



WASHINGTON STATE UNIVERSITY

# HONORS

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# HONORS COLLEGE FALL 2013 COURSES

A wide variety of course topics are available to Honors College students in fall 2013. Please check back often, as changes may occur until the semester begins.

Need an appointment with your Honors advisor? Stop by the office in Honors Hall or phone 509-335-4505. Advice by email is available only to students currently studying abroad.

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ECONS 198.1 – 3 units

MWF 12:10–1:00, CUE 216

Principles of Economics

Instructor: Pat Kuzyk

Satisfies HONORS 270 (UH 270) for engineering, business, and economic science majors only.

This is an introductory course that covers principles of both micro and macroeconomics. My goal is for the student to learn, rigorously, the concepts that are crucial for her to understand how our political-economic system works. An organizing theme of the course is the question ‘under what circumstances are individual self-interest and the public good aligned, and when are they in conflict?’ Economic theory offers numerous insights into these important questions.

Students will be introduced to the methodology of economic research, and they will learn to apply economic principles to real-world examples

Required text:

TBA

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ECONS 198.2 – 3 units

MWF 1:10–2:00, CUE 216

Principles of Economics

Instructor: Pat Kuzyk

Satisfies HONORS 270 (UH 270) for engineering, business, and economic science majors only.

This is an introductory course that covers principles of both micro and macroeconomics. My goal is for the student to learn, rigorously, the concepts that are crucial for her to understand how our political-economic system works. An organizing theme of the course is the question ‘under what circumstances are individual self-interest and the public good aligned, and when are they in conflict?’ Economic theory offers numerous insights into these important questions.

Students will be introduced to the methodology of economic research, and they will learn to apply economic principles to real-world examples

Required text:

TBA

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ENGLISH 298.1 – 3 units

MWF 1:10–2:00, Avery 106

## Honors English

Instructor: Bryan Fry

## Appropriate Honors College Writing Diagnostic score

This is a research-based course that focuses on a variety of themes including political, historical, and literary studies of the human body. We will begin by examining a number of basic topics including body language, sports stereotypes, tattoo culture, and human anatomy. We will then turn our focus toward research and research writing.

Throughout the duration of the course, we will visit the Avery Computer lab numerous times in order to conduct research and compose research essay drafts. We will also visit Washington State University's Manuscripts, Archives, and Special Collections (MASC) and analyze photographs and drawings, letters and diaries, oral histories and several unique collections in an attempt to study what the body can tell us about various cultures. Finally, we will meet occasionally in the library to gain a better understanding of information literacy and what technologies we have available on this campus.

By the end of this course, students will learn to choose a workable topic, formulate a research question, develop a research plan, and conduct in-depth library research, which includes obtaining primary and secondary sources. Students will also comprehend the ability to analyze and synthesize information as well as demonstrate effective academic prose—with attention to structure, critical thinking, rules of citation and correctness—by providing a portfolio of thoroughly revised work, including a final draft of their major research essay. Finally, students will present their major research project to the class.

## Required text:

A Manual for Writers, 7th Edition, by Kate L. Turabian

A three-ring binder

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ENGLISH 298.2 – 3 units

MWF 9:10–10:00, Thompson 105

Honors English

Instructor: Aaron Moe

Course Prerequisite: Appropriate Honors College Writing Diagnostic score

This course explores the radical reevaluation of animals within society. Early on, we uncover the complexities surrounding animal agency, animal rhetoric, animal culture, human–animal interactions, the human–animal bond, and the role of animals in childhood development. As the course unfolds, students gravitate towards a question that needs further exploration. Throughout the process, we foreground key issues, trace their implications, and contribute insights into the ongoing conversations about animals. What is an animal?—where are the roots of our answers?—what implications emerge from our answers? Major requirements include a presentation, a research essay with an argumentative arc that spans multiple sections, and an ongoing management of the research process through Zotero.

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ENGLISH 298.3 – 3 units

TuTh 9:10–10:25, Wilson–Short 4

Honors English

Instructor: Kimberly Burwick

Course Prerequisite: Appropriate Honors College Writing Diagnostic score

In this semester's research course we will use the films of legendary Swedish director Ingmar Bergman as a departure point for a serious and lengthy investigation of themes present in his films. As we survey issues of self-knowledge, dark comedy, faith, and existentialism (just to name a few) it will be our job to uncover the mysteries that surround the era, the artistry, and the location of Bergman's famed movies. Requirements for this class include one group presentation and two research essays.

