



**Honors Course Booklet**  
**Fall 2010**  
Revised

**Honors Colloquia, ENGL110, Tutorials, Fora,  
and Departmental Course Descriptions**

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# Honors First Year Colloquia

## **ANTH390-080**

### **Globalization and Everyday Life**

**Neitzel, Jill**

This course considers how globalization impacts everyday life in the United States and in other cultures around the world. The focus will be on aspects of everyday life with which honors students have personal experience – fast food, clothes, sports, cell phones, television, and popular music. The course will involve substantial reading and writing; and each class meeting will be run as a seminar with an emphasis on active discussion by all students. Class readings may include: James Watson's *Golden Arches East: McDonalds in East Asia*; Pietra Rivoli's *The Travels of a T-Shirt in the Global Economy*; Walter LaFeber's *Michael Jordan and the New Global Capitalism*; Horst, Heather, and Daniel Miller's *The Cell Phone: An Anthropology of Communication*; Denise Bielby and C. Harrington's *Global TV: Exporting Television and Culture in the World Market*; and Mwenda Ntarangwi's *East African Hip Hop: Youth Culture and Globalization*.

## **ANFS390-080**

### **Food, Glorious Food: Challenges for the 21<sup>st</sup> Century**

**Joerger, Rolf**

Will there be enough food to feed the world? What kind of food will be available? As Americans, most of us are more concerned with an overabundance of food and its health effects than with food shortages, but pictures of malnourished people frequently remind us that some parts of the world do not share the same plentiful food supply. Most of us have some thoughts on why famines occur. In one view, first formulated at the end of the 18th century by the political economist Thomas Malthus, food shortages are an inevitable consequence of population growth outpacing food production. In another view, espoused by Nobel Prize winner Amartya Sen, famines are caused by political or economical circumstances in a world that is fully capable of feeding everyone. For most of the world, Malthus' prediction has obviously not come to pass, but can we expect the same outcome for the current century? Can food supplies be maintained or even increased and what kind of foods should be produced are questions that will be addressed in this colloquium. Factors making an impact upon the quantity and quality of food will be examined from biological, technological, economical, social, and ethical perspectives. Through reading and discussions of books and journal articles, students will gain an understanding of current trends in food production, processing and consumption and the forces that influence such trends including: genetic engineering, sustainability, vegetarianism, animal rights, obesity and the view that food is more than just basic nourishment, but is a means to better health. Possible readings may include: Evans, *Feeding the Ten Billion*; Fox, *Deep Vegetarianism*; Gard, *The Obesity Epidemic: Science, Morality and Ideology*; Regan, *Animal Rights: Human Wrongs*; and Sen, *Poverty and Famines*.

## **ARSC390-080**

### **Personal Civil War and American Culture**

**White, Patrick**

This course will attempt to investigate the American Civil War not only as a historical event, but as a personal event as experienced by the participants themselves. Historical aspects will be discussed as necessary context, but the primary focus, through personal recollections, newspaper coverage, and literary depictions, will be on the soldiers of both sides, the people of the "home front," and some important historical figures. Assigned texts might include writings of Stephen Crane, Ambrose Bierce, Frederick Douglass, Abraham Lincoln, Michael and Jeff Shaara, and a wide variety of memoirs. The Civil War in film might also be sampled. The course will include the writing of a research paper on some aspect of the course material, as well as some group work and individual short essays.

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**ARSC390-081****Image is Everything****Lachat, Isabelle**

A picture is worth a thousand words. I'll believe it when I see it. These enduring clichés testify to the power of images. In the 21st century, visual displays saturate our daily experience, on billboards and in store windows, in newspapers and magazines, on dozens of cable or satellite channels, and billions of websites. Images play a crucial role in shaping our culture by communicating a wide range of information, in the form of news, advertising, political propaganda or social and environmental activism. Some of them shock, many challenge long held assumptions while others reinforce established beliefs. This course explores how images construct and convey particular messages to their respective audiences and how viewers negotiate these visual stimuli. We will examine the interaction between text and image and consider a variety of media, such as fine art, photography, websites, television, films, and music videos, and address their reliability and effectiveness. We will explore pertinent issues including the myth of photographic truth, and censorship, alongside contemporary problems of originality, authorship and ownership of digital and virtual materials. Our readings will include, John Berger's seminal work *Ways of Seeing* and Marita Sturken and Lisa Cartwright's *Practices of Looking: An Introduction to Visual Culture*. Additional essays and articles addressing relevant issues and current events will supplement our readings.

**ARSC390-082****The Art of Medicine****Peters, Ray**

We will explore connections between the arts and medicine by looking at the patient-doctor relationship, the interpretation of illness, the duties and responsibilities of medical professionals, bioethics, death and dying, and other topics in medicine. Using stories, plays, films, essays, memoirs, poems, and the visual arts, we will examine the many challenges faced by medical professionals and patients as they deal with birth, death, health, illness, suffering, treatment, and recovery. We will study works by doctors and nurses who are also accomplished authors (such as Anton Chekhov, William Carlos Williams, Alice Jones, Richard Selzer, Cortney Davis, and David Hilfiker) as well as provocative works on medical themes, such as *The Elephant Man*, *Wit*, and *Miss Evers' Boys*. Students will write brief response papers, analytical essays, and a research paper analyzing the connection between medicine and the arts by focusing on an author or artist of their choice.

**ARSC 390-083****Writing Home****Lellock, Jasmine**

This course will interrogate the concept of "home." Topics that we will consider include homesickness, "natural" habitats, travel, self-exploration, homelessness, globalization, immigration, exile, and citizenship. We will explore what home means to each of us through a series of writing assignments in various genres, including memoir, travel narrative, sonnet, personal essay, and letter. Readings may include selections from works as far-ranging as Homer's *The Odyssey*, Shakespeare's *The Tempest*, John Milton's *Paradise Lost*, James Joyce's *Ulysses*, Elizabeth Bishop's poetry, W.G. Sebald's *The Emigrants*, Isabel Allende's *My Invented Country*, Rita Dove's *Mother Love*, Jack Kerouac's *On The Road*, Gabriel Garcia Marquez's *One Hundred Years of Solitude*, and Jonathan Franzen's *The Corrections*. In addition, we will listen to song lyrics, including Simon and Garfunkel's "Homeward Bound," and view films, such as *Where the Wild Things Are* and (fittingly) *Home*. We will also read theories of home from environmental, anthropological, sociological, and psychological perspectives.

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**ARSC390-084****Engaging the Dramatic Imagination****Reidel, Leslie**

Why the theatre? What accounts for a form lasting thousands of years? What does it mean to engage the dramatic imagination? What is the unique nature of the dramatic form and how is that form made manifest in the theatre? What distinguishes the theatre from television, film, and other mediated performance forms? Working in collaboration, we will explore these and other questions in depth as we read about theatre, see theatre, make theatre, and speculate about the possibility of the theatre in our media age.

**EDUC391-080****Tragedy and the Human Condition****Blits, Jan**

This course is a philosophical examination of three great tragedies, Sophocles' *Oedipus, Tyrannus* and *Antigone*, and Shakespeare's *Antony and Cleopatra*. We will proceed scene-by-scene, line-by-line through the plays, reaching our conclusions by closely examining the authors' texts - the plots, characters, language, digressions, puzzles, and other devices. We will try to draw out of the plays the substance that the authors deliberately put there. Among the questions we will discuss are the relation between the public and the private, the sacred and the human, freedom and empire, pagan and Christian, love and death. Students will write a reflective essay on each of the plays. The course presupposes no specific background, only an interest in the material.

**EDUC391-081****Human Nature and the Science of Nature****Blits, Jan**

This course is a philosophical examination of relation between natural science and human nature. While closely studying seminal texts, we will emphasize the differences both within and between ancient and modern science. The questions which we will examine include whether science is rooted in the love of truth or in the desire for power, the intelligibility of nature, the status of common sense and of the visible world, what it means to be a cause, the difference between science and non-science, the relation between speech, mathematics and the world, and the role of utility in science. Readings include the writings of the Pre-Socratics, Aristotle, Francis Bacon, Descartes, Nietzsche, and Arthur Eddington. Students will write three reflective essays. The course presupposes no specific background, only an interest in the material.

**EDUC391-082****Homo sapiens sapiens—What Makes Us “Human”?****Gottfredson, Linda**

Charles Darwin's theory of natural selection unsettled devoutly-held beliefs about what it means to be human: our origins, obligations, and special place among all living creatures. Evolutionary thinking still provokes strong opposition in some communities, but it has become the guiding paradigm in the biological sciences. What can evolutionary science teach us, however, about what it means to be human—not just a hairless ape with opposable thumbs and deadlier technology? The new field of evolutionary psychology is producing some intriguing answers—and even more interesting questions. It marshals many kinds of evidence, from prehistoric “bones and stones” to self-reported behavior in intimate relationships, to explain how humans evolved such big brains, and at what cost; why the sexes differ in size, perceptual skills, mating strategies and longevity; whether infanticide and ethnocentrism are the dark shadows of once-adaptive human behaviors; and if human innovation in the last 500,000 years has itself influenced the course of human evolution. Like philosophers over the ages, the field also seeks the hidden causal essences in human behavior—the human universals in love, sex, war, family, loyalty, hierarchy and reciprocity.

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Evolutionary research also provides insight into practical matters, such as why pregnant women get morning sickness and modern populations are getting so fat. In addition to probing the general assumptions, methods and findings of evolutionary psychology, this class will debate how likely it is to explain, undermine or enhance our humanity.

### **FLLT360-080**

#### **Japanese Visual Culture**

**Hutchinson, Rachael**

This course undertakes a critical analysis of media products in contemporary Japan, focusing primarily on anime (animation), manga (Japanese comics) and computer games. We will explore the historical origins and specific narrative features of each medium, and compare them to more 'traditional' narrative media such as prose literature and live-action film to find out how storytelling works in different media. We will discuss the dynamics and interplay of text and pictures in manga, while anime study will consider what happens when movement is added to the equation. The relative merits of limited animation, cell animation and CGI will be discussed with particular reference to the works of Oshii Mamoru and Miyazaki Hayao. The importance or relevance of 'storytelling' in computer games will be analyzed by comparing different genres, particularly the role-playing game (RPG) as opposed to binary combat structures. Students do not need any previous knowledge of these media or the Japanese language.

### **PLSC 390-080**

#### **Students of our Environment**

**Barton, Susan**

This colloquium begins with the premise that all of us must reconnect with nature. We will read excerpts from the national bestseller, *Last Child in the Woods*, by Richard Louv and discuss what makes an environment sustainable. Students will learn about a variety of local ecosystems and collect real world data on soils, plants, insects and birds. Environmental data will be collected from five different sites in and around the UD campus; including a wetland, meadow, forest, agricultural field and suburban landscape. Students will use these data and the experience of interacting with outdoor environments to develop middle school lesson plans that use outdoor laboratories. Students will also read selections from *American Earth: Environmental Writing Since Thoreau* and write short reflection papers on their experiences with the five environments.

### **POSC390-080**

#### **What is Justice?**

**Khan, Muqtedar**

The primary purpose of this course is to develop an understanding of what is at stake when we talk about equality, fairness, justice, social justice and distributive justice. The course will explore how philosophers across space and overtime have struggled to conceptualize equality and justice and also how they have tried to justify the virtues and the necessity of a just society. The course is designed not only to enhance understanding but also create and awareness and appreciation for the challenges that societies face in their effort to define and implement justice and equality at global and local levels. We will deliberate not only on the desirability of equality and social justice but also comprehend their formative and transformative attributes. The course will also explore seriously if these concepts vary across traditions and civilizations. Are they indeed universal or do they gain meaning only within a given cultural and normative milieu. We will also examine how human history has shaped the normative evolution of our societies by refining as well as redefining our understanding of equality and justice.

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# Honors ENGL110

## ENGL110-080

### Who Wears the Pants? Creating Men & Women

**Keenan, Elizabeth**

Girls are made of sugar and spice and everything nice while boys are made of frogs and snails and puppy-dog tails. At least, that is what we are taught from day one. While this cute rhyme seems harmless enough, the rule it enforces has informed how men and women have been created and represented in literature, art, and film. This course explores how people create and/or subvert the stereotypes of their gender and what impact that creation and subversion has had on our culture. The first half of the semester will explore representations of gender in literature and art over the past few centuries. Texts will include Shakespeare's *Twelfth Night* (as well as a viewing of the 1996 Trevor Nunn film adaptation of the play which further questions the authority of gender stereotypes), Aphra Behn's *The Rover*, Mark Twain's *The Adventures of Tom Sawyer*, and Louisa May Alcott's *Little Women*. We will also examine visual representations of women and men by artists such as Van Gogh, Frida Kahlo, and Picasso. The second half of the semester will focus on how men and women view their gender and how it is created for them by the media and culture today. We will ask such questions as: Why are we enraptured by watching the gender dynamics of *Mad Men* or intrigued by what clothes will be designed for women in *Project Runway*? Why do we find the Saturday Night Skit "It's Pat" funny and compelling? We will also view print and commercial ads for toys and clothes that are directed at children to examine how gender is constructed from an early age. In addition, we will read critical selections from authors such as Sigmund Freud, Judith Butler, Sandra Gilbert and Susan Gubar. The main question the course will answer is: who, today, is creating gender stereotypes and who is breaking them and why? Writings for this course will include weekly response papers on topics related to the creation of masculinity and femininity; a personal narrative on the student's early encounters with gender construction; an argumentative research paper on a topic relevant to gender construction; and an ad analysis focusing on the creation of masculinity and femininity. The course will culminate in a portfolio project consisting of revisions of the writings.

## ENGL110-081

### Southern Crimes

**Jebb, John**

People inside and outside the South commonly think of the region as different, special, even as foreign. And the South has had a troubled legal history. The region rebelled and then suffered under occupation after losing the Civil War. The region has been the scene of too frequent extra-legal means of enforcement, notably duels and lynchings. And the federal government through the 1900's often intervened when Southern law would not bring about justice. So our course will study American law as practiced in the most controversial American region. We will begin with stories, novels, and journalism about trials and thereby study legal procedures and trial advocacy. We will move to a literary portrayal of a famous court case. Our authors may include William Faulkner, Harper Lee, John Grisham, Tony Horwitz, Irvin S. Cobb, Stuart Woods, and/or Marjorie Kinnan Rawlings. One project may involve following a famous Southern case through the day-to-day news accounts. And we will conclude with a work that unites Southern legal issues across time, a work that lets the Old and New South meet.

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**ENGL110-082****Ghosts****White, Patrick**

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

**ENGL110-083****Composition and Improvisation: Writing About Music****Peters, Raymond**

This course will explore writing about musical creativity. We will study the creative process of major composers (Bach, Mozart, Beethoven, Stravinsky, George Gershwin, Ellington, Miles Davis, Coltrane, Mingus, Stephen Sondheim, Philip Glass, etc.) and songwriters (Cole Porter, Ira Gershwin, Robert Johnson, Hank Williams, Bob Dylan, Lennon & McCartney, Joni Mitchell, etc.). We will read *Best Music Writing 2008* (a wide variety of writing on rock, pop, hip-hop, and country), Peter Shaffer's *Amadeus*, and Geoff Dyer's *But Beautiful: A Book about Jazz*. We will also listen to samples of the music under discussion. Students will write brief response papers, critical reviews, analytical essays, and a research paper examining the creative process in the work of a composer or musician of their choice.

**ENGL110-084****Public Writing and American Culture****Mink, Phillip**

Public writing shapes our society with the free expression of ideas in newspaper editorials, letters to the editor, film and book reviews, and magazine articles. To develop an understanding of this constitutionally protected phenomenon, students will read *The Wall Street Journal* on the Drug Enforcement Agency's decades-long war against illegal substances, *The New York Times* on the Supreme Court's role in interpreting the U.S. Constitution, and *The Atlantic Monthly* on "whiteness" in post-Obama America. In cultural matters, students will read *The New Yorker* on the music of Taylor Swift, the *Washington Post* on the virtues of *The Dark Knight*, and *Vanity Fair* on the cinematic impact of *The Breakfast Club*. Students will analyze those readings in several short essays, and then they will delve into broader policy issues: how politicized news-and-editorial writing affects Congressional deliberations; how the rise of 24-hour cable news has diminished public writing on complex policy issues; and how the ascendant online media has crushed traditional print-media publications like *Newsweek*. As for aesthetic issues, students will explore the process by which elite media critics privilege some creative works as "art" and dismiss others as dumbed-down exercises in car chases and gunfights. To that end, we will compare critical evaluations of Christopher Nolan's *The Dark Knight* with Flannery O'Connor's *A Good Man is Hard to Find*, and we will analyze selected prose in Thomas Harris's *The Silence of the Lambs* side-by-side with William Faulkner's *Absalom, Absalom!*

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**ENGL110-085****The Theater of Ideas in the Twentieth Century****Duke, Kathleen**

Drama has been a vehicle for more than entertainment since classical works such as Sophocles' *Antigone* asked Athenians to contemplate issues of individual conscience and gender identity. With the introduction of a new social realism, the plays of Henrik Ibsen began, in the mid-nineteenth century, to create a major branch of twentieth century drama. In this course, we will examine works by European and non-European artists who followed in his footsteps from Bernard Shaw (Irish), Bertolt Brecht (German), Athol Fugard (South African), Vaclav Havel (Czech) to Americans such as Clifford Odets, Larry Kramer and August Wilson. Whether these artists asked their audiences to question authority and their own beliefs or issued clear and direct calls to specific political action, they demonstrate art's ability to provoke and stimulate. Class discussions will be guided by written reader responses to be submitted for each play. Longer essays, often supported by research, will ask for comparisons among works.

**ENGL110-086****The Theory and Practice of Nonviolence****Burns, Jim**

In a world seemingly racked by war and violent conflict there exists a little regarded alternative way of settling disputes. Nonviolence has a long (and effective) history in many parts of the world. The class will explore both the secular and religious origins of Nonviolence by examining writings by authors such as Gandhi, King, Tolstoy and Chavez. We will deal with those who are committed to Nonviolence in a variety of different ways. We will probe the connections of Nonviolence to contemporary political movements, such as feminism. We will see how Nonviolence is implemented, including specific examples drawn from different regions of the world. The class will allow us to develop critical thinking about the nature and efficacy of both violence and nonviolence, and discover ways that nonviolence can be employed to achieve meaningful objectives. Students will write papers on three areas of focus; Nonviolence as principle, as theory, and as personal practice, cumulating with a research paper that may expand one of the three with significant research. The main text for the class will be *Nonviolence in Theory and Practice* by Barry Gan and Robert Holmes, along with other relevant materials from my own experience using nonviolence as a means of political change.

**ENGL110-087****The 60's****Bannowsky, Phillip**

Grandparent of today's culture wars, with a professor who was there. Let's do some archeology on the new millennium. Dig under stadium concerts and find Woodstock. Excavate conservatism, and uncover Barry Goldwater and Rev. Billy James Hargis. Pry up "Parental Advisory" and expose Jim Morrison. Drill beneath the war on drugs and out spouts Timothy Leary. Plow up Jeremiah Wright and unearth Malcom X, Martin Luther King, and Bill Ayers, speaking of whom, how did ROTC become voluntary at the U of D, and whatever happened to "coed" curfews? From protest music to manifestos, meet the eyewitnesses and explore the artifacts of two eras, the subject-matter questions of today and their roots in the conflicts, movements, and discourse of the 60s, from "the times they are a-changing" to "change you can believe in." This is in part a Problem-Based Learning course, where students will assume the roles of stakeholders in the controversies of the 60s and search out solutions to the then intractable conflicts. Additionally, students will take individual responsibility for a host of topical sources, from Barry Goldwater's *The Conscience of a Conservative* to Norman Mailer's *Armies of the Night* to Eric Berne's *Games People Play* to Aldous Huxley's *Doors of Perception*. Can you dig it?

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**ENGL110-089****Secrecy 1790/2010****Edson, Michael**

We jealously defend secrecy in our own lives, but obsessively pursue the secrets of others via Facebook, reality TV, and PostSecret blog. When dubbed privacy, keeping secrets is a basic right, yet the term secrecy evokes the illegal and undemocratic, as when governments withhold information. This first-year writing course explores clashing modern ideas about secrecy and their links to writing—first, by exploring past attitudes about secret-keeping. In England of the 1790s, for example, secrecy proves a political problem: secret societies committed to revolution multiply, and spies and secret prisons as well. People of the time believed that faces disclosed secret thoughts, and that democracy required total transparency—citizens without secrets. We'll read some essays and two novellas from this era, including Eliza Fenwick's *Secresy* (1795) and Mary Shelley's *Mathilda* (1819), focusing on secrecy and its effects. Ranging from epistolary novel to confessional narrative, these texts will help us grasp writing's place in the production of secrets. The second half of the course will then ask questions about secret-keeping in 2010, e.g., is secrecy possible or desirable in the Facebook age? Discussion in this part of the course will be based on readings from authors such as Erving Goffman, Kenneth Burke, and Joshua Gunn. As a composition course, we will also consider secrecy in relation to issues of writing and rhetoric. What is the rhetoric of secrecy? Does persuasion require fabricating an audience of "secret sharers"? Requirements include three short essays, a social-networking project, and a research paper exploring secrecy in its modern and controversial forms: secret societies, underground music, social etiquette and TMI, "Don't Ask, Don't Tell," secret prisons, and so forth.

