker**

Calculus-based introduction to physics, with primary emphasis on electricity and magnetism. Integrates conceptual understanding with extensive problem-solving and laboratory experience.

*Prerequisite: PHYS 207. Corequisite: MATH 242.*

***Plant Science (PLSC)***

**PLSC 201-080**

**Honors: Botany II: Plant Morphology (4)**

**Tom Pizzolato**

Sexual and vegetative characters of algae, bacteria, fungi, liverworts, mosses, ferns, horsetails, club mosses, quillworts, gymnosperms, and angiosperms. Selected genera within these divisions will be considered in detail. *Prerequisite: PLSC 101 or BISC 207. Meets with a regular section; separate Honors lab.*

***Political Science and International Relations (POSC)***

**POSC 285-080**

**Honors: Currents in Political Theory (3)**

**Leslie Goldstein**

This course is an introduction to political theory. It explores certain perennial questions that theorists or philosophers have asked about political life: (1) POLITICAL OBLIGATION: Why do we obey the law? What is the basis of our obligation? Are there any conditions under which we are morally justified in violating the law or throwing off government authority altogether? If so, what are these conditions? (2) WHY GOVERNMENT? Why do people set up governmental authorities? What do they hope to accomplish? (3) FREEDOM: What is liberty? How is it possible to maintain freedom in contemporary society? The readings include some

classic texts in political theory such as John Locke's *Second Treatise* and Machiavelli's *The Prince* and also works of literature that explore these themes in thoughtful ways. Several short (one page) reaction papers, three essay exams, and class participation required. **WARNING:** A graded written requirement is due to be handed in the second class meeting and another in the third class meeting, so do not plan on joining this class late. *Meets with a regular section.*

**POSC 313-080**  
**Honors: American Foreign Policy (3)**  
**Vittorio Galasso**

This class will focus on the history of American foreign policy in the 20th century up until the present. There will be an emphasis on comparing American foreign policy in the 1950s and 1960s in relation to the Vietnam war and the present approach to American foreign policy in relation to the War on Terror and the war in Afghanistan and Iraq. Students with knowledge of international relations concepts and theories are encouraged to enroll.

**POSC 363-080**  
**Honors: International Law and Organization (3)**  
**Matthew Weinert**

Rules, norms, principles, and laws help structure, normalize, and regulate international relations. In this regard, international law may be thought of as structuring of international relations. This course introduces students to general features of international law (IL), including sources, subjects, and institutions. Yet the course goes beyond conventional IL classes and places law in the context of international politics. How, for example, does law affect international politics? How do states

affect IL? How do emerging international legal structures — ad hoc tribunals, and now the International Criminal Court — stabilize and, as it were, deepen, international society? What is the special role of UN Security Council? Overall, we will consider the character of international rules and norms, the ways in which they develop, and how they affect decision-making in various contexts. In this regard, substantive topics include, among others, international environmental law, international criminal law, and the use of force. Finally, we will reflect on wider implications both for the society of states and what we might call a hedged-cosmopolitan society, or a not-quite-radical, still-state-centric, society in which people acquire rights and protections above and against states.

**POSC 390-080**  
**Honors Colloquium: Lessons of Vietnam (3)**  
**Kenneth Campbell**  
*(See Honors Colloquia for course description.)*

**POSC 442-080**  
**Honors: Problems in European Politics (3)**  
**Mark Miller**

Migration and Security scarcely constitutes a new concern in European history. However, events like 9/11, 7/7, and the bombing in Madrid have propelled migration issues to the top of European security agendas. The past, present, and future of Migration and Security in Europe is examined with a special emphasis upon analysis of the threat emanating from Islamic communities in Europe. Undergraduates will write mid-term and final essay-style exams and a research paper. *Meets with a regular section.*

## ***Psychology (PSYC)***

### **PSYC 207-080**

#### **Honors: Research Methods (3)**

##### **Beth Morling**

This course introduces the scientific method and the issues involved in the design of psychological research. Major topics include measurement reliability and measurement validity, correlational designs (both bivariate and multivariate), simple experiments, quasi-experiments, and factorial experimental designs. Other topics include research ethics, research with single subjects, survey design, and observational research. Students in the honor's section of this course will design studies, collect and analyze several sets of data, and prepare reports of their findings in APA style. *Prerequisite: PSYC 100 (formerly PSYC 201.)*

### **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.*

### **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.*

### **PSYC 484-080**

#### **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 watching 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 211-080****Honors: Russian Reading and Comprehension (3)****Staff**

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

**RUSS 310-080****Honors: Introduction to Russian Literature I (3)****Alexander Lehrman**

Masterpieces of poetry, narrative prose, and drama from the 19th century. *Prerequisite: RUSS 211 or RUSS 305. 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 RUSS 305.*

***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 300-080****Honors: Advanced Spanish Grammar and Composition (3)****STAFF**

Second part of a thorough review and intensive practice, targeting structure (subjunctive, negative words, use of past tenses, passive voice, sequence of tenses, prepositions and conjunctions), essential vocabulary, speaking, listening and extensive writing (expository,

argumentative, and literary essays.)  
*Prerequisite: SPAN 200.*

**SPAN 460-080**

**Honors: Contemporary Spanish  
Literature (3)**

**Joan Brown**

In this seminar we will explore the dynamic literature of contemporary Spain. From the civil war through the postwar and into the democratic era, we will experience Spanish culture through works of literature that are both powerful and beautiful. Among the authors whose works we will read are Miguel de Unamuno, Federico García Lorca, Antonio Machado and Carmen Laforet. The primary goals of this course are to analyze outstanding works in a range of genres, and to situate them in their historical, sociocultural and literary contexts. An ancillary goal is the enhancement of individual critical skills in Spanish. *Prerequisite: One 300-level survey of literature course (either Spanish or Latin American). The class meets with Spanish 660. For more information, including questions about placement, please contact the professor: [jlbrown@udel.edu](mailto:jlbrown@udel.edu).*

***Theatre (THEA)***

**THEA 102-080**

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

**Allan Carlsen**

What constitutes a performance? What were the human needs and impulses that led to the creation of theatre? The student will be introduced to the craft of acting over a thirteen week period. The course will cover the elements of acting, and how those elements evolved from the beginning of the earliest known and recorded theatre to the techniques that

are used today in our modern theatre. Classes will also include warm ups, work on voice and body, theatre games, and improvisations. The students will work with monologues and they will have an opportunity to perform with other students in selected scenes from established playwrights. As a class we will attend live theatrical productions followed by class discussions where we will analyze the actors' performances that we have witnessed.

**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 and 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 and assignments.*

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

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

**Honors: 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.*

#### **UNIV 402-080**

**Honors: 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 223-080**

**Honors: Food, Gender and Culture (3)**

**Carla Guerron-Montero**

*(See ANTH 223-080 for course description.)*

**WOMS 291-080**

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

**Kathy Turkel**

*(5-week short session: February 20-March 20.) 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 350-080**

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

**Susan Miller**

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

**WOMS 367-080**

**Honors: Women's Rights in American History (3)**

**Anne Boylan**

*(See HIST 367-080 for course description.)*