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ENGLISH 298.4 – 3 units

TuTh 10:35–11:50, Thompson 119

Honors English

Instructor: Kimberly Burwick

Course Prerequisite: Appropriate Honors College Writing Diagnostic score

In this semester's research course we will use the films of legendary Swedish director Ingmar Bergman as a departure point for a serious and lengthy investigation of themes present in his films. As we survey issues of self-knowledge, dark comedy, faith, and existentialism (just to name a few) it will be our job to uncover the mysteries that surround the era, the artistry, and the location of Bergman's famed movies. Requirements for this class include one group presentation and two research essays.

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ENGLISH 298.5 – 3 units

TuTh 1:25–2:40, Thompson 119

Honors English

Instructor: Robert Eddy

Course Prerequisite: Appropriate Honors College Writing Diagnostic score

Engaging cross-cultural rhetorics is crucial to our work as professionals. The course focuses on the writing of academic discourse. A "discourse" is the official or formal conversation of a group. Academic writing is "rhetorical" in that it cannot be objective or unbiased because writers are not machines. Writers have points of view; we have world views that influence our perceptions and judgments. William Coles Jr. says that college writing involves acts of learning that include a "change in language, a shift in terminology or definition, the replacement of one vocabulary (or syntax) with another." Kenneth Burke insists that to construct a self in a given rhetorical situation, "only those voices from without are effective which can speak in the language of a voice from within." To be successful writers, students need to identify rhetorics, to move within them and across them. College writing involves

multiple contact zones where students have to deal with changing selves “being formed and reformed” (Min-Zhan Lu) in response to changes in language and definitions. Doing research is entering a new culture by considering a different argument. If we finish the research project – finish our time in the new community – we will have been changed by the experience, however subtly. If we listen to “others” with engagement, with points of view different from ours as equals in a contact zone, exciting possibilities for change and growth are opened. It is true that in our digital age cross-cultural communication is always global in its full audience and full setting.

Required text:

Rewriting, by Joseph Harris. Logan, Utah: Utah State University Press, 2006

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ENGLISH 298.6 – 3 units

MWF 10:10–11:00, Thompson 19

Honors English

Instructor: Aaron Moe

Course Prerequisite: Appropriate Honors College Writing Diagnostic score

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HONORS 198 (various sections) 1 unit

Dates will be available during Alive! sessions

## Honors Freshman Seminar

Facilitated by Current Honors Students

This course introduces first-year students to a variety of topics designed to lead to success in academics. All of the content in the course is geared specially toward students in the Honors College. Each section meets for 50 minutes, once each week, throughout the semester.

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HONORS 270.1 – 3 units

MWF 10:10–11:00, Avery 12

Atomic Age America

Instructor: Lee Ann Powell

This course will explore the United States during the atomic age as a means to introduce students to the methods, principles, and tools used in historical inquiry. The development of nuclear weapons and power significantly shaped the people, culture, politics, and landscapes of the United States during the second half of the twentieth century. Following the atomic bombings of Hiroshima and Nagasaki, atomic science and technology moved from the realm of theoretical physics to the center of national debates over war, energy, and the environment. The atom seemingly penetrated nearly every corner of American thought and became a focus of popular culture. Course activities will provide students with a foundation for understanding the history of Atomic Age America and provide a common ground to share ideas and evaluate historical arguments. Through readings, films, discussions, and an original research project, students will learn and practice how historians analyze and construct knowledge of the past.

Required texts:

Atomic Culture: How We Learned to Stop Worrying and Love the Bomb, edited by Scott C. Zeman and Michael A. Amundson

By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age, Second Edition, by Paul Boyer

A Student's Guide to History, Eleventh Edition by Jules R. Benjamin

## HONORS 270.2 - 3 UNITS

TuTh 10:35–11:50, CUE 412

Principles and Research Methods in Social Science  
Encounters in Nineteenth–Century North America  
Instructor: Jennifer Thigpen

This course is designed to introduce students to the principles and research methods specific to the discipline of history. Course readings and assignments will allow students the opportunity to practice their skills in identifying the particular kinds of questions historians ask about a given topic as well as the methods they employ to gain answers to those questions.

