



WASHINGTON STATE UNIVERSITY

# HONORS

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# HONORS COLLEGE SPRING 2013 COURSES

A variety of course topics are available to Honors College students for spring semester 2013. 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 CREDITS

MWF 12:10-1:00, CUE 412

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

ENGLISH 298 (1) 3 credits

TuTh 1:25–2:40, Thompson 105

Literacy, Language, and Communities

Instructor: Aaron Oforlea

We apologize, but this section of English 298 has been cancelled for spring 2013.

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ENGLISH 298 (2) 3 credits

TuTh, 1:25–2:40, Thompson 105

Honors English

Instructor: Bob Eddy

Engaging cross-cultural rhetorics is crucial to our work as professionals. The course focuses on the writing of academic discourse. A “discourse” is the 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 is a contact zone 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.

Required text:

Vernacular Eloquence: What Speech Can Bring to Writing, by Peter Elbow. Oxford University Press, 2012.

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**ENGLISH 298 (3) 3 CREDITS**

TuTh 10:35–11:50, Thompson 105

Honors English

Instructor: Bill Condon

For at least two decades, psychologists have known that what rhetoricians think of as rhetorical invention techniques can have positive effects on writers' well-being. James Pennebaker has demonstrated (without referencing Peter Elbow or anyone else from rhetoric and composition) that a limited amount of freewriting about trauma actually improves the health of the writer. Similarly, Robert Emmons, Christopher Peterson, Sonia Lyubomirsky, and others have connected a small set of invention techniques (again, without being aware that these ARE invention techniques) with improving both the levels of happiness and physical well-being of their subjects. This course makes an effort to close the circle, engaging students in active research on themselves, their classmates, and fellow students outside the class. The co-teachers (Bill Condon and guest teacher, Beth Waddel) are, respectively, a rhetoric and composition specialist and a PhD-level psychologist and life coach. They will lead the class in a collaborative exploration of the effects of practicing rhetorical invention techniques, from Aristotle to Burke to Elbow, on the health, well-being, and life practices (e.g., regular exercise, time management, study habits, etc.) of college students. The study will track existing research on the topic and extend that research to cover a full range of invention techniques. We will connect rhetoric with psychology in ways that have not yet been attempted. We expect not only to identify an expanded notion of the role rhetoric can play as an important part of a healthy lifestyle, but also to explore the implications of this research for the composition curriculum and for engaging students in interdisciplinary research projects.

Assessment will be by course portfolio, using a grading rubric developed and field tested by the class members.

Required texts:

The Bedford Researcher, by Michael Palmquist

The How of Happiness, by Sonja Lyubomirsky

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## **ENGLISH 298 (4) 3 CREDITS**

MWF 11:10–12:00, Thompson 19

Examining the American West

Instructor: Bryan Fry

This is a research-based course that focuses on a variety of themes including environmental, political, historical, and literary studies of the American West. We will begin the course looking at the current trend of research that redefines pre-Columbian America. This research has granted scholars a new, valuable lens; re-

examining the discourse of “discovery” allows for more clarity of the encounters of diverse groups in the American frontier. Articles and books are coming out every which way with fascinating stories to explore: the ship of orphans and nuns who brought smallpox inoculations, body by body, across the Atlantic; the migration of the horse; the pre-Lewis and Clark West; the nature of native nutrition, and the chance to explore it right in our own backyard, at an uncultivated 30-acre prairie slope (Virgin Palouse Prairie) just south of Pullman.

In addition, we will study the major literary and critical essays of the American West and visit the library archives to view the original frontier photographs of Edward Curtis and Frank Matsura, as well as the artifacts of L.V. McWhorter.

By the end of this course, each student will comprehend academic, exploratory research—using primary and secondary sources—as well as analyzing texts and synthesizing information. They will also demonstrate effective academic prose—with attention to structure, critical thinking, rules of citation, and correctness—by providing a portfolio of thoroughly revised work.

Required texts:

A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Edition, by Kate Turabian

Elements of Style, by Strunk and White

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## **HONORS 270 (1) 3 CREDITS**

TuTh, 1:25–2:40, Webster 11

Introduction to Sociology

Instructor: Monica Johnson

This course introduces Honors students to sociology, the study of society.

Students will become familiar with the major theoretical and methodological approaches sociologists employ to build an understanding of social interaction. In-depth examples of sociological and other social scientific work will be examined in the areas of conformity and deviance, social inequality, and the family as a social institution. The course is organized around student participation and presentation.

