

# PHONONS

*Program*



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## Courses Satisfying Honors Program Requirements

### *First-Year Honors Colloquia*

**ANTH 390-080**  
**Honors Colloquium: Anthropology of Sport (3)**  
**Jill Neitzel**

This course will consider sports from a cross-cultural perspective. The unifying theme will be how sports interact with and reflect other aspects of culture, such as economics, politics, gender, and religion. These inter-relationships will be examined using three sets of case studies. This first consists of archaeological studies of prehistoric sports, such the ballgame of prehispanic Mesoamerica and the combat sports of ancient Rome. The second set of case studies includes research by cultural anthropologists of traditional, non-Western sports, such as buzkashi in Afghanistan, cockfighting in Bali, wrestling in India, and a variety of Native American sports. The remaining case studies examine the effects of globalization on contemporary sports, including soccer, cricket, and mountain climbing. The course will be run as a seminar with substantial reading, a major writing project, and an emphasis on class discussion. Possible texts include: Blanchard's *The Anthropology of Sport*, rev. ed.; Lever's *Soccer Madness*; and Azoy's *Buzkashi: Game and Power in Afghanistan*; among others. *Open to first-year UHP students only.*

**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: Image is Everything (3)**  
**Isabelle Lachat**

"A picture is worth a thousand words." "I'll believe it when I see it." These enduring clichés testify to the power of images. In the 21st century, visual displays saturate our daily experience, on billboards and in store windows, in newspapers and magazines, on dozens of cable or satellite channels, and billions of websites. Images play a crucial role in shaping our culture by communicating a wide range of information, in the form of news, advertising, political

propaganda or social and environmental activism. Some of them shock, many challenge long held assumptions while others reinforce established beliefs. This course explores how images construct and convey particular messages to their respective audiences and how viewers negotiate these visual stimuli. We will examine the interaction between text and image and consider a variety of media, such as fine art, photography, websites, television, films, and music videos, and address their reliability and effectiveness. We will explore pertinent issues including the myth of photographic truth, and censorship, alongside contemporary problems of originality, authorship and ownership of digital and virtual materials. Our readings will include, John Berger's seminal work *Ways of Seeing* and Marita Sturken and Lisa Cartwright's *Practices of Looking: An Introduction to Visual Culture*. Additional essays and articles addressing relevant issues and current events will supplement our readings. *Open to first-year UHP students only.*

**ARSC 390-082**  
**Honors Colloquium: Technology in America: 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 engineering 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* by David P. Billington, Gordon Y. S. Wu Professor of Engineering at Princeton University and *Power, Speed, and Form* by David P. Billington and David P. Billington Jr., 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.*

**ENGL 391-080**  
**Honors Colloquium: The Aesthetics of High and Low Culture (3)**  
**Bernard Kaplan**

In this class we will examine how we make aesthetic judgments in the arts. Our focus in the course will be on the question of whether such terms as high and low culture have any fundamental meaning in the way we look at artistic value. How do we decide something is art? How do we define the beautiful? We will be looking at classical and “pulp” novels, at art songs and gangsta rap, and at a figurative painter and an installation artist. We will discuss a Hollywood mass market movie and a European “art” classic. First we will read classic essays by Hume, Aristotle, and Zill. Then we will read James Agee’s literary novel *A Death in the Family* and a pulp novel by Donald Goines. A text on aesthetics will help guide our discussions. The colloquium will be interactive. Students will be encouraged to bring their own examples of types of art we discuss. Each student will write a series of papers culminating in a longer paper on aesthetics which will be shared with the class. The goal of the papers is to allow each student to articulate his or her artistic standards and the means by which he or she has derived them. *Open to first-year UHP students only.*

**FLLT 360-080**  
**Honors Colloquium: Representing Japanese Culture (3)**  
**Rachael Hutchinson**

This course provides an introduction to Japanese culture and society in the context of how that culture and society have been defined, represented and typified by both the Japanese people themselves and outsiders (including academics). The course is divided into four topics: “Defining Japan”, “The Uses of Traditional Culture”, “The Family

System and Gender Dynamics”, and “Japan’s Visual Culture”. We will examine how culture has been used in Japan for various purposes, whether to create and sustain a particular vision of “Japan” in the Meiji period and wartime, or to create a particular image and message in modern Japanese films. Major texts for the course include Tanizaki Jun’ichirō’s *In Praise of Shadows*, Kurosawa Akira’s *Throne of Blood*, and *Rashomon*, as well as Otomo Katsuhiro’s animated film *Akira*. We will question and analyze the purposes behind the various images of “Japan” that have been put forward in film, literature, anime, propaganda documents, the video game industry, and academic works. Part of this process includes a questioning of our own assumptions and the way we read Japanese texts. *Open to first-year UHP students only.*

#### **POSC 390-080**

##### **Honors Colloquium: Portrait of a Pariah (3)**

**Matthew Weinert**

Community - political, theological, moral, or otherwise - is often defined positively in terms of commonality of dispositions, interests, and objectives. Yet there is a dark side to community formation; that is, the construction and attempted destruction of the other in light of prevailing social norms, institutions, and conventions. This course explores the nature of being a pariah, or a marginalized group within a larger community whose members are the objects of ridicule, persecution, exclusion, expulsion, and even extermination. We consider, among other cases, the demonization of witches and pirates vis-a-vis the formation of the early-modern state; illegitimate sexualities (homosexuality, inter-racial marriage/relationships) in Cuba and the United States; Jews in 18th and 19th century Europe; the Ugandan expulsion of Asians; Japanese-American concentration/internment camps during

WWII; and Australia’s policy regarding the forced assimilation of aboriginal children. Through various prisms, including film (i.e. *Rabbit Proof Fence* on Australia’s Aboriginal policy, and *Rabbit in the Moon*, a documentary on the Japanese-American internment camps); (auto)biography (Hannah Arendt’s account of the life of 19th century Jewess “Rahel Varnhagen”); and politics (i.e. state and ecclesiastical documents relating to witch-hunting), we aim to understand both the subjective and objective conditions of pariahdom. *Open to first-year UHP students only.*

## **HONORS FORUM**

#### **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 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 will 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, 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. University Honors Program permit required.*

## HONORS DEGREE SEMINAR

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

### UNIV 495-080

#### **Honors Seminar: Big Ideas and Elegant Solutions: Creativity in the Sciences (3)** **Ray Peters**

The focus of this seminar is a biographical examination of creativity in science. We will study the creative process used in developing scientific theories and the problem-solving process in applied sciences such as engineering and medicine. Our objective is to explore variation in scientific creativity while searching for universals in the creative process. Among the questions we will consider are the following: What is the connection between imagination, reason, creativity, and discovery? Is creativity in science and math different from creativity in the arts? What are the characteristics of the creative personality? We will study works by scientists who are also accomplished authors (such as Charles Darwin, Albert Einstein, William Carlos Williams, Richard Feynman, Roald Hoffmann, Miroslav Holub, James Watson, Oliver Sacks, Alan Lightman, and John Allen Paulos) as well as plays, films, stories, and poems about scientific creativity such as *Secret of Photo 51*, *Q.E.D.*, *Brooklyn Bridge*, *Fat Man and Little Boy*, *October Sky*, *Elegant Universe*, *The Proof*, *Apollo 13*, and *For All Mankind*.

In addition to leading discussions on assigned readings, students will make presentations on their research projects. Students will write brief response papers, critical reviews, and a research paper examining creativity in science. *Seating preference is given to Honors Degree candidates. Satisfies the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Honors program permit required to register.*

## 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: Individual and Society: Moral Dimensions (Humanities) (3)** **Richard Hanley**

This course examines value questions such as: What is the just distribution of goods in a society? and What are your obligations to yourself and others in the future? In the process we examine different metaphysical views of persons, and survey the varieties of possible society. Readings include fiction: Jonathan Swift's *Gulliver's Travels*, and Greg Egan's *Permutation City*; and two classics of 20th century philosophy: Derek Parfit's *Reasons and Persons*, and Robert Nozick's *Anarchy, State and Utopia*. *Open to Honors Degree candidates only. Satisfies Arts and Sciences Group A and Second Writing requirements. Satisfies the Senior Capstone Requirement for the Honors*

*Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. **Requires permission of Honors Program to register.***

**UNIV 490-082 and 083**

**Honors Tutorial: Human Nature and Human Society (Humanities) (3)**

**John Bernstein**

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

## Departmental Courses

Only University Honors Program students with grade point indexes of 3.00 or higher 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 425-080 and 081**

**Honors: Strategic Information Systems and Accounting (3)**

**Joseph Brady**

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. *Open to JR and SR majors only. Pre-requisites: ACCT 302 and ACCT 316. 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. Meets with the*

regular section. *Honors program permit required to register.*

## **Animal Science (ANSC)**

### **ANSC 140-080**

#### **Honors: Functional Anatomy of Domestic Animals (4)**

**Robert Dyer**

This course emphasizes the relationships between anatomical structures across a variety of domestic farm animals. The form, topography and structural interactions of all body systems with other systems are presented at the organ and tissue level. All body systems will be covered. Laboratory activities include the dissection of both preserved and fresh specimens of feline, bovine, ovine, equine and avian origin. Emphasis is placed on the comparative anatomic structure across species. Students will develop knowledge of individual anatomic systems and the functional and structural interactions underlying topographical anatomy. *Open to majors only. Meets with the regular section; separate Honors lab.*

### **ANSC 300-080**

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

**Calvin Keeler, Jr.**

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. *Crosslisted with PLSC 300-080. Prerequisites: ANSC 101 and ANSC 140, or PLSC 101. Meets with the regular section for part of the semester.*

### **ANSC 315-080**

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

**Kali Kniel**

*(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. *Pre-requisite: ANSC 140. Open to JRs and SRs. 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. Permission from the University Honors Program is required in order to register.*

### **ANSC 420-080**

#### **Honors: Equine Reproductive Management (4)**

**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. *Pre-requisites: ANSC 101 and ANSC 220 or permission of instructor. Separate Honors discussion time to be determined. Meets with the regular section.*

## **Anthropology (ANTH)**

### **ANTH 101-080**

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

**Jill Neitzel**

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. Open to UHP freshmen and sophomores only. Meets with the regular section.*

### **ANTH 104-080**

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

**Thomas Rocek**

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

### **ANTH 202-080**

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

**Karen Rosenberg**

A survey of the human fossil record from the origin of the human species to the establishment of agriculture. Includes evolutionary theory, anatomical interpretation, and reconstruction of early social behavior. *Crosslisted with CGSC 202-080. Meets with the regular section.*

### **ANTH 390-080**

#### **Honors Colloquium: Anthropology of Sport (3)**

**Jill Neitzel**

*(See Honors Colloquia for course description.)*

## **Arts and Sciences (ARSC)**

### **ARSC 316-080**

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

**Ray Peters**

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

## **Art Conservation (ARTC)**

### **ARTC 302-080**

#### **Honors: Care and Preservation of Cultural Property II (3)**

**Jae Gutierrez**

This undergraduate course will serve as an introduction to the practice of conservation, specifically conservation documentation. The class will provide students with a basic knowledge of conservation terminology, conservation literature and research resources, methods of conservation documentation, and prepare students for conservation internships. *Pre-requisite: ARTC 301. Meets with the regular section.*

## Art History (ARTH)

### ARTH 154-080

#### Honors: Introduction to Art History II (3) Mary 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 the regular section; separate Honors discussion.*

