

Honors College

**Course
Descriptions**

SPRING 2015

**Please do not remove this from
the Honors Office**

Honors College Spring 2015 Courses

A wide variety of course topics are available to Honors College students in spring 2015. Please check back often, as changes may occur until the semester begins. Need an appointment with an Honors advisor? Stop by the office in Honors Hall or phone 509-335-4505. ***Advising will be offered by email or telephone ONLY to students currently studying abroad.***

BIOLOGY 298.1 - 4 units

TuTh 9:10-10:25, CUE 218

Lab Thursday 12:00-2:50, Eastlick 162

Non-Majors Biology for Honors Students

Instructor: Lisa Carloye

This course is designed for non-science majors in the Honors College. This semester we will focus on understanding the natural world from a biological perspective. We will explore foundational theories and will follow the scientific inquiry process through case studies. You will interpret data and draw conclusions; you will see how understanding natural process has led to innovative diagnostic tools; you will evaluate arguments and evidence supporting different sides of controversial issues such as evolution and biological creationism. Our curriculum will include study of molecular biology (DNA, proteins, and molecular tools); organismal biology (plant and animal diversity); evolutionary biology (Darwin, natural selection, common descent, and speciation); and ecology (community and ecosystem dynamics).

Required text:

Your Inner Fish, by Neil Shubin (any text edition is fine)

ECONS 198.1 - 3 units

MWF 10:10-11:00, Hulbert 23

Principles of Economics

Instructor: Pat Kuzyk

Satisfies HONORS 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 units

TuTh 1:25-2:40, College 235

Honors English

Instructor: Robert Eddy

Prerequisite: Must be a current Honors student

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 texts:

Diverse by Design: Literacy Education within Multicultural Institutions, by Christopher Schroeder. Utah State University Press, Logan, Utah. 2011

The Art of Crossing Cultures, 2nd edition, by Craig Storti. Nicholas Brealey Publishing, Boston. 2007

ENGLISH 298.2 - 3 units

TuTh 10:35-11:50, Sloan 5

Images, Art, and the 20th Century

Instructor: Kimberly Burwick

Prerequisite: Must be a current Honors student

In this research course we will investigate the major creators of and influences on the still and moving images of the 20th century. Beginning with photographers such as Sally Mann, August Sander, and W. Eugene Smith, we will research how the aesthetics of these artists have created major cultural and political shifts. We will then examine the role of the moving image (film) as we research the influence of directors such as Ingmar Bergman and Andrei Tarkovsky on contemporary culture.

Required texts:

TBA

ENGLISH 298.3 - 3 units

MWF 11:10-12:00, Thompson 19

Examining the American West

Instructor: Bryan Fry

Prerequisite: Must be a current Honors student

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 small pox 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 Pocket Guide To Writing in History by Mary Lynn Rampolla

Instructor: Bryan Fry

HONORS 270.1 - 3 units

TuTh 10:35-11:50

Honors 270

Instructor: Joe Huseby

This course examines cases of genocide and mass violence since World War II. Students will be exposed to theories that seek to explain and understand genocide and mass violence. Students will also be exposed to the historical context of these cases and will learn to apply the theories to the cases. The course will highlight the process of accumulating knowledge and information on cases of genocide and mass violence and the process of deconstructing information and facts in order to understand historical events. Emphasis is placed on understanding origins of knowledge in these cases and comparing different sources of information as they apply to historical and theoretical analysis, and criminal investigations of crimes of genocide and crimes against humanity.

Required texts:

TBA

HONORS 270.2 - 3 units

TuTh 1:25-2:40, Honors 142

Honors 270

Instructor: Jennifer Thigpen

This description is not yet available.

Required text:

TBA

HONORS 270.3 - 3 units

MWF 9:10-10:00, Honors 142

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:

A Pocket Guide to Writing in History, 7th edition, by Mary Lyn Rampolla. Boston: Bedford/St. Martin, 2012

Atomic Age America, by Martin V. Melosi. Boston: Pearson, 2013

HONORS 280.1 - 3 units

MWF, 3:10-4:00, Honors 142

Ethics and Public Policy

Instructor: Nathaniel Nicol

This course has two overarching aims: (1) to study the main normative ethical theories most prevalent in contemporary thinking about public policy, and (2) to master the core critical thinking skills that are essential to all walks of life, but perhaps most essential to the critical evaluation of public policy. We will begin by reading Simon Blackburn's excellent introduction to ethics: *Being Good: A Short Introduction to Ethics*. This will provide a sort of tour of the main ethical theories. Our main text, however, will be: *Ethics and Public Policy: A Philosophical Inquiry*, by Jonathan Wolff. This will lead us to explore arguments about the ethics of testing on animals, the legalization of drugs, public safety (seat-belt laws and the like), health-care, the "free market," and several others (some of which we can pick out together in class). We will be concerned to find the good arguments in these issues, but also to identify exactly what makes the bad arguments bad: we will thus acquaint ourselves with a great variety of fallacies, sophistry, and other shenanigans. Also, we will incorporate a few highly relevant films into our course work. After all, many of our big ideas now come from films, and so we need to be aware of their influence.