In addition to learning the sociological perspective and becoming familiar with sociological research, students will develop skills in critical thinking, research, writing, public speaking, and collaboration.

Required texts:

A course pack of readings available at the Bookie.

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## **HONORS 270 (2) 3 CREDITS**

MWF 10:10–11:00, Bryan 404

Honors Psychology

Instructor: Brendan Walker

The objectives of this course are to familiarize the students with both an historical and contemporary perspective on the field of psychology. This will be achieved by evaluating the genetic, biological, and environmental contributors to the behavior of both humans and animals in a manner designed to promote critical/creative thinking, quantitative/symbolic reasoning, information literacy, communication, and a sense of self in society. By striving to embrace these course goals, the students should depart with an enhanced level of disciplinary knowledge that should translate into effective long-term strategies for the evaluation of information over their life span. The course will begin by identifying important historical ideologies and theories that have been instrumental in shaping the way we now view the field of psychology and introducing the concept of psychology as a science. This will be followed by an exploration of the various sub-domains of psychology that will provide a solid understanding of the many systems designed to assist us in navigating through the trials and tribulations of our daily existence. The course will also have a generalized sub-theme in which different aspects of the substance abuse research field will be applied to different sub-fields of psychology that are presented during the course as a means to enrich the learning experience and allow for a more in-depth exposure to experiment-based methodologies.

Required texts:

Introduction to Psychology, by Wayne Weiten, 8th ed., ISBN978-0-495-60197-5

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## **HONORS 270 (3) 3 CREDITS**

TuTh 9:10-10:25, Sloan 167

Powerful Women in Chinese History

Instructor: Lydia Gerber

To this day, few women have played a significant role in Chinese public life. Yet stories abound in Chinese history and literature of women who caused the ruin of individual men, families and entire states through their powers of seduction. Evil empress dowagers, goddesses and women immortals, female fox-spirits, beautiful concubines, women moralists and talented poets and artists - Chinese culture offers a wealth of intriguing female subjects. Moreover, Chinese traditions, such as Confucianism, Daoism and Buddhism had often surprising views of women and their roles and options in life.

In this class, we will engage with Chinese history and culture by exploring rules and expectations for appropriate female behavior from ancient times to today, and by investigating the record of those women who defied both rules and norms of womanly conduct. Among such exceptional women were some who received high praise for their contributions, and others who have been vilified.

Required texts:

The Cambridge Illustrated History of China, by Patricia B. Ebrey, Cambridge University Press. ISBN: 0-521-66991X

Wu Zhao: China's only Woman Emperor, by Harry N. Rothschild, Longman. ISBN: 0321394267

Doing History: Research and Writing in the Digital Age, by Michael Galgano, J. Chris Arndt and Raymond M Hyser, 2008, Wadsworth, Cengage Learning. ISBN: 13:978-0-534-61953-4

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## **HONORS 270 (4) 3 CREDITS**

TuTh 12:00-1:15, Murrow East 229

Making Sense of Politics and Why You Should Care

Instructor: Cornell Clayton

Do you find politics boring, frustrating, or uninteresting? Then this course will aim to change your mind!

Based around a series of visiting lectures at the Foley Institute (WSU), students will listen and engage with elected officials, policymakers, journalists and other academics discussing a range of current political topics. Topics might include such issues as the debate around global warming, the controversy surrounding reproductive rights and religious freedom, the impact of budget deficits and current tax policy, the consequences of political incivility, the question of how polarization of wealth affects democracy, debates over American policy in the Middle East, or whether affirmative action programs will survive in the future.

Our readings will be used to develop a few overarching themes important to understanding contemporary American politics, such as the causes and consequences of ideological polarization and the changing nature of "community" and citizenship resulting from economic globalization and the rise of new social media. In addition to short papers discussing various speakers' presentations, each student will complete a term research project that applies one of the course themes to a subject of their particular interest, in areas as diverse as earth science, psychology, economics, or, of course, political science.

The primary goal of the course is not to teach simply about current or "hot" political issues, but to encourage students to see politics as a pervasive and important part of their lives, and to value political discourse as something that is interesting and fun.