### ARTH 209-080

#### Honors: Early Medieval Art: 200-1000 A.D. (3) Isabelle Lachat

This course examines manuscript production, painting, sculpture and architecture in Europe and the Near East. This survey of the earliest Christian art, as well as Byzantine, Early Islamic, Anglo-Saxon and Carolingian art will be punctuated by focused case studies allowing for an in depth analysis of contexts and modes of artistic production and patronage. *Meets with the regular section.*

### ARTH 232-080

#### Honors: Art of Latin America (3) Monica Dominguez Torres

This course surveys the art and architecture in Latin America from pre-Hispanic times to the 21st-century. Focusing on specific monuments and artists, each session emphasizes the role of religion and politics in the artistic production of Latin America. Through three written assignments, students will explore the interaction between indigenous traditions and imported ideas in modern Latin America. Honors students activities include a field trip to visit the exhibit "Frida Kahlo" at the Philadelphia Museum of Art. *Meets with the regular section.*

### ARTH 301-080

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

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 JR and SR ARTC/ARTH majors only. Satisfies Arts and Sciences Second Writing Requirement. Meets with the regular section.*

### ARTH 302-080

#### Honors: Prints and Society (3) Perry Chapman

A social history of prints and printmaking techniques, focusing on such major printmakers as Durer, Rembrandt, Piranesi, Goya, Daumier and Picasso. Topics include the role of woodcuts in popular culture, political and satirical prints, posters and advertising, and the connoisseurship of original prints. *Meets with the regular section.*

### ARTH 402-080

#### Honors: Seminar: Art in the Age of Exploration (3) Monica Domingues Torres

This seminar discusses a variety of European images and collections during the period generally called the "Age of Exploration" (mid-15th century to the mid-17th century). During the first half of the course, we will discuss artistic representations of "exotic" lands and peoples by renowned European artists, such as Albert Dürer, Hans Burgkmair, Jan Brueghel, Giovanni Tiepolo, and Pieter Paul Rubens. The last sessions will address the integration of non-European artifacts to early modern collections. In-class presentation and final paper required. Honors student activities include a field trip

to the Walters Museum in Baltimore. *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 the regular section.*

**ARTH 406-080**

**Honors: Seminar: Problems in the Beginning of Islamic Art (3)**

**Lawrence Nees**

The art of Europe from the fall of Rome to the late Gothic period. *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. Pre-requisite: ARTH 209 or ARTH 210. Meets with the graduate section.*

## **Biological Sciences (BISC)**

**BISC 208-080**

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

**Steven Skopik**

The focus is on organisms and higher levels of organization. Topics include plant and animal structure and function, populations, communities, and ecosystems. This section uses the traditional lecture format. The laboratory focuses on the process of science with qualitative and quantitative observation, supported by a substantial use of computers and electronic probes. *Open to UHP FR and SOs whose major requires the course. Pre-requisite: BISC 207. Co-requisite: CHEM 102, CHEM 104, CHEM 106, or CHEM 112.*

**BISC 208-081**

**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. *Open to UHP FR and SOs whose major requires the course. Pre-requisite: BISC 207. Co-requisite: 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, are covered in this introductory biology course for science majors. The course will be run similarly to BISC 207-081 (07F). 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. *Open to UHP FR and SOs whose major requires the course. Pre-requisite: BISC 207. Co-requisite: CHEM 102, CHEM 104, CHEM 106, or CHEM 112.*

**BISC 280-080**

**Honors: Fundamentals of Biotechnology (1)**

**Daniel Simmons**

Students will be exposed to various topics in biotechnology, including DNA and animal

cloning, forensics, genomics, protein engineering, gene therapy and drug discovery. *Co-requisite: BISC 208 (which may be taken prior to BISC 280.) Meets with the regular section.*

**BISC 401-080**

**Honors: Molecular Biology of the Cell (3)  
Florence Schmiegel**

The course covers a variety of topics in eukaryotic molecular cell biology including DNA structure and replication, protein structure and synthesis, mechanism and regulation of gene expression, signal transduction pathways and specialized topics such as cell-cycle regulation, apoptosis, and cancer. The class meets three times a week. In addition to traditional lectures students will work in cooperative groups on activities that underscore the relevance of molecular cell biology to society. *Pre-requisites: BISC 207 and one semester of organic chemistry.*

**BISC 403-080**

**Honors: Genetic and Evolutionary Biology (3)  
Eric Kmiec**

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

**Business Administration  
(BUAD)**

**BUAD 301-080**

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

**Brenda Shaffer**

Introduction to Marketing encompasses a wide-range of topics that are integral to the total marketing approach of both product and service industries. Macro and micro-environmental factors, buyer behavior, marketing channels, segmentation, product pricing and international marketing will be core components of the course discussion. In addition, both consumer and business-to-business markets will be explored. *Open to JRs and SRs only. Pre-requisite: ECON 100 or ECON 152.*

**BUAD 478-080**

**Honors: Field Projects in Marketing (3)  
Staff**

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. Pre-requisites: At least nine credits in marketing including BUAD 302 and Honors status or permission of the instructor. Meets with the regular section.*

**Cognitive Science (CGSC)**

**CGSC 202-080**

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

**Karen Rosenberg**

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

## Chemical Engineering (CHEG)

### **CHEG 112-080 and 081**

#### **Honors: Introduction to Chemical Engineering (3)**

**Jingguang Chen and Brian Willis**

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. *Pre-requisite: A minimum grade of C- in MATH 242. Co-requisite: MATH 243. Both sections meet with the regular sections. An additional hour to be arranged for both Honors sections.*

## Chemistry and Biochemistry (CHEM)

### **CHEM 104-080 and 081**

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

**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. **Note: Enroll separately for both a lecture and a lab section.** *Pre-requisite: CHEM 103.*

### **CHEM 112-080, 081, and 082**

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

**Susan Groh**

CHEM 112 is the second half of a yearlong, in-depth exploration of fundamental principles underlying modern chemistry and biochemistry for biochemistry, chemistry, chemical engineering and environmental engineering majors. Topics addressed in CHEM 112 include chemical reactivity, solutions, kinetics, thermodynamics, electrochemistry, and coordination, nuclear, organic and biochemistry. *Pre-requisite: CHEM 111 and CHEM 119. Co-requisite: CHEM 120.*

### **CHEM 120-080 and 081**

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

**Burnaby Munson**

A continuation of Honors CHEM 119. Topics include equilibria for polyprotic acids, equilibria and titrations with EDTA, spectrophotometry, redox equilibria and titrations, chemical separations, chromatography, and mass spectrometry. Calculator and Excel skills essential. Quizzes and final exam. Laboratory experiments include individual and group projects. **Note: Students must take both lecture and lab: CHEM 120-080 and CHEM 120-080L or CHEM 120-081 and CHEM 120-081L.** *Pre-requisite: CHEM 119 or equivalent. Co-requisite: CHEM 112.*

**CHEM 334-080L****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. *Pre-requisite: CHEM 333. Co-requisite: CHEM 332.*

**CHEM 444-080 and 081****Honors: Physical Chemistry II (3)****Andrew Teplyakov, Cecil Dybowski and Sandeep Patel**

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. *Pre-requisites: CHEM 119, or CHEM 220 and CHEM 221; MATH 242 (MATH 243 recommended); PHYS 208 (recommended) or PHYS 202. Recommended co-requisite: CHEM 446. Restrictions: CHEM 419 and CHEM 444 cannot both be counted toward graduation. Both sections meet with the regular sections.*

**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. *Pre-requisite: CHEM 120, or CHEM 220 and CHEM 221. To be taken concurrently with or subsequent to CHEM 419 or CHEM 444. Meets with the 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. Co-requisite: 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 the regular section.*

**CHIN 106-080, 081, and 082**  
**Honors: Mandarin Chinese II -**  
**Elementary/Intermediate (4)**  
**Zhiyin 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. *Pre-requisite: CHIN 105. All sections meet with the 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. *Pre-requisite: CHIN 106. Meets with the regular section.*

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

**Zhiyin 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. *Pre-requisite: CHIN 107. Meets with the regular section.*

**CHIN 355-080**  
**Honors: Understanding Modern Chinese**  
**Society: 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. *Pre-requisite: 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 the regular section.*

## **Civil Engineering (CIEG)**

**CIEG 302-080**  
**Honors: Structural Design (3)**  
**Staff**

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. *Pre-requisite: CIEG 301. Meets with the 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. *Pre-requisites: PHYS 207 and MATH 243. Meets with the regular section.*

**CIEG 461-080****Honors: Senior Design Project (1-4)****Michael Paul**

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

## **Computer and Information Science (CISC)**

**CISC 181-080****Honors: Introductory Computer Science (3)****Terrance Harvey**

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

goes more deeply into all areas of the language and general computer science concepts. There will probably be some work in teams, and I try to make the work challenging and interesting without being overwhelming. Student interests may help guide the course. *Pre-requisite: Grade of C- or better in CISC 105 or CISC 106 or equivalent programming experience in high level language. Co-requisite: MATH 115, MATH 117, MATH 171, MATH 221, or MATH 241.*

**CISC 280-080****Honors: Program Development Techniques (3)****Phillip Conrad**

Structure and interpretation of computer programs. Different paradigms (mind sets) that programmers use: procedural, functional, logic and object oriented programming. Top down design, stepwise refinement, procedural abstraction and information hiding concepts as applied to program development process. *Pre-requisite: Minimum grade of C- in CISC 220. Co-requisite: MATH 221 or MATH 241.*

**CISC 475-080****Honors: Object Oriented Software Engineering (3)****Stephen Siegel**

Introduction to object oriented software engineering concepts, methodologies and tools. Requirement analysis, specification, design and implementation of object oriented software development process using UML. Real-life examples and homework projects to cover all aspects of object oriented life cycle, from the requirements to coding in C++ and/or Java. *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. Pre-requisite: Minimum grade of C- in CISC*

280 and SR status. CISC 361 is recommended. Restriction: Credit cannot be received for both CISC 475 and CISC 675.