The fall, 2013 section will focus on encounters in the nineteenth–century North America, with a particular focus on the North American West. Over the course of the semester, students will gain the skills necessary to conduct original research on some aspect of this topic. Common readings will not only provide students with a foundation for understanding patterns of movement throughout North America in this period but will also focus on the kinds of contact culturally diverse people in the region experienced—including religious exchange, trade, intermarriage and, in some cases, conflict and conquest. We will also explore the different meanings participants attached to those encounters and will trace their long–term consequences. Course readings will also help students understand the different theoretical and methodological approaches historians have taken to examples of encounter in an effort to gain an accurate understanding of the past.

Required texts:

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition

Jules R. Benjamin, *A Student's Guide to History*. Eleventh Edition

Additional course readings will be available on Angel.

## HONORS 270.3 - 3 UNITS

TuTh 9:10–10:05, CUE 216

TBA

Instructor: Joe Huseby

Watch for further information.

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## HONORS 280.1 - 3 UNITS

MWF 3:10–4:00, Thompson 21

Germany Goes to the Movies: Watching Foreign Films as an Intercultural Experience

Instructor: Rachel Halverson

This course will use case studies of thematically related German films to examine how film creates a space for cultural and intercultural learning. Specifically, how it allows us to access a culture, time, and place other than our own and makes us aware of the cultural parameters which define our individual lives and views of the world around us:

\* Case Study #1: Films that portray attempts to change society.

\* Case Study #2: Films that portray sports and national identity.

\*Case Study #3: Films that portray German unification.

The films chosen for the course ultimately serve as windows through which one can view Germany at various points in the twentieth and twenty-first centuries and as mirrors which reflect the intersection of the German world and our own. Using the methodology modeled in the course, students will conduct their own examinations of foreign films and the cultural insights they reveal. So . . . put on your black turtle neck, grab your intellectual frame of mind, make sure you have a good supply of Gummibärchen, and let's watch some German movies! J (NOTE: All films will be

shown in the original German with English subtitles. Students will have the option of viewing films for the course on either Monday or Tuesday evenings as noted above. Most films will be available on reserve in Terrell Library for individual viewing. Should you have any questions about the film screenings, please feel free to e-mail Professor Halverson [Rachel\_Halverson@wsu.edu].)

Required text:

Course readings will be made available to students in ANGEL.

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## **HONORS 280.2 - 3 UNITS**

TuTh 1:25–2:40, Honors 142

Writing the Short Story

Instructor: Rita Rud

In this course we will explore and develop the craft elements of the short story including characterization, point-of-view, dialogue, plot, scene and summary, setting, and the use of metaphorical language. Craft exercises for each of these elements, plus class discussion and presentations will help prepare you to write your own story. The research component of this course will require close reading and analysis of award-winning stories from the assigned anthology. In the second half of the course you will write a 12–15 page short story draft for workshop in class that will provide each writer with constructive feedback for revision. Your final portfolio will include a revision of your short story plus an essay detailing your writing experience and growth in this class.

Required texts:

Fiction Writer's Workshop, 2nd Edition (paperback), Josip Novakovich, Story Press, Cincinnati, Ohio, 2008,

ISBN-13: 978-1-58297-536-8

The Contemporary American Short Story (paperback), edited by B. Minh Nguyen and Porter Shreve, Longman, 2003, ISBN-10: 0321117271 or ISBN-13: 978-0321117274

## HONORS 280.3 - 3 UNITS

MWF 11:10–12:00, Honors 142

There's No App for That! Enduring Problems of Philosophy

Instructor: David Shier

This course is designed to engage students in a discussion of some of the most enduring problems in the history of philosophy – problems that by nature are not open to scientific or technological solutions. There's just no app for these. We will begin with the earliest systematic thought of the ancient Greeks, and then work our way toward modern day, encountering such giants of human thought as Plato, Aristotle, Descartes, and Hume along the way.

We will see that some philosophical problems have in fact been handed off to other disciplines – modern physics, biology, and chemistry all have their roots in ancient Greek philosophy, for instance, while psychology and linguistics have theirs in philosophy of mind and philosophy of language.

On the other hand, some philosophical problems have proven resistant to such out-sourcing: What constitutes knowledge and what can really be known? What is worth pursuing in life and what are our moral responsibilities to others? How can a society be organized in a way that maximizes justice and minimizes evil? In any case, does the existence of evil have implications for the existence of god(s)? These are among the most distinctively philosophical problems, and will thus be our main targets.