Required texts:

Being Good: A Short Introduction to Ethics, by Simon Blackburn. 2001, Oxford

Ethics and Public Policy: A Philosophical Inquiry., by Jonathan Wolff. 2011, Routledge

HONORS 280.2 - 3 units

MWF 1:10-2:00, 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 texts:

But Is It Art? by Cynthia Freeland

Other texts handled in class, available on Angel.

HONORS 280.3 - 3 units

TuTh 2:50-4:05, 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

HONORS 290.1 - 3 units

MWF 2:10-3:00, Todd 226

Science as a Way of Knowing

Instructor: Michael Allen

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment. Science or Engineering major preferred.

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, Brecht. Penguin Books 2008. ISBN-978-0-14-310538-1

HONORS 290.2 - 3 units

TuTh 1:25-2:40, Bryan 324

Death Defining

Instructor: Starla Meighan

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment. Science or Engineering major preferred.

Death Defining is a spacious, scientific exploration of what it means to die and how medicine and science are changing the boundaries of death. The class surveys an array of topics in order to assign a modern definition to death: a historical perspective on medical science and death, perceptions and experiences with death and what brain scans tell us about grieving, the basic physiology of life, the biology and physiology of death—physiological mechanisms for how trauma, disease and aging challenge life, resuscitation and life support, what happens to a body when it dies, brain death, organ and body donation, the scientific prospects for immortality, and a critical look at near-death experiences. We will explore these subjects through readings, classroom discussion, classroom presentation and prompted reflective journaling.

Required text:

HONORS 370.1 - 3 units

TuTh 10:35-11:50, Honors 142

Becoming an Adult in Contemporary Western Societies

Instructor: Monica Johnson

Course Prerequisite: HONORS 270 or ECONS 198

This course will examine what it means to become an adult in contemporary Western societies and some of the key processes involved in the transition to adulthood. These often include the formation of romantic and sexual relationships, moving away from parents, and transitioning from school to work. Students will be introduced to the life course perspective, an interdisciplinary orienting framework concerned with understanding how lives are lived in historical time and place. Using this perspective we will examine how the pathways young people take in becoming adults, as well as transitional experiences embedded within these pathways, are shaped by a society' institutions (including families, schooling, labor market, and government [policy and law]) and culture.

Required texts:

Not Under My Roof: Parents, Teens, and the Culture of Sex, by Amy T. Shalet. 2011, University of Chicago Press

The Accordion Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition, by Katherine S. Newmann. 2013, Beacon Press

Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity, by Ingrid Schoon and Rainer K. Silbereisen. 2009, Cambridge University Press

HONORS 370.2 - 3 units

TuTh 12:10-1:15, Honors 142

Latin America: the Development of Hybrid Societies and Cultures

Instructor: Ana Maria Rodriguez-Vivaldi

Course Prerequisite: HONORS 270 or ECONS 198

This course analyzes the social and cultural development of Latin America within a historical framework that begins with pre-Columbian times up to the study of contemporary issues. It will help students trace how a civilization with certain commonalities has developed, comprised of multiple layers of identities and hybrid elements that evolve from the meeting and adaptation of different cultures—indigenous groups, European, African, and/or Asian immigrants, among others—and continues to adapt and change due to ongoing influences from the U.S. and Europe deriving from the effects of globalization. Once the foundational framework is complete, the course will focus on a selected group of Latin American countries and explore current issues from a broad variety of economic, political, social and cultural perspectives. It will use articles, films, and other ancillary materials to provide examples of how the effect of transcultural hybridization continues to be a presence in Latin American identity, and on its relationship with the world. At the same time, it will examine the acute differences that do exist within the area and resist a unilateral or rigid interpretation of regional issues and realities.

Required text:

Global Studies: Latin America and the Caribbean, 15th Edition, by Paul Goodwin. 2013. Softcover. ISBN-13 9780078026263

HONORS 380.1 - 3 units

MWF 11:10-12:00, Honors 142

Pearls of Global History

Instructor: Pamela Lee

Course Prerequisite: HONORS 280

Visual art reflects an individual sensibility of existence. Yet, individuals are rooted to societal mooring, influenced by time, place, cultural and political forces.