## **Communication (COMM)**

### **COMM 444-080**

**Honors: Global Agenda (3)**

**Ralph Begleiter**

An international policy and media speaker series that in Spring 2008 focuses on the theme “Boiling Point: International Politics of Climate Change.” The topic is designed to explore *not so much the science of the climate change problem, but the politics of it*. How are nations negotiating (or failing to negotiate) their interaction on this global issue? How do individual nations’ politicians handle a problem that is truly trans-national? How do global business and industry leaders respond to the challenge, and are they responsible to one nation, to many, or only to their shareholders? What are the implications of climate change issue for national and regional security and military establishments? For international organizations and non-governmental organizations? What are the political implications for rich nations and poor ones? Students meet, attend talks, and have small group dinners with notable international affairs practitioners on these topics. Several policy-oriented writing assignments are required. Regular class (including Honors section) meets once a week, on Wednesday afternoons. Students are required to participate in extensive Wednesday evening time commitment with visiting speakers on alternate Wednesday evenings. Schedule of this course is very unusual: W 3:35-4:50 pm (every week) W 3:35-9:00 pm (alternate weeks, with guest speaker – required participation with speakers includes class, reception, dinner and public lectures). Honors writing assignments will differ from regular class assignments; no separate

Honors section meetings are currently planned. *RESTRICTIONS: May be repeated for credit when topics vary. Permission required from UHP for Drop/Add. Open to UHP COMM, POSC, and IR majors only.*

## **Computer Engineering (CPEG)**

### **CPEG 410-080**

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

**Jirar Helou and Ryan Zurakowski**

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

## **Criminal Justice (CRJU)**

### **CRJU 202-080**

**Honors: Problems of Criminal Judiciary (3)**

**Eric Rise**

Did you know that juries decide fewer than five percent of all criminal cases? That crime victims have no rights guaranteed by the U.S. Constitution? That the Supreme Court has ruled that it is constitutional to execute an innocent person? These are just a few of the surprising facts we will discover as we learn about the role of courts in the American criminal justice system. The course will focus on the participants in the judicial process - judges, prosecutors, defense attorneys, defendants, and victims - and the stages of the criminal process from arrest through sentencing. Throughout the semester we will assess contemporary debates about criminal justice policy as they affect the criminal courts. *Preference given to first-year CRJU majors.*

### **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 the regular section. Open to UHP CRJU majors only.*

## **Economics (ECON)**

### **ECON 151-080**

**Honors: Introduction to Microeconomics: Prices and Markets (3)**  
**Vincent Marra, Jr.**

Introduces supply and demand concepts with basic economic graphs. Examines models of perfect and imperfect competition and the determination of product price and quantities. Covers current microeconomic issues such as the effect of government regulation and environmental problems. *One of the following courses or a higher MATH course as either a Pre-requisite or Co-requisite: MATH 114, MATH 115, MATH 221, MATH 241, MATH 242, or MATH 243. Meets with the regular section.*

### **ECON 152**

**Honors: Introduction to Macroeconomics: National Economy (3)**  
**Section 080: Jeffrey Miller**

Analyzes the determinants of unemployment, inflation, national income, and policy issues relating to how the government alters unemployment and inflation through control of government spending, taxes and the money supply. *Pre-requisite: ECON 151. Meets with the*

*regular section. Open to UHP FR and SOs only.*

### **Section 081 and 082: Vera Brusentsev**

Macroeconomics is the study of broad economic aggregates, such as employment and unemployment, inflation, business cycles, and economic growth. The course stresses the central concepts in macroeconomics and discusses the methods and topics that engage economists in this area. The emphasis of the course is on the application of macroeconomic concepts to real world situations and policy issues. *Pre-requisite: ECON 151. Both sections meet with the regular sections. Open to UHP FR and SOs only.*

### **ECON 301-080**

**Honors: Quantitative Microeconomic Theory (3)**  
**Michael Arnold**

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. *Pre-requisites: ECON 151 and MATH 221 (MATH 241 recommended.) Restrictions: Credit can be earned for only one of the following courses: ECON 251, ECON 300, or ECON 301. Preference given to UHP ECON majors and minors.*

### **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. *Pre-requisites: ECON 151 and ECON 152. Preference given to UHP ECON majors and minors.*

**ECON 423-080**

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

**Kenneth Lewis**

Class discussion and research in advanced economic statistics and applied econometrics. *Pre-requisite: ECON 422. Satisfies the Senior Capstone Requirement for Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**ECON 436-080**

**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. *Pre-requisite: ECON 251, ECON 300 or 301; and ECON 303. Satisfies the Senior Capstone Requirement for Honors Degree and Honors Degree with Distinction majors if taken in one of the last two semesters before graduation. Meets with the regular section.*

## Education (EDUC)

**EDUC 205-080**

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

**Elizabeth Pemberton**

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. Requires students to have a 3-hour block of time free one day per week either in the morning between 7:30 am and 10:30 am or afternoon between 2:30 pm and 5:00 pm to participate in a required weekly field experience in a local school program. Honors students will meet outside of class bi-weekly to discuss a common book that is related to the course. *Restriction: Open to ETE majors only. Meets with the regular section.*

**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 the regular section.*

### **EDUC 308-080**

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

**Laurie Palmer**

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 August, 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. *Co-requisites: EDUC 400 and EDUC 433. Requires concurrent*

*enrollment in EDUC 366-080 for one additional Honors credit. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction candidates if taken in one of the last two semesters before graduation. Open to majors only. Meets with the regular section.*

### **EDUC 310-080**

#### **Honors: Reading and Writing in Elementary Schools (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. Pre-requisite: EDUC 210. Co-requisite: EDUC 386. Meets with the regular section.*

### **EDUC 390**

#### **Honors: Building Communities of Learners (3)**

**Section 080: Eugene Matusov**

**Section 081: Al Cavalier**

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. **Note: EDUC 390 students must reserve Friday between 10:30 a.m.**

**and 12:30 p.m. for a field placement. Co-requisites: EDUC 310 and EDUC 386. Open to JR and SR majors only. Meets with the regular section.**

**EDUC 391-080**

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

**Jan Blits**

*(See Honors Colloquia for course description.)*

**EDUC 391-081**

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

**Jan Blits**

*(See Honors Colloquia for course description.)*

**EDUC 391-082**

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

**Linda Gottfredson**

*(See Honors Colloquia for course description.)*

**EDUC 451-080**

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

**Stephanie Kotch**

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

standardized tests. *Meets with the regular section; separate Honors discussion.*

## **Electrical Engineering (ELEG)**

**ELEG 312-080**

**Honors: Electronic Circuit Analysis (3)**

**Michael Piovoso**

Low-frequency and high-frequency response of RC-coupled amplifiers, Class A tuned amplifiers, tuned power amplifiers, frequency response and stability of feedback amplifiers, oscillators, modulation and demodulation circuits. *Pre-requisite: ELEG 309.*

**ELEG 410-080**

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

**Jirar Helou and Ryan Zurakowski**

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. Pre-requisite: ELEG 409. 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 the regular section.*

## **English (ENGL)**

**ENGL 110-080**

**Honors: Coming of Age (3)**

**Patricia Magee**

This course focuses on a subject about which you, as a young adult, are already an expert: the transforming experience of growing up. Sexual discovery, relationships with parents, romantic attachments, religious values, cultural identity, and social responsibility are just a few of the issues we'll examine. Literature will include Frank

McCourt's *Angela's Ashes*, Mary Karr's *Cherry*, and Khaled Hosseini's *The Kite Runner*, in addition to several contemporary short stories and poems. The readings represent a variety of coming of age experiences shaped by religion, social class, race, gender, and ethnicity. Writing assignments will consist of several brief response papers, two critical essays, and a research paper. Since you are much closer to the coming-of-age experience than the instructor, your expertise will be vital. Expect dynamic engagement in the classroom rather than lectures. *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: Something Happening Here...  
(3)**

**James Burns**

The cultural upheaval of the 1960's continues to be the subject of controversy and debate. Even as America moves into the 21st century the 60's often provide a touchstone in struggles over the meaning of the American experience. Issues of war, race relations, gender, substance use and abuse, the role of and control over popular culture; all have their roots in the political and social changes that we label "the 60's." Is everything we think we know about the 60's actually true? What is the myth and what is the reality? The course will explore the myth and the reality. We will look at the period through contemporary texts, music and films, and examine as well how the phenomenon echoes down to the present time. We will compare the reality of the 60's to our present day perceptions of the period. The main reader for the class will be Ann Charters' *The Portable Sixties Reader*. We will examine the college rebellions of the time through *The Strawberry Statement*. Writings by Malcolm X and other radical Black leaders will provide a vehicle for the examination of race. Excerpts from feminist texts such as *The Second Sex* and *Sisterhood is Powerful* will provide context for the rise of Feminism. Films like *Monterey Pop* and *Easy Rider* can help us get the feel for a time long gone, yet not forgotten. Students will write short papers on the 60's as they are perceived today, and on how the experience of the times has transformed our contemporary culture. A longer research paper will deal with one cultural element (youth culture, race, gender etc.) in more depth. *Open to first-year UHP students only.*

**ENGL 110-083**

**Honors: Haunters and Hunters: Ghosts, Their Victims, and Their Pursuers (3)**

**Patrick White**

This course will attempt to understand the stubborn persistence of the belief in ghosts

and hauntings in a culture priding itself on its sense of reason, faith in science, and infatuation with technology. Although belief in the survival of spirits of various sorts has deep roots in history, the emphasis of the course will be upon Western culture as it evolved from the Nineteenth Century to the modern era. The various manifestations of ghosts and hauntings will be investigated in folklore, in the growing pseudoscience of spiritualism in the Victorian period, in the literature inspired by ghosts, and in the modern popular cultural fixation upon them. Readings will include various writings of Seymour and Nelligan, A.C. Doyle, Henry James, E.F. Benson, Bram Stoker, Elizabeth Bowen, Shirley Jackson, and Richard Matheson. Classic films like *The Uninvited*, *The Innocents*, *The Haunting of Hill House*, *Ghost Story*, and *The Sixth Sense* will be shown in special sessions. At least one class excursion is planned, in which the class will be conducted on a “ghost tour.” Assignments will include short essays, one research paper, and group presentations. *Open to first-year UHP students only.*

#### **ENGL 110-084**

##### **Honors: The Graphic Novel (3) Cassandra Ward**

Once dismissed as simple “junk literature”, graphic novels today are one of the most pervasive and influential forms of popular culture. Placed within the context of changing society, the rising genre of graphic novels has been instrumental in documenting and interpreting social, historical, and current events. Class discussions will focus on intertextuality, notions of identity, and how this genre critically engages the history of the comic. Reading lists will include Marjane Satrapi’s *Persepolis*, Art Spiegelman’s *Maus*, Will Eisner’s *A Contract with God* as well as academic essays on the “language” of comics and new ways of “reading” visual narratives. Students will also get an

opportunity to see graphic novels re-created on screen with films such as *Road to Perdition* (based on the graphic novel by Max Allan Collins) and *History of Violence* (based on a graphic novel by John Wagner). Assignments will include short essays on particular texts/issues, student presentations, and a final research paper. *Open to first-year UHP students only.*

#### **ENGL 110-085**

##### **Honors: Exotic Places, Exotic Selves: Travel and Personal Identity (3) Robert Klevay**

In *Blue Latitudes*, Tony Horwitz retraces the 18th century explorer James Cook’s voyages in the South Pacific, and finds a world just as exotic as the one Cook explored over two hundred years earlier. Cook encountered public sex rituals in Tahiti, fiercely warring tribes in New Zealand, and an Australian coral reef that almost destroyed his ship, while daily struggling to control an underfed, exhausted and often mutinous crew. Horwitz is equally astounded by what he finds in the modern Pacific: he visits the world’s smallest functioning democracy (where stealing a car is physically impossible), locates a town in the Australian Outback where Cook’s memory is preserved through constant drinking, and discusses the American Civil War with the gigantic king of Tonga, while also keeping an eye on his eccentric, rarely sober traveling companion, Roger Williamson. By entering an unfamiliar culture each time he steps ashore, Horwitz not only learns about Cook, but also about his own preconceptions and limitations. In this course, we will use travel writing to explore how environment affects an individual’s identity or sense of self. Travel writers like Horwitz often consider this question when visiting exotic, threatening, or isolated locations that challenge the cultural assumptions in which they’ve been raised. In addition to *Blue Latitudes*, we will read several individual

essays from Tim Cahill's *The Best American Travel Writing 2006* by such writers as P.J. O'Rourke, David Sedaris, Ian Frazier, and Kira Salak. There will be three 4-5 page papers: one based on Horwitz, one on the Cahill selections, and one on John Huston's 1951 film, *The African Queen*. Additionally, there will be one 8-10 page research paper. Many different options for the longer paper will be discussed, including writing about how a specific instance of travel has influenced national identity (i.e. what about Lewis and Clark's journey to the Pacific Northwest is particularly "American"?), how a specific environment influenced a particular artist or writer (i.e. how did Hemingway's time spent in Spain influence his novels?) or even how a journey has influenced the individual student's own sense of self. *Open to first-year UHP students only.*