**ENGL110-091** - *This section is for English and English Education majors only.*

**Writing about Self Amid Society****La Casse, Christopher**

"Writing about Self Amid Society" is a writing intensive course that will carry out the textual analysis, begun in E101 class discussions, through a series of essays. The texts of E101 will span several literary periods to include books such as Sandra Cisneros, *Woman Hollering Creek* (1991), David Henry Hwang, *M. Butterfly* (1986), Nella Larsen, *Passing* (1929), Cathy Song, *Picture Bride* (1992), Karen Tei Yamashita, *The Tropic of Orange* (1995). Poems may include Keats, "To Autumn," Yeats, "Her Anxiety," Philip Larkin, "This Be The Verse" and "How Distant," George Simic, "All the Clocks are Dead," Maya Angelou, "Come and Be My Baby," Andrew Marvell, "To His Coy Mistress," William Shakespeare, Sonnets, Margaret Atwood, "This is a Photograph of me," Edwin Morgan, "The Loch Ness Monster Song," William Blake, "The Tyger," Grace Nichols, "Like a Beacon," and Elizabeth Bishop, "One Art." While class activities and discussions will focus on strategies for improving writing, students may choose to compose essays around the course's thematic approach of identity. Specific paths of inquiry will ask how authors, poets, and dramatists construct individual identity (gender, ethnicity, class, etc.) within or against the social, political, and/or religious conventions of their time. To investigate how writers explored such questions, students will apply the tools of textual analysis learned in E101 (including plot, character, persona, point of view, setting, style, tone, irony, ambiguity, figurative language, meter, structure, form, and genre) to formulate arguments in support of thesis-driven essays. During the semester, the class will visit the library's Special Collections to learn about the archive's holdings and view the correspondence and drafts of several prominent literary figures. The course will evaluate students on class discussion, in-class writing, group activities, short papers, mid-length (5-6 pages) papers, a thesis-driven research paper (10 pages), and a class presentation based on the research project. This particular course is a section designated for English and English Education majors.

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## Honors Degree Tutorials

*A tutorial allows a small number of students (usually no more than 6) to work intensively with a faculty member on a set of selected readings. Tutorials meet once a week for two hours. Typically, no examinations are given, but written work is required and students should expect to do significant independent study in preparation for group discussions. Open to Honors Degree candidates only.*

### **UNIV 490-080, 081 – Honors Tutorial: Humanities**

#### **Rise, Eric**

In this tutorial we will examine the works of writers who have influenced modern political and social movements. Representative works include J.S. Mill, *On Liberty*; George Orwell, *Homage to Catalonia*; Whittaker Chambers, *Witness*; F.A. Hayek, *The Constitution of Liberty*; J.K. Galbraith, *The Affluent Society*; Jane Jacobs, *The Death and Life of Great American Cities*; Rachel Carson, *Silent Spring*.

RESTRICTIONS: Open to Honors Degree candidates only. Satisfies Arts and Sciences Group A and Second Writing requirements. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Requires permission of Honors Program to register.

### **UNIV 490-082, 083 – Honors Tutorial: Humanities**

#### **Bernstein, John**

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

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# Honors Fora

## **ARSC 293-080**

### **University Studies Forum**

#### **Lachat, Isabelle**

Do you need help making a decision about a major? Are you confused about what you want to do in college and beyond? Do you have diverse interests but you're not sure how to pull them all together? If you answered "yes" to one or more of these questions, this course is for you! ARSC 293 is specifically designed for Honors Program students who are University Studies (UST). For one hour each week and one Honors credit, you can get the extra help you need to make a decision about a major, learn about what a college education can give you (besides a major), and begin the search for finding what is important to you in education and in life. The goal of this course is not to declare a major at the end of the semester, but rather to give UST students tools and strategies to help define their interests and goals, which will help them in the major decision-making process. *Open to incoming first-year UHP UST majors only. University Honors Program permit required. Call 831-1195 to register.*

## **ARSC 295-080**

### **Distinguished Scholars Forum**

#### **Magee, James**

This Distinguished Scholars ("Discho") Forum is an opportunity for bright students, regardless of major, to earn one credit interacting with other bright students in academically unusual, entertaining, if not amusing, but legal ways. Enrolled students will develop their often unused or underused innate ability to appreciate experiences not ordinarily in the routine of students: like the "arts"—whether in a museum, a theater, watching a ballet, experiencing new and maybe odd cuisine, exploring literature, and music, and especially the world of classical opera. We'll travel occasionally to nearby cities, such as New York City, Washington DC, Baltimore, and/ or Philadelphia. There will be—broadly defined—academic assignments, but they will not resemble those you are given in most of your ordinary UD classes. There will be readings, but they will be different, too. If you invest seriously in this experience, you will discover yourself to be a very different person at the end of spring, and perhaps you will appreciate your classmates even more, too—and they will see a changed you. If you come along, you can be certain to enjoy an interesting, unusual, maybe unique, but surely memorable experience. *Open to first-year Distinguished Scholars only. University Honors Program permit required. Call 831-1195 to register.*

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## Departmental Courses

Only University Honors Program students with grade point indexes of 3.00 or higher will be eligible to register for Honors courses. Please note: After grades are posted for the current semester, students registered for Honors courses who do not meet the minimum 3.0 grade point index required will lose that enrollment.

### Accounting (ACCT)

#### **ACCT 207-080**

##### **Accounting I**

**Paretta, Robert**

This course is an introduction to financial accounting. Topics include the accounting cycle, merchandise accounting, accounting procedures for cash, receivables, payables, inventories, plant and equipment, stocks and bonds. *Not open to Freshmen.*

#### **ACCT 425-080**

##### **Strategic Information Systems and Accounting**

**White, Clinton**

Explores the role of accounting and information systems in accomplishing the strategic goals of the business entity. Students will be exposed to accounting information systems and the Web 2.0 environment, the XML (Extensible Markup Language) foundation and two XML vocabularies (UML and XBRL), enterprise-wide computing, Web Services, Sarbanes-Oxley internal control framework, and cases, projects, and readings related to strategic information systems in business. Honor students will be required to complete a research project addressing a current topic in AIS (determined each semester) and submit a paper with the results. *Open to JR and SR majors only. Pre-requisites: ACCT 302 and ACCT 316. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

### Animal & Food Science (ANFS)

#### **ANFS 101-080**

##### **Introduction to Animal Science**

**Severson, Dan**

Students will conduct an in-depth study of a management challenge in domestic animals. They will use experiential learning to develop standard operating procedures and recommendations to address the challenge. The students will make use of blogs or journal entries detailing the challenge, weekly progress, resolution and recommendations. A term paper will summarize findings in the form of a detailed recommendation that can be integrated into policies for animal management. HONORS SECTION: The topic for 2010 will be working with dairy calves. Honors students will work with a group of calves to learn about behavior, housing, colostrum, genetics, health, growth, pedigrees, marketing and conformation. *Co-requisite: ANFS 111 (mandatory for majors). Meets with the regular section; separate Honors discussion. Open to incoming Honors majors only.*

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**ANFS 230-080****Foodborne Diseases: Investigating Outbreaks****Kniel-Tolbert, Kalmia**

A critical review of foodborne and waterborne outbreaks of viral and parasitic origin. Presents current issues in light of developments related to food safety and public health. Emphasis on factors that influence the outcome of an outbreak, including: emerging pathogens, virulence factors, epidemiological techniques, rapid detection methods, and quantitative risk assessment. Honors students will examine in depth the role of epidemiology in given case studies, while writing their own case study. Additionally, these students will be given the opportunity to question food-related diseases and to gain a new outlook on foodborne illnesses through readings by contemporary authors. *Meets with the regular section.*

**ANFS 251-080****Animal Nutrition****Saylor, William W**

Comparative study of digestive anatomy, the nutrients, their metabolism and physiological functions in animals of agricultural importance. Examines factors affecting the nutrient requirements of animals. Emphasis on the effects of the plane of nutrition on productivity, health, and well-being of animals. Honors students will explore contemporary issues in animal nutrition and metabolism, exotic animal nutrition and the environmental impact of nutrition and feeding decisions. In-depth study of a contemporary, contentious issue of significance in nutrition will be used as the basis for a formal debate. The Honors section also will be supplemented with off-campus field trips (participation required). *Pre-requisites: ANFS 101 and ANFS 140. Meets with regular lecture and laboratory sections; separate Honors discussion.*

**ANFS 441-080****Repro Physio Domestic Animals****Dyer, Robert**

Emphasis on physiology and endocrinology of reproductive function in males and females, comparative aspects of reproductive function and opportunity for enhancing production through newer management practices. Discussion and laboratory involve both classic and current state of knowledge in mammalian and avian reproduction. *PREREQ: ANFS140. BISC306 strongly recommended. Open to Junior and Senior Majors only.*

**Anthropology (ANTH)****ANTH 101-081****Introduction to Social and Cultural Anthropology****Budani, Donna Martha**

Cultural Anthropology is the study of individuals and groups within the context of culture. In this course, we will examine a number of fundamental topics in Cultural Anthropology, including language, myth, gender, marriage and sexuality, economic and political practices, and race and ethnicity. The goal of this course is to develop an anthropological perspective in order to come to know our society, our species, and ourselves in new ways. The class includes lectures, case studies, discussions, guest lectures, and films and videos. In addition, students in the Honors program will participate in community-based learning exercises where they will practice their anthropological ethnographic skills. Honors students are expected to do extensive research in a culture of their selection in specialized components, also of their own selection. For example, a student might select the Hopi Native Americans and research Hopi history, economic system, political organization, kinship and rituals. Other Honors activity includes participating in a project about the Yanomamo Indians of the Amazon. *Satisfies Multicultural Requirement. Open to incoming Honors first-year students only. Meets with the regular section.*

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**ANTH 104-080****Introduction to Archaeological & Biological Anthropology****Rocek, Thomas**

The fossil and archaeological record of human biological and cultural evolutions. Emphasis is how archaeological and biological anthropological research are conducted and how their treatment of data distinguish them as scientific disciplines. Honors students are assigned various extra reading assignments and projects and meet with the instructor regularly. *Cannot earn credit for ANTH 102 or ANTH 103 if this course is taken.*

**ANTH 222-080****Technology and Culture****Roe, Peter G**

Primitive and pre-industrial technologies. Theoretical issues of innovation, diffusion and adaptation. The relationship between technology and other aspects of culture. *Meets with the regular section.*

**ANTH333-080****Peoples of Africa****Weil, Peter**

Social institutions and cultural traditions of Africa; political, economic, legal and kinship systems, and modes of thought. *Cross-listed with BAMS333-080. Meets with the regular section.*

**Arabic (ARAB)****ARAB 200-080****Advanced-Intermediate Arabic****Masmoudi, Ikram**

In addition to the main text book, emphasis is on reading and viewing authentic materials from Arab media to improve reading, writing, and listening skills, and to increase knowledge of Arab culture.

*Prerequisite: ARAB 107. Meets with regular section.*

**Art Conservation (ARTC)****ARTC 301-080****Care and Preservation of Cultural Property****Cassman, Vicki**

This undergraduate course will serve as an introduction to the history, philosophy, and practice of art conservation. The class will provide students with a basic knowledge of the physical and chemical nature of cultural property (specifically photographic materials, library and archival materials, and works of art on paper), factors that influence and cause the deterioration of cultural property, and methods of preventive conservation used to preserve and care for collections. Students will be required to write a scholarly paper on the history, technology, deterioration and long-term care of a specific media or subject area. *Open to majors only. Meets with the regular section.*

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## **Art History (ARTH)**

### **ARTH 153-080**

#### **Introduction to Art History I**

**Pellecchia, Linda**

Evolution of art, in its historical context, from the prehistoric periods through ancient Egypt, Greece, Rome, the Early Christian period, and the Middle Ages. Honors students will attend at least one special field trip to the Museum of Archeology and Anthropology at the University of Pennsylvania or the Walter's Gallery in Baltimore with the section leader to examine works of art seen in class in the original. *Preference given to first-year UDHP students. Meets with a regular section; separate Honors discussion.*

### **ARTH 153-080D**

#### **Intro to Art History I - Discussion**

**Havet, Isabelle Maureen**

Discussion for ARTH 153-080

### **ARTH 299-080**

#### **Modern Architecture**

**Rujivacharakul, Vimalin**

This course is an introduction to architecture of modern periods. Focus is from the eighteenth century to the present. Students will examine classical texts, rising ideas, and major debates in the field of modern architecture, and explore various connotations of modernity and modernism that have emerged during the past three hundred years around the world.

### **ARTH 301-080**

#### **Research and Methodology in Art History**

**Chapman, H Perry**

Methods and major approaches to advanced art historical study, together with the practical aspects of research and work in art historical professions such as education, historic preservation, museums, and galleries. Experience with original works of art. Students enrolled in the Honors section will have additional opportunities to discuss critical readings on Art History as a discipline, learn to do archival and museum research, and attend and discuss lectures by professionals in the field. *Open to JR and SR ARTH majors only. Meets with the regular section.*

### **ARTH 456**

#### **Seminar: Contemporary Architecture**

**Rujivacharakul, Vimalin**

This course will examine contemporary architecture from around the world. Topics include Contemporary Architecture, Cross-cultural Dialogues, Transnational Practices. Discover theories of postcolonialism and postmodernism to discuss aesthetic forms and concepts in the most recent architectural design projects.

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## **Biological Sciences (BISC)**

### **BISC 100-080**

#### **Freshman Seminar**

**Nauen, Jennifer**

This seminar complements BISC 207 course topics of cell structure and function, genetics, evolution, and biochemistry. Students will participate in discussion and presentation of readings from the literature concerning recent discoveries and experimental design, methods, and results. *Open to incoming first-year UDHP students only. Concurrent enrollment in BISC 207-080 required.*

### **BISC 100-081**

#### **Freshman Seminar**

**Dion, Linda**

This course is combined on Wednesdays with BISC 207-081 for a two-hour class. Working in groups, students will use problem-based learning to do an in-depth analysis of a real-life problem related to the week's topic. In addition, students will give presentations about current concerns in biology which are not covered in regular BISC 207. A visit to the Delaware Biotechnology Institute are also part of this course. *Open to incoming first-year UDHP students only. Concurrent enrollment in BISC 207-081 required.*

### **BISC 100-082, 083**

#### **Freshman Seminar**

**Hodson, Robert C**

Several scientists present their professional background and views of their current research interests. Subsequently students are organized into small groups and each group is matched to one of the scientists, meets at their research location, develops a small project (but does not carry it out), and presents it to the class orally with computer assistance. *Open to incoming first-year UDHP students only. Concurrent enrollment in BISC 207-082 required.*

### **BISC 100-084**

#### **Freshman Seminar**

**Schmieg, Florence Irene**

This seminar complements BISC 207 course topics of cell structure and function, genetics, evolution, and biochemistry. Students will participate in discussion and presentation of readings from the literature concerning recent discoveries and experimental design, methods, and results. *Open to incoming first-year UDHP students only. Concurrent enrollment in BISC 207-084 required.*

### **BISC 207-080**

#### **Introductory Biology I**

**Nauen, Jennifer**

The course focuses on the basic structure and function of cells, mechanism of cell division, genetics, evolution, and speciation. The traditional lecture format is used in the classroom. The laboratory explores principles of experimental design, data presentation, and analysis. *Open to incoming first-year UDHP students only. Co-requisites: CHEM 101, CHEM 103, CHEM 105, or CHEM 111. Concurrent enrollment in BISC 100-080 required.*

### **BISC 207-081**

#### **Introductory Biology I**

**Dion, Linda Anne Koch**

This course deals in content with the biology of cells and molecules. Two classes per week will be used for

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class discussion or lecture on a topic; the third will be combined with BISC 100-081, and will be used for a more rigorous examination of the material through problem-based group learning. In this class, specific to this Honors section, students will do an in-depth analysis of a real-life problem which applies principles learned from lecture and discussion. Additional collaboration within groups will be encouraged when taking group exams. *Open to incoming first-year UDHP students only. Co-requisites: CHEM 101, CHEM 103, CHEM 105, or CHEM 111. Concurrent enrollment in BISC 100-081 required.*

### **BISC 207-082, 083**

#### **Introductory Biology I**

**Hodson, Robert C**

The course focuses on the basic structure and function of cells, cell reproduction, classical genetics, and molecular biology. A lecture and discussion format is used in the classroom. The laboratory explores principles of experimental design and data analysis and presentation. *Open to incoming first-year UDHP students only. Co-requisites: CHEM 101, CHEM 103, CHEM 105, or CHEM 111. Concurrent enrollment in BISC 100-082 required.*

### **BISC 207-084**

#### **Introductory Biology I**

**Schmieg, Florence Irene Netko**

The course focuses on the basic structure and function of cells, cell reproduction, classical genetics, and molecular biology. A lecture and discussion format is used in the classroom. The laboratory explores principles of experimental design and data analysis and presentation. *Open to incoming first-year UDHP students only. Co-requisites: CHEM 101, CHEM 103, CHEM 105, or CHEM 111. Concurrent enrollment in BISC 100-084 required.*

## **Black American Studies (BAMS)**

### **BAMS 110-080**

#### **Introduction to Black American Studies**

**Coleman, Arica**

Introduction to Black American Studies assesses the status of Black America through an examination of the major spheres of black studies. We will begin by looking at race and the role of black studies historically and in the twenty-first century. Often we are led to believe that race is a relic of the past and that the critical examination and analysis of race (and its concomitant feature, racism) is in fact, itself, racist. However, this belief presupposes a very narrow understanding of race and its continuing salience in our society. In the last thirty years the idea that we live in a multicultural society has become very popular, but this idea has led us to look at diverse races and cultures as additive features of the mainstream culture. In this course we will start with the idea that race is not an additive feature of society but a major organizing principle of it. In this course, we will look at the definition of race and the construction of racial identity, the inter-connection between race, gender, class, and sexuality, and the role of race in the creation and popularity of culture. The Honors component will include the following primary source material: The Souls of Black Folk, David Walker's Appeal and the Emancipation Proclamation. *Meets with regular section.*

### **BAMS333-080**

#### **Peoples of Africa**

**Weil, Peter**

Social institutions and cultural traditions of Africa; political, economic, legal and kinship systems, and modes of thought. *Cross-listed with ANTH333-080. Meets with the regular section.*

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## **Business Administration (BUAD)**

### **BUAD 306-080**

#### **Operations Management**

**Kydd, Christine**

All businesses need the basic functions of Finance, Marketing, Management, and Operations Management to operate effectively. Operations Management is the function that makes the firm run efficiently while producing the firm's products or providing the firm's services to customers. Learn how a company can enhance its bottom line by improving the way that it forecasts sales, schedules production, manages inventory, and performs quality control. This class incorporates active learning opportunities for students as they learn how to apply decision-making models to make better business decisions. The class includes group projects in which some of the models will be applied to business settings to improve the operation of the firm. *Pre-requisites: MATH 202 and MISY 160 or CISC 101. Open to JR and SR whose major requires the course. Meets with regular section.*

### **BUAD 309-080**

#### **Management & Organizational Behavior**

**Garland, Howard**

Managers get others to do things that help an organization achieve its objectives. This requires effective people skills. In this course we will work together to heighten your awareness of human problems associated with getting things done in organizations and increase your skills for resolving these problems in an effective manner. *Open to Juniors and Seniors whose major requires the course.*

### **BUAD 441-080**

#### **Strategic Management**

**Watson, Sharon R**

Strategic management is a course about the decisions top managers make that determine the future directions of the organization. Topics include identifying and evaluating a firm's strategy, analysis of a firm's competitive position within its industry, and understanding how firms create and sustain a competitive advantage. We also will study corporate diversification, merger and acquisition strategies and strategies for competing globally. The goal of the course is to provide students with the concepts and analytical tools needed to better evaluate the strategic moves top managers make to improve their firm's competitive performance. Honors students will engage in in-depth class discussions of business cases, complete projects involving a high level of teamwork, and develop and deliver professional presentations in a case competition. *Pre-requisites: BUAD 301, BUAD 306, BUAD 309, and FINC 311. Open to SR majors only. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. IMPORTANT NOTE: This course will be offered as an Honors course in the Fall semester only.*

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## **Cognitive Science (CGSC)**

### **CGSC 170-080**

#### **Introduction to Cognitive Science**

**Andreasen, Robin O.**

Cognitive science is an interdisciplinary study of mind that typically assumes that thinking is a material computational process. It includes fields such as philosophy, linguistics, computer science, psychology, biology, and anthropology. In this course, we will examine three approaches to the study of cognition. We will start with the idea that the mind is a special type of computer – namely, a formal symbol manipulator that runs on “wetware” instead of hardware. Second, we will examine the idea that cognition is best modeled in terms of artificial neural networks. Third, we will turn to cognitive neuroscience, which aims to understand the cognition primarily in terms of brain processes. We will evaluate each view, in part, by examining its usefulness for understanding specific types of cognitive tasks – e.g., logical reasoning, concept/category formation, linguistic communication, etc. – as well as cases where the mind does not function properly (ex., autism). This course will be taught in a seminar format with less lecturing and more student generated discussion. Students will read scientific articles from scholarly journals and will have additional homework and writing assignments.