We will explore visual art as a springboard to 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. Through lecture, reading, and discussion, we will explore Vermeer in the contrasting context of Dutch domesticity and of global expansion. If you thought that globalism was a new phenomenon, you will learn otherwise. Through Vermeer's pictures, we will approach art historical research and unravel a tale of 17th century global interconnectedness.

The remainder of the semester will be research oriented. Within small groups, you will actively engage in humanities case study research, probing a pocket of history linked to period art. Perhaps your team will investigate the finely crafted samurai swords, art of the Mughal Empire, Goya's art during the Napoleonic wars, fresco painting and the Mexican revolution, Fayum portraits, or Zambian Masquerades. 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 texts:

Selected readings will be provided from: *ermeer's Hat: The Seventeenth Century and the Dawn of the Global World* by Timothy Brook, *The Cambridge Companion to Vermeer* edited by Wayne E. Franits, and *Vermeer's Women, Secrets an Silence* by Marjorie E. Wieseman.

HONORS 380.2 - 3 units

TuTh 9:10-10:25, Honors 142

Music and Your Brain

Instructor: Sheila Converse

Course Prerequisite: HONORS 280

In this class we will examine music from a number of different perspectives. We will begin with the science by reading *This is Your Brain on Music* by Daniel J. Levin in which he explains the elements of music in scientific terms, investigates the role of music in human evolution and the neuroscience of perception of music in the human brain. The second area will explore *The Myths of Creativity: The Truth About How Innovative Companies and People Generate Great Ideas* by David Burkus. We will look at how creativity is critical in science and business as well as in the arts. Finally, we will examine how music is integral to different cultures and can be a vehicle through which we can learn about people in this global community. *The Healing Drum* by Yaya Diallo and Michael Hall will introduce us to the Minianka tribe of West Africa. We will choose other cultures to investigate based on the interests of the class. The final section of the class will look at the therapeutic aspects of music in institutional settings such as hospitals as well as its use by individuals for relaxation and stress relief.

Required texts:

This is Your Brain on Music by Daniel J. Levitin. Dutton, 2006, ISBN 0-525-94969-0

The Myths of Creativity: The Truth About How Innovative Companies and People Generate Great Ideas by David Burkus, 978-1-118-61114-2

The Healing Drum: African Wisdom Teachings by Yaya Diallo & Michael Hall. Destiny Books, 1989, ISBN 0-89281-256-7

HONORS 380.3 - 3 units

MWF 12:10-1:00, Honors 142

Dr. Robin Bond (rsbond@wsu.edu)

Instructor: Robin Bond

Course Prerequisite: HONORS 280

This course is an introduction to the literature and culture of archaic and Classical Greece that focuses on the question of what it means to be human. Greek poets depicted the human condition as an existence apart from, and contrary to, the leisure enjoyed by the gods. Human life, in the Greek mind, was at its core suffering, toil, and death. Yet, being human also meant being civilized, which for the Greeks meant being Greek: honoring Greek gods and observing Greek customs. Overtime the literature, poetry, and philosophy of the ancient Greeks reflect how some of their most basic cultural assumptions about the human experience were challenged often as a result of their interactions with other peoples through travel, colonization, and warfare.

Required texts:

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

HONORS 380.4 - 3 units

MWF 2:10-3:00, Honors 142

Writing Your Heritage

Instructor: Rita Rud

Course Prerequisite: HONORS 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, 6th edition, by Diana Hacker and Barbara Fister, ISBN 978-1-4576-5069-7

HONORS 390.1 - 3 units

MWF 10:10-11:00, Honors 142

Drug Abuse: A Global Perspective

Instructor: Ray Quock

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

The 2013 World Drug Report notes stability in use of traditional drugs but also points to an alarming rise in prescription drug abuse and the use of new psychoactive substances. The use of traditional drugs such as heroin and cocaine appears to be declining in some parts of the world but on the rise in other regions. For the first time, the number of new psychoactive substances exceeded the total number of substances under international control. The topics in this course will 1) provide a scientific background in the psychopharmacology of drugs of abuse; 2) analyze trends in global illicit drug use; and 3) discuss the societal impact of drug abuse.

Required texts:

Journal articles and materials as distributed by the instructor.

HONORS 390.2 - 3 units

Wednesday, 5:30-8:00pm, Honors 142

The Practice, Science and History of Mindfulness

Instructor: Lydia Gerber

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

Mindfulness, defined by Jon Kabat-Zinn as “paying attention, on purpose, in the present moment, non-judgmentally,” is an inherent human capacity, cultivated throughout history. Mindfulness training enhances one’s ability to cope with anxiety and stress, decreases the likelihood of burnout in challenging professions, and has a beneficial effect on overall health. Among mindfulness training programs Jon Kabat-Zinn’s Mindfulness-Based Stress Reduction (MBSR), developed in 1979 at the University of Massachusetts Medical School, stands out as a program that has been rigorously researched for its safety and effectiveness. This class invites students to explore the practice (following the eight-week program developed by Jon Kabat-Zinn) and the growing field of published research on MBSR in academic disciplines ranging from Psychology and Education to Neuroscience and Cell Biology.