#### **ENGL 110-086**

##### **Honors: Dirty Books: Writing In and About Nature (3)**

##### **Joshua Calhoun**

Are our attitudes toward dirt normal? In this course, we'll consider our own approaches to - or avoidances of - dirt alongside various other cultural and historical attitudes about the earth and the body. The course is divided into three focused units with different types of writing emphasized in each unit. In Unit 1, "Being Dirty" we'll begin asking questions about cleanliness and cultural germophobia as we venture outside the classroom to write nature journals and read some classic 20th Century nature writing. In Unit 2, we'll think about "Pre-industrial Dirt" while writing a short research essay about the historical relationship between humans and nature as portrayed by Virgil, Shakespeare, and Thoreau, among others. In Unit 3, "Dirty Deeds," we'll find ways to merge environmental thinking with responsible action. This unit will involve

outdoor service learning and class discussion about (and possibly with) journalists like Elizabeth Kolbert, Bill McKibben, and Michael Pollan. A group excursion is required. A final essay will expect students to blend careful research with personal narrative. Select writings from the course will be collected in a student-edited publication. *Open to first-year UHP students only.*

#### **ENGL 110-087**

##### **Honors: Global Family (3)**

##### **Marina Fedosik**

Are you interested in different cultures? Have your encounters with other cultures ever changed you? Have you ever considered how your intercultural experience on vacation or on a study abroad program may be different from that of an American soldier deployed overseas? Or of a Mexican migrant worker waiting on an American street corner to be picked up for a landscaping day job? Do you know anybody whose family adopted a child from another country? Are you dreaming of a job in a powerful transnational corporation? Travelers, troops, students, transnational adoptees, migrant workers, exiles, immigrants, businessmen are contemporary nomads whose intercultural encounters change their own lives and the lives of people they meet, befriend, adopt, and marry. This course, designed to improve your critical thinking, research, and writing skills, is based on readings (and film) that explore the impact of global migrations on private lives of people. We will talk and write about such issues as trans-cultural identity and family configurations, your own experience with different cultures, and other instances of culture clashes and cross-pollinations that have an effect on our personal lives. The readings, which include personal narratives, creative non-fiction, analytical essays, and other forms of writing, will not only introduce you to thought-

provoking topics, but will also serve as examples of engaging and skillful writing. Salman Rushdie, Vladimir Nabokov, Nadine Gordimer, and Bharati Mukherjee are among selected authors. *Daughter from Danang* and *Babel* are examples of film selections. The assignments will include (but are not limited to) a personal narrative (5-6 pages), two analytical/argumentative essays based on class readings (5-7 pages each), and a research paper on an issue of your choice which is relevant to the course theme (10-15 pages). *Open to first-year UHP students only.*

**ENGL 110-088**  
**Honors: The Quest for the Heroine (3)**  
**Ellen Fox**

In *Hero With A Thousand Faces*, Joseph Campbell suggests that the hero of myths from various cultures conforms to a specific archetype. What archetype, however, exists for the heroine? This course will examine images of the heroic in myth, legend, and tales of the Western tradition, and will refer to literature outside the Western tradition for a global perspective. Reviewing depictions in both literature and the visual arts, we will attempt to answer the following questions: What constitutes heroic behavior for men and women? How is the heroic different for women? What causes certain myths to become more popular in certain times? How do these myths affect modern assumptions? This course will be divided into the following four units: (1) Unit 1 will seek a definition of the hero by examining the heroic in biblical and classical literature. (2) Unit 2 will seek a definition of the heroine by examining the female heroic in biblical and classical literature. After establishing a definition of the heroine, we will review how this conception of the female heroic is interpreted by both male and female artists. (3) Unit 3 will examine the heroine in tales focusing on their similarities to the heroine in tales of other cultures. (4) Unit 4 will

examine how the heroic emerges in popular culture - particularly in film. Readings for the course will include *Siddhartha*, *Oedipus the King*, *Antigone*, *The Color Purple*, *The DaVinci Code*, as well as excerpts from *The Odyssey*, *Metamorphoses*, *The Great Fairy Tale Tradition*, and *The Hero With A Thousand Faces*. Students will write three short response papers that will enhance and foster class discussion; they will also write one longer research paper and participate in one group presentation. *Open to first-year UHP students only.*

**ENGL 110-089**  
**Honors: Robin Hood and King Arthur: The Good Outlaw and the Good King (3)**  
**Kevin Burke**

This course will explore two enduring and apparently contradictory social ideals “the Good Outlaw and the Good King” through the study of the evolving myths and legends of Robin Hood and King Arthur. The first part of the course will examine the initial definitive formulation of the legends in the Middle Ages. The second part of the course will explore the ways the legends have been adapted and transformed to conform to the ideals of subsequent periods. Student writing and research assignments and classroom discussion will endeavor to accommodate a range of interests. Books for the course will include *Robin Hood and Other Outlaw Tales* (ed. Knight and Ohlgren) and *Malory: The Morte Darthur* (ed. D.S.Brewer). Additional readings will include post-Medieval authors and a selection of pertinent critical material. Depending on time and class interest we will also investigate the legends as portrayed in film, art, and music. Assignments will include three short papers, and a longer research essay. *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 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. *Pre-requisite: ENGL 110.*

**ENGL 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 ARSC 316-080. Satisfies the Arts and Sciences Second Writing Requirement for students with JR or SR status. Requires permission of instructor.*

**ENGL 324-080**

**Honors: Shakespeare (3)**

**Bernard McKenna**

Representative histories, comedies, and tragedies. *Pre-requisite: ENGL 110.*

**ENGL 391-080**

**Honors Colloquium: The Aesthetics of High and Low Culture (3)**

**Bernard Kaplan**

*(See Honors Colloquia for course description.)*

**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 presumably 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*, the York crucifixion play (and Mel Gibson’s *The Passion*), Julian of Norwich’s mystical writings, Margery Kempe’s autobiography,

Bunyan's *Pilgrim's Progress*, George Herbert's *The Temple*, Donne's *Devotions on Emergent Occasions*, and end with C. S. Lewis's *The Lion, the Witch, and the Wardrobe*. Some attention will also be paid to art and architecture. Students will elect assignments from a wide range of options. *Open to ENGL Honors Degree candidates only. Satisfies Arts and Sciences Second Writing Requirement. 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. Meets with the regular section.*

#### **ENGL 480-081**

##### **Honors: The Literature of the Land (3)**

##### **McKay Jenkins**

In this course we will explore some of the ways we have come to understand our relationship with the natural world. How we have honored, cherished, degraded, and exploited the land around us and the creatures and aboriginal people who live there. How we have used mythology and science and religion for insight into people and animals and landscapes we have often only poorly understood. Our readings will be taken largely from the work of nonfiction writers, but also from poets, philosophers, and scientists. In addition to weekly reading assignments, students will maintain a weekly writing journal that they will submit by email. Journals should be two pages in length, and should be loose and inspired. They can engage any subject you choose, but they must have one important focal point: a weekly visit to a place in the outdoors of your choosing, preferably one where water and land meet: a streamside, lakeshore, beach, etc. The PLACE will be central to your experience this semester, so choose wisely. What you will do at this place each week, rain or snow or shine, is look as closely as possible at your surroundings. Notice the changes over time

in the trees, in the grasses, in the animals, in the insects, in the sounds. If you choose a degraded place, do the same: how does our impact on a place change over time? *Open to ENGL Honors Degree candidates only. Satisfies Arts and Sciences Second Writing Requirement. 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. Meets with the regular section.*

#### **ENGL 480-085**

##### **Honors: 18th Century Revolutions (3)**

##### **Matt Kinservik**

The eighteenth century has been called the Age of Revolutions, most often in reference to the American and French Revolutions in the last quarter of the century. But there were other, equally significant revolutions during the period that this seminar will focus on. Specifically, we will study the revolutions in science (the "new science" of the late seventeenth century), faith (deism and Methodism), money (the creation of deficit financing and joint stock corporations), manners (the emergence of "polite" society), and print (the expansion of the literary marketplace). This is an ambitious list, and many of these revolutions are overlapping phenomena. The goal is to see how literary texts register the influence of and participate in these various revolutions. Course work will include in-class presentations, a formal topic proposal, and two drafts of a term paper. *Open to ENGL Honors Degree candidates only. Satisfies Arts and Sciences Second Writing Requirement. 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. Meets with the regular section.*

## **Entomology and Wildlife Conservations (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: Not open to majors. Should precede BISC 302. Meets with the regular section; separate Honors discussion times to be arranged.*

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

### **FASH 419-080**

#### **Honors: Social/Psychological Aspects of Clothing (3)**

#### **Sharron Lennon**

A study of clothing and appearance as contributors to human interactions; consideration of the importance of clothing in individual and collective behavior. Analysis of how dress reflects self-feelings, establishes social identities, and affects interpersonal encounters. *Open to FASH majors only. Pre-requisites: FASH 114, PSYC 100 (formerly PSYC 201), and SOCI 201. Meets with the regular section.*

## **Finance (FINC)**

### **FINC 311-080**

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

#### **Paul Laux**

This course is the Honors section of the introductory course in the finance major. The Finance Department intends for all eligible Honors FINC majors (i.e., those with GPAs of 3.0 or higher) to take this course. IT is also recommended for eligible Honors students in other business majors. The course covers core finance topics, including financial statement analysis, discounted cash flow, capital budgeting and valuation, risk and return, cost of capital, and stock and bond valuation. Relative to non-Honors sections, this course includes much more case analysis, financial news analysis, and emphasis on communicating finance reasoning to support business decisions. Especially, one of the key takeaways of this course is skill in implementing finance analysis in Excel. For more information, please visit [www.buec.udel.edu/laux/Principles](http://www.buec.udel.edu/laux/Principles). *Open to UHP students whose major or minor requires this course. Pre-requisite: ACCT 207. Co-requisite: ACCT 208.*

### **FINC 413-080**

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

#### **Paul Laux**

This seminar course is designed for Honors students with a strong interest in the science of financial economics. It is especially appropriate for those considering graduate school in finance and/or economics. The course's motif is "depth with breadth." The "depth" is the study of four core topics in finance, by reading and discussing scientific literature. These topics are: efficient capital markets, risk/return/valuation, securities issuance, and capital market/corporate governance linkages. All these topics have been touched on in earlier core courses (FINC 311, 312, 314), and students will be

expected to build on those foundations. The “breadth” is an ongoing, day-by-day consideration of the financial news, linking current and past financial market events to the science of financial economics. The course activities are mainly reading, writing, and discussion in a seminar style. *Open to JR and SR majors only. Pre-requisites or Co-requisites: FINC 311, FINC 312, and FINC 314.*

**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. *Open to JR and SR majors only. Pre-requisite: FINC 311. Meets with the regular section.*

**Foreign Languages and Literatures (FLLT)**

**FLLT 322-080**

**Honors: Classical Literature in Translation (3)**

**Annette Giesecke**

The aim of this course is to introduce students to the origins of the theater and tragedy in the Western world. The course covers theatrical production and the development of the theater building, stages, and sets. Students will read works by all three of the most celebrated Greek tragedians, Aeschylus, Sophocles, and Euripides. Among the topics covered are: the role of divinity in human affairs, blood ties and their implication for the assumption of blood guilt, and the repercussions of adultery and incest. The themes of these plays will be explored employing a variety of approaches: historical, anthropological, psychological, and art historical. *Crosslisted with WOMS 322-080. Meets with the regular section.*