To put it another way, a main aim of this course will be to try to understand why Thales (often called the first philosopher) would not be surprised that Curiosity (the Mars Rover) is looking for water. But then another main aim will be to see how and why, even if Curiosity is hugely successful in its findings, deep and important questions will remain.

Required texts (these average under \$10 each):

The Dream of Reason, by Anthony Gottlieb

Plato's Five Dialogues (Hackett edition)

The Handbook (of Stoicism), Epictetus (Hackett edition)

Meditations on First Philosophy, Descartes (Hackett edition)

Dialogues Concerning Natural Religion, Hume (Hackett edition)

Recommended text:

The Dream of Reason, by Anthony Gottlieb

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## **HONORS 280.4 - 3 UNITS**

TuTh 10:35–11:50, Honors 110 (the Honors Lounge)

Art & Theory of Art

Instructor: Kim Andersen

For a good 30,000 years humans have produced images, tales, spectacles, and much more which we now call art. Cave paintings, graffiti, murals, fetishes, drama, sitcoms, literature, performance, pottery, painting, architecture, jewelry, carvings, music, country, western, medieval cathedrals, tattoos, rap, twist, hip, funk, bop, American Idol, video games, computer generated art, and The Blue Heart—we call it all art, we call them all artists! Does it make sense?

In this course we will seek enlightenment on what we mean by ‘art.’ We will investigate theories of art (a selection, from Plato onwards) to try to determine what it is we have appreciated about art since about the beginning of human culture on earth. We will discuss art theories that offer particular discriminating viewpoints on the nature of art as we assess the possibilities for obtaining an all-encompassing perspective on art. Simultaneously we will actively experience, review, evaluate, discuss, and present artworks, in particular painting. We will make use of videos and excursions to local museums and exhibits.

As we develop our contextual understanding of the arts – as art is created in the flux of individual human creativity and social norms – we will also develop an appreciation for the function, methods and value of research and scholarship in the Humanities.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required text:

But Is It Art? by Cynthia Freeland, Oxford University Press, ISBN:10-0192853678

Other texts handled in class.

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HONORS 290.1 – 3 units

TuTh 1:25–2:40, Avery 102

Math in Our Lives

Instructor: V. S. Manoranjan

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment.

In the recent days and months, we have read headlines such as, “A massive 8.8 earthquake struck Chile,” “HIV-infection is on the rise,” and “The current H1N1 (Swine Flu) pandemic is less severe.” Each one of these headlines has key quantitative aspects associated with it – either a quantifiable measure (such as Richter scale) or quantifying conditions (such as the number of susceptible individuals or available vaccines) that lead to certain pronouncements.

In this course, we’ll develop ideas to describe such real-life phenomena quantitatively. We’ll show how simple mathematical models can be constructed to study these phenomena. These models can help in making predictions and management decisions.

Also, we’ll look at ancient civilizations to understand their approaches to the challenges of their time and how various arithmetical/mathematical tools were developed to solve them.

Required text:

None

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HONORS 290.2 – 3 units

TuTh 10:35–11:50, CUE 412

## Science as a Way of Knowing: Energy, Entropy, and Information

Instructor: Robert Richards

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment.

The physical world runs on energy. The digital world runs on information. The mysterious concept of entropy bridges both worlds and ties them together in surprising ways. From Victorian times to the present, the ideas of energy, entropy, and information have captivated scientists, inventors, and poets. This course will explore how these ideas have evolved and been expressed both in technology and art. Students will discover how the same understanding that underpins nuclear power plants, air conditioners, and Black Holes, also informs the works of Tennyson, Dickens, and Pynchon. The class will emphasize group activities utilizing the scientific method to enable students to discover these ideas for themselves, as well as group discussions on selected readings to uncover how the ideas have been expressed in art and culture.

Required text:

None. Course readings will be posted on Angel.

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## **HONORS 370.1 - 3 UNITS**

TuTh 12:00–1:15, Honors 110

To be announced

Instructor: Bill Smith

Course Prerequisite: HONORS 270 or ECONS 198

The UN and Global Diplomacy focuses on the United Nations system as it pertains to peace and security, health and humanitarian issues, economics, resources and development, and culture. The course also considers the perspectives of various regions/nations (according to student interest) on such issues using modeling. Speaking and writing skills will be particularly emphasized.