Required texts:

TBA

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## **HONORS 280 (1) 3 CREDITS**

MWF 10:10-11:00, Todd 411

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

Instructors: David Shier and Nathan Nicol

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 thinkers 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: as examples, modern physics, biology, and chemistry all have their roots in ancient Greek philosophy, 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 outsourcing: 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)

The Problems of Philosophy, by Bertrand Russell (Hackett edition)

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## **HONORS 280 (2) 3 CREDITS**

MWF 12:10–1:00, Honors 142

Research in the Arts and Humanities: Greek Drama

Instructor: Robin Bond

This course is an introduction to Greek drama -- tragedy and comedy. Our treatment of these works will be two-fold: as texts and as performances. In the first case we will analyze plays in translation, considering ancient aesthetics, generic conventions, and poetic artistry. In the second, we will look at the process of producing plays in ancient Athens, for example, financing, casting, and staging. Finally we will consider the role that drama played within the social and political context of the ancient Greek polis.

Required texts:

The Poems of Hesiod (U. of Oklahoma Press 1983)

The Complete Aeschylus, volumes 1 and 2 (Oxford U. Press 2011)

The Complete Sophocles, volume 1 (Oxford U. Press 2011)

The Complete Euripides, volume 5 (Oxford U. Press 2011)

Aristophanes: Acharnians, Lysistrata, and Clouds (Focus 1997)

## **HONORS 280 (3) 3 CREDITS**

TuTh 10:35–11:50, Honors 142

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, 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 the nature of art. We will investigate theories of art (a selection, from Plato onwards) to try to determine what it is we appreciate about art. 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, literature, and film. 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

Other texts handled in class, available on Angel.

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## **HONORS 280 (4) 3 CREDITS**

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, reading and close analysis of award-winning stories, plus class discussion and presentations will help prepare you to write your own stories.

During the course you will also complete one 12–15 page short story which we will workshop in class to provide each writer with constructive feedback for revision. Your final portfolio will include a revision of your short story, and an essay detailing your writing experience and growth in this class.

Required texts:

Fiction Writer's Workshop (paperback), by Josip Novakovich, 1995, Story Press, Cincinnati, Ohio. ISBN-10: 1884910-39--4 or ISBN-13: 1-884910-39-4

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

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## **HONORS 290 (1) 3 CREDITS**

MWF 2:10–3:00, Honors 142

Science as a Way of Knowing

Instructor: Michael Allen

In this course we will trace the development of the scientific method as manifest in the history of western astronomy from the ancient Greeks to the time of Sir Isaac Newton. The course is in three sections: (i) motion in the sky, (ii) history of astronomy, and (iii) a dramatic reading of the play, "Life of Galileo" by Bertolt Brecht. Student grades will be based upon seminars, quizzes, assignments, and one essay.

Required text:

Life of Galileo. by Bertolt Brecht. Penguin Books 2008. ISBN-978-0-14-310538-1

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## **HONORS 290 (2) 3 CREDITS**

MWF 9:10–10:00, Honors 142

Science as a Way of Knowing

Instructor: Ray Lee

In HONORS 290, students will learn to view the world from a scientific perspective and make connections between biology and their everyday lives. Modern approaches to understanding the natural world have become increasingly interdisciplinary. Consequently, the course will emphasize how science today integrates information from molecules and cells to natural history to global cycles. The ocean world and animal biology is fertile ground for discovery and student investigation, and will serve as a springboard for scientific exploration in this course.

In addition, students will learn how to use resources for gathering scientific information including researching the primary literature.

Required Texts:

Marine Biology by Castro & Huber (2010) 8th edition

The Devil's Teeth by Susan Casey

Never Cry Wolf by Farley Mowat

King Solomon's Ring by Konrad Lorenz

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## **HONORS 370 (1) 3 CREDITS**

TuTh 1:25–2:40, Wilson–Short 3

Representations of Childhood and Adolescence in Peninsular Spanish Film

Instructor: Vilma Navarro–Daniels

Prerequisite UH 270

This course focuses on a number of films produced in Spain from the second half of the 20th century to the present. Students will be introduced to a variety of films, which will allow them to learn and understand the complexities of social, cultural, and political changes experienced by Spain during Francisco Franco's dictatorship (1939–1975), the transition to democracy (1975–1992), and the new so-called "Post-Olympic Spain" (1992 until today). Through the eyes of a group of children and adolescents, we will not only look at Spanish society in a totally new way, letting our young protagonists lead us to their homes, schools, neighborhoods, towns, and cities, places where we will meet their families and friends, but also the potential enemies and dangers that surround them. Through these young people we will be introduced to political propaganda promoted by Francisco Franco in order to spread his ideology; we will learn about domestic violence and also about discrimination and lack of freedom based on age and gender. We will see how the actions of adults – be it for better or for worse—affect the lives of our youngsters forever. We will be invited to witness that special time in the life of an adolescent when first love calls and when sexual awakening takes place, making teenagers wonder and search for their sexual identities. This course includes comedy as well as historical, political, religious, gender, and coming of age films, among other genres.