**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 the regular section.*

**FLLT 331-080**

**Honors: Introduction to Chinese Films (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 the regular section.*

**FLLT 360-080**

**Honors Colloquium: Representing Japanese Culture (3)**

**Rachael Hutchinson**

*(See Honors Colloquia for course description.)*

**FLLT 401-080**

**Honors: Historical Linguistics (3)**

**Alexander Lehrman**

*(See LING 401-080 for course description.)*

## **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 SO, JR, and SR majors only. Meets with the 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 FOSS 439. Meets with the regular section during first month. Meets with a 600-level section.*

## **French (FREN)**

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

**FREN 200**

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

**Section 080: Cynthia Lees**

**Section 081: Donna Coulet Du Gard**

This course provides a comprehensive grammar review grounded in contemporary literary works. Based upon the premise that a solid knowledge of French grammar is not only essential but also embedded in a cultural context, the course explores a grammar topic by way of one or more excerpts of French or francophone literature. The theme of colonialism and post-colonialism unites the readings. Model

works include such authors as Begag, Dadié, Le Clézio, Condé, and Carrier. Reactions, minute writes, and microthemes all encourage the development of a polished writing style. *Pre-requisites: FREN 107 or FREN 112. Both sections meet with the regular sections.*

### **FREN 205-080**

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

**Lysette Hall**

This course is designed to help students improve their oral proficiency in French through discussions, debates, role-plays and short oral reports. Emphasis will be on vocabulary-building, as well as providing tools (speech acts) for managing conversations. Students will view video clips of young French students speaking about their daily lives and then discuss, compare, contrast with their own way of lives. Articles from French newspapers and magazines as well as video clips from current French broadcasts will be used to further develop students' knowledge of contemporary France and Francophone world as well as improve their reading comprehension skills. Some grammar review may be included when needed. *Pre-requisite: a minimum grade of B in FREN 107 or one 200-level course. Meets with the regular section.*

### **FREN 211**

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

**Section 080: Judy Celli**

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. *Pre-requisite: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). Meets with the regular section.*

#### **Section 081: Flora Poindexter**

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. *Pre-requisite: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). Meets with the regular section.*

### **FREN 301-080**

#### **Honors: Introduction to French**

**Literature: Prose (3)**

**Cynthia Lees**

This course, taught in French, will introduce you to a selection of French texts in which a woman character plays a central role. Through a gendered reading of the texts, we will explore such themes as chastity, obedience, the self and the Other, the "angel in the house," the vexing problems of love, lovers, marriage, family, self-determination, and self-expression. In female-voiced texts,

the confirmation or rejection of traditional gender roles is articulated by a series of submissive or resourceful women who seek to understand both themselves and the world they live in. Small group work, roundtable discussion, and literary analysis frame our study of women and passion. Authors include Chateaubriand, Yourcenar, Sarraute, Robbe-Grillet, Hémon and Gastonguay. *Pre-requisites: FREN 211 and any 200-level course taught in French. Meets with the regular section.*

**FREN 302-080**

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

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

**FREN 314-080**

**Honors: French Phonetics (3)**  
**Mary Donaldson-Evans**

Do you hesitate to speak French because you're embarrassed about your accent? Does your French "r" need work? Do you trip over unfamiliar words? Then French Phonetics may be just the course you need. This course is designed to help you improve both your accent and your listening comprehension, while at the same time introducing you to the phonetic alphabet and to the basic rules of French pronunciation. Ample opportunity for oral practice in class, with individualized attention and feedback. Weekly quizzes. In addition to writing a final paper (5 pp.), Honors students will make audio tapes and meet in a group with

the professor in five diagnostic sessions spaced throughout the semester. *Pre-requisites: Any two 200-level French courses. Meets with the regular section.*

## **Greek (GREK)**

**GREK 102-080**

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

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. *Pre-requisite: GREK 101. Meets with the 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. *Pre-requisite: GREK 213 or equivalent.*

**GREK 314-080**

**Honors: Ancient Poetry: Advanced/Intermediate (3)**  
**Annette Giesecke**

Advanced intermediate level course in ancient Greek focusing on the works (in the original language) 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. *Pre-requisite: GREK 214 or equivalent. Meets with the regular section.*

## **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 the regular section.*

### **HESC 305-080**

#### **Honors: Fundamentals of Athletic Training (3)**

**Keith Handling**

This course introduces students to the major domains of athletic training/sports medicine: injury prevention, injury recognition evaluation, rehabilitation. Honors students will be required to attend weekly discussions with sports medicine professionals to expand on sports medicine topics presented in class. Advanced topics will include orthopedic evaluation, diagnostic tests, surgical procedures, rehabilitation protocols, and cadaver anatomy reviews. *There are no pre-requisites for the Honors section of this course. Meets with the regular section.*

### **HESC 350-080**

#### **Honors: Basic Concepts in Kinesiology (3)**

**Al Douex**

Review of musculoskeletal anatomy and lever systems provides foundation for analyzing human movement. Practical

kinesiological evaluation focuses on common fitness and health related exercises. Movement analysis and proper techniques discussed for cardiovascular machines, abdominal work, stretching, etc. *Open to students whose major or minor requires this course. Pre-requisite: HESC 220 or HESC 310.*

### **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 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. Pre-requisites: SR standing and completion of STAT 200 with at least a C-. Meets with the 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. *Pre-requisites: HESC 220 or BISC 207 and permission of instructor. Open to HESC majors only. Meets with the regular section.*

**HESC 430-080**  
**Honors: Physiology of Activity (3)**  
**Michelle Provost-Craig**  
*Meets with the regular section.*

**HESC 438-080**  
**Honors: Sport Event and Facility Management (3)**  
**Timothy DeSchraver**  
*Meets with the 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 the regular section. Open to UHP FR and SOs only.*

**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 the regular section; separate Honors discussion led by the professor. Open to UHP FR and SOs only.*

**HIST 268-081**  
**Honors: Seminar: The Crusades (3)**  
**Lawrence Duggan**  
This class will explore the interconnections between religion and war. Although particular attention will be paid to the Crusades of the High Middle Ages, students

will be free to choose a pertinent topic for their major research paper (15-30 pages), for example, clerical warriors in the U.S. Civil War, as long as the paper is based on primary sources. *Open to HIST majors only. Meets with the regular section.*

**HIST 268-083**  
**Honors: Seminar: Fascism and Communism in Europe (3)**  
**Jesus Cruz**  
Fascism, communism, and to a lesser degree, anarchism, seemed to offer efficient and rapid solutions to the economic, social, and political troubles created by World War I and the Great Depression. For that reason, these ideologies captivated the imagination of many Europeans during the 1930s. However, the radical nature of their solutions took European politics to the brink of armed confrontation. This seminar will explore the developments that led up to that polarization. Students will write a research paper based on a variety of primary sources available at the University Library and the Internet. *Open to HIST majors only. Meets with the regular section.*

**HIST 268-086**  
**Honors: Seminar: American Environmental History (3)**  
**Susan Strasser**  
This seminar will introduce students to historical interpretation and methods, and to a relatively new field of history. We will read what some historians have written about the complex relationships among different groups of people and the American environment over time, and we will consider how American ideas about the environment have shaped political and economic contests over natural resources. Discussions - both in class and in an online forum - will focus on how historians think and write. Students will write major, semester-long research papers, using both primary and secondary source

materials. *Open to HIST majors only. Meets with the regular section.*

**HIST 291-080**

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

**Marie Laberge**

*(See WOMS 291-080 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 the regular section.*

**HIST 348-080**

**Honors: History of Spain: 1479 - present (3)**

**Jesus Cruz**

A history of Spain from the unification of the crowns of Aragon and Castile in 1479 to the present. This course includes the culmination of the Spanish Christian Reconquest, expansion into the New World, the formation of the Habsburg Empire and its decline, transformations of the 18th century, 19th-century problems of civil strife, structural transformations during the first third of the 20th century, the Republic and the Spanish Civil War, the Franco dictatorship and the restoration of democracy. *Meets with the regular section.*

**HIST 352-080**

**Honors: Contemporary European Society (3)**

**David Shearer**

A comprehensive survey and analysis of the evolution and structure of postwar society, with particular emphasis on current social

and cultural developments. *Satisfies Arts and Sciences Second Writing Requirement.*

**HIST 356-080 and 081**

**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 from Marx, Mill, and Aldous Huxley. *Section 081 satisfies Arts and Sciences Second Writing Requirement. Both sections meet with the regular sections.*

**HIST 367-081**

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

**John Hurt**

The military history of World War II in Europe from the German attack upon Poland in 1939 to the fall of the Third Reich in 1945, with some emphasis upon the role of the United States. Honors students will do a special project on prisoners of war in World War II in Europe. *Meets with the regular section.*

**HIST 471-080**

**Honors: Seminar in Medieval History: Charlemagne and His Legend (3)**

**Dan Callahan**

This research seminar will examine the life and times of the "Father of Europe" and explore the development and importance of his legend for Western civilization. The final grade will be based on a research paper of at least twenty pages and on the amount and quality of seminar discussion. *Open to HIST majors only. Satisfies the Arts and Sciences Second Writing Requirement. 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. Meets with a 600-level section. Pre-requisite: HIST 268.*

**HIST 475-080****Honors: Research Seminar: The Age of Revolution in Europe, 1789-1848 (3)****James Brophy**

This seminar examines the leading political, social, and economic issues that made this era a watershed in world history. Weekly seminar meetings will discuss a range of critical themes that unfolded in decades between the French Revolution with the Revolutions of 1848. Alongside weekly readings and one short essay, students will also write a fifteen-page research paper on a topic of their choice. *Open to HIST majors only. Satisfies the Arts and Sciences Second Writing Requirement. 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. Meets with the regular section. Pre-requisite: HIST 268.*

**Hotel, Restaurant, and Institutional Management (HRIM)****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. Co-requisite: HRIM 211. Meets with the regular section.*

**HRIM 218-080****Honors: Beverage Management (3)****Fred DeMicco**

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 the regular section.*

**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 the regular section.*

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

**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 480-080**  
**Honors: Human Resource Management in the Hospitality Industry (3)**  
Ali Poorani

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

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

### **Individual and Family Studies (IFST)**

**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 the 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. Honors students will complete a research project focused on a specific issue related to children and their families. The project will involve writing a research paper, conducting site visits to targeted agencies, and must include a cross-cultural component. The final project will be presented to peers in scheduled sections of IFST 235. In addition to meeting with the regular section, Honors students will schedule regular meetings with the professor to discuss the topic under study and assess progress. *Open only to those students whose majors require IFST 235. Pre-requisite: IFST 101. Restriction: Not open to freshmen. Meets with the regular section.*

**IFST 329-080**  
**Honors: Adolescent Development (3)**  
**W. Boyd Fleming**

Physical, intellectual, and social-emotional development of adolescents and youth in the context of the family, peer groups, and the community. Emphasis placed on theories, current research and the transition from adolescence to young adulthood. *Pre-*

*prerequisite: EDUC 202 or IFST 201. Meets with the regular section.*

**IFST 422-080**

**Honors: Family Relationships (3)**

**Barbara Settles**

Interpersonal relationships and issues in courtship, marriage, and the family in contemporary society. Course objectives include: understanding of current issues in theory and research used in the study of the family and the development of family policy; historical and current views of family process and functioning and awareness of multicultural and cross-cultural issues; and directions for the future trends in families important to family study and policy development. *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. Pre-requisite: IFST 202. Meets with the regular section.*

## Italian (ITAL)

**ITAL 200-080**

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

**Riccarda Saggese**

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. *Pre-requisite: ITAL 107. Meets with the regular section.*

**ITAL 205-080**

**Honors: Italian Conversation (3)**

**Riccarda Saggese**

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. *Pre-requisite: ITAL 107 with a minimum grade of B. One 200-level course may be substituted for pre-requisite. Meets with the regular section.*

**ITAL 211-080**

**Honors: Italian Reading and**

**Composition: Short Fiction (3)**

**Meredith Ray**

In this course we will read and discuss a selection of Italian short stories by contemporary authors. Several short compositions are required; grammar review is incorporated where appropriate. *Pre-requisites: ITAL 200, ITAL 205, or ITAL 206. Meets with the regular section.*

**ITAL 305-080**

**Honors: Advanced Italian Conversation and Composition (3)**

**Meredith Ray**

In this course we will examine current cultural, social and political topics in Italy using film, television, short stories, newspaper articles, and other materials as a basis for discussion. Vocabulary building, grammar exercises and frequent compositions are incorporated. *Pre-requisite: ITAL 211 or ITAL 212. Meets with the regular section.*

**ITAL 325-080**

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

**Gabriella Finizio**

Explore the legacy of the Etruscan and ancient Roman cultures on modern-day Italy. Study the rise of the feudal states and wonder at the glories of the Renaissance.