## **Chemical Engineering (CHEG)**

### **CHEG 231-080**

#### **Chemical Engineering Thermodynamics**

**Buttrey/Furst**

The first law energy balance; the entropy balance; thermodynamic constitutive equations for gases and liquids; thermodynamic cycles and energy conversion; and stability. Kinetic Theory and Partition functions.  
*PREREQ: A minimum grade of C- in CHEG112 or, for environmental engineering majors, in CIEG233. A minimum grade of C- in MATH243.*

### **CHEG 231-081**

#### **Chemical Engineering Thermodynamics**

**Buttrey/Furst**

The first law energy balance; the entropy balance; thermodynamic constitutive equations for gases and liquids; thermodynamic cycles and energy conversion; and stability. Kinetic Theory and Partition functions.  
*PREREQ: A minimum grade of C- in CHEG112 or, for environmental engineering majors, in CIEG233. A minimum grade of C- in MATH243.*

### **CHEG332-080**

#### **Chemical Engineering Kinetics**

**Chen, Jingguang**

Systematic description of rates of homogeneous and heterogeneous chemical reactions of industrial importance. Application of these principles to analysis and design of chemical reactors. *PREREQ: A minimum grade of C- in MATH305 , CHEG325 and CHEM444*

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## **Chemistry & Biochemistry (CHEM)**

### **CHEM 103-080**

#### **General Chemistry**

**Wesolowski, Meredith**

CHEM 103 examines the basic principles necessary to understand the composition, properties, and reactivity of matter. The topics will include atomic theory, chemical reactions, stoichiometry, thermochemistry, molecular structure, bonding, and states of matter. The course is designed for students majoring in the sciences and engineering; one year of high school chemistry is assumed. The course format is lecture-based with critical thinking and problem solving emphasized through class discussions and group problem solving exercises. The laboratory provides hands-on experiences to complement and reinforce the concepts discussed in class. NOTE: Enroll separately for both a lecture and a lab section. *Open to incoming first-year UDHP students only. Pre-requisite: one year of high school chemistry. Co-requisite: MATH 114 or higher.*

### **CHEM 111-080, 081, 082**

#### **General Chemistry for Majors and Chemical Engineering**

**Groh, Susan E**

CHEM 111H is the first half of a yearlong, in-depth exploration of fundamental principles underlying modern chemistry and biochemistry for biochemistry, chemistry, chemical engineering and environmental engineering majors. CHEM 111H focuses on the molecular-level characteristics and behavior of matter. Topics addressed include atomic theory; stoichiometry; the physical atom and mass spectrometry; structures, behavior and reactions of ionic compounds; electronic structure and periodicity; structures and bonding models of covalent compounds; metallic bonding and band theory, and the behavior of gases. Examples and applications are drawn from a variety of disciplines and situations to illustrate the power of "thinking molecularly" in modern science. The course format incorporates problem-based learning and other active learning strategies in addition to lectures and group discussions. The Honors section presupposes that students have mastered the equivalent of a strong high school chemistry course, and moves at a pace appropriate for that background. Compared to the regular section, CHEM 111H explores the topics above in greater depth and with broader extensions. Class assignments and exams emphasize analysis and application of ideas in addition to core knowledge. *Open to incoming first-year UDHP students only. Pre-requisite: Minimum of one year of high school chemistry; two years strongly recommended. Minimum of MATH 115 or equivalent. Co-requisite: CHEM 115 (for CHEM, BIOCHEM and CHEM ED majors). Enrollment in MATH 241 or higher recommended.*

### **CHEM 115-080**

#### **Introduction to Chemical Science**

**Munson, Burnaby**

Introduction to the Chemical Sciences. For CHEM/BIOC/XCE majors. Lectures, discussions, problem sessions, and one three-hour lab per week. Satisfies First Year Experience. An introduction to CHEM/BIOC Department, the chemical profession, and career opportunities. Emphasis on chemical equilibria. Individual, pair, and group laboratory experiments. Accuracy and precision required in lab procedures. A strong background in chemistry is expected. Calculator and computer skills needed.

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## **Chinese (CHIN)**

### **CHIN 105-080, 081, 082**

#### **Mandarin Chinese I - Elementary**

**Tu, Chung-Min/Zhang, Rachel**

This course provides basic training in Mandarin Chinese in the four language skills: speaking, listening, reading, and writing. It aims to help students achieve an elementary level of proficiency in Chinese character writing, pronunciation (Pinyin Romanization), basic reading, and basic daily conversation, covering topics such as: greetings, introduction/self-introductions, family and hobbies, asking for information, making appointments, making phone calls, telling time and dates. By the end of the semester, students should have a command of approximately 270 characters and phrases for communicative purposes. *Both sections meet with the regular sections.*

### **CHIN 106-080**

#### **Mandarin Chinese II - Elementary/Intermediate**

**Tu, Chung-Min/Zhang, Rachel**

This course continues the study of Mandarin Chinese by further emphasizing all four language skills of listening, speaking, reading, and writing through drills, dialogues, scenarios, and situations. In this course, students will be able to gain proficiency in grammar, conversation and listening comprehension, and reading and writing skills. By the end of the semester students should be able to use, based on what they have learned in CHIN 105, an additional 270 Chinese characters or phrases and will have achieved an elementary/intermediate level of proficiency in Chinese for daily conversation. *Pre-requisite: CHIN 105. Meets with the regular section.*

### **CHIN 107-080**

#### **Mandarin Chinese III - Intermediate**

**Dong, Zhiyin**

This course will enable students to know Chinese language at an intermediate level and Chinese culture with interest. Students will know how to interact with Chinese native speaker in daily life and perform concrete daily tasks with confidence. Students will learn the language through both drills and dramatic skits in a given situational context. They will learn the necessary vocabulary and phrases needed on occasions such as “on the street,” “at friend’s birthday party,” “in the hospital,” “dating,” “renting an apartment,” and “in the post office.” Moreover, students will be given cultural knowledge in terms of pop culture and social issues in modern China. They will learn to sing songs and be shown major modern cities and scenic spots in China through visual aids such as movies. *Pre-requisite: CHIN 106. Meets with the regular section.*

### **CHIN 200-080**

#### **Chinese Grammar and Composition**

**Dong, Zhiyin**

This course is a continuation of 100-level Chinese language courses. With a strong emphasis on reading and writing, this course provides training in all four aspects of language learning. Students will not only learn authentic Chinese in terms of idiomatic usages, familiar sayings, and sophisticated grammar structure, but are expected to understand Chinese society and culture in more depth. Both simplified and traditional Chinese character versions will be used in this class. *Pre-requisite: CHIN 107 or instructor’s permission. Meets with the regular section.*

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**CHIN 350-080****Business Chinese****Chen, Jianguo**

The course aims at preparing students for effective communication in casual and formal business settings in Chinese society. The course will incorporate discussion of Chinese business culture and etiquette in order to promote socially appropriate language use. Through a variety of language activities, focused on communicative, task-orientated, and learner-centered approaches such as role play, interview and presentation in the target language, students will learn how to use socially appropriate language in a Chinese business setting. The course is important not only to students of Chinese who, upon graduation, may work for transnational corporations, government organizations or other agencies involving business activities in and/or with China, but to students who will combine their Chinese Major with a major International Business Studies. A basic knowledge of business Chinese will help our students function more effectively in today's world. *PREREQ: Two CHIN courses at the 200 level and one CHIN course at the 300 level, with the exception of CHIN206. Meets with regular section.*

**CHIN 455-080****Classical Chinese****Tu, Chung-Min**

This course is designed to provide students with basic training in classical Chinese, which is the gem of the Chinese language. As a language of the literati over the past thousand years, rich in literary, aesthetic, philosophical and religious implications, classical Chinese was unfortunately disrupted at the turn of the 20<sup>th</sup> century for ideological reasons. The course introduces students to basic grammar structures of classical Chinese, its syntactic patterns and historical development, as well as comparison with modern vernacular Chinese. It will give students a sense of how the Chinese language evolved from its classical form to the modern Mandarin/standard form through studying a wide range of readings in classical Chinese prose, literary and documentary writings. *PREREQ: Two CHIN courses at the 300 level and one CHIN course at the 400 level. Meets with regular section.*

**Civil & Environmental Engineering (CIEG)****CIEG 211-080****Statics****Davidson, Rachel A**

Analysis of force systems and equilibrium of rigid bodies in two and three dimensions. Determination of centers of gravity and of centroids. Analysis of statically determinate trusses, simple frames, and "machines." Introduction to the analysis of beams. Honors students will meet in a small 50-minute discussion section each week with the Professor to examine course topics in more detail and to explore additional, more advanced topics. *Co-requisite: MATH 243.*

**CIEG 301-080****Structural Analysis****Righman, J.**

Design procedures and criteria. Moment, shear, and axial force diagrams of statically determinate structures like beams, frames, and arches. Displacement, stress, and stability analyses of statically determinate and indeterminate structures, using differential equations and the slope deflection method. Energy methods. Introduction to matrix methods. *Pre-requisites: CIEG 212, MATH 302 or MATH 351. Meets with the regular section. Open to Majors and Minors.*

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**CIEG 461-080****Senior Design Project****Paul, Michael**

Work with advisors from engineering firms and faculty on design projects requiring knowledge and skills acquired in previous courses. Honors students perform a critical review, as a group, of selected course content, as well as orally present a summary of the same to the course coordinator at the end of each semester. *Meets with regular section. Open to Senior majors only. Satisfies the University Discovery Learning requirement. Open to UDHP students only - minimum 3.0 required. Others require permission of UDHP. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**CIEG 486-080****Engineering Project Management****Lee, Earl**

Understand the principles of planning, controlling, and evaluating engineering projects. Learn the use of tools and techniques and practice their use on a personal project. Topics include project organization, project budgeting and scheduling, resource allocation and leveling, change control, and communications. Honors students will be required to complete two case studies, including written reports and in class presentations. *Meets with regular section.*

**Computer Science (CISC)****CISC 106-080, 082****General Computer Science for Engineers****Harvey, Terrence**

Principles of Computer Science illustrated and applied through programming in MATLAB. The course is designed to be challenging and fun, and will be taught as a series of problems presented to teams of students. Teams will investigate, create, and share. Participation, presentation, and teamwork are significant parts of the course grade, along with exams, labs, and projects. Student teams will have some latitude to choose projects. Previous programming experience is not a prerequisite to CISC 106. *Open to incoming, first-year Honor students only.*

**CISC 108-080****Introduction to Computer Science I****Decker, Keith**

Computational thinking is a way humans solve problems; a creative outlet; a way to express abstract ideas in a tangible form. Everyone should learn how to use computational thinking to analyze problems and design computational solutions, even if they do not study Computer Science. Topics include functional programming, data abstraction, procedural abstraction, use of control and state, recursion, testing, and object-oriented programming concepts. Projects include graphical games. This course requires no prior programming experience, and only high-school algebra. Lecture meets with a regular section; Honors content is in the lab. *Meets with the regular section.*

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**CISC 220-080****Data Structures****Rasmussen, Christopher**

Review of data types abstraction, recursion, arrays, stacks, queues, multiple stacks and linked lists. Emphasis on dynamic storage management, garbage collection, trees, graphs, tables, sorting and searching. *Minimum grade of C- in CISC181; core requisites: MATH210 or MATH214.*

**CISC 410-080****Introduction to Numerical Analysis and Algorithmic Computation****Braun, Richard J**

Direct and iterative methods for solution of algebraic equations and systems of linear equations, matrix inversion, pseudo-inverses, algebraic eigenvalue problems, linear least-square problems and nonlinear equations. Stresses both numerical analysis and algorithmic aspects. *Prerequisites: MATH 349 or MATH 341 or MATH 351; and CISC 106 or CISC 108. Cross-listed with MATH426080.*

**CISC 475-080****Object Oriented Software Engineering****Leipold III, Walter**

Introduction to object oriented software engineering concepts, methodologies, and tools. Requirement analysis, specification, design, and implementation of object oriented software development process using UML. Real-life examples and a semester-long team project cover all aspects of the object oriented lifecycle, from requirements to coding to testing and deployment. Honors students meet with all faculty and graduate students doing software engineering-related work, and prepare a short paper describing that work in the context of course topics. They will also prepare one short class lecture on a practice-oriented software engineering topic, and keep a journal describing the management challenges encountered and resolved during the team semester project. Honors students also prepare a short monthly presentation about current software risks/disasters. *Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Prerequisites: Minimum grade of C- in CISC 280 and SR status. CISC 361 is recommended. Credit cannot be received for both CISC 475 and CISC 675.*

**Communication (COMM)****COMM 256-080****Principles of Comm Theory****Perse, Elizabeth / Mortenson, Steven**

Students will see Communication theories illustrated in the ongoing research projects of published scholars. Experts will visit class to speak about their research. Topics range from Political Communication, Internet-based communication, Cultivation of violence and sex-roles, Persuasion, and Intercultural Communication. *Meets with the regular section; separate Honors Discussion.*

**COMM 447-080****National Agenda****Begleiter, Ralph**

Seminar offered in conjunction with speaker series focused on current policy and political problems facing the United States. Guest lecturers, office holders and candidates, political and media practitioners explore the problems and their implications for the nation and for campaigns and decision making. *Open to COMM majors only. Meets with regular section. Additional times to be arranged. Cross-listed with POSC 447-080.*

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## **Computer & Electrical Engineering (CEEG)**

### **CPEG 422-080**

#### **Computer Systems Design II**

**Kiamilev, Fouad E**

Examines modern digital computer design methods using industry standard electronic CAD synthesis tools. Topics include hardware design using VHDL, logic synthesis tools, simulation methods for synthesis and efficient coding techniques for synthesis. Includes experimental laboratory work to design and evaluate FPGA-based digital computer hardware. Honors students are expected to include particularly advanced and innovative features in their hardware designs. *Prerequisites: CPEG 324 and CPEG 361. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a graduate section and the regular section.*

## **Criminal Justice (CRJU)**

### **CRJU 110-080**

#### **Introduction to Criminal Justice**

**Fichtelberg, Aaron Micah**

We are each affected daily by decisions made in the collection of agencies we refer to as our "criminal justice system." As taxpayers, voters, crime victims, witnesses, jurors, defendants, or simply interested observers of society's official reactions to crime and deviance, we are often bewildered by the almost mystical complexities of law enforcement, adjudication, and punishment institutions. Toward the goal of demystifying the criminal justice process, the course presents an overview of our systems of law enforcement, courts, and punishment at the local, state, and federal levels. The mission and structure of each system will be examined from the context of its legal-historical roots with an emphasis on applying that perspective to critical issues now facing American criminal justice. *Some seats reserved for incoming first-year UDHP students.*

### **CRJU 350-080**

#### **Gender and Criminal Justice**

**Miller, Susan L**

Most of our knowledge about crime and the criminal justice process is informed by male experiences. This course shifts the focus to examine the ways our legal and social systems affect and influence women's lives. Not only will we examine the various formal and informal controls that restrict women, but we will also examine how these issues intersect one's race, class, sexual orientation, and gender positions in our society. Special criminal justice field experiences (police, courts, women's prison) will be part of the Honors component. *Section satisfies the University multicultural requirement. Cross-listed with WOMS350080. Open to Majors and Minors. Meets with regular section.*

### **CRJU 370-080**

#### **Prison and Prison Subcultures**

**Leon, Chrysanthi Settlege**

Provides an intensive examination of the social organization of prisons. Mainly examines how the prisoner subculture shapes and is shaped by social institutions. Special emphasis on how gender and race contribute to differential patterns of adjustment to incarceration. Students in the honor's section will 1) take responsibility, on a rotating basis, for presenting and critiquing the assigned reading. This

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includes five one-page papers in preparation for and response to class discussion, in addition to the short cumulative exams which the entire class will take. 2) Honors students will also attend one court hearing in Wilmington each week, and will develop a short policy proposal (5-7 pages) over the course of the semester that incorporates these observations as well as the course readings. *This seminar is intended as a continuation of topics discussed in CRJU 110 (intro to CR) and CRJU 203 (problems of corrections). It will be assumed that you are familiar with the issues raised in those courses, and have basic familiarity with the criminal justice system and the correctional system in particular. Meets with regular session.*

## **Economics (ECON)**

### **ECON 151-080 & -081**

#### **Introduction to Microeconomics: Prices and Markets**

**Bayley, Elizabeth Barbara**

Introduces supply and demand concepts with basic economic graphs. Examines models of perfect and imperfect competition and the determination of product price and quantities. Covers current microeconomic issues such as the effect of government regulation and environmental problems. Honors sections develop a more extensive and critical understanding of the basic economic models. Students assume substantial responsibility for course content, including two oral presentations. *One of the following courses or a higher MATH course as either a Pre-requisite or Co-requisite: MATH 114, MATH 115, MATH 221, MATH 241, MATH 242, or MATH 243. Preference given to incoming UDHP first-year students.*

### **ECON 151-082**

#### **Introduction to Microeconomics: Prices and Markets**

**Schnabl, Peter**

Introduces supply and demand concepts with basic economic graphs and high school level algebra. Examines models of perfect and imperfect competition and the determination of product price and quantities. Emphasizes policy issues such as what and how much to tax, welfare programs, the merits of "distasteful" markets (e.g., kidney transplants), global warming and other environmental issues, international trade, monopoly regulation, and discrimination in the labor market. Honors students will be given take-home assignments on applied problems and participate in in-class debates. *One of the following courses or a higher MATH course as either a Pre-requisite or Co-requisite: MATH 114, MATH 115, MATH 221, MATH 241, MATH 242, or MATH 243. Preference given to first-year UDHP students.*

### **ECON 302-080**

#### **Banking and Monetary Policy**

**Hernandez, Kolver**

Nature and economic significance of money, credit and the banking system; the origin and management of the money supply; effects of monetary changes on price levels, output, and employment. *Some seats reserved for UDHP ECON majors and minors. Pre-requisite: ECON 152.*

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**ECON 303-080****Intermediate Macroeconomic Theory****Seidman, Laurence**

This course provides a framework for understanding macroeconomic events and policy issues. We will develop, analyze, and apply models, using diagrams and some algebra. This course will cover the determination of GDP, employment, inflation, interest rates, consumption, savings, investment, unemployment, and the current account. We will also study monetary and fiscal policy and examine applications of theoretical ideas and models to current and historical events. There will be special attention to the current recession: its origin, and policies to combat it. *Prerequisite: ECON 302. Open to ECON majors and minors only.*

**ECON 340-080****International Economics****Craig, Eleanor**

This course provides the tools to analyze issues in international trade and finance. We review international trade theories that attempt to explain the pattern of trade in goods and its welfare implications. We also look at current barriers to international trade and how government policy affects trade. Next we consider trade in factors, in particular the growth of foreign direct investment. Then we focus on open-economy macroeconomics, in particular exchange rate determination and exchange regime choice. We conclude by analyzing contemporary issues in globalization. *Pre-requisites: ECON 151 and ECON 152.*

**ECON 435-080****Contemporary Macroeconomic Policy****Brusentsev, Vera**

This course analyzes macroeconomic events as they unfold during the semester. Actions of policymakers are studied and the appropriateness of these actions is debated. Special emphasis is placed on current policy actions of the Federal Reserve. Macroeconomic models studied in earlier courses are used to analyze current events. Honors students are asked to write an additional paper or participate in special debates during the semester. *Pre-requisite: ECON 303. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**ECON 530-080****Application of Mathematics in Economics****Angell, Thomas**

(See MATH 530-080 for course description.) *Cross-listed with MATH 530-080*

**Education (EDUC)****EDUC 240-080****Law & Ethics in Education****Blacker, David**

An exploration of classic and contemporary legal and philosophical texts on the rights and responsibilities of students and teachers.

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**EDUC 259-080D****DISCUSSION: Cultural Diversity in Community Contexts****Matusov, Eugene L**

In this service-, activism-, and experience-driven class, we will learn about multiculturalism in education to explore how to provide sensitive guidance for all children. You will learn in a hands-on way how to work with culturally diverse children in theory and practice, build relations with culturally different children, and create diverse learning communities. This course involves a required teaching practicum where you will work two evenings a week with minority children in informal settings within community centers. We will discuss your practicum-related experiences, concerns, and dilemmas to create a safe learning environment and a culturally-diverse learning community where we all, including children, you, community center officers, and the instructor, can learn from each other in a comfortable, supportive, and challenging environment. You will be encouraged to share your ideas and concerns about the design of the learning community with your fellow students and the instructor. The readings and projects of the course are designed to facilitate the integration and reflection of your experiences with academic knowledge. The class requirements will include two web postings weekly, weekly mini-projects, and an action-research project. There will be no exams or tests. There will be Teaching Assistants in the class of not more than 22 students (to promote discussion). *Open to students whose majors require the course.*

**EDUC 310-080****Reading and Writing in Elementary Schools****Coker, David**

Focuses on language arts development (reading, writing, listening, and speaking) of kindergarten through fourth-grade children. Explores developmentally appropriate practices. Includes a field experience in kindergarten through fourth grade classrooms. In this combined section, Honors students will have additional opportunities for small-group discussion and will review research relevant to the course. *Open to EDUC majors only. Pre-requisite: EDUC 210. Co-requisite: EDUC 386. Meets with the regular section.*

**EDUC390-080****Classroom Management for Social and Emotional Learning****Lilly, Deirdre**

Focuses on creation of positive classroom learning environments by fostering children's social and emotional development, infusing behavior supports in academic instruction, enhancing motivation for learning, and establishing well-organized and respectful classrooms. Emphasis placed on learning core concepts and practical research-based strategies. Field experience included. *Open to ETE majors only.*

**EDUC 451-080****Educational Assessment for Classroom Teachers****Kotch, Stephanie Ann**

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

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## **Electrical Engineering (ELEG)**

### **ELEG 312-080**

#### **Electronic Circuit Analysis II**

**Helou, Jirar Nicolas**

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

## **English (ENGL)**

### **ENGL 205-080**

#### **British Literature I**

**Wilson, Miranda**

This course serves as an introduction to British literature written between the twelfth and seventeenth centuries. In this course, we will consider poetry, prose, and drama, including works by well-known authors such as Chaucer, Shakespeare, and Milton. We will also be reading works by writers with whom you may be less familiar, such as Marie de France, Philip Sidney, Aphra Behn. While the material of the course is highly eclectic, a few crucial ways of reading the material will hold constant. We will always use the techniques of close reading in our approach to texts. This means that we will be attentive to the details, the imagery, the language, and the development of texts. Secondly, we will read with an awareness of how history shapes the meanings of texts. In other words, we will read the texts with an eye to the important political and cultural forces which surround and find their ways into the works. Finally, we will also discuss the ways these texts are presented – their form, their perspective, the ways they create the experience of reading. Throughout the class, we will question how the shape of a text resonates with particular ways of seeing the world. By the end of the course, you will recognize the moments when new ways of looking at the world emerge and you will be able to evaluate what happens to these new ideas over time.