Students will become active participants in the film viewing experience, rather than mere spectators, by developing the skills to achieve a more discerning "reading" of films produced outside their own cultural context, exploring the familiar in otherness (and vice versa). Students will be able to differentiate and value the cultural diversity represented in these films, and, therefore, reinterpret the place of the self as an identity culturally situated. They will study and analyze representative films from different stages of development of Peninsular Spanish cinematic tradition, taking into account the historical, social, and political context in which they were produced, and how this context is represented in these films. They will also be exposed to innovative films, which illustrate current trends in Peninsular Spanish filmmaking.

Questions? Please email [navarro@wsu.edu](mailto:navarro@wsu.edu).

Required text:

A set of photocopied articles posted on our course web page.

Film Availability:

- 1) There will be two group shows for each film discussed in class.
- 2) Films will also be available at the Language Lab (Thompson 210) and Holland and Terrell Libraries.

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## **HONORS 370 (2) 3 CREDITS**

TuTh 10:35–11:50, Todd 320

## Honors

Instructor: Melissa Goodman–Elgar

### Prerequisite HONORS (UH) 270

The Inca called their empire Tawantinsuyo, land of the four quarters, and linked it with complex systems of communications, roads and administration. In this interactive class, we will explore both the conquerors and the conquered as we trace the development of Inca culture and the expansion of the Inca state through critical reading, film, discussions, reenactment, posters, presentations and formal writing. Although the class focus is on an ancient state, we will learn a framework for assessing states work that can be applied to all state societies including our own.

As the Inca are a past society, we will consider archaeological perspectives on reconstructing the past through material culture (e.g., architecture, artifacts), myths, colonial histories and ethnography. Key topics include the influence of physical geography on Andean culture, pre–Inca cultural diversity, farming and subsistence strategies, Inca myths and religion, strategies of military conquest, and features of Inca state organization.

#### Required text:

The Incas, by Craig, Morris and Adriana von Hagen. 2011. Thames & Hudson. ISBN–10: 050002121

There is also a free online reader.

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## **HONORS 370 (3) 3 CREDITS**

MWF 3:10–4:00, College 135

Social Problems in Modern Japan

Instructor: William (Puck) Brecher

Prerequisite: HONORS (UH) 270

In an effort to capture the richness and complexity of modern Japan, this course provides an introduction to Japanese society and culture from the mid–20th century to the present. Throughout this period the country has grappled with an ongoing and perplexing process of self–reinvention. From the strains of military defeat, to the bewildering effects of rapid modernization, to the anxieties of recession and environmental crisis, modern Japanese experience is a portrait of transformation. Within the international community, postwar Japan has also been an important archetype of both modernity/industrialism and post–modernity/post–industrialism. This course begins with a study of those paradigms within the Japanese context.

Our attention then turns to a sampling of controversial issues that have exerted formative influences on the modern Japanese experience. These include the ANPO riots of the 1960s, changing gender roles, environmental crises (industrial

pollution), social crises (suicide and bullying), youth crises (hikikomori; shut-ins), and the “lost decade” (the 1990s). Collectively, these phenomena have come to define modern and contemporary Japanese life.

The course concludes by considering the “triple disaster” (earthquake, tsunami, and nuclear radiation leak) of March 2011, watershed events that may well have set Japan on a new course of self-reinvention. Each of these topics will be juxtaposed with analogous phenomena in the U.S., Europe, or elsewhere in Asia. No prior knowledge of Japanese language or culture is required.

Required texts:

Japan’s Tipping Point: Crucial Choices in the Post-Fukushima World by Mark Pendergrast (Nature’s Face, 2011)

Shutting Out the Sun: How Japan Created Its Own Lost Generation, by Michael Zielenziger (New York: Vintage Books, 2007)

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## **HONORS 370 (4) 3 CREDITS**

TuTh 4:15–5:30, Honors 142

Ireland: Migration, Memory, and Modernization

Instructor: Matthew Carroll and Mary Wack

We apologize, but this section has been cancelled for spring 2013.