This course tracks the development of a global, multilateral system that takes into account what developing nations “want” alongside the aims of the developed world. Students should retain the framework of this throughout their life and understand something about multilateral issues.

Enrolled students have the option of joining the Spring 2014 Honors College delegation to the National Model United Nations conference in New York City.

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## **HONORS 370.2 - 3 UNITS**

TuTh 10:35–11:50, CUE 216

Case Study: Tang China -- Golden Age & Crucible

Instructor: Fred Peterson

Course Prerequisite: HONORS 270 or ECONS 198

The first half of the Tang Dynasty in China (in round numbers 600–750 C.E.) is widely considered to be one of the greatest golden ages of human civilization. We will investigate reasons for that assessment.

During the second part of the dynasty (in round numbers 750–900 C.E.), following the military and political upheavals that threatened to destroy it, significant elements of China’s continuing traditions and central contributions to East Asian cultures were solidified. We will explore those processes and outcomes.

One key focus for the case study will be the theory that Confucianism and cosmopolitanism are crucial elements that produce golden ages in Chinese civilization.

First we will study the roots of Chinese civilization, particularly Confucianism and Daoism, which are essential to understanding every topic that we will explore. Next we will study the political, historical, and cultural traditions upon which Tang achievements were based. We then will delve into multiple aspects of the dynasty, with special attention to social science lessons to be learned from the creation of the golden age and the continuing crucible of its aftermath

Because Tang China was so influential in the development of other East Asian

civilizations, we also will examine aspects of those influences in broader contexts, including Mongolia, Korea, Japan, Vietnam, and Singapore.

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Both of these are required texts:

The Analects of Confucius, translated and annotated by Arthur Waley

China's Cosmopolitan Empire: the Tang Dynasty by Mark Edward Lewis and Timothy Brook

Plus one or both of these two are required:

Chuang Tzu: Basic Writings translated by Burton Watson

The Way and Its Power: Lao Tzu's Tao Tê Ching and Its Place in Chinese Thought by Arthur Waley

Plus one or more of these recommended texts:

The Golden Peaches of Samarkand: A Study of T'ang Exotics by Edward H. Schafer

How to Read a Chinese Poem: A Bilingual Anthology of Tang Poetry by Edward C. Chang

Pacing the Void: T'ang Approaches to the Stars by Edward H. Schafer

Poems of the Masters: China's Classic Anthology of T'ang and Sung Dynasty Verse by Red Pine

The Poetics of Sovereignty: On Emperor Taizong of the Tang Dynasty by Jack W. Chen (Harvard Yenping Institute Monograph Series)

Sui–Tang China and Its Turko–Mongol Neighbors: Culture, Power, and Connections, 580–800 by Jonathan Karam Skaff (Oxford Studies in Early Empires)

Three Ways of Thought in Ancient China by Arthur Waley

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## **HONORS 370.3 - 3 UNITS**

TuTh 2:50–4:05, Honors 142

Globalization, culture, and representation

Instructor: Jolanta Drzewiecka

Course Prerequisite: HONORS 270 or ECONS 198

This course examines the intercultural dimensions of globalization processes and how globalization is represented by different groups and media. We will discuss how global dynamics shape people's actions, identities, allegiances, interests, and resistance. We will also examine how globalization is understood, advanced, and opposed by groups who are affected by it in different ways. The course is based on a premise that full understanding of globalization is only possible when we take into account the conflicting and competing representations of globalization in mainstream and non-mainstream media. We will question critically the broad transformations in which we participate, willingly or unwillingly, consciously or unconsciously, as a necessary condition for informed and engaged citizenship. The students will research global issues and how they are represented in newspapers in various countries around the world.

Required text:

None. Readings will be posted on Angel.

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## **HONORS 380.1 - 3 UNITS**

MWF 1:10–2:00, Honors 142

Literature & Culture of Ancient Greece

Instructor: Robin Bond

Course Prerequisite: HONORS 280

This course is an introduction to the literature and culture of Ancient Greece that focuses on issues and ideas emerging from the Greeks' interactions with other peoples through travel, colonization, and warfare. Ancient Greeks over time formed their Greek identity around their common language, legends, customs, and worship, often in response to their encounters with, and in contrast to, non-Greeks —“barbarians.” We will study Greek literature through the fifth century, looking in particular at how Greek views of non-Greeks, often influenced by historical events, were reflected in their literature, art, and philosophy.