### **ENGL 340-080**

#### **American Literature through 1865**

**Dinius, Marcy**

This survey of American literature begins with fifteenth century Spanish exploration narratives and concludes with Civil War poetry. Our lectures, discussion, writing assignments, and exams will take up this literature in the context of various aspects of American material culture. We will read letters, essays, short stories, novels, and poems alongside things like chocolate, maps, slave ships, popular songs, and daguerreotypes, considering what the forms that such texts and things take and the ways that they are produced, used, and preserved have to tell us about early America. This comparative approach will help us think about the ways in which literature and other kinds of "texts" both reflect and construct the cultures of which they are a part.

### **ENGL 347-080**

#### **Studies in American Literature: The Literature of The Land**

**Brueckner, Martin**

In this course we will explore some of the ways we have come to understand our relationship with the natural world. How we have honored, cherished, degraded, and exploited the land around us and the creatures that live there. How we have used mythology and science and religion for insight into animals

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and landscapes we have often only poorly understood. Our readings will be taken largely from the work of nonfiction writers, but also from poets, philosophers, and scientists. In addition to weekly reading assignments, students will maintain a writing journal that they will submit by email by the end of the day on Friday. Journals should be two pages in length, and should be loose and fun and inspired. They can engage any subject you choose, but they must have one important focal point: a weekly visit to a place in the outdoors of your choosing, preferably one where water and land meet: a streamside, lakeshore, beach, etc. The PLACE will be central to your experience this semester, so choose wisely. What you will do at this place each week, rain or snow or shine, is look as closely as possible at your surroundings. Notice the changes over time in the trees, in the grasses, in the animals, in the insects, in the sounds. If you choose a degraded place, do the same: how does our impact on a place change over time? One of your required books is a field guide to the region; use this to help attach specific names and histories to the places, creatures, and objects you experience. Part of this exercise, in other words, is training your powers of observation, as critical for writers as for scientists. The other is a kind of meditation. How does it feel to watch closely as the life in a place lives, changes, and dies, particularly as seasons change? Your responses to these and lots of other questions, in conjunction with your responses to your reading, are what your writing journal should address. Again, it should be insightful, inventive, and fun. Occasionally, I will ask writers of unusually fine work to read their journals aloud in class. This reading is entirely voluntary, but past experience has shown that other students learn a great deal from the approaches different writers take to their work. *Open to UDHP students only - minimum 3.0 required. Others require permission of UDHP.*

### **ENGL 373-080**

#### **STUDIES: POETRY**

**McKenna, Bernard**

The course will explore the poetry and life of William Butler Yeats. We will conduct close readings of his poetry and explore his manuscripts in special collections. We will also focus on class discussions, exams, and a semester, research essay.

### **ENGL 410-080**

#### **Technical Writing**

**White, Patrick**

The ENGL 410 class is designed to provide a comprehensive introduction to technical writing: business writing style, formats, and strategies. The Honors option provides the same, but with a more in-depth approach. Variations in regular class assignments will involve more intensive research activities, with writing assignments that reflect that more incisive focus. Additionally, students exercising the Honors option will meet with the instructor on a bi-weekly basis, discussing and assessing assignments and results.

### **ENGL480-080**

#### **Seminar: Imagining the South**

**Goodman, Susan**

The South has always been as much an imaginary country as a real place with writers as varied as its landscape and population. We might all agree that William Faulkner is a "Southern" writer, but would we say the same of Willa Cather, born in West Virginia, and associated in readers' minds with Nebraska and the Southwest? This course will explore questions about place. In the process, we will examine Southern writers' obsessions with race, history, the "belle," and the Civil War. Requirements include two short papers, a seminar-length paper, and a presentation and/or project.

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**ENGL 480-082****SEMINAR: Lost in Translation: African American Literature from Print to Film****Henderson, Carol**

This course surveys a range of 20th century African American literary works that have been adapted to the screen in order to explore the formal and stylistic relationships between literature and the cinema, as well as our approaches to them as objects of study. How are different literary forms and genres and approaches (i.e., novels, plays, short stories, poetry, autobiography, melodrama, social realism) translated into cinematic terms? What tools of literary analysis can or should we bring to the interpretation of cinematic texts - adaptations and others? How can we think about the "authorship" of an adaptation? How are films with Black literary origins presented to and received by different readers/audiences? We will pay particular attention to the ways in which race inflects issues of production, representation and address between literary and cinematic institutions. Texts include essays and books on adaptation by noted critics in the field. We will also read and view the literary version of such adaptations as Chris Gardner's Pursuit of Happyness, and Lorraine Hansberry's A Raisin in the Sun; Amiri Baraka's play "Dutchman," and August Wilson's The Piano Lesson.

**ENGL480-083****SEMINAR: American Identity and the Novel****Pifer, Ellen**

"What is an American?" St. John de Crèvecoeur asks in his *Letters from an American Farmer*, written on the eve of the American Revolution. For this French immigrant, the question rang with promise--based on the certitude that this vast new continent would produce nothing short of a "new man." From then until today that question is still being asked, though not always so optimistically. Selections from Crèvecoeur, Tocqueville, and others will provide the context for our study of twentieth-century American novels that explore—in markedly different ways--Crèvecoeur's enduring question. Texts will include Cather, *My Ántonia*; Fitzgerald, *The Great Gatsby*; Larsen, *Passing*; Baldwin, *Notes of a Native Son*; Nabokov, *Lolita*. *Requirements include three papers, several short writing assignments, a few brief oral presentations, occasional quizzes, and class participation by all students. Attendance will be taken.*

**Fashion & Apparel Studies (FASH)****FASH 114-081****Fashion Style and Culture****Shaffer, Brenda**

Introduces the concepts of fashion, style and culture as they relate to how products are conceived and developed. The impact of cultural contexts and societal diversity on apparel industry practices are considered. *Meets with the regular section.*

**FASH 210-080****Seminar: Fashion Sustainability****Cobb, Kelly Ann**

Introduction to emerging cannon of theory and practice regarding Sustainability as it relates to fashion. Centered on four components of Sustainability and Social Responsibility: Labor, Environment, Consumption and Body Image. *RESTRICTIONS: Apparel design and fashion merchandising majors only. Meets with regular section.*

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**FASH 215-080****Fundamentals of Textiles I****Cao, Huantian**

Science principles are the basis for understanding fibers, the basic structure of yarns and fabrics. Relationships between the chemical composition of fibers and properties such as tensile strength, flammability, elasticity, moisture absorption, and dye affinity are explored. Understanding science principles in relation to textile properties provides basis for evaluation of textile products. An Honors project on a research topic of textiles in the form of a paper or a proposal will be required for the Honors section. *Pre-requisites: CHEM 102. Open to FASH majors only. Meets with the regular section.*

**FASH 224-080****Clothing Design and Production: 1600 to the Edwardian Period****Lopez-Gydosh, Dilia**

Clothing design and production in American and Western Europe since 1600. Study of craft skills, growth of ready-to-wear industry, and Haute Couture.

**FASH 333-080****Fashion Forecasting & Design****Kallal, Mary Jo**

Introduction to trend research, analysis, and translation to original textile and apparel collections targeting varied consumer markets. Advanced computer graphics for the fashion industry, emphasizing concept development (textiles, apparel, etc.) visualization, and design presentation. *Pre-requisites: FASH 220, FASH 233. Meets with the regular section.*

**FASH 420-080****Assortment Plan, Source and Buy****Carper, Martha**

A continuation of FASH 418. A merchandise budget developed in FASH418 is translated into an inventory unit plan. Emphasis is on assortment planning, sourcing and purchasing. Computer applications are involved. *PREREQ: FASH418. Open to majors only. Meets with regular section.*

**FASH 455-080****Global Apparel Trade/Sourcing****Carper, Martha**

Analyzes the global apparel and textile industries, the supply chains and the economic, political, socio-cultural, geographical and technological factors that influence global sourcing and buying decisions. Considers the importance of both financial and social goals, and strategies for social responsibility and labor compliance, and strategies for sourcing apparel. *PREREQ: ECON151 or ECON152. Open to majors only. Meets with regular session.*

**FASH 467-080****Design Expressions****Kallal, Mary Jo**

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## **Finance (FINC)**

**FINC 312-080, 081, 082**

### **Intermediate Financial Management**

**Varma, Raj**

This course will enhance your understanding of the material covered in FINC 311 by examining the effect of long-term decisions made by financial managers. Specifically, the following topics will be covered:

Alternative goals of financial managers in making long-term decisions and the role of boards of directors, CEO compensation and large shareholders in these goals. Investment policy decisions concerned with how a firm should spend its money, in capital assets or projects; financing policy decisions concerned with how a firm should raise money to finance capital assets or projects. Corporate control policy decisions (such as takeovers, takeover defenses and corporate restructuring concerned with who is in the best position to ultimately control a firm's assets.) The ultimate aim will be to develop a critical apparatus, which will allow you to evaluate financial decisions and other decisions. Also, your understanding of the material will be complemented by a project conducting an in-depth investigation of some of the world's wealthiest shareholders to get a better understanding of exactly of how these shareholders have amassed such wealth.

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

**FINC 418-080**

### **Seminar in Corporate Governance**

**Elson, Charles M**

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

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

**FLLT 321-080**

### **Anti-Heroes in Chinese Literature**

**Chen, Jianguo**

This course introduces students to the image of anti-heroes in modern Chinese literature, a counter-tradition endemic to the heroic discourse in the main stream of Confucian orthodoxy and the ideology of socialism. By studying the literary representation of various types of antiheroes such as the aesthete, the self-abandoned, the marginal woman, the estranged, the defeated, the superfluous, the social outcast, etc., the course examines the trajectory of a modern antihero literature, one that was born of modern Chinese writers' endeavor to search for an individual "self" vis-à-vis a collective identity. The course demonstrates how the sociopolitical conditions of modern China have shaped this anti-hero literature and how societal transformations have yielded value alternatives. The comparative perspective the course adopts will enable students to have a better understanding of how the literary representation of antiheroes is historicized and contextualized. Selected films will be shown to complement and enhance the course's topics. *Crosslisted with WOMS 321-080. Meets with the regular section.*

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**FLLT 327-080****TOPICS: The Golden Age of Russian Literature****Lehrman, Alexander**

Explore the breadth and depths of the Russian soul by reading the best of Pushkin, Gogol, Lermontov, Tolstoy, Turgenev, Dostoevsky, and Chekhov. We'll discuss and analyze short stories, novellas, and novels, ranging from Pushkin's immortal tale of deceit and fate "The Queen of Spades" to Dostoevsky's classic thriller Crime and Punishment. All readings and discussion will be in English. *Required for the Russian major, and can be counted toward the Russian minor. Meets with regular section.*

**FLLT 330-080****Ancient Roman Rulers and Rebels****Richards, Robert Henry**

Together we will explore the history of Rome from the origins of the city to the collapse of its Empire over a thousand years later. The focus of our trip will be what the ancient Romans thought and said about themselves. Consequently, our text is a unique two-volume collection of contemporary ancient authors and sources. The centerpiece of this course is the preparation of a paper upon a relevant topic selected by you and agreed upon. Honors students will be asked to give a brief presentation on the subject matter of their course paper as well as their methods of research and writing. Additionally, students will be asked to participate in an exercise devised to demonstrate the grim reality on subject states of the expansion of Roman in the eastern Mediterranean. Students will "play the role" of a power such as Macedon, Athens, Sparta, the Ptolemaic kingdom (etc.) in the face of domination by Rome (played by the instructor). *Cross-listed with CMLT 330-080. Meets with the regular section. May be repeated for credit when topics vary.*

**FLLT 367-080****Israeli Film****Eynat Gutman**

This course studies fascinating topics in Israeli Film, such as the Construction and Deconstruction of the Israeli Sabra, Women in Israel, and Ethnic Groups. Israeli Film encompasses decades of changes and developments in Israeli society, as well as the different groups this society consists of. *The course is taught in English. This course may NOT be taken by students who completed HEBR 209. Cross-listed with JWST 367.*

**Food & Resource Economics (FREC)****FREC 150-080****Economics of Agriculture and Natural Resources****Hastings, Steve Elliott**

Individually and as a society, we constantly struggle in the allocation of limited resources to satisfy our competing needs and wants. Economics provides a structure for us to think about the choices we make and to analyze the scarcities we face. By emphasizing market structure and the concept of price, students are introduced to basic economic principles. Case studies, concepts, and applications are drawn from agriculture, natural resources, and the environment. Honors students will be responsible for readings beyond the regular section and leading the discussion during group meetings with the professor. *Open to UDHP FR and SO. Meets with the regular section; separate Honors discussion.*

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## **French (FREN)**

### **FREN 107-080**

#### **French III - Intermediate**

**Celli, Judy**

FREN 107 consists of a grammar review, continued practice in speaking and writing, and reading texts of average difficulty. Honors students will meet several times during the semester to participate in various activities, such as (1) Watch a French film and discuss it; (2) Interview a French person on campus and report to the class; (3) Go to an Art exhibit/concert on campus or in Newark; (4) Extra reading material, i.e. magazines, articles and poetry, and small group discussions. Other activities may be added. *Pre-requisite: FREN 106 (or completion of French IV in high school). Meets with the regular section.*

### **FREN 200-080**

#### **Grammar and Composition**

**Lees, Cynthia C.**

This course, a comprehensive grammar review, introduces grammatical topics by way of excerpts from texts by Begag, Dadié, Le Clézio, Pérec, Prou, Carrier, and other 20th century authors, texts that highlight the particular point under review. Responding to comprehension questions on the texts, writing essays with multiple drafts, and reading a variety of prose fiction passages all encourage the development of a polished writing style. Short clips from classic French films—*Mon Oncle*, *Indochine*, *Rue Cases-Nègres*, for example—provide a rich visual and cultural backdrop against which the texts are explored. The Honors section has supplemental discussion groups arranged at convenient times in which Honors readings are explored. Additionally, Honors students deliver an oral presentation to the class showcasing one of France's former colonies—for instance, le Viêt-Nam, le Sénégal, le Québec, and so on. *Prerequisite: FREN 107*

### **FREN 205-080**

#### **French Conversation**

**Celli, Judy**

Improve your conversational skills as you learn about culture, current events and daily life in contemporary France and the French-speaking world. This course, conducted entirely in French, emphasizes discussions, debates and oral presentations. Materials including newspaper and magazine articles, the Internet, films, videos, and music will be used as a basis for group interaction and role play. Grammar review is included as needed. *Prerequisite: a minimum grade of B in FREN 107 or FREN 112 or one 200-level course. Meets with a regular section.*

### **FREN 209-080**

#### **French Conversation Through Film**

**Poindexter, Flora Maxime Florent**

Development of oral proficiency in French through discussion and analysis of major French films. Some written work and grammar review where appropriate. *Pre-requisites: FREN107 or FREN112 or one 200-level French course. Meets with the regular section.*

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**FREN 211-080 and -081****French Reading and Composition****Coulet du Gard, Donna (080)****Celli, Judy (081)**

Selected readings with discussion and analysis of French and francophone short stories, grammar review, compositions, and essays. Students will learn how to make close analyses of the short stories and how to develop skills for critical thinking about these texts beyond the level of plot and in conjunction with literary movements. Students will improve their reading fluency, write frequent compositions based on readings, and review other topics and grammar. The goal of this course is to increase your ability to read in French, to introduce you to literary movements and the analysis of a literary text, and to refine your grammatical skills through the writing of compositions and an essay. *Pre-requisite: FREN 200 (minimum grade of C) or FREN 107 (minimum grade of A-) or FREN 112 (minimum grade of A-). Both sections meet with the regular sections.*

**FREN 301-080****Introduction to French Literature: Prose****Thibault, Bruno**

What did Montaigne have in mind when he wrote his famous *Essais*? Why did Rousseau pen his *Confessions*? Did Voltaire write anything besides *Candide*? What makes Chateaubriand's René a Romantic hero? Are Proust's sentences as long as you've always heard they were? This course explores French prose from the Renaissance through the twentieth century. Along the way, you'll discover the science fiction of Voltaire, experience le mal du siècle with René, take a peek at novels by Stendhal and Balzac, meet a colorful parrot in a short story by Flaubert, and examine two astonishing representations of jealousy in its extreme forms, first in an eighteenth-century gothic tale, then in a twentieth-century nouveau roman. You will learn the methods and language of literary analysis as you perform close readings and explication de texte. Honors students will be required to do more reading and genuine research for an oral presentation and paper based on this research. *Pre-requisites: FREN 211 and any 200-level course taught in the French language, both with a suggested minimum grade of B-. It is highly recommended that those pursuing Honors credit for this course have earned final grades of A or A- in previous French coursework.*

**FREN 302-080****Introduction to French Literature: Poetry/Theatre****Sankara, Edgard**

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

**FREN 305-080****French Conversation & Composition****Steinberger, Deborah B**

French 305 is an advanced conversation and composition course, conducted entirely in French, which focuses primarily on current issues in France and the Francophone world. Topics covered include politics, social issues, science and technology, and the arts. You will practice French through oral reports, role play, and discussions, as well as through regular written assignments—including movie reviews and your own blog. Honors students will be given extra opportunities to use their French outside the

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classroom, for instance by conducting interviews and by exploring the contemporary French music scene. Grammar review will be tailored to the needs of the class. *Prerequisites: FREN 205 and any other 200-level course in French. Contact the instructor if you wish to substitute FREN 211 for FREN 205 as a prerequisite. Not intended for native speakers of French.*

### **FREN 350-080**

#### **Advanced Business French**

**Robb, Bonnie**

For students hoping to put their foreign language skills to use in business careers, this course offers the opportunity to acquire commercial vocabulary, develop the ability to speak French in a business context, communicate effectively in writing, and intelligently consume business literature. Students become familiar with French business culture through readings, discussion, individual and team projects, and interactions with guest speakers. Honors students will have additional discussion sessions and conduct leadership in organizing a special event. *Pre-requisite: any two 200-level FREN courses. Meets with the regular section.*

## **Geography (GEOG)**

### **GEOG 120-080**

#### **World Regional Geography**

**Rees, Peter W.**

Introduction to the geographic regions of the world and the changing relations between regions. Emphasis is on environmental, economic, and political geographic relationships. The Honors section will emphasize geopolitical relationships between countries within geographic regions. It will explore the significance of territoriality, state boundaries, potential resource conflict and the future of the nation-state as a geopolitical entity. The course makes no attempt to provide an encyclopedic survey of all the world's regions. Rather, emphasis will be placed on certain areas of the world including East and South Asia, the Middle East, Russia and Europe. *Section satisfies the University multicultural requirement.*

## **Greek (GREK)**

### **GREK 101-080**

#### **Elementary Ancient Greek I**

**Sawlivich, Lynn**

The first course of a four-semester sequence (101-102-201-202) fulfilling the university language requirement. Introduction to basic elements of the Greek language: vocabulary, noun declensions, verb conjugations, simple sentence structures. Honors students complete additional translation exercises: two short passages from the textbook for each course unit, a total of four times over the semester. *Meets with the regular section.*

### **GREK 201-080**

#### **Ancient Prose: Intermediate Greek**

**Sawlivich, Lynn**

The third course of a four-semester sequence (Greek 101-102-201-202) to fulfill the Arts and Sciences language requirement. Focuses on works of one or more prose authors with particular attention to review of grammar and syntax. Readings from the philosophical, historical, and oratorical works of authors such as Plato, Herodotus, and Lysias. Honors students supplement the translation exercises on each exam by writing short essays on the historical and literary contexts of the authors being read. *Pre-requisite: GREK 102 or equivalent. Meets with the regular section.*

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**GREK 301-080****Ancient Prose: Advanced Intermediate Greek****Sawlivich, Lynn**

Focuses on works of one or more prose authors with particular attention to historical and literary contexts. Readings drawn from the philosophical, historical, and oratorical works of authors such as Plato, Herodotus, and Lysias. Meets jointly with Greek 201. Honors students will compose and deliver (in English) a sample speech or essay in Greek rhetorical style based on the authors read in the course. *Pre-requisites: GREK 202 or equivalent. Meets with regular section.*