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## **HONORS 380 (1) 3 CREDITS**

TuTh 12:00–1:15, Honors 142

Writing Your Heritage

Instructor: Rita Rud

Prerequisite: HONORS (UH) 280

This course will combine research and writing to discover 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 which country of your heritage 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 a scholarly article, a non-fiction article or essay, or a piece of creative non-fiction or fiction that you feel best represents the heritage and culture you have explored throughout the course.

Class presentations will highlight aspects of the cultures you are exploring and may include examples of the culture’s philosophy, art, music, stories, dance, literature, or other art forms unique to the culture. We will also explore and use various technologies to enhance both your research and presentations.

Required text:

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

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## HONORS 380 (2) 3 CREDITS

MWF 10:10–11:00, Honors 142

Pearls of Global History

Instructor: Pamela Lee

Prerequisite: HONORS (UH) 280

Visual art reflects an individual sensibility of existence. Yet, as individuals we are rooted to societal mooring, influenced by time, place, cultural and political forces. We will explore visual art as a springboard to understanding cultural history. With our first case study during the early weeks of spring semester, we will examine Johannes Vermeer's deliciously realistic 17th century paintings with author Timothy Brook. If you thought that globalism was a new phenomenon, you will learn otherwise. Through Vermeer's pictures, Brooks unravels a tale of 17th century climate change and of Baroque Era global trade interconnectedness.

The remainder of the semester will be research oriented. Within small peer groups, you will actively engage in humanities case study research methodology, probing a pocket of history linked to period art. Perhaps your team will investigate the finely crafted samurai swords from the Tokugawa shogunate, or the connections between 20th century European art and African sculpture, Goya's Disasters of War prints and the Napoleonic wars, the art of Zambian Masquerades, or the multicultural Coptic Christian mummy portraits. Art is the pearl. Through research, you will strive to understand the structural cultural clamshell and the historical machinations that produced the visual pearl.

Your grade will be based on active class participation, research reports, the team presentation and paper.

Required text:

Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World by Timothy Brook.

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## HONORS 380 (3) 3 CREDITS

MWF 1:10–2:00, Honors 142

Language: Origins and Functions

Instructor: Kim Andersen

Prerequisite: HONORS (UH) 280

In this course we will take an in-depth look at a selection of the most important dimensions of the study of language. Since Plato's discussion of 'convention' vs. 'nature' in Cratylus language has been explored by philosophy and science. Its importance for communication, culture, myth, truth-value, psychology, biology and modern technology has increasingly been identified. The study of language offers a wealth of dimensions for the humanities and science: how did it evolve? How did it

spread? What is it? How do babies get it? What's anatomically needed? Chomsky or Skinner? Do animals have language? Is it an advantage to have more than one? What role has it played in human evolution? How does language make poetry poetic? How does it persuade?

We will also engage in some hands-on language learning to get an actual feel for how language functions: comparative grammar, etymology, phonetics and more. Why do some languages have inversion and English not? Would possessive pronouns with reflexive function be a good thing to have? What's the difference between alphabet, pictographs and ideograms?

In addition to the textbook our texts consist of scholarly articles discussing the topics uploaded to Angel. Final grade will be determined by active participation, two written assignments, a PowerPoint group presentation, and a final research paper.

No prior knowledge of language, languages, or linguistics necessary – just bring your own!

Required text:

The Unfolding of Language: An Evolutionary Tour of Mankind's Greatest Invention, by Guy Deutscher

Other texts handled in class, available on Angel.

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## **HONORS 390 (1) 3 CREDITS**

MWF 11:10–12:00 Honors 142

Energy and Society

Instructor: Cill Richards

Prerequisite: HONORS (UH) 290

Is there enough oil? Will the discovery of an abundance of natural gas solve our problems? Can we just go nuclear? Why don't we use more solar? UH 390 will address these questions and others to help students develop the capability to critically assess energy strategies. First we will take a brief look at the history of energy use by human societies. We will then develop a basic understanding of how energy is produced and distributed. We will explore the 'alternatives' to oil such as, solar, wind, nuclear, and biofuels. In addition to technical issues, we will consider the economic, cultural, social, and political impacts of energy options. Students will work in interdisciplinary groups and apply basic analysis tools to critically examine the impact of energy choices in a holistic sense.