Marvel at the poignant beauty of the Baroque. Different accounts from history, literature, art and cinema will weave for you a tapestry of Italian civilization, more dazzling and fascinating than ever. *Pre-requisite: ITAL 211 or ITAL 212. Meets with the regular section.*

**ITAL 367-080**

**Honors: Seminar: Italian Radio Production (3)**

**Gabriella Finizio**

Make your voice heard on campus, and make a real difference in your speaking ability, and pronunciation! Enroll in Italian 367, a new course consisting of a series of radio programs in Italian. Students will research Italian news, art, history, music, cinema, and current events. They will produce their own broadcasting segments, aimed at students of ITAL 107. Students will work in teams and incorporate cultural elements common to the people who share the basin of the Mediterranean in their research. The program will be broadcast on the internet. *Pre-requisite: Two 300-level ITAL courses. Meets with the regular section.*

**ITAL 455-080**

**Honors: Italian Autobiographies: Literary Self-Representation from Dante to the Modern Age (3)**

**Meredith Ray**

“Autobiography,” the act of writing the self, frames some of the great works of Italian literature. This course examines a selection of Italian texts from the Middle Ages to the twentieth-century to ask what it means to “write the self.” What problems are inherent in creating an autobiographical persona? What is the role of memory in autobiographical texts? What is the impact of gender and class? In addition to literary texts, we will also look at some visual approaches to these issues in self-portraiture by Renaissance and modern artists. *Pre-*

*requisites: ITAL 310 and ITAL 311. Meets with the regular section.*

## **Japanese (JAPN)**

**JAPN 105-080, 081, and 082**

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

**Chika Inoue**

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. Each Honors student selects specific projects in consultation with the instructor. The topics can be linguistic or cultural. *All sections meet with the regular sections.*

**JAPN 106-080 and 081**

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

**Mark Miller**

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. *Pre-requisite: JAPN 105. Both sections meet with the regular sections.*

**JAPN 107-080****Honors: Japanese III - Intermediate (4)****Mark Miller**

The main feature of honors JAPN 107 is the writing of kanji and the addition of reading and writing projects from the textbook Genki. Because the course meets with the regular section, in class activities will be the same, but the Honors student will receive extra instruction specifically tailored towards the goal of literacy in Japanese. While the course focuses on the four skills of listening, speaking, reading, and writing, Honors 107 provides expanded coverage of the written language that will give the Honors student both advantages and greater insights into the language. *Pre-requisite: JAPN 106. Meets with the 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. *Pre-requisite: JAPN 107 or equivalent; complete knowledge of kana and some basic reading and writing ability of kanji. Meets with the 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. *Prequisite: JAPN 105. Meets with the regular section.*

**JAPN 205-080****Honors: Japanese Conversation (3)****Chika Inoue**

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. *Pre-requisite: JAPN 107 with a minimum grade of B. Satisfies Multicultural Requirement. Meets with the regular section.*

**JAPN 305-080****Honors: Japanese Conversation and Composition (3)****Rachael Hutchinson**

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! *Pre-requisites: Three of the following: JAPN 200, JAPN 205, JAPN 206, JAPN 209, or instructor's permission. Meets with the regular section.*

**JAPN 455-080****Honors: Advanced Japanese Literary Writings (3)****Rachael Hutchinson**

In this course students continue to build on the foundation they have established in JAPN 305 and 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. *Pre-requisites: Two courses at the 300-level, or the permission of the instructor. Meets with the regular section.*

**Latin (LATN)****LATN 102-080 and 081****Honors: Elementary Latin II (3)****Staff**

Grammar, vocabulary, morphology, reading, and translating Latin. *Pre-requisite: LATN 101. Both sections meet with the regular sections.*

**LATN 214-080****Honors: Vergil (3)****Nicolas Gross**

Reading, translating, scanning, and interpreting Roman Augustan poetry. *Pre-requisite: LATN 213. Meets with the regular section.*

**Leadership (LEAD)****LEAD 100-080****Honors: Leadership, Integrity, and Change (3)****James Morrison**

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 the 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 the 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. *Pre-requisite: LEAD 100. Meets with the 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 decisionmaker, and apply this to the context of effective leadership and DM. *Pre-requisite: LEAD 100. Meets with the 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. *Pre-requisite: LEAD 100. Meets with the regular section.*

#### **LEAD 411-080**

##### **Honors: Topics in Leadership Dynamics: Leadership for Sustainability (3) Anthony Middlebrooks**

Leadership is a process of influencing others toward a common vision. This course moves beyond the leader and process to explore the common vision of leadership, specifically a vision of sustainability at multiple levels. Can you as a leader envision an

organization, or a world, that “meets the needs of the present without compromising the ability of future generations (or organizations) to meet their own needs”, as Rolf Jucker of UNESCO asserts? This course integrates knowledge of leadership, change, and influence with the vision of nurturing a service ethic to sustainability. *Pre-requisite: LEAD 100. Meets with the regular section.*

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

#### **LEST 210-080**

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

##### **Joan delFattore**

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 the regular section.*

### **Linguistics (LING)**

#### **LING 101-080**

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

##### **Ya-Ping Tsai**

Linguistics is the scientific study of human language. Linguistics 101 serves as an introduction to its concerns, methods, and various subfields, concentrating on the similarity and diversity of the languages of the world. We will examine and explore the properties of human language that make it

unique; and that make it uniquely powerful in studying the human mind. We will be searching for answers to the questions: What does it mean to know a language? How does one get that knowledge? What is the nature of that knowledge? How might that knowledge be represented in the brain? This course provides students with a sound background in the fundamental areas of phonetics and phonology (sounds and sound systems), morphology (word formation), syntax (structure of sentences), semantics (meaning), language acquisition, historical linguistics, and social linguistics. *Satisfies Multicultural Requirement. Open to UHP FR and SOs only.*

#### **LING 401-080**

##### **Honors: Historical Linguistics (3)**

**Alexander Lehrman**

Languages of the world, Indo-European languages, the comparative method and linguistic evaluation. *Crosslisted with FLLT 401-080. Pre-requisite: Completion of two years of a college language course. Meets with the regular section.*

### **Mathematics (MATH)**

#### **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, line and surface integrals, and series. *Pre-requisite: Successful completion of MATH 242 Honors or permission of instructor.*

#### **MATH 245-080**

##### **Honors: An Introduction to Proof (3)**

**Gary Ebert**

This course is an introduction to the topic of writing formal mathematical arguments; that is, proofs. The emphasis will be on clear and logical thought, careful technical writing, a critical understanding of the underlying definitions, and the ability to deal with mathematical abstraction. Good technical writing requires lots of practice, and producing a well-written solution often requires repeated revisions of your argument. You must be extremely precise; “say what you mean and mean what you say” as mathematicians often remark. The mathematical topics which will serve as vehicles for learning proof techniques include arithmetic-geometric mean inequalities, bijections and infinite cardinalities, elementary number theory, Pythagorean triples and the rational numbers, and the completeness of the real number system. Honors students will be given more challenging problems, some of which may require independent reading. All problems will involve proof, as indicated above. *Pre-requisites: MATH 210 and MATH 243. Meets with the regular section.*

#### **MATH 302-080**

##### **Honors: Ordinary Differential Equations (3)**

**George Hsiao**

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. *Co-requisite: MATH 243. Restriction: Credit not given for both MATH 302 and either MATH 341, MATH 342, MATH 351, or MATH 352. Meets with the regular section.*

**MATH 349-080****Honors: Elementary Linear Algebra (3)**  
**Fioralba Cakoni**

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. *Pre-requisite: MATH 230 or MATH 242. Restriction: Credit not given for both MATH 349 and either MATH 341, MATH 342, or MATH 351. Meets with the regular section.*

**MATH 350-080****Honors: Probability Theory and Simulation (3)****Wenbo Li**

Introduces the basic theory in both discrete and continuous aspects of probability theory. *Pre-requisite: MATH 210 or MATH 230. Co-requisite: MATH 243. Meets with the 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. *Pre-requisite: MATH 351. Open to MEEG and CIEG majors only. Meets with the regular section.*

**MATH 401-080****Honors: Introduction to Real Analysis (3)**  
**David Bellamy**

Rigorous treatment of one variable calculus. Topics include sequences of real numbers, limit theorems, monotone sequences, Cauchy sequences, Bozano-Weierstrass Theorem, continuity, uniform continuity, differentiability, and Riemann integral. Historical perspective on the development of these topics provided. *Pre-requisite: MATH 245. Meets with the regular section.*

**MATH 428-080****Honors: Algorithm and Numerical Solution of Differential Equations (3)****Richard Braun**

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. *Pre-requisites: MATH 426 or CISC 410. Meets with the regular section.*

**MATH 450-080****Honors: Mathematical Statistics (3)**  
**Bryan Crissinger**

This course is the second in a two-semester introduction to probability and statistics for students with a mathematics background which includes at least three semesters of calculus and experience with a computer programming language. Topics include exploratory data analysis, sampling distributions, the method of moments and maximum likelihood methods of estimating parameters, confidence intervals, and hypothesis testing. Software is used to analyze data. Students enrolled in the honors section will explore topics in greater depth or breadth with data analysis, simulation, or programming projects. *Pre-requisite: MATH*

350 or an equivalent course in probability.  
*Meets with the 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 the 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 the 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)**

**Staff**

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. *Co-requisites: MATH242 and PHYS 207.*

### **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 work on a project on how they can apply the heat transfer principles to a selected application. *Pre-requisite: PHYS 310. Meets with the 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. *Pre-requisite: PHYS 310. Both sections meet with the regular sections.*