**Human Development & Family Studies (HDFS)****HDFS 201-080****Life Span Development****Palkovitz, Robin J**

Exploration and understanding of the social, emotional, cognitive, and physical development of the individual from infancy through old age in the context of the family. Small-group Honors discussion section meets regularly throughout the semester to engage in various activities designed to bring practical focus and expansion to life span constructs. Students engage in small group discussion and enrichment activities in the context of an Honors discussion meeting in addition to regular course requirements and participation. Honors activities and discussions are student initiated and shaped, so they vary broadly from semester to semester, following Honors class members' interests and collaboration. Honors foci, though student driven, all center on human developmental principles or contexts in applied perspective. *Open only to UDHP students whose majors require the course. Meets with the regular section; separate Honors discussion.*

**HDFS 202-080****Foundations of Family Studies****Sherif-Trask, Bahira**

This course examines American families from a variety of historical, methodological, and theoretical perspectives. In particular, this course focuses on the demographic and social changes that American families have undergone, as well as the causes and consequences of these changes. Furthermore, this course emphasizes differences between families based on gender, race, ethnicity, and socio-economic status. Honors section participants will supplement the regular class materials with several extra readings. These readings will be discussed as part of a Sakai online forum. In addition, Honors members will write a research paper on a topic of their choosing. *Satisfies Multicultural Requirement. Meets with the regular section.*

**HDFS 235-080****Survey in Child and Family Services****Gaines-Hanks, Norma L.**

This course is designed to help students understand the scope of human service agencies that focus on the needs of children and families. Upon completion of the course, students will be aware of current problems facing children and families, identify "best practice" approaches to helping children and families, and understand how diversity among children, families, and communities can inform service delivery. Course readings, assignments, and methods of evaluation are individually tailored to needs and interests of Honors students. Honors students will complete a research project focused on a specific issue related to children and their families. The project will involve writing a research paper,

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conducting site visits to targeted agencies, and must include a cross-cultural component. The final project will be presented to peers in scheduled sections of IFST 235. In addition to meeting with the regular section, Honors students will schedule regular meetings with the professor to discuss the topic under study and assess progress. *Open only to those students whose majors require the course. Meets with the regular section; separate weekly meeting with professor. Note: HDFS 101 is no longer a pre-requisite.*

### **HDFS 355-080**

#### **Professional Issues in Early Child Development and Education**

**Paris, Cynthia**

Overview and analysis of issue for professionals serving children from birth through grade 2 and their families. History, scope, and mission of early care and educational programs; controversial issues; theories and program models; ethical and legal issues; emerging careers; public policy and advocacy. Students will attend all regular class meetings as well as additional meetings with the professor to examine additional resources and engage in deeper analysis of issues. Students will complete the same assignments and take the same exams as those enrolled in the regular section. The final project, however, will be modified to increase the amount and level of research and analysis of contemporary issues, to increase engagement with early childhood advocates, and to provide opportunity take a leadership role among their peers: Students will participate throughout the semester with a legislative or community advocacy initiative for young children and their families; Students will conduct background research and document their work with the initiative; Students will produce a final paper and class presentation that will include: (a) identification of assumptions and values underlying various position on the issue, (b) sources and uses of power around the issue, (c) competing or consonant goals and purposes, (d) impact on equity and social justice, (e) ethical responsibilities of early childhood professionals. Although the content (concepts, skills, knowledge) parallel that in the regular section, students in the Honors section pursue these at far greater depth and apply them in a project of greater scope. *Pre-requisite: HDFS 222 or HDFS 235. Meets with the regular section.*

### **HDFS 422-080**

#### **Capstone / Family Relationships**

**Settles, Barbara H.**

Interpersonal relationships and issues in courtship, marriage, and the family in contemporary society. Course objectives include: understanding of current issues in theory and research used in the study of the family and the development of family policy; historical and current views of family process and functioning and awareness of multicultural and cross-cultural issues; and directions for the future trends in families important to family study and policy development. *Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Pre-requisite: HDFS 202 or permission of instructor. Meets with the regular section.*

### **HDFS 481-080**

#### **HNRS Capstone / Student Teaching Seminar**

**Worden, Lynn Jensen**

Discussion-oriented and problem-solving seminar with emphasis on role and contributions of the early childhood education professional. Includes introduction to teachers as researchers and completion of public presentation. *Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Co-requisite: EDUC 400. Open to UDHP SR Early Childhood Education majors only. Requires permission of instructor. Meets with HDFS 480-010.*

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## **Health, Nutrition & Exercise Sciences (HESC)**

### **HESC 220-080**

#### **Anatomy & Physiology**

**Barlow, David A**

This lecture course focuses on fundamental structural and functional features of human anatomy and provides the framework for more advanced coursework in anatomy and related topics. Emphasis is placed on the nervous, muscular and, skeletal systems as well as other connective tissues that support these systems. Extensive laboratory study of anatomical dissections will be required in addition to regular classroom activity. Students will also complete a computer-based project that will enhance their understanding of the interactions among the systems covered while stressing how knowledge of anatomy may be applied in clinical settings. *Restriction: Open to incoming first-year majors only. Meets with the regular section.*

### **HESC 305-080**

#### **Fundamentals of Athletic Training**

**Handling, Keith Alexander**

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

### **HESC 335-080**

#### **Health and Aging**

**Orsega-Smith, Elizabeth M**

The aging process is addressed from a biopsychosocial perspective. Particular emphasis is placed on developing an understanding of the complex interrelations among aging, health, and social structure. *Open to Health Behavior Management majors only. Meets with the regular section.*

### **HESC 342-080**

#### **Introduction to Adapted Physical Activity**

**Obrusnikova, Iva**

The course is designed to increase the student's knowledge, comfort, and ability to work with people with disabilities. Practical experiences of working with people with disabilities in a physically active environment are provided. Honors students are required to develop a program to provide a meaningful experience for local people with disabilities. *Open to HESC majors only. Meets with the regular section.*

### **HESC 350-080**

#### **Basic Concepts in Kinesiology**

**Liu, Kathy Wenling**

Review of musculoskeletal anatomy and lever systems provides foundation for analyzing human movement. Practical kinesiological evaluation focuses on common fitness and health related exercises. Movement analysis and proper techniques discussed for cardiovascular machines, abdominal work, stretching, etc. *Open to students whose major or minor requires this course. Pre-requisite: HESC 220 or HESC 310.*

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**HESC 375-080****Neuromechanical Basis / Human Movement****Jaric, Slobodan**

Functional aspects of the neuromuscular and sensory systems and elementary mechanics are employed to explain the mechanical characteristics and control mechanisms underlying basic groups of human motor activities. *PREREQ: PHYS201 or PHYS207; HESC220 or HESC309. COREQ: HESC220 or HESC309.*

*RESTRICTIONS: Exercise science majors only.*

**HESC 400-080****Research Methods****Jaric, Slobodan**

The Honors section of this course provides the student with an opportunity for in-depth exploration of research on health and physical activity, including types of research, research design, matching appropriate statistical tools with research designs, research writing style and formatting, and ethical issues related to research. *Open to SR HESC majors only. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Prerequisites: Completion of STAT 200 with at least a C-. Meets with the regular section.*

**HESC 420-080****Functional Human Anatomy****Barlow, David**

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

**HESC 420-080L****Laboratory: Functional Human Anatomy****Barlow, David**

The Honors Lab section of HESC420 has been expanded to two 4-hour laboratory sessions conducted in the evening. This will enable a more comprehensive cadaver dissection experience for all UDHP students whereby we will incorporate additional coverage of CNS/Respiratory/Cardiovascular anatomy.

**HESC 422-080****Organization and Administration of Leisure Services****Spacht, Roger James**

The primary emphasis of the class is placed on administrative procedures affecting a leisure service delivery system. Effective practices in the areas of, administrative authorities and procedures, organizational behavior and personnel management, financial planning and business procedures, comprehensive planning for community needs and facilities, risk management and liability, organizational controls and operational procedures, and marketing and public relations. The Honors section of this course provides the student with an opportunity for further exploration of the operation and management of leisure based programs and facilities. There will be a specific application to a selected delivery system as selected by the student meeting and other specific requirements than those demanded of the regular section. *Open to senior Health Behavior Management majors. Meets with the regular section.*

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**HESC 426-080****Biomechanics I****Royer, Todd Douglas**

Application of mechanical principles in the study of the human musculoskeletal system, including analysis of joint forces, as well as the mechanical properties of bone, muscle, and connective tissues. *Pre-requisites: PHYS 201 or 207 and HESC 310; HESC 375 must be either a pre-requisite or co-requisite. Open to majors only. Meets with the regular section.*

**HESC 430-080****Exercise Physiology****Provost, Michelle**

Study of integration of body systems in performance of exercise, work and sports activities. Performance of exercise activities by the human body under environment, stress situations. *HESC220 or HESC310 or BISC276 or BISC306. COREQ: HESC431 Meets with the regular section.*

**HESC 434-080****12-Lead ECG Interpretation****Provost, Michelle**

Study of all aspects of electrocardiography including arrhythmia identification, rate determination, axis deviation, heart blocks, hypertrophy and myocardial infarction patterns. *Open to Exercise major only.*

**HESC 439-080****Ethics and Issues in Sports Management****Robinson, Matthew J**

Examination of the importance of sport in society as a transmitter of values, including major ethical theories in sport and ethical perspectives on current issues in sport. *Open to senior sport management majors.*

**HESC465-080****Teaching Seminar in Health and Physical Education****Bibik, Janice**

Examines the role of the health and physical education teacher in the elementary and secondary schools. Provides a forum for analyzing and discussing topics of interest to preprofessionals and includes participation of professionals from the school community. *PREREQ: HESC414, HESC415, HESC417. COREQ: EDUC400 Open to HPE majors only.*

**History (HIST)****HIST 101-080****Western Civilization to 1648****Callahan, Daniel**

Introductory survey tracing the political, social, economic, and cultural development of Western civilization from late antiquity to the end of the Thirty Years' War in 1648. Extensive use of slides. Two fifty-minute tests and a final examination. Students in the Honors section must also write a ten-page paper based on the life of a figure examined in the course. *Some seats reserved for incoming first-year UDHP students. Meets with the regular section.*

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**HIST 102-080****Western Civilization 1648 to Present****Brophy, James**

This course will survey the prominent social, economic, political, and cultural developments in Western Europe from 1648 to 1945. *Meets with the regular section.*

**HIST 104-082****World History II****White, Owen**

This course surveys some of the key developments in world history since about 1400. It aims to show how the world we live in has been shaped by a long process of interaction involving Europe, Africa, Asia, and the Americas. Honors students will have different assignments from the regular section and will use primary sources to gain a fuller understanding of topics covered in class.

**HIST 135-080****Introduction to Latin American History****Buckley, Eve**

This course introduces students to the history of Latin America, from the conquest period to recent times. Topics include preconquest societies, Iberian colonization and colonial society, the transition to independence, nineteenth century modernization, urbanization, revolutionary political movements of the twentieth century, and the region's changing relationship to the United States. The format is twice-weekly lectures and smaller weekly discussion meetings during which students analyze primary source materials and film clips. In addition to the three essay exams required of all students in this survey, Honors students write three brief papers reflecting on the text assigned in addition to the textbook for each segment of the course (colonial era, 19th century and 20th century). Additionally, the Honors section will have three extra discussion meetings during the semester, one prior to each of the exams. These allow us to review and discuss the time periods and topics being studied in more depth. *Meets with the regular section.*

**HIST 205-081****United States History****Heyrman, Christine**

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

**HIST 268-082****Seminar: Fascism and Communism in Europe****Cruz, Jesus**

Fascism, communism, and to a lesser degree, anarchism, seemed to offer efficient and rapid solutions to the economic, social, and political troubles created by World War I and the Great Depression. For that reason, these ideologies captivated the imagination of many Europeans during the 1930s. However, the radical nature of their solutions took European politics to the brink of armed confrontation. This seminar will explore the developments that led up to that polarization through the study of the Spanish Civil War (1936-39) and the rise of the Nazi Party in Germany. *Open to HIST majors only. Meets with the regular section.*

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**HIST 268-084****Seminar: World War I****Bernstein, John Andrew**

This is a course in which students will write a lengthy term paper on some topic connected with World War I under careful supervision. Topics may be intellectual, political, social, military, or diplomatic. Students will be expected to give an oral presentation of their findings in the last month of the course to the rest of the class. There will also be an introductory lecture on historiography, with a quiz the following week, and introductory lecture-discussion sections on the background and course of the war. Honors students will write a somewhat longer paper and meet privately with the instructor as necessary. *Open to History majors only. Meets with the regular section.*

**HIST 300-080****Women in American History****Boylan, Anne M**

The history of women in the United States from the era of colonization to the present. Although the course covers a variety of topics, from women's family and work lives to women's roles as agents of social change, the emphasis is on understanding women as historical actors and analyzing problems in interpreting women's historical experience. Students read primary sources written by historical actors and secondary interpretations written by historians and learn to see the variety and complexity inherent in the group we term "women." The course format is interactive, with lectures and discussions combined and students working together on interpretive problems. Students in the Honors section work on research papers on topics of their choosing and meet bi-weekly with the instructor for discussion of readings and research. *Crosslisted with WOMS 300-080. Satisfies Multicultural Requirement. Meets with a regular section; separate Honors bi-weekly discussion.*

**HIST 302-080****The World In Our Time****Alchon, Guy**

The World in Our Time explores the long twentieth century, an era of unsurpassed wonders and horror. It introduces some of the larger ideas and forces driving both modern times and the modern U.S., while emphasizing particular people who lived amidst, created, and resisted their times. The course, then, examines the origins and course of Progress, Empire, and Genocide, and such things as Courage, Complicity, and Goodness. Ultimately, the course is interested in nothing less than the fate, the possibility, of Hope. *Meets with the regular section.*

**HIST 349-080****Modern Latin America: 1800 - Present****Cruz, Jesus**

This course is designed to introduce the students to contemporary Latin American life, and to analyze how the social and political history of the region has shaped today's Latin America. Topics include the legacy of colonization, the revolutions of independence, and the process of state building in the 19th century. In the twentieth century we will concentrate in some specific countries to study the revolutionary impact of the Russian and Mexican Revolutions, and the struggles for political, social, and economic modernization. *Meets with the regular section.*

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**HIST 353-080****Modern German History: 1770 - 1918****Brophy, James M.**

This course surveys German history from the last decades of the Old Reich to the collapse of the German Empire in 1918. Divided into two sections, this course first looks at German society from enlightened absolutism to the Revolution of 1848. The first half addresses the political transition from absolutism to constitutionalism, social and cultural movements, and the Revolution of 1848. The second half examines the unification of Germany under the aegis of Prussian conservatism and its subsequent development as an industrialized nation-state. Themes in this latter half will cover: Bismarck and the constitutional conflict, industrialization, socialism, mass politics, international relations, and the First World War. Because Germany is so strongly stamped by the ideas and institutions of the nineteenth century, students seeking a fuller understanding of the major themes of twentieth-century Germany (e.g. Weimar Republic, National Socialism, Holocaust) ought to see this course as an important prerequisite. *Meets with the regular section.*

**HIST 355-080****Early Modern Intellectual History****Bernstein, John Andrew**

Examines the major development in thought from around 1600 to 1800. Questions considered are the nature of political order and justice, the character of the good life and moral obligation, the relation between faith and reason, and the development of historical reason and theories of the fine arts. Readings will be in Milton, Locke, Voltaire, and Rousseau. Honors students will do a somewhat longer term paper and meet privately as a group with the professor. *Satisfies Arts and Sciences Second Writing Requirement. Meets with the regular section.*

**HIST 377-080****RADICALISM & REVOLUTION: ISLAMIC MOVEMENTS IN THE MODERN MIDDLE EAST****Matthee, Rudolph P**

This course will explore the contexts, dynamics, structures and ideologies of a number of Islamic movements which since 1700 have arisen in the Middle East and the wider Islamic world. It seeks to provide a historical framework for a better understanding of the modern expression of Islamic "fundamentalism" on the basis of examples in the past as well as in the present. Emphasis will be placed on Egypt, Lebanon, Iran, and Palestine in the modern period, as well as on the more recent phenomenon of "global jihad." Lectures. Documentaries. Fifteen-page paper, midterm and final. The Honors component will consist of a more extensive research paper and additional discussion. *Satisfies Multicultural Requirement. Meets with a regular section.*

**HIST 387-080****History of Sexuality in the United States****Davis, Rebecca**

This course explores a survey of American sexual ideals, practices, and identities, from the Colonial period to the present. How anxieties about interracial sex shaped life in the American South, how the advent of more reliable contraceptives provoked both social movements and political debate, and how the emergence of a scientific discourse of sexual difference simultaneously propelled the gay rights movement and enabled scientists to categorize same-sex love as pathology and perversion. *Cross-listed with SGST 387-080 and WOMS 387-080.*

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**HIST 471-080****Seminar in Medieval History: EUROPE IN THE 10TH CENTURY****Callahan, Daniel F**

This seminar will examine the political, social, economic, religious and intellectual development of Europe in the “century of iron”. Particular attention will be given to the monastic achievements of the period and to relations between East and West. The final grade will be based on a research paper of at least twenty pages and on the amount and quality of seminar discussion. *Open to HIST majors only. Satisfies the Arts and Sciences Second Writing Requirement. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with a 600-level section. Pre-requisite: HIST 268.*

**HIST 479-080****Seminar in Asian History: 20<sup>th</sup> Century China****Pong, David**

This seminar course begins with the Boxer Uprising and finishes with the opening years of the 21<sup>st</sup> Century. The 20<sup>th</sup> century was a tumultuous time for China. Great leaders like Sun Yat-sen, Chiang Kai-shek, Mao Zedong, and Deng Xiaoping, all failed before reality. Today, the quest for wealth and power, begun more than a century ago, is still a continuing struggle. The economic opening of China, including its membership in the WTO, brings both opportunities and challenges. What held (and holds) China together, and what threatened (or threatens) its national cohesion? What is the engine of China’s development and what may derail it? What is the meaning of China’s rise for the Chinese and for the rest of the world? Weekly readings and discussion; one short paper and one term paper. Readings include novels, contemporary writings, memoirs, etc. to give a first-hand flavor of modern and contemporary Chinese history. *Prerequisite: HIST 268 or permission of instructor. Satisfies A&S writing requirement. Satisfies the University multicultural requirement. Satisfies the Senior Capstone Requirement for the Honors Degree and Honors Degree with Distinction if taken in one of the last two semesters before graduation.*

**Hotel, Restaurant & Institutional Management (HRIM)****HRIM 180-080****Introduction to Hospitality****Cummings, Pamela R.**

Objectives within the industry, the means of achieving these objectives, and opportunities for career development. History of hospitality, current trends, and related issues. *Open to incoming first-year UDHP majors only. Meets with the regular section.*

**HRIM 201-080****Food Principles****Cole, Ronald Paul**

Principles of food selection and preparations as related to the chemical and physical properties of food. Includes the composition and structure of foods, functional properties of ingredients, and methods to maintain desirable quality (sensory and nutritional) attributes of food. *Open to HRIM majors only. Meets with regular section.*

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**HRIM 321-080****Quantity Food Service Management****Cole, Ronald Paul**

Principles of quantity food service management with an emphasis on quality and cost control. Topics include menu planning, safety, sanitation and technical operations, as well as labor, food and energy cost containment. *Open to majors only.*

**HRIM 380-080****Management of Lodging Operations****Miller, Brian Lee**

Management of front desk, housekeeping, maintenance, security and conference operations. *Permission needed from the Department to take this course. Open to JR & SR majors only. Meets with regular section.*

**HRIM 381-080****Management of Food & Beverage Operation****Cole, Ronald Paul**

Management tools available to control sales and expenses in food and beverage operations. Analysis of centers of responsibility. Cost management approach to development of control systems. *Open to JR & SR majors only. Meets with regular section.*

**HRIM 382-080****Managerial Accounting & the Finance in the Hospitality Industry****Bakir, Muhammed**

Generation and analysis of quantitative information for planning, control and decision making by managers at various levels. Use of timely and relevant information as a vital tool in management. *Permission needed from Department to take this course. Open to JR & SR majors only. Meets with regular section.*

**HRIM 450-080****Managing Hospitality Information Systems****Demicco, Fred J**

Life cycle approach to understanding hospitality industry information systems. Includes study of issues considered in the analysis, design and implementation of information systems in hospitality operations. *PREREQ: HRIM187 or MISY160. Open to JR & SR majors only.*

**HRIM 480-080****Human Resource Management in the Hospitality Industry****Poorani, Ali Akbar**

HRIM480 involves managing human capital in hospitality organizations. It includes 8 action learning projects addressing such competencies as: fairness and inclusion at work place; work expectations; talent management and acquisition; employee engagement; and emotional intelligence. HRIM 480 employs a blended learning format to accommodate all learning styles. Included are Multimedia, Action Learning, and eLearning. Honors Projects are field-based and require working with establishments or their employees involving real HR topics. *Open to JR & SR majors only. Open to UDHP students only - minimum 3.0 required. Others require permission from UDHP.*

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**HRIM 481-080****Marketing in the Hospitality Industry****Beldona, Srikanth**