Required texts (updated June 13, 2013):

The Iliad of Homer, translated by Richmond Lattimore

Homer's Odyssey, translated by Robert Fagles

The Poems of Hesiod, translated with Introduction and Comments by R. M. Frazer

Herodotus' History, translated by David Grene

Plato. The Last Days of Socrates, translated by Hugh Tredennick

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HONORS 380.2 – 3 units

TuTh 12:00–1:15, Honors 142

Writing Your Heritage

Instructor: Rita Rud

Course Prerequisite: HONORS 280

This course will combine research and writing to explore your heritage. How often do we hear and read that “America is a melting pot?” What does this mean exactly? To answer this question, you will conduct various methods of research to learn about your family heritage, and then choose a country of your heritage and its culture to explore. Research reports, journals, and class presentations will document your journey, and your final portfolio will include a substantial piece of writing (15–20 pages) that can be in the form of an academic/scholarly paper, a creative non-fiction article or essay, or a fictional short story that you feel will best represent your research material and topic that you have chosen for your final written project.

Class presentations will highlight aspects of the heritage and culture you have explored and may include examples of your family history and stories, the culture's philosophy, art, music, dance, literature, sports, food, architecture, etc.

We will also explore and use various technologies to enhance your research, group

presentations, and writing.

Required text:

Research and Documentation in the Electronic Age , 5th edition by Hacker, ISNM 9780312566722

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HONORS 380.3 – 3 units

TuTh 1:25–2:40, CUE 416

Case Study: Leadership Lessons from the European Renaissance

Instructor: Fred Peterson

Course Prerequisite: HONORS 280

In this case study we will explore aspects of the European Renaissance—especially those of the Italian Peninsula and England—for insights and understandings about the nature and practices of leadership, through diverse lenses of the arts and the humanities.

While investigating the Italian Renaissance, we will have a special focus upon the writings of Niccolò Machiavelli.

The special focus of our exploration of the English Renaissance will be the history plays of William Shakespeare, specifically the Second Tetralogy and Richard III.

“What does it mean to be human?” is a fundamental question that we ask ourselves at various junctures in our lives. In this course we will address some of the creative and reflective expressions of the Arts and Humanities that have helped people to make sense of their lives and their worlds. Students will build upon the critical and methodological skills gained in Honors 280 to investigate the European Renaissance, especially what we can learn about leadership from that period. Applying effective strategies of written and oral presentation and communication, students should develop a better understanding of how historical and cultural contexts affect and determine ideas and artistic expressions, better understand the nature of leadership, and relate those insights to their own personal and historical situations.

Required texts:

Machiavelli: The Chief Works and Others, Volume I, Allan Gilbert, translator

King Richard II, William Shakespeare, edited by Charles R. Forker, Arden Shakespeare; Third Edition

King Henry IV, Part 1, William Shakespeare, edited by David Scott Kastan, Arden

Shakespeare; Third Edition

King Henry IV, Part 2, William Shakespeare, edited by Ronald Knowles, Arden Shakespeare; Third Edition

King Henry V, William Shakespeare, edited by T. W. Craik, Arden Shakespeare, Third Edition

King Richard III, William Shakespeare, edited by James R. Siemon, Arden Shakespeare; Third Edition

Recommended:

The Cambridge Companion to Renaissance Humanism, Jill Kraye, editor, Cambridge University Press

The Italian Renaissance, J. H. Plumb, Mariner Books, Revised Edition

Renaissance Philosophy, (A History of Western Philosophy), Brian P. Copenhaver, Oxford University Press, USA

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HONORS 380.4 – 3 units

MWF 2:10–3:00, Honors 142

The Vikings in Saga and Myth

Instructor: Kim Andersen

Course Prerequisite: HONORS 280

In A.D. 793 the Vikings entered the annals of history with the attack on the monastery at Lindisfarne, England. The following 300 years, approximately, have become known as ‘the Viking Age.’ During these years the peoples of Scandinavia put their cultural imprint on the British Isles, Normandy, Paris, Russia, the Mediterranean, the Middle East, and North America, rarely to the delight of locals. However, they were not only pirates and conquerors but also trade-partners in a vibrant, early-Medieval world of commerce and cultural expanse. The Norse were quick to settle and become locals. Yet, who were they? Were they all pirating Vikings or also farmers, poets? How did they live when they weren't on the longboats? Were law and order part of their societies? What were their beliefs, myths, and legends, before they converted to Christianity in the 10th century? Did they indeed ‘discover’ America?