## **Management Information Systems (MISY)**

### **MISY 160-080**

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

##### **Ellen Monk**

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

## **Music (MUSC)**

### **MUSC 196-080, 081, and 082**

#### **Honors: Harmony II (3)**

##### **Lee Hartman**

Continuation of Honors Harmony I. Weekly seminar focuses on composition, analysis, application, and pedagogy. Projects will include original, comparative, and graphical analysis, "What If..." compositions, and presentations. *Pre-requisites: MUSC 185 and MUSC 195 with a grade of A- or higher in MUSC 195. Co-requisite: MUSC 186. All sections meet with the regular sections.*

### **MUSC 311-080**

#### **Honors: Music History: 400 through 1600 (3)**

##### **Russell Murray, Jr.**

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 the process of learning, teaching, and creating the music of the Middle Ages and Renaissance. *Pre-requisite: MUSC 211.*

## **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 the regular section.*

**NURS 222-080**  
**Honors: Pharmacology (3)**  
**Judith Herrman**

This course focuses on the therapeutic and adverse biological, physiological and social reactions to pharmacological agents. Drug use and medication abuse, client teaching, lab data, and current research is discussed. Nursing responsibilities and clinical applications are emphasized. Honors students will be able to select a nursing specialty and participate in a one-day clinical experience in that area. Following the clinical, students will explore the medications administered in that site. Possible experiences include: women's health, labor/delivery, orthopedics (emphasis on pain management), medical surgical nursing, etc. Students are expected to write a 4-6 page paper pertinent to their experience. *Open to NURS majors only. Pre-requisites: NURS 200. Co-requisites: NURS 241 or NURS 242. Meets with the regular section.*

**NURS 250-080**  
**Honors: Health Assessment Across the Lifespan (2)**  
**Christine Cannon**

Given common situations, the client's age, and reasons for seeking health care, students will practice (1) asking relevant "history" questions, (2) systematic and focused physical examination, and (3) the correct communication of assessment findings. Field experience will include involvement/observation of health assessment conducted by an experienced practitioner in a specialty setting. Students will locate and discuss bio-medical research findings associated with manifestations of common health states/disorders, and then, propose the translation of these findings into practical tools or methods for use by health practitioners and clients to identify and track health alterations. *Open to NURS majors only. Pre-requisites: NURS 110 and NURS*

*200. Co-requisites: BISC 276, BISC 300, NURS 241, and NURS 242.*

**NURS 356-080**  
**Honors: Nursing Care of Children and Families (3)**  
**Amy Johnson**

Presents selected concepts and theories related to the nursing care of infants, children, adolescents, and their families. Selected laboratory and field experiences are included to enhance concepts. The Honors component examines current nursing literature on developmental nursing care, then completes fieldwork experiences in the Special Care Nursery looking for practice of the research. *Pre-requisite: All 200 level required NURS courses. BISC 276 and BISC 300. Restriction: Open to NURS majors only. Meets with the regular section.*

**NURS 358-080**  
**Honors: Women's Health Nursing (3)**  
**Marcia Welch**

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. BISC 276 and BISC 300. 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. *Pre-requisites: NURS 200 and STAT 200. Open to NURS and Health Studies majors only. Meets with the regular section.*

**NURS 382-080****Honors: Communities and Health Policies (3)****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. *Pre-requisite: All 200 level required NURS courses. BISC 276 and BISC 300. Restriction: Open to NURS majors only. Meets with the regular section.*

**NURS 467-080****Honors: Seminar: Biomedical Research Ethics (1-6)****Vicki Rempusheski**

Critically examines scientific integrity and responsible conduct in biomedical and translational research within the theoretical and social context of research ethics using case examples and previous experiences. Topics include: individual and institutional responsibilities for promoting scientific integrity (review and monitoring boards, audits, accreditation, and scientific misconduct), protection of the rights of the researcher and human and animal subjects (Belmont Report, HIPAA, consent issues), data issues (ownership, access, and management principles), collaboration (faculty-student, mentorship), authorship practices (responsibilities, ethics of peer review), intellectual property (copyright, patents), and impact of future developments in science (techno-research, cyber research ethics, and gene testing/therapy). In addition to readings, discussion, lectures, and media students will write case analyses, reflections and critiques about field experiences to ethical review boards and research laboratories and discuss the culmination of undergraduate experiences specific to

research ethics. *Note: Open to any SR Honors student. Must have prior research experience or have completed a research course. This course will satisfy the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**Philosophy (PHIL)****PHIL 202-080****Honors: Contemporary Moral Problems (3)****Richard Hanley**

An introduction to applied ethics, the area of philosophy that uses reason and theory to examine pressing ethical problems in our everyday lives, concerning abortion, embryonic stem cell research, cloning, capital punishment, the treatment of animals, euthanasia and triage, warfare, the environment, drugs, drugs in sport, sex, affirmative action, gay marriage, and our obligations to those in need. *Crosslisted with WOMS 202-080. Open to UHP FR and SOs only.*

**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 the 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. *Pre-requisite: PHIL 204 with Professor Fox or by permission of the instructor. Satisfies Multicultural Requirement. Meets with the regular section; separate Honors discussion. Permission of the UHP to register for this course.*

**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 evertimely 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 the regular section.*

**PHIL 320-080**

**Honors: Theory of Knowledge (3)**

**Fred Adams**

Epistemology derives from the Greek episteme (“knowledge”) and logos (“account or reason”). The study of epistemology is the attempt to give an account of the source and nature of knowledge. Knowledge is a highly prized commodity. Secret agents kill to get it. Scientists spend billions of dollars trying to find it. If you knew the winning numbers in the next Powerball lottery, you would become rich by purchasing a ticket with those very numbers. We would like to know many things that we do not know. Is there life on other planets? Will computers someday actually be able to think? There are also many things that we do know. We know enough physics, engineering, and computer science to send people to the moon and return them safely to Earth. Pick up any encyclopedia and you will have a partial list of what we now know. What you will not find is an answer to the question “What is it for a person to know something?” This question does not only ask things such as whether Tom knows Joe is drug-free. It asks what is required for such knowledge. For example, how accurate must a drug test be to be able to give knowledge? To ask such a question is to turn the pursuit of knowledge upon itself. What is it for someone to know something? This course

will attempt to answer the above question. We will read attempted answers. We will also consider objections to those attempted answers. For instance, we will consider arguments for skepticism - the view that very little if anything actually is known. We will examine the arguments for skepticism and see whether they succeed or fail. Students will develop the critical reasoning skills of appraising arguments. They will learn to evaluate theories of knowledge. Some theories are better than others, and students learn ways of telling which theories are better and why. The course will involve reading of original philosophical texts. It will involve critical appraisal of arguments. Students will write a series of papers evaluating theories of knowledge. There will also be some short quizzes on reading and lecture material. There will also be a final exam. The class will be in a lecture and discussion format. Discussion will be encouraged and will play a large part in the course. *Meets with the regular section.*

**PHIL 465-080**

**Honors: Senior Seminar: Coercion and Exploitation (3)**

**Christopher Boorse**

What are coercion and exploitation, and what are their moral and legal implications? For example, are plea bargains forced confessions, and so invalid? Is blackmail a crime because blackmailers compel their victims to pay? When, if ever, is coercion justified? Also, can desperate circumstances coerce you, or only people? Is a cancer victim forced to have surgery, making the bill an invalid debt? As for exploitation, is it a kind of coercion, as Marx held, or something else? Are student athletes exploited by colleges? Are surrogate mothers exploited by adoptive parents? Most important, can a consensual, mutually profitable bargain ever be unfair? We will compare some major recent writers on these topics, especially Feinberg, Wertheimer, and

Sample. Special attention will be paid throughout to sweatshop labor: are low-wage workers coerced, or exploited, or both, or neither? Besides involving considerable reading, this is a second writing course and so requires a 7-10 page paper, once revised. *Satisfies Arts and Sciences Second Writing Requirement. This course will satisfy the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

## **Physics (PHYS)**

**PHYS 133-080**

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

**Jamie Holder**

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 the regular section; separate Honors lab.*

**PHYS 207-080**

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

**Yi Ji**

The first course in a sequence with PHYS 208 that provides an introduction to physics for those in the physical sciences and engineering. The emphasis is on Newton's laws of motion, and conservation principles. These are applied to motion in a gravitational field, and to rotation of a rigid body. The course integrates conceptual

understanding with extensive problem solving and laboratory experience. *Co-requisite: 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)**

**John Gizis**

Second course in a sequence with PHYS 207 and PHYS 309 that provides an introduction to physics for those in the physical sciences and engineering. The emphasis is on electricity and magnetism force laws, fields, electric circuits, electromagnetic induction, electromagnetic waves, and introduction to special relativity of electromagnetic fields. *Pre-requisite: PHYS 207. Co-requisite: MATH 242. Meets with the regular section.*

**PHYS 313-080**

**Honors: Physical Optics (4)**

**Matthew DeCamp**

Detailed treatment of optics at an intermediate level appropriate for physics, engineering and other students with a physical science background. Emphasis is on physical concepts and analysis of geometric optics, wave optics and applications of optics. *Co-requisite: MATH 243. Meets with the regular section.*

**Plant and Soil Science (PLSC)**

**PLSC 201-080**

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

**Tom Pizzolato**

Sexual and vegetative characteristics of algae, bacteria, fungi, liverworts, mosses, ferns, horsetails, club mosses, quillworts, gymnosperms, and angiosperms. Selected genera within these divisions will be considered in detail. *Pre-requisite: PLSC*

*101 or BISC 207. Meets with the regular section; separate Honors lab.*

**PLSC 300-080**

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

**Calvin Keeler, Jr.**

*(See ANSC 300-080 for course description.)*

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

**POSC 150-080**

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

**Vittorio Galasso**

Most citizens of this country describe their government as a “democracy,” yet opinion polls show that that their government is not very often doing what they want done. For example, most Americans support “stem cell” research to cure diseases, regulations to curb the emission of “green house” gases that exacerbate “global warming,” and an “exit” from Iraq. Is there something wrong with this system? Most eligible voters don’t vote. Is there something else wrong here? Maybe at the end of the semester you will have developed some mature and sophisticated answers to these questions. This course introduces students to the political and governmental system operating in the United States: the structures and institutions (the “system”), the participants (the “players” who use the system as well as the inactive subjects of the system), and some of the foreign and domestic policies pursued in contemporary America. The principal theme of the course is: How democratic is the United States? All the attributes of a real democracy exist: free speech and a free press, institutions accountable to the people through periodic elections and universal voting, political parties, and active interest groups. Still, many observers question how democratic

America really is. Some even claim that the two major political parties and the governmental institutions have become the “fiefdoms” of corporate America. We’ll see. There will be much reading, writing, and class discussion and a lot of citizenship in the making. *Open to UHP FR and SOs only.*

**POSC 313-080**

**Honors: American Foreign Policy (3)**

**Kenneth Campbell**

POSC 313 is designed to provide the student with: (1) an overview of the historical development of American foreign policy; (2) an appreciation of the relationships between the institutions, the processes, and the decision-makers in both the American political system and the international community regarding the politics of American foreign policy; (3) the capacity to understand and analyze the debates surrounding contemporary American foreign policy; and (4) a sense of some of the analytical and conceptual problems associated with foreign policy analysis. The course will be conducted as a reading/discussion seminar. Course grades will be based on in-class essay exams and participation in discussion. *Preference given to POSC majors/minors and IR majors only.*