Hospitality services like all other services require a distinctive approach to marketing. The course uses a services marketing approach with greater emphasis on employee-customer engagement combined with firm-customer and firm-employee marketing efforts. Students discuss real world scenarios through interactive lectures and researched presentations. The Honors Component of the course comprises a research project that delves into the understanding of the word hospitality from a consumer behavior standpoint. *Open to JR & SR majors only. Permission needed from Department to take this course. Meets with regular section.*

**HRIM 482-080****Law of Innkeeping****Cole, Ronald Paul**

Introduction to the laws relating to hotel, restaurant and institutional operations. *Open to JR & SR majors only. Meets with regular section.*

**Italian (ITAL)****ITAL 200-080****Italian Grammar Review****Salsini, Laura A**

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

**ITAL 205-080****Italian Conversation****Saggese, Riccarda**

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

**ITAL 211-080****Italian Reading and Composition: Short Fiction****Salsini, Laura A.**

In this course we will read and discuss a selection of Italian short stories by contemporary authors. Several short compositions are required; grammar review is incorporated where appropriate. Students enrolled in the Honors section must complete an additional written assignment, along with a brief oral presentation. *Pre-requisite: ITAL 200, ITAL 205, or ITAL 206. Meets with the regular section.*

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**ITAL 311-080****Survey of Italian Literature****Salsini, Laura A**

You enjoy the Italian language, you are interested in Italian culture, and Italy fascinates you. You are now ready to explore Italy's literary past and acquaint yourself with some of her great masters and masterpieces. Through the study of selected works and authors, you will also gain a better understanding of Italy's history and culture. This course will be taught through a combination of informal lectures and discussion. Students taking this course for Honors credit will be required to do an oral presentation and a short paper. *Pre-requisite: ITAL 211 or ITAL 212. Meets with the regular section.*

**ITAL 355-080****Italian Language, History and Society Through Film****Melloni, Giorgio**

Film offers a fascinating window into different histories and cultures. In this course a range of films and film clips will guide us through an examination of modern Italian culture and society. This course also incorporates intermediate-advanced grammatical concepts to help you polish and refine your writing, speaking, and comprehension skills. *Pre-requisites: ITAL 310 or ITAL 311. Meets with regular section.*

**ITAL 455-080****Children in Contemporary Italian Literature****Saggese, Riccarda**

Adolescence is a very important stage of life. During this time behavior is affected and shaped by impact with reality. Find out how different authors approach this phase of development and what lessons a reader can learn from their works. In addition to the reading and analysis of such authors as Ammaniti, Baricco, Mazzucco, Veronesi, some clips and films will be also shown. *PREREQ: Any two ITAL 300-level literature courses. RESTRICTIONS: Can be repeated for credit when topics vary. May be offered jointly with ITAL 655. Meets with regular section.*

**Japanese (JAPN)****JAPN 105-080, 081 and 082****Japanese I - Elementary****Inoue, Chika / Shoge, Mutsuko**

A specially designed course to put students on the fast track to Japanese literacy. In addition to lots of verbal survival skills, Honors students are taught two alphabets and approximately 50 Chinese characters known as kanji. After just one semester you will be able to survive in Japan, and you will have a complete knowledge of the two Japanese alphabets, enabling you to read some labels, menus, and other printed material in Japanese. When not working on literacy skills, we will indulge in other activities such as interviews, charades, and more. A challenging but enjoyable time is guaranteed for all. Each Honors student selects specific projects in consultation with the instructor. The topics can be linguistic or cultural. *All sections meet with the regular sections.*

**JAPN 106-080 and -081****Japanese II - Elementary/Intermediate****Miller, Mark Campbell**

This course will feature the addition of Chinese characters (kanji) for writing as well as reading knowledge. Honors students are expected to master 124 kanji in addition to two alphabets. Many of

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these characters are rather complex, involving multiple readings and strict stroke orders. Because literacy is the most difficult aspect involved in the acquisition of Japanese, this extra writing component is the most valuable enhancement that can be provided to Honors students. *Pre-requisite: JAPN 105. Meets with the regular section.*

### **JAPN 107-080 and -081**

#### **Japanese III - Intermediate**

**Shoge, Mutsuko / Miller, Mark Campbell**

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

### **JAPN 201-080**

#### **Advanced Intermediate Japanese I**

**Shoge, Mutsuko**

This course covers the first six chapters of Genki II text book. Students learn to use various grammatical forms to convey different nuances. Classes are conducted mostly in Japanese. Activities include oral, reading and writing exercises on various topics. About 90 additional Kanji will be introduced. *Prerequisite: JAPN 107. Meets with regular section.*

### **JAPN 202-080**

#### **Advanced Intermediate Japanese II**

**Inoue, Chika**

This course covers the last five chapters of Genki II text book. Students learn to use various grammatical forms to convey different nuances. Classes are conducted in Japanese. Activities include oral presentations and essays on various topics. About 75 additional Kanji will be introduced. *Prerequisite: JAPN 200 or 267. Meets with regular section.*

### **JAPN 301-080**

#### **Advanced Japanese Grammar**

**Inoue, Chika**

This is a course designed for students who want to achieve a higher level of fluency. The goal is a more natural and native-like use of the language, both in written and oral forms. New grammatical forms, idiomatic and set phrases, Kanji, and vocabulary are introduced. Topics include Japanese geography, technology, foods, pop culture, and education system. There is a final project designed by each student. *Prerequisite: Successful completion of three 200-level Japanese courses or equivalent. Meets with regular section.*

### **JAPN 455-080**

#### **Reading in the Real World**

**Hutchinson, Rachael**

This course builds on work the students have done at the 300-level, but is focused on reading real Japanese rather than working from a textbook. Students will practice skills such as reading and translation using a combination of magazine and news articles, short stories and other texts. Students

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will also discuss the texts in Japanese, building on their speaking and listening skills. The main point of this course is to enable students to read Japanese for pleasure and business in their daily lives, without depending so heavily on textbooks and dictionaries. Honors students will devise their own complementary project in discussion with the instructor. *Pre-requisite: Two courses at the 300-level, or the permission of the instructor. Meets with the regular section.*

## **Latin (LATN)**

### **LATN 101-080**

#### **Elementary Latin I**

**Sawlivich, Lynn**

The aim of this course is to prepare students to read ancient Roman literary works in the original language. The emphasis will be on building a basic vocabulary and acquiring essential grammar. While much class time will be spent on learning to translate Latin, there will be discussion of Roman culture and civilization as well. Honors students will do an in-class presentation on a topic related to Roman culture and civilization. *Both sections meet with the regular sections.*

### **LATN 101-081**

#### **Elementary Latin I**

**Sawlivich, Lynn**

The first course of a four-semester sequence (101-102-201-202) fulfilling the university language requirement. Introduction to basic elements of the Latin language: vocabulary, noun declensions, verb conjugations, simple sentence structures. Honors students complete additional translation exercises: two short passages from the textbook for each course unit, a total of four times over the semester. *Both sections meet with the regular sections.*

### **LATN 201-080**

#### **Intermediate Latin Prose**

**Sawlivich, Lynn**

The third course of a four-semester sequence (Latin 101-102-201-202) to fulfill the Arts and Sciences language requirement. After a comprehensive review of elementary grammar covered in Latin 101-102, students undertake close readings of Latin prose texts in the original language. Text for 2010: The War with Hannibal by Eutropius, supplemented by excerpts from other Latin authors. Honors students supplement the translation exercises on each exam by writing short essays on the historical and literary contexts of the authors being read. *Pre-requisite: LATN101 and LATN102 or equivalent. Meets with the regular section.*

### **LATN 301-080**

#### **Advanced Intermediate Prose**

**Culley, Gerald**

The second century BC was a time of turmoil and confusion in Rome. The Republic began to show signs of stress even as Roman power grew to encompass the Mediterranean. Sallust illuminates this period in his account of Roman relations with Numidia and its prince, Jugurtha. We will be reading substantial portions of Sallust's *Bellum Jugurthinum* as well as drawing context from Colleen McCullough's remarkably-well-researched novel, *The First Man in Rome*. Honors students will be expected to deliver a presentation from a selection of topics, and then submit a paper as a formalization of the topic. *Pre-requisite: LATN 202 or equivalent. Meets with the regular section.*

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**LATN 401-080****Advanced Latin Prose****Culley, Gerald**

The second century BC was a time of turmoil and confusion in Rome. The Republic began to show signs of stress even as Roman power grew to encompass the Mediterranean. Sallust illuminates this period in his account of Roman relations with Numidia and its prince, Jugurtha. We will be reading substantial portions of Sallust's *Bellum Jugurthinum* as well as drawing context from Colleen McCullough's remarkably-well-researched novel, *The First Man in Rome*. Honors students will be expected to deliver a presentation from a selection of topics, and then submit a paper as a formalization of the topic. *Pre-requisite: LATN 301 and LATN 302 or equivalent. Meets with the regular section.*

**Leadership (LEAD)****LEAD 100-080****Leadership, Integrity and Change****Williams, Devona**

Introduces students to concepts and theories of leadership to help them develop the skills essential to becoming leaders in the workplace, community, and society. Students are required to complete a scholarly paper with an accompanying oral presentation addressing current global issues as they make an impact upon leadership effectiveness. *Open to UDHP students whose majors require this course. Meets with the regular section.*

**LEAD 101-080****Global Contexts for Leadership****Helfman, Audrey Leona Krogh**

Understanding a variety of issues and problems that impact quality of life of individuals and groups and demand effective leadership in global contexts. *Meets with the regular section.*

**LEAD 200-080****The Leadership Challenge****Middlebrooks, Anthony E**

Explores how leaders take on the challenge of mobilizing others to transform visions into reality. Provides a more in depth examination of leadership theory and how that theory informs various individual and organizational practices. Students will learn methods to develop a shared vision, processes to strategically facilitate change, and examine ethical facets of leadership. Honors students will play a special integrating role within the class. *Meets with the regular section.*

**LEAD 300-080****Leadership, Creativity and Innovation****Middlebrooks, Anthony E**

Leadership, Creativity and Innovation Course Description Provides students with the theoretical bases of leadership, creativity, and innovation that inform the effective practice of leadership. The course emphasizes creativity theory and research, models of innovation, and the application of leadership to foster innovation. The nature and nurture of creative thinking as a precursor to effective organizational leadership and innovation underlies the course. Students will understand the nature of creativity in research, theory, and practice; explore and recognize the characteristics of innovation in organizations,

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understand the role of leadership in creating conditions for innovation, at both the individual and organizational system levels; and enhance their ability to think creatively, and apply that creative thinking strategically. *Meets with the regular section.*

### **LEAD 341-080**

#### **Decision-Making and Leadership**

**Williams, Devona**

Decision-Making and Leadership examines the person, process, context, and product of decision-making (DM), and more importantly explores the relationship between effective DM and effective leadership practice. If DM is so important to leadership, what does one need to know about DM to be a better leader? Consider leadership as a process of influencing others toward a common vision. Further, consider that effective leadership lies in the leader, the followers, the context, and the interaction between all three. This course explores DM from multiple perspectives, and provides students the opportunity to consider their DM processes and dispositions as well as those of others, all to the end of expanding their vision of leadership. Through this course we examine the research, theories, and models of effective (and ineffective) DM, understand the implications and applications of DM to leadership, experience and research real-world DM across varied contexts, explore your dispositions and processes as a decisionmaker, and apply this to the context of effective leadership and DM. *Pre-requisite: LEAD 100. Meets with the regular section.*

### **LEAD 404-080**

#### **Leadership in Organizations**

**Morrison, James Leighton**

Understanding the process of change and positively affecting change in organizations through the exercise of leadership knowledge. Honor students are expected to assume leadership positions in a team project whereby they assume responsibility for bringing a change project into reality. They are expected to perform within a change model and a process reflecting leadership skills previously developed in LEAD100, In addition to reading two textbooks, Honor students will be expected to complete at least two other books consisting of readings on change leadership. Finally, as a backdrop for the course, they will also do an investigation of successful organizations who have changed themselves significantly over the past decade. *Pre-requisite: LEAD 100. Meets with the regular section.*

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

### **MISY 160-080**

#### **Business Computing: Tools and Concepts**

**Monk, Ellen Jean Fischer**

An introductory course that covers concepts, technology, and practical experience with current business information systems. During the semester we will study the workings of computers and their peripherals, software, systems development, and systems within an organization. Heavy emphasis will be placed on computer exercises that involve spreadsheets and databases. Students will also create their own personal web page and present a current Information Systems topic using PowerPoint. For more information visit the website <http://www.udel.edu/monke>. *Open to students whose majors require course. Some seats reserved for incoming UDHP freshmen.*

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## **Marine & Earth Studies (MAST)**

### **MAST 200-080**

#### **The Oceans**

**Dexter, Stephen/Thoroughgood, D.**

The regular MAST 200 class considers physical, chemical, geological and biological principles in examining how the oceans work, drawing heavily on current ocean issues to illustrate processes and problems. The Honors section experience will consist of two types of activities. First, the Honors students will be required to go into more depth about how the various physical, chemical, biological, geological, engineering and public policy aspects considered in the course are naturally integrated in the marine environment. This will entail some extra readings and the writing of 2 or 3 short papers on these integrative aspects during the course of the semester, leading to a longer summary paper near the end of the semester. Second, each Honors student will participate with the professionals in the Marine Advisory Service in interacting with the general public during Coast Day on the Lewes, DE campus on October 3, 2010. The Honors section will meet together with the regular section but it also will meet separately during the next regularly scheduled class period. For the first two weeks of the semester, the Honors section will meet twice a week to discuss the assignments and get connected with the Marine Advisory Service. After that, meetings will be held once every other week or as needed. The grading will differ from the regular section in that class participation and the writing assignments will count toward the final grade. Students with particularly restrictive schedules may not be able to participate.

## **Mathematical Sciences (MATH)**

### **MATH 201-080**

#### **Introduction to Statistical Methods I**

**Crissinger, Bryan**

Exploratory data analysis, basic probability, discrete and continuous distributions, sampling distributions and confidence intervals, and one- and two-sample hypothesis tests on means and proportions. Emphasis on applications in business and economics. Statistical computing is an integral part of this course. *Meets with regular section.*

### **MATH 202-080**

#### **Introduction to Statistical Methods II**

**Seraphin, Anthony**

Two-sample tests on means and proportions, chi-square analysis of contingency tables, completely randomized and randomized block designs, factorial experiments, analysis of variance, simple linear and multiple regression, model diagnostics, quality control, time series analysis. Emphasis on applications in business and economics. Statistical computing is an integral part of this course. *Prerequisite: MATH201. Meets with regular section.*

### **MATH 242-081 and 081L**

#### **Analytic Geometry and Calculus B**

**STAFF**

Review of exponential and logarithmic functions; inverse trigonometric functions; integration techniques; parametric curves; polar coordinates; infinite series. Includes use of the computer package, Maple, to perform symbolic, numerical and graphical analysis. *Open to incoming first-year UDHP students only. Enrollment in this course is determined by score on the Honors Calculus Placement Test. Note: Credit cannot be given for both MATH 242 and MATH 222.*

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**MATH 243-080 and 080D**  
**Analytic Geometry & Calculus C**

**STAFF**

This course is a continuation of MATH 242 Honors. As such, we will use a variety of sources and non-traditional problems, together with both group and individual projects to illustrate and clarify the very rich and robust mathematical constructs that arise when dealing with functions of several variables. Specific topics include, but are not limited to, vector calculus, partial derivatives, multiple integration, line and surface integrals, and series. *Open to incoming first-year UDHP students only. Enrollment in this course is determined by score on the Honors Calculus Placement Test.*

**MATH 245-080**  
**An Introduction to Proof**

**Cioaba, Sebastian**

This course is an introduction to the topic of writing formal mathematical arguments; that is, proofs. The emphasis will be on clear and logical thought, careful technical writing, a critical understanding of the underlying definitions, and the ability to deal with mathematical abstraction. Good technical writing requires lots of practice, and producing a well-written solution often requires repeated revisions of your argument. You must be extremely precise; "say what you mean and mean what you say" as mathematicians often remark. The mathematical topics which will serve as vehicles for learning proof techniques include arithmetic-geometric mean inequalities, bijections and infinite cardinalities, elementary number theory, Pythagorean triples and the rational numbers, and the completeness of the real number system. Honors students will be given more challenging problems, some of which may require independent reading. All problems will involve proof, as indicated above. *Pre-requisites: MATH 210 and MATH 242. Meets with the regular section.*

**MATH 349-080**  
**Elementary Linear Algebra**

**Lazebnik, Felix**

Systems of linear equations, matrix arithmetic, vector spaces, inner product spaces, linear transformations, determinants, eigenvalues and eigenvectors, and additional topics. Includes use of the computer for analysis and solution of problems in linear algebra. Honors students will be assigned computer projects that are typically more theoretical in nature involving proof and abstract arguments. *Pre-requisite: MATH 230 or MATH 242. Credit not given for both MATH 349 and either MATH 341, MATH 342, or MATH 351. Meets with the regular section.*

**MATH 350-080**  
**Probability Theory and Simulation**

**STAFF**

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

**MATH 351-080**  
**Engineering Mathematics I**

**STAFF**

Solutions of linear algebraic equations, Gauss elimination, vector spaces, subspaces, linear dependence, linear ordinary differential equations of 2nd order and higher, initial value and boundary value problems, eigenvalues, coupled linear ordinary differential equations, nonlinear differential equations, with engineering applications. *Corequisite: MATH 243. Restrictions: Credit not given for both MATH 351 and either MATH 302, MATH 341 or MATH 349. Open to MEEG and CIEG students only.*

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**MATH 380-080****Approaches to Teaching Math  
Flores, Alfinio**

This course is designed to prepare students with various backgrounds necessary for teaching mathematics in secondary schools. They include areas in mathematical content, instructional pedagogy, students' cognition, and performance assessments. The students will learn how to develop aims, plan courses, develop instructional strategies, and evaluate and select materials for teaching mathematics. In the Honors component, students will complete a project based on a specific content strand in the grades 7-12 school mathematics curriculum, such as algebra, discrete mathematics, geometry, or mathematical modeling. Students will examine this content strand from both a mathematical content and a pedagogical perspective. That is, students will (a) analyze this strand through a mathematical lens, and (b) explore issues regarding the teaching and learning of this content strand. In completing this project students are expected to gather data from a variety of sources that may include grades 7-12 mathematics curricula, assessment, and other resources for teaching, as well as from interviews with teachers and students. Students' completed projects will be included in their portfolio, to be used when seeking their first teaching position. *Co-requisite: MATH 379. Requires permission of the Committee on Secondary School Mathematics. Only counts as part of the math education major; not for major (B.A. or B.S.) or minor credit in Mathematical Sciences. Satisfies the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**MATH 426-080****Introduction to Numerical Analysis and Algorithmic Computation  
Braun, Richard J.**

Direct and iterative methods for solution of algebraic equations and systems of linear equations, matrix inversion, pseudo-inverses, algebraic eigenvalue problems, linear leastsquare problems and nonlinear equations. Stresses both numerical analysis and algorithmic aspects. *Pre-requisites: MATH 349 or MATH 341 or MATH 351; and CISC 105 or CISC 181. Requires familiarity with computer programming language. Cross-listed with CISC 410-080. Meets with the regular section.*

**MATH 460-080****Intro to Systems Biology  
Schleiniger, Gilberto**

Systems biology approach, mathematical modeling of biological systems; examples from biomedical and agricultural research areas, biotechnology, industrial processes, and others. Differential equations, stochastic, feedback and control, or network models are discussed. Hands-on work via PBL modules. *Pre-requisite: CHEM 527, MATH 535 and one of BISC 302, 305, 306, 401 or 403.*

**MATH 503-080****Advanced Calculus for Applications  
Guyenne, Philippe**

Change of variables, surface integrals, Stokes' theorem, Divergence Theorem, calculus of variations, Euler's equation, brachistochrone, isoperimetric problem. Fourier series, pointwise and mean square convergence, vibrating string. Fourier transform, inversion formula, heat equation on a half-line. *Pre-requisite: A 300 or higher level course on differential equations. Meets with the regular section.*

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**MATH 512-080****Contemporary Application of Math****Rossi, Louis**

Aimed at providing a hands-on learning experience in contemporary applications of mathematics. Involves work with investigators from industry, national laboratories, and other departments. Mathematical topics may include ordinary and partial differential equations, systems of differential equations, transform, asymptotic, and numerical methods. *Prerequisite: a 300- or higher level course in differential equations. Meets with a regular section.*

**MATH518-080****Mathematical Models and Applications****Flores, Alfinio**

Illustration and analysis of mathematical models for problems in the biological, physical and social sciences. *PREREQ: Math 243 and Math 350.*

**MATH 530-080****Application of Mathematics in Economics****Angell, Thomas**

Convex functions and sets, duality, fixed point theorems, elementary game theory, and the theory of Nash and Walrasian equilibria; non-linear programming and the Kuhn-Tucker Theorem; dynamic optimization including dynamic programming and Pontryagin's Maximum Principle. Emphasis on applications and interpretation in terms of economic models. *Cross listed with ECON 530-080. Satisfies the Senior Capstone Requirement for the Honors Degree and the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Prerequisites: MATH 302, MATH 349, ECON 301, and ECON 303. Meets with the regular section.*