The instructor has received her training in MBSR through the Center for Mindfulness at the University of Massachusetts Medical School. She has been teaching classes in the Pullman community and at WSU since 2012 and is looking forward to working with you! Please feel free to contact her at lgerber@wsu.edu if you have questions about the class!

Required text:

Full Catastrophe Living, by Jon Kabat-Zinn. 2013. New York: Bantam Books.

Journal articles made available through David S. Black’s *Mindfulness Research Guide*

<http://www.mindfulexperience.org/> and additional materials offered by the instructor.

HONORS 390.3 - 3 units

TuTh 2:50-4:05, Todd 202

Instructor: Richard Lamb

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

Recent advances in technology, more specifically in the processing ability of computers, place us in a unique position in the history of human development. As a society, we have entrusted computers in the form of artificial intelligences (AI) with the management of everything from our environment, economy, security, infrastructure, to healthcare and military activities; these activities have raised several complex questions. This course will examine the history of AI, to explain what “AI complete” means for society, explain questions about role of AI in our society, and the potential future of AI. The goal of Honors 390 is to equip you with the intellectual tools and understanding to examine critically current and future outcomes associated with AI.

Required text:

TBA

HONORS 398.1 - 1 unit

Thursday 1:10-2:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Course 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 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. Indianapolis/Cambridge: Hackett Publishing Co., ISBN: 978-1-60384-440-6

HONORS 398.2 - 1 unit

Tuesday, 12:10-1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Robin Bond

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This seminar-style course is designed to assist and support each participant in developing and completing his/her Honors College thesis proposal—the first step in successfully completing the thesis requirement of the Honors College. During the course, each thesis proposal will be constructively criticized during collaborative peer review sessions and each student will give a 10-minute formal presentation on his/her proposal in class. At the end of the class, students will submit for approval a final thesis proposal including title, introduction, research question or creative project, methodology, expected results and possible conclusions, and an annotated bibliography. Office Hours: MWF 11:00-12:00 and by appointment.

Required text:

None

HONORS 398.3 - 1 unit

Monday 3:10-4:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Rita Rud

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This seminar-style course will guide and support each student in the process of completing his/her Honors thesis proposal. In this course, you will learn how to:

- generate your Honors thesis topic
- develop your thesis question
- choose a thesis advisor for your project, and
- plan and write your thesis proposal.

In class, we will discuss ways to structure your thesis, perform a literature search, and evaluate the information you find in relation to your chosen topic. We will also discuss and constructively support and critique projects as you develop your proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, and give a 10-minute oral presentation on their proposal in class. S/F grading.

By the end of the course you will submit your Honors thesis proposal for approval and be ready to initiate your thesis research.

Required text:

How to Write a BA Thesis, by Charles Lipson, ISBN # 0226481263 (Paperback)

HONORS 398.4 - 1 unit

Wednesday 10:10-11:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Catherine Elstad

Course 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 (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

Electronically available at WSU:

<http://griffin.wsu.edu/search~S12/?searchtype=t&searcharg=How+to+Write+a+BA+THesis&searchscope=12&SORT=D&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=aHow+to+Write+a+BA+THesis>

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: <http://honors.wsu.edu/studyabroad/index.html>

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

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 can register you for this course.

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 can register you for this course.

DEPARTMENTAL COURSES ALSO OFFERED FOR HONORS STUDENTS

MATH 230 - 3 units

TuTh 1:25-2:40, Daggy 26

Please talk to the Math Department for further information.

MATH 283 - 2 units

TuTh 2:50-3:40, College 135

Please talk to the Math Department for further information.

PHYSICS 205.1 - 5 units

MWF 11:10-12:00, Webster 211

LAB Tuesday 5:40-8:30, Webster 422

LAB Thursday 5:40-7:30pm, Webster 422

Honors Physics

Instructor: Fred Gittes

Please consult with the Physics Department if you are interested in taking this course. They will handle the details.

SPANISH 203.4 - 3 units

MWF 10:10-11:00, Sloan 161

Spanish for Honors Students

Instructor: Sonia Lopez-Lopez

SPANISH 204.4 - 4 units

MWF 2:10-3:00, Avery 104

Spanish for Honors Students

Instructor: Sonia Lopez-Lopez