**POSC 390-080**

**Honors Colloquium: Portrait of a Pariah (3)**

**Matthew Weinert**

*(See Honors Colloquia for course description.)*

**POSC 415-080**

**Honors: Force and World Politics (3)**

**Kenneth Campbell**

Military force, as an instrument of national policy, is becoming increasingly limited in its usefulness, despite remaining necessary sometimes in today’s world. Over the past century, unchecked military force has become more lethal, more destructive, and

more threatening to the survival of humanity. The international community has therefore tried to limit the use of force, or at least mitigate its worst effects. The nations of the world have achieved only partial, fitful success in this endeavor. Largely, it has been a story of learning by catastrophe. Periodically, shortsightedness on the part of nations and their leaders - and their publics - has obscured earlier lessons learned at great cost and triggered new catastrophic conflicts. Only after nations and peoples again experience massive horror and trauma are new lessons learned (or old lessons relearned) and commitments renewed to avoid or limit the use of military force in international politics. This course will review the international community’s struggle over the past century to learn when and when not to use force. We will examine the two world wars, the laws of war, the Vietnam War, recent genocides, and the contemporary threat of nuclear terrorism. Throughout the course, we will be asking the classic question: War, what is it good for? At all times we must keep open to the possibility that we may not already know the answer. *Meets with the regular section.*

**POSC 444-080**

**Honors: Global Agenda (3)**

**Ralph Begleiter**

An international policy and media speaker series that in Spring 2008 focuses on the theme “Boiling Point: International politics of climate change.” The topic is designed to explore *not so much the science of the climate change problem, but the politics of it.* How are nations negotiating (or failing to negotiate) their interaction on this global issue? How do individual nations’ politicians handle a problem that is truly trans-national? How do global business and industry leaders respond to the challenge, and are they responsible to one nation, to many, or only to their shareholders? What are the implications of climate change issue

for national and regional security and military establishments? For international organizations and non-governmental organizations? What are the political implications for rich nations and poor ones? Students meet, attend talks, and have small group dinners with notable international affairs practitioners on these topics. Several policy-oriented writing assignments are required. Regular class (including Honors section) meets once a week, on Wednesday afternoons. Students are required to participate in extensive Wednesday evening time commitment with visiting speakers on alternate Wednesday evenings. Schedule of this course is very unusual: W 3:35-4:50 pm (every week) W 3:35-9:00 pm (alternate weeks, with guest speaker – required participation with speakers includes class, reception, dinner and public lectures). Honors writing assignments will differ from regular class assignments; no separate Honors section meetings are currently planned. *Meets with the regular section. Open to COMM, POSC and IR majors only.*

**POSC 445-080**

**Honors: Human Rights and World Politics (3)**

**William Meyer**

This course is designed to be an introduction to the politics of international human rights. Prior exposure to human rights issues may be useful, but not necessary. There are no pre-requisites for this class. Lectures, readings and class discussions are used to survey a broad range of human rights topics. These topics include: philosophies of rights; global treaties on human rights; cultural disagreements over rights; and U.S. foreign policies on human rights. Special attention is also given to women's rights, collective rights (e.g. indigenous peoples), and terrorism and human rights. Student responsibilities include two exams and two short papers. Each student will also be part of a team that investigates one contemporary

issue in human rights, such as the trade in blood diamonds, or human trafficking, or children's rights, or the International Criminal Court, or waterboarding, etc.

## **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.) Open to UHP PSYC majors and minors only.*

**PSYC 415-080**

**Honors: History and Systems of Psychology (3)**

**Brian Ackerman**

This course describes the historical development of cultural and psychological concepts that frame understanding of group and individual differences. *Satisfies Arts and Sciences Second Writing Requirement. This course will satisfy the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**PSYC 467-080**

**Honors: Seminar: Personality Theory (3)**  
**Carrie Smith**

In this class, we will examine a variety of theoretical perspectives of personality, or theories regarding how we come to develop the unique constellation of behavioral traits that make us who we are. Personality helps explain why some people behave in a particular way in one situation while other people behave differently in that same situation. Personality also helps us explain why people may tend to behave consistently across situations. We will study personality by looking at the theories put forth by various psychologists. We will begin with Freud and move on to covers theorists from several schools of thought, including the Neo-analysts, the Behaviorists, and the Humanists. Students will become familiar with each theory's explanation of people's consistency and distinctiveness in thought and behavior, as well as each theory's strengths and weaknesses. In this class, we will critically examine each of the theories on both conceptual and empirical grounds. *Pre-requisites: PSYC 100 (formerly PSYC 201).*

## **Russian (RUSS)**

**RUSS 106**  
**Honors: Russian II -**  
**Elementary/Intermediate (4)**  
**Section 080: Julia Hulings**  
**Section 081: Staff**

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. *Pre-requisite: RUSS 105. Meets with the 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. *Pre-requisite: RUSS 107. Meets with the 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. *Pre-requisite: RUSS 211 or RUSS 305. Meets with the regular section.*

## **Sociology (SOCI)**

**SOCI 350-080**  
**Honors: Social Inequality and Film (3)**  
**Elizabeth Higginbotham**

Class and racial segregation mean that few people in the US cross racial and social class borders, leaving them dependent upon the media for many of their impressions of others. Students will read materials to develop an intersectional analysis of social inequality based on race, social class, gender, and sexuality, and will also explore the role of films in creating images of ourselves, others, and social processes like social mobility. We will view major motion pictures and documentary films to develop a critical perspective for viewing the media and its role in promoting ideas and knowledge in the society. *Pre-requisite:*

*SOCI 201 or other 200-level sociology course. Section 080 is limited to majors and minors. Meets with the regular section; separate Honors discussion.*

## **Spanish (SPAN)**

### **SPAN 107-080**

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

**Aurelia Rio**

This course is designed to improve students listening, speaking, reading and writing skills. The class is not based on lectures, the completion of drills or translation activities. Instead, students are expected to actively participate, using Spanish to complete a variety of meaningful and authentic tasks. Many of these tasks will require interaction with a partner or collaboration in a small group. Students will also read Hispanic novels, watch movies and use 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. The class will be conducted in Spanish. Note: This course includes a service-learning component. *Pre-requisite SPAN 106 or high school equivalent.*

### **SPAN 200-080**

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

**Stacey Hendrix**

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

### **SPAN 300-081**

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

**Mayra Bonet**

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. *Pre-requisite: SPAN 200. Meets with the regular section.*

### **SPAN 302**

#### **Honors: Survey of Spanish Literature (3)**

**Section 080 and 081: Susan McKenna**

**Section 082: Meghan McInnis**

Spanish literature from the eighteenth century to the present. Selection of representative works, discussions and collateral readings. In this course we will explore the literature and culture of modern Spain chronologically, from the eighteenth century to the present. We will gain exposure to classic modern authors in every genre of Spanish literature. We also will sample the action, humor, wit and beauty of many other masterpieces, honing critical skills while exploring the evolution of modern Spain. Multimedia enrichment will add to our appreciation of Spanish literature and culture. *Pre-requisite: SPAN 201. All sections meet with the regular sections.*

### **SPAN 304-081**

#### **Honors: Survey of Spanish American Literature (3)**

**Cynthia Schmidt-Cruz**

Survey of Spanish American literature in the 20<sup>th</sup> Century. Introduction to basic currents and movements in contemporary Spanish American literature through selected readings of representative works in all genres. Works will be studied within their social and historical context, and class work will focus on discussion and textual analysis. Authors studied include, but are not limited to, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Mario Vargas Llosa, Carlos Fuentes, Gabriel García Márquez, Rosario Castellanos, and Luisa Valenzuela.

Honors students will prepare a research paper on a novel or collection of short stories, meeting periodically with the professor to discuss the work they are studying. *Pre-requisite: SPAN 201. Meets with the regular section.*

**SPAN 304-083**

**Honors: Survey of Spanish American Literature (3)**

**Gladys Iarregui**

Representative works in all genres of Latin American literature in the twentieth century. *Pre-requisite: SPAN 201. Meets with the regular section.*

**SPAN 326-080**

**Honors: Latin American Civilization and Culture (3)**

**Persephone Braham**

SPAN 326 is a PBL class, in which students work primarily in groups to research and analyze fundamental aspects of the geography, history, politics and cultural production of Latin America from pre-Columbian times to the present. We place particular emphasis on questions of ethics and human rights, colonialism and nationalism, modernity, intervention, and globalization and neoliberalism. This is a process-oriented course, in which students are encouraged to discover the historical causes of modern-day problems in Latin America, improve research and analytical skills, develop independent learning skills, and master practical academic and presentation technologies. *Pre-requisite: SPAN 200. Fulfills Group B and Multicultural Requirements. Meets with the regular section.*

**SPAN 403-080**

**Honors: History of the Spanish Language (3)**

**Hans-Joerg Busch**

History of the Spanish language, its phonology, morphology and lexicology,

from its beginnings to the present, with emphasis on the distinction between Classical Latin and Vulgar Latin and the evolution of vowels, consonants, words and linguistic structures from Vulgar Latin to modern Spanish as spoken in Spain and Latin America. The history of the language is studied in the larger context of the social history of Spain and the world. The class will be conducted in Spanish. *Pre-requisite: Any 300-level Spanish course. Meets with the regular section.*

**SPAN 439-080**

**Honors: Postwar Spanish Narrative (3)**

**Joan Brown**

From a twisted picaresque novel about an affable murderer in the Spanish countryside, to poignant short stories about bullfighters, fishermen, nannies and office workers; to a fantastic novel featuring an ideal man in Madrid who may or may not exist - these works reveal the evolution of narrative fiction in postwar Spain. In this course we will trace the sociocultural and literary history of modern Spain through prose fiction published from 1939 to the present. Emphasis is on individual responses to the readings, which are classics of contemporary Spanish literature. *Pre-requisite: One SPAN 300-level survey of literature. Meets with the regular section.*

## Theatre (THEA)

**THEA 102-080**

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

**Kathleen Tague**

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

**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 the 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. *Pre-requisite: THEA 104. Meets with the*

*regular section; separate Honors workload and assignments.*

## **University Courses (UNIV)**

**UNIV 401-080**  
**Honors: Senior Thesis (2 - 4)**  
**Susan Serra**

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

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 Arts and Sciences Second Writing Requirement and 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 201-080

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

**Kathleen Turkel**

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

### 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 the regular section.*

### WOMS 203-080

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

**Richard Hanley**

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

### WOMS 291-080

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

**Marie Laberge**

Explores women's historical experiences through the medium of film. Students will view a variety of documentary films on women, hear speakers, and read materials related to topics covered in the films. Films will deal with historical and contemporary issues in the United States and internationally. *Course meets February 26 through March 25. Partially fulfills Multicultural Requirement. Crosslisted with HIST 291-080. Meets with the regular section. Separate Honors discussion follows the regular session.*

### WOMS 322-080

#### Honors: Classical Literature in Translation (3)

**Annette Giesecke**

*(See FLLT 322-080 for course description.)*

### WOMS 332-080

#### Honors: U.S. Latinas: Race, Ethnicity, and Imagination (3)

**Alvina Quintana**

One of the primary objectives of this class is to bring the work of U.S. Latinas from the social margins to the center, focusing on how modern experience in the United States has shaped their sense racial, ethnic and cultural identity and influenced their cultural productions. This multi-media course will explore a number of written, visual and oral texts, considering them from an interdisciplinary perspective. Overall, we will consider the work of U.S. Latinas from an ethnic/racial point of view, from a gender studies point of view, from a "universal" point of view and from a reader-response point of view. *Meets with the regular section.*

### WOMS 350-080

**Honors: Gender and Criminal Justice (3)**  
**Susan Miller**  
*(See CRJU 350-080 for course description.)*