Required text:

None

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## **HONORS 390 (2) 3 CREDITS**

TuTh 12:00–1:15 Avery 12

Interdisciplinary research: past, present, and future

Instructor: Sergey Lapin

Prerequisite: HONORS (UH) 290

It is evident that our society is embedded in an international context that has undergone significant changes in recent decades and will undergo even more transformations in the future. Understanding the interdisciplinary nature of modern sciences has become increasingly important.

The main goal of this course is to help students see the real-world relevance of the various academic disciplines and their comparative strengths and weaknesses by looking at the history of several scientific inventions. It is well known that many famous scientists of the past were known as homo universalis, being able to work successfully in very diverse fields. We will then turn to modern society and look at several cases where scientists from different disciplines join forces to address complex global issues, such as environmental, ecological, and global health problems. We will also discuss the cultural and social impacts of scientific research and relations between the liberal arts and sciences.

Required text:

No textbook required, but what required is curiosity and enthusiasm.

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## **HONORS 390 (3) 3 CREDITS**

TuTh 10:35–11:50 Daggy 226

DNA as a Language of Information

Instructor: Gregory M.K. Poon

Prerequisite: HONORS (UH) 290

DNA is nature's information molecule. Modern science's ability to manipulate DNA, essentially at will, at the molecular level is the single greatest achievement that powers the advances in biotechnology today. At the societal level, DNA biotechnology has unleashed economic, social, cultural, and political ramifications. The overall goal of this course is to cultivate literacy in global issues related to DNA biotechnology. We will study how we interpret DNA as a rational system for storing and processing information, how this knowledge is applied in various technologies, and how these technologies impact modern society. The course caters to students from diverse academic backgrounds and encourages students to tailor their learning according to their own interests.

The topics in this course are sequenced to provide a background of the scientific history and nature of DNA biotechnology before applying this knowledge to global issues affecting the environment and society. They include economic (e.g. trends in the pharmaceutical industry), legal (e.g. genetic information as intellectual property), ethical (e.g. embryonic testing), political (e.g. stem cell research),

biodefensive (e.g. biological weapons), and humanitarian (e.g. genetically modified foods as a solution for malnutrition) issues.

Since a major goal of this course is to integrate the core material with students' individual academic interest, 50% of the final grade will derive from a tailored research project. A range of options are offered, from laboratory research to bioinformatic analysis to a research-intensive writing assignment. The remainder of the grade will come from attendance and active participation in class discussion.

Required text:

Biotechnology by David P. Clark and Nanette J. Pazdernik. Academic Press, 2012.  
Journal articles as distributed by the instructor.

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## **HONORS 398 (1) 1 CREDIT**

Monday 4:10–5:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Prerequisite 45 semester hours. 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 submit your Honors thesis proposal for approval and be ready to initiate your thesis research. In the course we will discuss 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, how to organize bibliographies and notes using zotero, and how to evaluate the information you obtain in relation to your topic. During the course we will constructively support and critique each other's projects as proposals develop. Each student will submit a completed proposal including title, introduction, research question, methodology, 'potential conclusions,' and preliminary annotated bibliography as a final product. S/F grading.

Required text:

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

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## **HONORS 398 (2) 1 CREDIT**

Tuesday 4:10–5:00

Honors Thesis Proposal Seminar

Instructor: Catherine Elstad

Prerequisite 45 semester hours. 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 submit for approval a final thesis proposal including title, introduction, research, question, methodology, expected results and possible conclusions, and an annotated bibliography. Following approval of your thesis proposal, you will give a 10-minute presentation on your proposal in class. S/F grading.

Required text:

How to Write a BA Thesis by Charles Lipson

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## **HONORS 398 (3) 1 CREDIT**

Wednesday 12:10–1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Catherine Elstad

Prerequisite 45 semester hours. 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 submit for approval a final thesis proposal including title, introduction, research, question, methodology, expected results and possible conclusions, and an annotated bibliography. Following approval of your thesis proposal, you will give a 10-minute presentation on your proposal in class. S/F grading.

Required text:

How to Write a BA Thesis by Charles Lipson

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## **HONORS 430**

Foreign Study Practicum

By Arrangement

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

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## **HONORS 450**

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.

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## **HONORS 499**

Independent Study

By Arrangement

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