In this course we will study this fascinating chapter of history by reading a selection of their literary legacies: the Icelandic sagas and myths. We will discuss these vivid tales of love, sex, violence, of defending property rights, and of the practical and

supernatural uncertainties of exploration in a distant world without GPS and smartphones. In order to gain insights into a human culture so seemingly distant from our own, we will also make use of movies and documentaries.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required texts:

The Sagas of Icelanders (Penguin Classics Deluxe Edition) [Paperback], ISBN-10: 0141000031

Other texts handled in class.

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## **HONORS 390.1 - 3 UNITS**

MWF 12:10–1:00, Honors 142

The Experimentalist's Approach to Health

Instructor: Jeb Owen

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

The health of an organism is central to its activity, survival and reproduction. For human beings, the health of an individual motivates the development and practice of medicine. The health of the population shapes the productivity of the economy and the stability of society. For animal agriculture, health is a key factor in productivity. For wildlife, health influences population dynamics and can be important to conservation. Despite these vital linkages, defining and quantifying health remain surprisingly complicated challenges. In this course we will explore how health can be defined and quantified through scientific experiment. This exploration will touch on aspects of health that include genetics, diet, ageing, and infection. We will use systems the range from human medicine to conservation of endangered species. Course activities will include (1) readings from the primary literature with group discussion and (2) group-based projects with in-class presentations.

Required texts:

None

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## HONORS 390.2 - 3 UNITS

TuTh 9:10–10:25, Honors 142

Neglected diseases and global health: diseases, public health issues, and solutions

Instructors: Chris Davitt and Cathy Elstad

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

Neglected and emerging diseases pose increasing risks to public health, oftentimes with the greatest risk and burden on those who can least afford it. Neglected diseases include tropical diseases that are typically endemic to low-income, developing areas. These diseases range from helminthic diseases caused by roundworms, whipworms, or hookworms to leprosy, African sleeping sickness, and dengue hemorrhagic fever. Related to neglected diseases in terms of the threat to public health, emerging diseases include those that either appear in a population or geographical area for the very first time or increase in incidence in any population. HIV, hepatitis C, ebola virus, and West Nile virus are pathogenic causes of emerging diseases. This course will introduce students to the impact of these diseases on individual and global health, with implications for research and development, and economic and social consequences. Solutions for the major health problems facing the world historically, today, and in the future will be discussed. Course activities will include: 1) oral presentations, 2) discussion of relevant scholarly articles and class activities, and 3) in-class presentations.

Required text:

None

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HONORS 390.3 – 3 units

TuTh 10:35–11:50, Honors 142

Extinctions

Instructor: Lori Carris

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

Over 90% of all organisms that once lived on this planet are now extinct. Five major extinction episodes in Earth's past have been attributed to extraterrestrial impacts and major volcanic activity. Many scientists believe we are in the midst of a sixth major extinction, and this time human activities may be the cause. In UH390, we will critically examine theories related to historical and contemporary extinctions, from the K-T extinction that resulted in the demise of non-avian dinosaurs, to the 21st century declines in populations of amphibians, bats, honeybees and other organisms. We will explore the methodology used to assess extinction events, and learn about efforts that are underway to protect and preserve threatened species. This course is designed for both science and non-science majors, and will require student collaboration to understand the complex, interdisciplinary nature of the global issue of extinction.

Required text:

None. Journal articles and other required readings will be provided by instructor.

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HONORS 398.1 – 1 unit

Wednesday, 1:10–2:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Course Prerequisite: Sophomore Standing; 45 unit hours preferred. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This is a seminar-style course with the purpose of assisting and supporting each participant in completing his/her Honors thesis proposal. By the end of the course you will be ready to submit your Honors thesis proposal for approval and to initiate your thesis research. In the course, you will learn how to generate an Honors thesis topic, how to formulate a thesis question, how to identify a thesis advisor, and how to prepare the thesis proposal. In addition, we will discuss ways to structure your thesis, how to perform a literature search, and how to evaluate the information you obtain in relation to your chosen topic. During the course we will discuss and constructively support and critique projects as they develop in the proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, as a final product. S/F grading.