**MATH 540-080****College Geometry: An Historical Approach****Bellamy, David**

The course will begin with a discussion of the axiomatic approach to geometry, emphasizing finite geometries. There will then be a component on Euclidean Geometry, which will include a brief review of topics typically taught in high school geometry followed by a discussion of more sophisticated topics not addressed at the high school level. The third topic will be inversive geometry (a type of circle geometry), and the final topic will be projective geometry. Approximately three weeks will be spent on each topic. In addition to collected homework and the usual exams, each student will be asked to do a project, which might involve the historical contribution of some geometer, an axiomatic approach to some non-Euclidean geometry, or some tiling problem. The Honors component will involve more theoretical homework and one additional project. *Pre-requisites: MATH 210 and MATH 245 and MATH 349 is highly recommended. Meets with regular section.*

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## **Mechanical Engineering (MEEG)**

### **MEEG 341-080**

#### **Thermodynamics**

**Advani, Suresh / Alms, Justin**

Basic concepts of thermodynamics including properties of substances and gas mixtures, energy, entropy, and exergy. First and second law analysis of systems and control volumes. Applications to steady-flow devices and systems in power production, propulsion, and air conditioning. Honors students will be asked to conduct research on contemporary issues and applications of thermodynamics and present an example of such to the class. *Pre-requisite: MATH 351 or equivalent. Open to MEEG majors only. Meets with the regular section.*

## **Medical Technology (MEDT)**

### **MEDT 400-080**

#### **Urinalysis and Body Fluids**

**McLane, Mary Ann**

The analysis of body fluids is the cornerstone of the practice of medical technology. This course explores the information obtained by accurate analysis of urine and other non-blood body fluids. How this information can provide a pattern essential to the assessment of a person's health or pathology will be discussed. The role of quality assurance in the development and performance of such tests will be emphasized. Honors students will examine a series of case studies to explore more intensely the relationship between clinical laboratory data and patient outcome, and use the cases to develop a laboratory testing website. *Open to MEDT JRs only. Meets with the regular section for lecture and lab; separate Honors discussion. Requires permission of instructor.*

### **MEDT 430-080**

#### **Diagnostic Bacteriology and Medical Mycology**

**Parent, Michelle A**

This course covers the practice of diagnostic bacteriology by emphasizing the correlation of in vitro and in vivo findings in the diagnosis and treatment of infectious disease, including human mycoses. Identification of pathogenic and nonpathogenic bacteria and fungi in clinical specimens will be studied. The role of molecular testing in the clinical laboratory is becoming the "gold standard" for diagnosis of many infectious diseases of public health concern. Honors students will investigate molecular methods currently used to evaluate microbiological diseases, agents of bioterrorism, mechanisms of antimicrobial resistance among infectious microorganisms, and epidemiological studies. The student will take the knowledge gained in lecture, discussion groups, and his or her individual research and integrate it into two different presentation formats, a lay presentation and a peer presentation. *Open to MEDT majors only. Pre-requisites: MEDT 406 and MEDT 416. Co-requisite: MEDT 431. Meets with the regular section for lecture; separate Honors discussion. Requires permission of instructor.*

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## **Music (MUSC)**

### **MUSC 195-080 and 081**

#### **Harmony I**

**Stevens, Daniel**

Review of music fundamentals. Diatonic harmony, including part-writing with keyboard application. Chord structures and functional relationships. Basic melodic and contrapuntal compositional techniques. Writing, playing, and analysis. Students in the Honors sections of Harmony I are responsible for the work required of all students enrolled in the regular sections of Harmony I. In addition, they are given weekly assignments that entail research on music theorists and theoretical ideas. Honors students meet as a group with the instructor and discuss research findings. *Open to incoming first-year UDHP music majors & minors only. Co-requisite: MUSC 185. All sections meet with the regular sections plus one extra hour per week.*

### **MUSC 312-080, 081**

#### **Music History: 1600-1827**

**Murray Jr., Russell**

MUSC 312 is a history of musical style and theory during the Baroque period (1600-1750), and the Classic period through the death of Beethoven (1827). Students in the Honors section of this course are responsible for the work required of all students enrolled in the regular sections. In addition, students in the Honors section will meet on a regular basis for more detailed score study and discussion of relevant research on the music of the period. *Satisfies Arts and Sciences Second Writing Requirement. Pre-requisites: Consent of instructor and MUSC 211. Both sections meet with the regular sections plus one extra hour per week.*

## **Nutrition & Dietetics (NTDT)**

### **NTDT 200-080**

#### **Nutrition Concepts**

**STAFF**

Functions and sources of nutrients, dietary adequacy, and dietary guidelines. Energy balance, weight control, and evaluation of popular diets and ideas. Nutrition concerns such as world food problems, food safety, alcohol, and malnutrition will be included. Honors students will have an opportunity to complete a group project on a nutrition related topic and present their learning to the class. They will have slightly higher expectations for exams and homework. *Open to UDHP freshmen & sophomores only. Some seats reserved for incoming first-year UDHP students.*

### **NTDT 400-080**

#### **Macronutrients**

**Kuczmarski, Marie Fanelli**

Metabolism of carbohydrates, proteins, and fats in human nutrition; interdependence, and relation to energy metabolism/balance; scientific bases of macronutrient requirement during the life cycle. Students in the Honors session will complete a case study that involves developing a menu using MyPyramid as a guide and then analyzing the macronutrient content of this menu. The case study will be presented orally to the students in the regular session. *Pre-requisites: NTDT 200, CHEM 214, and CHEM 216. Meets with the regular section.*

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**NTDT 450-080****Medical Nutrition Therapy I****Lennon-Edwards, Shannon**

Skills required for patients' nutritional management. Medical nutrition therapy for dysphagia and adaptive feeding. Pathophysiology, diet and disease relationships and diet therapy for gastrointestinal conditions, obesity, diabetes and cardiovascular diseases. *PREREQ: NTDT250, NTDT400, BISC276. Meets with regular section.*

**Nursing (NURS)****NURS 232-080****Care of Vulnerable Populations****Herrman, Judith Barbara Wheaton**

This Honors option allows students to attain a higher level of knowledge about a vulnerability and the associated nursing care. It includes a strong research component and allows students to explore and critique research related to a specific vulnerable population. *Satisfies Multicultural Requirement. Pre-requisites: NURS 110. Open to NURS majors only. Meets with the regular section.*

**NURS 354-080****Psychosocial Nursing****Diefenbeck, Cynthia Ann**

Presents and examines selected concepts and theories related to restoring and maintaining optimal health of patients experiencing psychopathology. Selected laboratory and field experiences included to enhance concepts. Honors students work collaboratively with instructor to craft a unique and meaningful experience that enhances and expands course content. Opportunities for additional professional or clinical experiences are available. *Pre-requisite: All 200-level required NURS courses. Open to NURS majors only. Meets with the regular section.*

**NURS 382-080****Communities and Health Policies****Hall-Long, Bethany**

Examines the nurse's role in community health and health policy. Major issues affecting healthcare and current political issues are examined. Issues of bioterrorism, environment, and occupational health are included. Honors students will participate the analysis and synthesis of a population health issue and subsequent public health policies. Honors student and faculty negotiate an expanded public policy analysis assignment and any other requirements. *Pre-requisite: All 200-level required NURS courses, BISC 276 and BISC 300. Open to NURS majors only. Meets with the regular section.*

**Philosophy (PHIL)****PHIL 202-080****Contemporary Moral Problems****Hanley, Richard**

This course examines the application of philosophical techniques to contemporary moral problems such as abortion, punishment, biomedical ethics, reverse discrimination and sexual morality. *Open to UDHP freshmen and sophomores only. Preference given to incoming first-year UDHP students.*

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**PHIL 216-080****Introduction to Feminist Theory****Laberge, Marie A**

Feminism is a social movement whose goal is to raise the status of women. Over the centuries, feminists have developed theories to explain the reasons for gender inequality. This course is intended as an introduction to the varieties of feminist thought, focusing primarily on 19th and 20th century Western thought. It explores major developments within feminist theoretical discourse. It aims to provide students with analytical tools for evaluating the various theories which seek to explain how gender is socially constructed in terms of institutions, ideologies, and methodologies. The social process involved in the development of theory will also be explored. Students will explore how feminist theory can shed light on our own lives and how it has been used by others to improve women's lives. The Honors section students will also meet with me as a separate section several times over the course of the semester. Schedule will be set soon after classes start. In addition to discussions within this separate section, Honors students will be required to prepare a short writing assignment in which they respond to the issues raised in Suzette Haden Elgin's book *Native Tongue*. You will critique this text and its relationship to the other feminist theory materials we will be reading. As part of this critique I would like you to discuss Elgin's vision of the future and how you see it compare to concerns we are dealing with today. *Satisfies Multicultural Requirement. Cross-listed with WOMS 216-080. Meets with the regular section.*

**PHIL 303-080****Modern Philosophy****Platt, Andrew**

The modern period in philosophy begins in the early seventeenth century, as scientists like Galileo started to develop a "new science" and as Europe was embroiled in the religious turmoil of the Protestant Reformation and Catholic Counter-Reformation. Against this background, the philosophers of the seventeenth and eighteenth century examined the foundations of science and mathematics, the extent of human knowledge, the nature of the human mind, and the nature of God. In this course, we will analyze the metaphysical and epistemological theories and arguments of the "great" figures of this period, including Descartes, Locke, Leibniz, Berkeley, Hume and Kant. In order to better understand their views, we will also read works by some of their lesser-known contemporaries, including Nicolas Malebranche, Margaret Cavendish and Anne Conway. All students enrolled in the Honors section are required to complete weekly portfolio writing assignments that address how the course materials relate to broader intellectual topics. This on-going project culminates in a required term paper that discusses how the philosophical works of authors discussed in the class relate to a selected theme. Possible themes include: the historical relationship between religious belief and the rise of modern science; whether women philosophers of the early modern period have a distinctively "feminine" philosophy; how the literary genre of philosophical writing evolved in the early modern period. *Meets with the regular section.*

**PHIL 305-080****20<sup>th</sup> Century Philosophy****Powers, Thomas**

This course examines major philosophical movements from the 20th century to the present, including logical empiricism and the recent criticism of this movement. *Meets with regular section.*

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**PHIL 310-080****Chinese Religion and Philosophy****Fox, Alan David**

In this course we will read and discuss the works of several important thinkers in the Chinese philosophical traditions, including the Confucians, Daoists, Mohists, Buddhists, Neo-Daoists, and Neo-Confucians. We will be interested in both the content and the methodology of Chinese philosophy. It is important to remember that this is a 300-level philosophy course, and although no prior experience in philosophy is required and no knowledge of the Chinese language is necessary, still the class will be demanding and will require that you think deeply about the materials. The Honors section will run concurrently with the regular section but will read additional works and meet additionally once every other Tuesday afternoon from 4-5 to discuss the material. The grading will differ from the regular section in that class participation will count for a higher percentage of the final grade. The additional materials will go into more depth on topics that run concurrently with the syllabus of the regular section. *Satisfies Multicultural Requirement. Pre-requisite: PHIL 204 with Professor Fox or permission of instructor. Meets with the regular section. Students must contact the UDHP office to register for this course (831-1195).*

**PHIL 311-080****Early Medieval Philosophy****Rogers, Katherin Anne Shedd**

Early Medieval Philosophy deals with the beginning of the synthesis of Greek philosophy and biblical religion. We start with Plotinus, the neoplatonist who had a profound impact on later religious thought. A major part of the course is devoted to Augustine of Hippo, who, after the authors of the New Testament, is the chief architect of Christian philosophy. We move then to Boethius, Eriugena, Anselm and conclude with Peter Abelard. Though the material is presented chronologically, the key question throughout will be whether or not the ideas we study are philosophically viable today. Topics will include: proving God, answering skepticism, leading the good life, universals, evil, time, Genesis and the theory of evolution, and many more. There will be four essay tests and quizzes on assigned reading. Honor's students will meet with regular class, but will also write a 7-10 page research paper and meet several times outside regular class to discuss research and papers. *Meets with the regular section.*

**PHIL 320-080****Theory of Knowledge****Pust, Joel**

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

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They will learn to evaluate theories of knowledge. Some theories are better than others, and students learn ways of telling which theories are better and why. The course will involve reading of original philosophical texts. It will involve critical appraisal of arguments. Students will write a series of papers evaluating theories of knowledge. There will also be some short quizzes on reading and lecture material. There will also be a final exam. The class will be in a lecture and discussion format. Discussion will be encouraged and will play a large part in the course. *Meets with the regular section.*

### **PHIL 465-080**

#### **Honors Senior Seminar: Law, Ethics & National Security**

**Draper, Kai**

The course focuses on legal and ethical questions raised by the way that national security has been, and is being, pursued by the U.S. government. At the theoretical level, we will explore competing theories of legal interpretation, John Locke's moral and political philosophy, and competing accounts of the right to self-defense and of the principle of double effect. At the practical level we will examine the scope and distribution of the federal government's war power, the legal and moral status of water-boarding and other harsh interrogation techniques, whether and why the principle of noncombatant immunity should be respected, and whether the United States should withdraw from Afghanistan.

## **Physics & Astronomy (PHYS)**

### **PHYS 207-080**

#### **Fundamentals of Physics I**

**DeCamp, Matthew**

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

### **PHYS 208-080**

#### **Fundamentals of Physics II**

**Walker, Barry**

Calculus-based introduction to physics, with primary emphasis on electricity and magnetism. Integrates conceptual understanding with extensive problem-solving and laboratory experience. *Prerequisite: PHYS 207. Corequisite: MATH 242.*

### **PHYS 309-080 and -080D**

#### **20th/21st Century Physics**

**Gizis, John E.**

Fundamentals in physics that help form a modern understanding of the physical universe. The emphasis is on electromagnetic radiation, special relativity, and quantum phenomena. *Pre-requisite: PHYS 208. Co-requisite: MATH 243 suggested. Meets with the regular section.*

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## **Plant & Soil Science (PLSC)**

### **PLSC 100-080**

#### **Plants and Human Culture**

**Barton, Susan**

Current survey of interrelationships between plants and diverse human cultures. Different cultural lenses, such as socio-economic status, cultural heritage and residential environment are used to explore landscapes. Issues, including invasive species, water management and garden benefits provide opportunities for discussion and problem solving. One additional class session per week includes conversations with guest lecturers, observational exercises and in-depth discussion of class concepts. Students select a convenient site to observe regularly throughout the semester and craft a combined presentation based on an understanding of how people relate to plants in the collective sites. Two optional field trips include a study of the banks of the White Clay Creek on bikes (1/2 day) and a full day trip to the Pine Barrens of New Jersey. *Satisfies Multicultural Requirement. Meets with regular section; separate Honors discussion.*

### **PLSC 101-080**

#### **Botany I**

**Frett, John / Pizzolato, Thompson**

Introductory botany stressing fundamental concepts and processes in plants. Topics include cell structure and function, anatomy, genetics, reproduction, physiology, taxonomy, phylogeny and ecology. *Meets with the regular section; separate Honors lab.*

## **Political Science (POSC)**

### **POSC 240-080**

#### **Introduction to International Relations**

**Campbell, Kenneth James**

This course will examine the political relations between the world's nation-states and non-state actors (such as multinational corporations). Our immediate purpose is to learn how the international community addresses major problems such as war, poverty, hunger, disease, transnational crime, genocide, global warming, and natural disasters. Our ultimate purpose is to learn how to make the world a better place. Therefore, we will survey the nature, scope, methods, history, theories, and policy relevance of the academic field of "IR". We will also examine the major actors, institutions, and processes that make up the strange, exciting, dangerous, fast-moving world of international relations. Over the course of the semester we will view videos, listen to guest speakers, break into small, problem-solving groups, engage in team debates, write papers, take quizzes, and write essay exams. And as this is an Honors course with a limited enrollment of twenty students, I will run it like an upper-level seminar and expect your active, well-prepared participation. Indeed, a significant portion of your course grade will depend upon both the quality and quantity of your participation. *Open to first-year UDHP POSC and IR majors only.*

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**POSC 447-080****National Agenda 2010: Battle for Congress****Begleiter, Ralph**

An overview political communication speaker series that focuses on understanding national issues and unfolding political campaigns and debates. Topics will include following the 2010 national campaign for control of the U.S. House and Senate, including the campaigns of Delaware's candidates for Senate and House, some national issues at stake in the election season, and the tactics used by political communication professionals. Students meet and attend talks and small group dinners with national affairs speakers/practitioners on these topics. Honors component: There is no regular, separate Honors class meeting in this class. The Honors section of National Agenda will engage in assignments of a more creative nature than non-Honors students, and Honors students will be selected to help organize and conduct public, televised debates on the UD campus involving candidates for U.S. Senate and the U.S. House of Representatives. *Cross-listed with COMM 447-080. Class meets once a week on Wednesdays only. Students must note the extensive student time commitment with visiting speakers on alternate Wednesday evenings (see below). Schedule of this course is very unusual: W 3:35-4:50pm (class weeks with no speakers); W 3:35-9:00pm (alternate weeks, with guest speaker - includes required attendance in class, reception, dinner and public lectures)*

**Psychology (PSYC)****PSYC 100-080****General Psychology****Quinn, Paul Christopher**

A foundation course in the basic concepts of the scientific study of behavior. First half concentrates on research methods, the brain, sensation, perception, learning, and cognitive processes. Second half considers intelligence, personality, mental disorders, psychotherapy, and social psychology. Course will be taught to emphasize how science proceeds through a dialogue between theory and experiment, rather than a compilation of neutral facts. Class reaction to the ideas will be encouraged to allow for student participation in the scholarly conversation. Focus will be on understanding the determinants of behavior from multiple perspectives. *Open to UDHP freshmen & sophomores only. Preference given to incoming first-year UDHP students.*

**PSYC 100-081****General Psychology****Cohen, Lawrence**

A foundation course in the application of the scientific method to problems of human behavior and experience. We will consider the philosophical foundations of the concept of mind and study the psychological bases of emotional experience, learning, perception, and memory. We will examine how the brain works, how we develop socially and emotionally, and how we interact with others. We will also consider the varieties of mental disorders. Exams consist of a combination of multiple choice and short essay. Students submit two papers, one describing a research proposal and the other linking a current or recent event to psychological material covered in the readings and/or discussed in class. *Open to UDHP freshmen & sophomores only. Preference given to incoming first-year UDHP students.*

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**PSYC 100-082****General Psychology****Most, Steven**

A foundation course in the application of the scientific method to problems of human behavior and experience. We will consider the philosophical foundations of the concept of mind and study the psychological bases of emotional experience, learning, perception, and memory. We will examine how the brain works, the role of the social environment in shaping behavior, and varieties of mental disorders. In addition to prepared lectures and assigned readings, Honors course content is shaped by students' in-class and on-line discussions, as well as students' own follow-up questions from class to class, which facilitate coverage of material with extra depth. Written assignments are designed to encourage students' critical thinking about course material beyond the level ordinarily covered in standard textbooks, with students challenged to discover connections between class material and everyday life. *Open to UDHP freshmen & sophomores only. Preference given to incoming first-year UDHP students.*

**PSYC 167-080****Ecological Psychology****STAFF**

This course takes an interdisciplinary approach to understanding how the brain interacts with the environment in generating behavioral outcomes. The course reviews basic aspects of neuro-anatomy and psychological, ecological, and behavioral principals, and compares animal and human behavioral systems in the context of natural selection. *Some seats reserved for incoming UDHP freshmen.*

**PSYC 415-080****History and Systems of Psychology****Ackerman, Brian**

This course describes the historical development of cultural and psychological concepts that frame understanding of group and individual differences. Honors students must do an extra paper and participate in a weekly or biweekly discussion section for an hour. *Satisfies Arts and Sciences Second Writing Requirement. This course will satisfy the Senior Capstone Requirement for the Honors Degree or the Honors Degree with Distinction if taken in one of the last two semesters before graduation. Meets with the regular section.*

**Russian (RUSS)****RUSS 105-080 & -081****Russian I - Elementary****Hulings, Julia**

Honors students of RUSS 105 will deepen their knowledge of the Russian language and enhance their understanding of Russian culture through special assignments and activities, such as singing songs, learning poems, reading short texts, and watching films. *Both sections meet with the regular sections.*

**RUSS 107-080****Russian III - Intermediate****Hulings, Julia**

Review of grammar, continued practice in speaking and writing, and reading texts of average difficulty and, many of them, of superb literary worth. Since the course meets with the regular section, in-class activities will be the same, but the Honors students will receive extra instruction tailored towards the goals of proficiency in Russian. Honors 107 provides expanded coverage of literary Russian that will give the Honors

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students greater insights into Russian language and culture. *Pre-requisite: RUSS 106. Meets with the regular section.*

### **RUSS325-080**

#### **Russian Civilization and Culture**

**Lehrman, Alexander**

Survey of the major cultural, social and political developments in Russia from its inception to the present. *PREREQ: RUSS211 or RUSS305.*

### **RUSS 401-080**

#### **Advanced Russian Grammar & Composition**

**Lehrman, Alexander**

This course examines selected topics in advanced Russian grammar, with special attention to participial constructions, gerunds, verbs of motion, aspect, and problems of syntax and word order. Special emphasis will be given to Russian word formation as essential to vocabulary building. This course will answer all of your unanswered questions about Russian. No stone will be left unturned, and we will have much fun in the process through amusing and creative exercises in speaking, reading, and writing correct and idiomatic Russian. *Meets with regular section.*

## **Sexualities and Gender (SGST)**

### **SGST 387-080**

#### **History of Sexuality in the United States**

**Davis, Rebecca**

*Cross-listed with HIST 387-080 and WOMS 387-080. See HIST 387-080 for course description.*

## **Sociology (SOCI)**

### **SOCI 201-080**

#### **Introduction to Sociology**

**Perez, Victor W.**

There is no one way to define sociology. The practice of sociology is best described as a dynamic perspective used to study social interaction and social behavior, and their relationship to social institutions. In this course, you will develop the sociological perspective that provides an innovative way of understanding the social self, the complex relationship between the individual and society, and various characteristics of social institutions and the consequences they produce for social experience and life chances. Through a variety of class exercises, you will cultivate the sociological imagination and its power to study human interaction and by the end of the semester be better able to critically evaluate and insightfully participate in society. This course involves rigorous discussions in class, group work, as well as original field work making sociological observations and performing interviews. There is also a field trip during the semester that facilitates exposure to sociological ideas we read about in books in actual field settings. *Open to UDHP freshmen and sophomores only. Preference given to incoming first-year UDHP students.*

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## **Spanish (SPAN)**

### **SPAN 200-082**

#### **Spanish Composition & Grammar**

**Hendrix, Stacey**

First part of a thorough grammar review and of intensive practice targeting structure, essential vocabulary, speaking, listening, and extensive writing. Students will conduct a semester-long, independent research project. After finding a willing native speaker to interview about a specific theme, they will submit project components throughout the semester including a research plan, bibliography, research notes, interview questions, follow-up report and do a brief oral presentation at the end of the semester. *See course catalog for prereq/coreq.*

### **SPAN 201-080 and -082**

#### **Spanish Reading & Composition**

**Martinez, America**

The purpose of the SPAN 201 Honors section is to allow students to pursue in greater depth their interest in Spanish literature by encouraging them to (1) more critically analyze the literary styles of the authors and literary movements studied; (2) make connections to the historical/cultural roots of the themes of the works studied; (3) learn about present-day Hispanic contributions and or concerns. Honors students are required to complete all regular coursework and examinations. In addition to the required coursework, students in the Honors section will: (1) Answer an additional long essay question on each exam given. This will be a take-home portion of the exam and will assess the first goal mentioned. (2) Write an 8-10 page paper accompanied by a 5-10 min. in-class presentation on a historical topic relevant to an author or period being studied. This paper will assess the second goal mentioned. (3) Attend a Hispanic presentation (lecture, film, or an activity approved by the professor) and turn in a 2-page reaction paper on the presentation attended. This reaction paper will assess the third goal. *Prerequisite: SPAN 200. Not intended for students who have already taken 300 and 400 level literature courses in Spanish.*

### **SPAN 201-081**

#### **Spanish Reading & Composition**

**Mckenna, Susan M**

This course places major emphasis on the development of reading, writing and analytical skills while studying literary selections from Spain and Latin America. We will read a wide variety of Spanish and Latin American literature in four genres: poetry, narrative, essay, and drama. Students will develop reading skills as well as a solid knowledge of the literary terms and movements encountered in more advanced literature classes. Compositions will be based on interpretation of the readings and will be directed towards reinforcing the use of literary terminology. Several meetings outside of regular class time will allow for film screenings and cultural excursions. *Pre-requisite: SPAN 200*

### **SPAN 201-085**

#### **Spanish Reading & Composition**

**McInnis, Meghan Emily**

This course is intended to provide an introduction to various literary genres in Spain and Latin America through the study of poetry, narrative, drama, and essay. Students will learn important literary terms for the analysis of literary texts. A wiki presentation and various compositions will allow the students to present their understanding of the works and to develop their critical skills in the analysis of Hispanic

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literature. Honors students meet with the regular section of the class. They will have additional work for the completion of the course wiki and will be expected to develop their critical writing skills with a greater concentration on secondary resources for the course compositions. They will also be expected to help lead class discussions by actively participating in the course. *Pre-requisite: SPAN 200. Meets with regular section.*

**SPAN 300-080, -081, -082**

**Advanced Spanish Grammar and Composition I**

**Glen, Lee T (080 and 081)**

**Parras-Serradilla, Guadalupe (082)**

Second part of a thorough review and intensive practice, targeting structure (subjunctive, negative words, use of past tenses, passive voice, sequence of tenses, prepositions, and conjunctions), essential vocabulary, speaking, listening, and extensive writing. The Honors Students will be expected to keep a journal throughout the semester that will have a variety of writing assignments that will include short researched topics, reactions to readings, creative writing assignments and a movie review on a hispanic film of their choice (which they must view independently). These writing assignments will target selected grammatical structures and be evaluated based on the use of these structures as well as on the quality of their content. They will have group projects in class that will be presented to the class, and additional work on some advanced grammatical structures. *Pre-requisite: SPAN 200. Meets with the regular section.*

**SPAN 301-080**

**Survey Of Spanish Literature**

**Guardiola-Griffiths, Cristina**

Introduction to key Medieval and Golden Age texts. The course familiarizes the student with historical periods, social and political realities, and cultural, historical, and artistic movements. Honor students will work with the professor to further develop the student's critical thinking through textual analysis and literary theory. *Pre-requisite: SPAN 201. Meets with the regular section.*

**SPAN 301-081**

**Survey Of Spanish Literature**

**Selimov, Alexander**

In this course we will explore the literature and culture of Spain chronologically, from the war epic about El Cid through the plays of the Golden Age. We will read the original picaresque novel Lazarillo de Tormes, a hilarious yet moving work that continues to inspire writers and readers alike. We also will sample many other masterpieces, honing critical skills while exploring early modern Spain. Multimedia enrichment will add to our appreciation of the roots of Spanish literature and culture. *Pre-requisite: SPAN 201. Meets with the regular section.*

**SPAN 303-080, 081 and 082**

**Survey of Spanish American Literature**

**Ilarregui, Gladys (080 and 081)**

**Selimov, Alexander (082)**

Selected readings include representative works in all genres of Latin American literature in the 20th Century, with discussion and analysis, of different texts of various forms of poetry and prose from the Renaissance period to Modernism. We move to another time and South of the Border to learn about the writings of the conquistadores and the authors who lived in the Age of Colonialism, through the revolutions and into the Modern age. You will see how peoples of Spanish-speaking countries viewed the world during several historical epochs. This course provides a comparison of literary works with the arts and unique insights into other cultures. *Pre-requisite: SPAN 201. Meets with the regular sections.*

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**SPAN 314-080****Spanish Phonetics and Phonology****Busch, Hans-Joerg**

This course is a study and practice of Spanish pronunciation and intonation, including contrastive analysis of Spanish and American English phonological systems, and an introduction to Spanish dialectology. SPAN 314 seeks to provide students with a better understanding of the differences and similarities of the sound systems of English and Spanish. Classroom and lab activities will be aimed at developing students' familiarity with basic phonetic concepts and procedures. Significant segments of this course will be devoted to the analysis of the dialectal variations of the language throughout the Spanish-speaking world. This course is essential (and required) for future teachers. *Meets with regular section.*

**SPAN 326-080****Latin American Civilization and Culture****Braham, Persephone**

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

**SPAN 352-080****Introduction to Business Spanish****Haq, Fatima Renee**

This course will introduce you to essential business and commercial terminology in common business contexts. It will reinforce strategies for understanding, interpreting and responding to new information. While providing plenty of opportunities for interactive practice, the course will familiarize you with basic policies and practices of the Hispanic business community. Business Spanish is an undergraduate course that combines writing, conversation, grammar and culture. *Pre-requisites: SPAN 200 and SPAN 201. Meets with the regular section.*

**SPAN401-080, 081****Advanced Spanish Composition and Grammar II****Busch, Hans-Jorg**

Study and practice of selected problems of written and oral Spanish syntax and vocabulary as well as textual analysis. *PREREQ: One 300-level Spanish course.*

**SPAN 447-080****Contemporary Hispanic Fiction by Women****Brown, Joan**

This course explores novels, short stories and poetry by women writers from Spain and Latin America, from the 1960s through the present. Authors include Mercè Rodoreda of Cataluña and Adelaida García Morales of Extremadura from Spain; María Luisa Bombal from Chile, and Rosario Ferré from Puerto Rico. The primary goal of the course is to analyze outstanding works as individual literary creations, while situating them in their literary, historical, and sociocultural contexts. An ancillary goal is the enhancement of individual critical skills in Spanish, through intensive reading, writing and discussion. *Meets with regular section. Prerequisite: One 300-level Spanish literature course.*

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**SPAN 490-080****Capstone Seminar in Hispanic Literature: Transatlantic Dialogues****Martin, Vincent**

The course will flesh out current trends in transatlantic studies by engaging with Golden Age and Colonial texts that underscore first encounters, both in terms of the conquest and in terms of Spanish governors arriving in the New World to take up their new reign. Students will read several genres of writing, from both sides of the Atlantic, in order to gain an appreciation for the questions of discovery, identity, alterity, empire, colonialism, and gender. This capstone course is designed for Spanish majors in their senior year of study. *Meets with regular section. Prerequisite: One of SPAN 301, 302, 303, 304, 355 or 370 and one SPAN 400-level course.*

**Theater (THEA)****THEA 104-080****Introduction to Theatre and Drama****Tague, Kathleen PirkI**

Why theatre? What accounts for a form lasting thousands of years? What are the human impulses that lead to the creation of the theatre? What is the unique nature of the dramatic form and how is that form made manifest in the theatre? What is the nature of each of the elements that make up the theatre and how are they combined to create a theatrical event? What distinguishes theatre from television, film, and other mediated performance forms? Class will include survey of the elements of theatre and drama. Includes attendance at theatrical productions, readings of representative plays, discussion of a method of dramatic analysis, explanation of staging in periods of major importance, and discussion of the actor, the designer, and the director. *Open to UDHP FR and SO only. Some seats reserved for incoming first-year UDHP students.*

**THEA 360-080****Fundamentals of Oral Interpretation****Gotch, Michael**

Basic course in interpretation of text for the stage. Concentrates on texts from plays; explores prose and poetry. Emphasis on diction, meaning and presentation. Studio format.

**Wildlife Conservation (ENWC)****ENWC 201-082****Wildlife Conservation and Ecology****Williams, Christopher**

Basic principles of ecology. Ecological and sociological problems and solutions in the conservation of biodiversity (i.e., habitat, species, and genetic variety.) *Seats reserved for incoming first-year UDHP students. Majors only.*

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## **Womens Studies (WOMS)**

### **WOMS 201-082**

#### **Introduction to Women's Studies**

**Cherrin, Suzanne**

Study of the causes and conditions determining women's status in society, as evidenced in institutional structures and personal relations between men and women. Taught from the perspective of different social science disciplines. Includes lectures, student discussions, films, and guest speakers. Students enrolled in the Honors section will meet with the professor separately on alternate Fridays and will be required to write a term paper for the course. *Satisfies Multicultural Requirement. Open to UDHP freshmen & sophomores. Preference given to incoming first-year UDHP students. Meets with the regular section.*

### **WOMS 202-080**

#### **Women's Studies: Global Context**

**Bueno-Hansen PhD, Pascha**

As we study women and gender difference from a global perspective, this course allows us to make connections between our lives in the U.S. and the lives of others throughout the world. Instead of assuming that we have something in common, the connections we will be making critically consider political, economic, cultural and historical forces such as globalization, militarization, and colonization and how these forces play out in varied geopolitical sites. A transnational feminist approach to making connections between our lives in the U.S. and the lives of others throughout the globe will help us to think across national boundaries and pay attention to the movement of information, people, cultural production, capital, goods and resources. This movement is changing the way we understand ourselves and is bringing us into contact with people from different parts of the world and other ways of life. Throughout our study, we must pay attention to the ways in which our connections may not indicate similarities, but instead differences and power asymmetries for which we must be accountable. *Satisfies Multicultural Requirement. Meets with the regular section.*

### **WOMS 216-080**

#### **Introduction to Feminist Theory**

**Laberge, Marie A**

Feminism is a social movement whose goal is to raise the status of women. Over the centuries, feminists have developed theories to explain the reasons for gender inequality. This course is intended as an introduction to the varieties of feminist thought, focusing primarily on 19th and 20th century Western thought. It explores major developments within feminist theoretical discourse. It aims to provide students with analytical tools for evaluating the various theories which seek to explain how gender is socially constructed in terms of institutions, ideologies, and methodologies. The social process involved in the development of theory will also be explored. Students will explore how feminist theory can shed light on our own lives and how it has been used by others to improve women's lives. The Honors section students will also meet with me as a separate section several times over the course of the semester. Schedule will be set soon after classes start. In addition to discussions within this separate section, Honors students will be required to prepare a short writing assignment in which they respond to the issues raised in Suzette Haden Elgin's book *Native Tongue*. You will critique this text and its relationship to the other feminist theory materials we will be reading. As part of this critique I would like you to discuss Elgin's vision of the future and how you see it compare to concerns we are dealing with today. *Satisfies Multicultural Requirement. Cross-listed with PHIL 216-080. Meets with the regular section.*

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**WOMS 300-080****Women in American History****Boylan, Anne**

*Cross-listed with HIST 300-080. See HIST 300-080 for course description.*

**WOMS 304-080****Adolescent Girls in Multicultural Perspective****Turkel, Kathleen Ann Doherty**

This course will examine contemporary girlhood in a global context and will look at the female adolescent experience across race, class, and culture. Topics will include the meanings of girlhood, the construction of adolescent identity, girls and citizenship in the 21st century, issues of sexuality and the body, and violence by and against girls. Honors students will be asked to read additional materials and to work together as a group on a research paper and class presentation. *Meets with regular section.*

**WOMS 321-080****TOPIC: Chinese Literature in Translation****Chen, Jianguo**

*Cross-listed with FLLT 321-080. See FLLT-080 for course description.*

**WOMS 350-080****Gender and Criminal Justice****Miller, Susan**

*Cross-listed with CRJU 350-080. See CRJU 350-080 for course description.*

**WOMS 387-080****History of Sexuality in the United States****Davis, Rebecca**

*Cross-listed with HIST 387-080 and SGST 387-080. See HIST 387-080 for course description.*

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## Honors Colloquia: University Breadth Requirements

| <b>Course Number</b> | <b><i>Title</i></b>  | <b><i>University Breadth Requirement</i></b> |
|----------------------|--|--|
| ANFS390-080          | Food, Glorious Food: Challenges for the 21 <sup>st</sup> Century | Social and Behavioral Sciences               |
| ANTH390-080          | Globalization and Everyday Life                                  | Social and Behavioral Sciences               |
| ARSC390-080          | Personal Civil War and American Culture                          | History and Cultural Change                  |
| ARSC390-081          | Image is Everything  | Creative Arts and Humanities                 |
| ARSC390-082          | The Art of Medicine  | Creative Arts and Humanities                 |
| ARSC 390-083         | Writing Home   | Creative Arts and Humanities                 |
| ARSC390-084          | Engaging the Dramatic Imagination                                | Creative Arts and Humanities                 |
| EDUC391-080          | Tragedy and the Human Condition                                  | Creative Arts and Humanities                 |
| EDUC391-081          | Human Nature and the Science of Nature                           | History and Cultural Change                  |
| EDUC391-082          | Homo sapiens sapiens—What Makes Us “Human”?                      | Social and Behavioral Sciences               |
| FLLT360-080          | Japanese Visual Culture  | Creative Arts and Humanities                 |
| PLSC 390-080         | Students of our Environment                                      | Creative Arts and Humanities                 |
| POSC390-080          | What is Justice?   | History and Cultural Change                  |

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## UHP Honors Degree and Honors Degree with Distinction Approved Capstone/Seminar Courses

**Notes:** Courses listed in bold are being offered this fall and are described under departmental courses. You must take these courses for Honors credit to count as Honors Degree Capstone/Seminar courses. Only courses listed below will count as Honors Degree Capstone or Honors Degree Seminar courses. Asterisks indicate a note at the end of the table.

| Department                                       | Course No.   | Course Title  |
|--|--|---|
| <b>Accounting</b>                                | <b>ACCT 425-080/081</b>  | <b>Strategic Information Systems &amp; Accounting</b>   |
| <b>Animal and Food Science</b>                   | ANFS 404-080*<br>ANFS 411-080<br>ANFS 417-080*                       | Dairy Production<br>Food Science Capstone<br>Beef Cattle and Sheep Production   |
| <b>Anthropology</b>                              | ANTH 486-080*  | Social and Cultural Anthropology  |
| <b>Art History</b>                               | <b>ARTH456-080</b>   | <b>Seminar in Contemporary Architecture</b>   |
| <b>Business Admin.</b>                           | <b>BUAD 441-080*</b><br>BUAD 478-080                                 | <b>Strategic Management</b><br>Field Projects in Marketing  |
| <b>Civil &amp; Environ. Eng.</b>                 | <b>CIEG 461-080*</b>   | <b>Senior Design Project</b>  |
| <b>Computer and Information Science</b>          | <b>CISC 475-080</b>  | <b>Object Oriented Software Engineering</b>   |
| <b>Computer Engineering</b>                      | <b>CPEG 422-080</b><br>CPEG 460-080                                  | <b>Computer Systems Design II</b><br>Introduction to VLSI Systems   |
| <b>Economics</b>                                 | ECON 423-080<br>ECON 426-080<br><b>ECON 435-080</b><br>ECON 436-080  | Econometric Methods & Models II<br>Mathematical Economic Analysis<br><b>Contemporary Macroeconomic Policy</b><br>Seminar in Public Policy Economics |
| <b>Electrical Engineering</b>                    | ELEG 410-080   | Signals and Communications Design   |
| <b>English</b>                                   | <b>ENGL 480-080*</b><br><b>ENGL 480-082*</b><br><b>ENGL 480-083*</b> | <b>Imagining the South</b><br><b>Lost in Translation: African American Literature from Print to Film</b><br><b>American Identity and the Novel</b>  |
| <b>Fashion and Apparel Studies</b>               | FASH 424-080   | Apparel Collection Development  |
| <b>Finance</b>                                   | FINC 413-080   | Advanced Corporate Finance  |
| <b>Food &amp; Resource Economics</b>             | FREC 429-080   | Community Economic Development  |
| <b>Health, Nutrition &amp; Exercise Sciences</b> | <b>HESC 400-080</b><br>HESC 620-080                                  | <b>Research Methods</b><br>International Sport Management and Marketing   |
| <b>History</b>                                   | <b>HIST 471-080</b><br><b>HIST 479-080</b>                           | <b>Seminar in Medieval History: Europe in 10<sup>th</sup> Century</b><br><b>Seminar in Asian History: 20<sup>th</sup> Century China</b>             |

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|  |   |  |
|--|---|--|
| <b>Human Development &amp; Family Studies</b>    | <b>HDFS 422-080</b><br><b>HDFS 481-080*</b>                         | <b>Family Relationships</b><br><b>Student Teaching Seminar</b>   |
| <b>Mathematical Sciences</b>                     | <b>MATH 380-080</b><br><b>MATH 512-080</b><br><b>MATH 530-080</b>   | <b>Approaches to Teaching Mathematics</b><br><b>Contemporary Applications of Mathematics</b><br><b>Application of Mathematics in Economics</b> |
| <b>Medical Technology</b>                        | MEDT 473-080*<br>MEDT 475-080*<br>MEDT 477-080*<br>MEDT 479-080*    | Clinical Chemistry Practicum<br>Clinical Hematology Practicum<br>Clinical Microbiology Practicum<br>Clinical Immunohematology Practicum        |
| <b>Mechanical Engineering</b>                    | MEEG 401-080  | Senior Design  |
| <b>Health, Nutrition &amp; Exercise Sciences</b> | NTDT 460-080<br>NTDT 475-080  | Community Nutrition<br>Transcultural Foods and Cuisine (Hawaii section only)   |
| <b>Nursing</b>                                   | NURS 413-080<br>NURS 477-080<br>NURS 604-080                        | Biomedical Research Ethics<br>Care of Populations<br>Advanced Practice Roles in Healthcare   |
| <b>Philosophy</b>                                | <b>PHIL 465-080</b>   | <b>Senior Seminar: Law, Ethics &amp; National Security</b>   |
| <b>Psychology</b>                                | <b>PSYC 415-080</b>   | <b>History and Systems of Psychology</b>   |
| <b>Honors Program</b>                            | <b>UNIV 490-080/081</b><br><b>UNIV 490-082/083</b><br>UNIV 495-080* | <b>Honors Tutorial</b><br><b>Honors Tutorial</b><br>Honors Seminar   |
| <b>Undergraduate Research</b>                    | <b>UNIV 402-080</b>   | <b>Second Semester Senior Thesis</b>   |

**NOTES (indicated by asterisks):**

**ANFS 404 and 417 are offered in alternating Springs.**

**ANTH 486 is available to ANTH majors only.**

**BUAD 441 is normally offered as an Honors course in Fall semester.**

**CIEG 461: To count as a Capstone, both semesters (4 cr.) must be taken for Honors credit.**

**ENGL 480 is open to ENGL majors only.**

**HDFS 481 is open to ECED majors only.**

**MEDT 473, 475, 477, and 479 are open to MEDT majors only.**

**UNIV 495 is only offered in Spring semester.**

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