Required text:

Writing A Successful Research Paper: A Simple Approach by Stanley Chodorow.

**HONORS 398.2 – 1 unit**

Tuesday, 12:10–1:00, Honors 141

To be announced

Instructor: Pamela Lee

Course Prerequisite: Sophomore Standing; 45 unit hours preferred. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

The purpose of this seminar style course is to assist each participant in the completion of his or her Honors College senior thesis proposal. We will explore the dynamics of your thesis proposal, including the formulation of a successful thesis question, the selection of the thesis advisor, how to conduct an academic literature search, information analysis skills, appropriate methodology, the organization of your bibliography and your research notes. You will be working on your individual thesis proposal with the support of your advisor, the instructor, and constructively critical peer review sessions. At the end of the class, you will prepare, present, and submit your Honors thesis research proposal for approval. Pending Honors College approval, at the completion of our seminar, you will start down the path of your senior research venture!

Required text:

How to Write a BA Thesis by Charles Lipson, available at the Bookstore and as a WSU Library electronic version

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**HONORS 398.3 – 1 unit**

Monday, 4:10–5:00, Honors 141

Honors Thesis Proposal Seminar

Instructor:Ray Lee

Course Prerequisite: Sophomore Standing; 45 unit hours preferred. Students in science, math, and other technical majors are encouraged to enroll in this section.

Effective proposal writing conveys broad significance and clearly presents the rationale and objectives for the proposed activity. The skills developed in writing an effective thesis proposal pay dividends in future professional or scholarly activities. This seminar will first focus on the important foundation for any project: the significance and the specific aims and objectives.

A collaborative approach will be used with class/group commentary and editing at all stages of each student's proposal. To facilitate discussion, significance and objective/aims statements will be submitted as discussion topics on the course Facebook page. Once these statements have been developed, draft proposals will be written in Google docs, which will enable the instructor and classmates to comment and edit in real time.

The proposal format, final thesis format, and thesis evaluation will be discussed.

The final document will be submitted for instructor evaluation. A satisfactory grade will be based on participation, completion of assignments, and submission of a final proposal draft.

Optional text:

Writing successful science proposals 2nd Ed. A.J. Friedland and C.L. Folt

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HONORS 398.4 – 1 unit

Thursday, 12:10–1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Cathy Elstad

Course Prerequisite: Sophomore Standing; 45 unit hours preferred. Students in science, math, and other technical majors are encouraged to enroll in this section.

This seminar-style course is designed to assist and support each participant in the development and completion of his/her Honors College senior thesis proposal. This course will prepare you to successfully complete the thesis research and presentation requirements of the Honors College. In this course, you will learn how to formulate an achievable thesis question around a topic or issue about which you are curious, identify a thesis advisor, conduct literature research, develop methodologies to address your research question, and critically analyze and interpret information. During the course, each thesis proposal will be constructively criticized during peer review sessions. At the end of the class, you will (1) submit a final thesis proposal including title, introduction, research question, methodology, expected results and possible conclusions, and an annotated bibliography and (2) give a 10-minute presentation on your proposal in class. S/F grading.

Recommended text:

How to Write a BA Thesis, by Charles Lipson

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HONORS 430 – units vary

Foreign Study Practicum  
By Arrangement

Special assignments and research related to education abroad. Read about The Certificate of Global Competencies on this website.

Students interested in completing Honors 430 should meet with an Honors advisor. An approved contract is required before Honors staff will register you for this course.

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HONORS 450 – units vary

Honors Thesis  
By Arrangement

All students are required to complete a 3–unit Honors Thesis in order to fulfill their Honors requirements. The Honors thesis is an in–depth reading and writing project directed by a student’s major department. Students can choose to complete original research or a creative project. Detailed guidelines on the thesis and the proposal approval process are available on the Honors College website. Final grades for Honors 450 are entered by the Honors College when the thesis is satisfactorily completed and an oral presentation has been given. Oral presentation dates vary throughout the year; please check with the Honors College or watch the FLASH for dates.

An approved Honors Thesis Proposal is required before Honors staff will register you for this course.

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HONORS 499 – units vary

Honors Independent Study  
By Arrangement

Students interested in completing an independent study requirement should meet with an Honors advisor.

An approved contract is required before Honors staff will register you for this course.

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