GENERAL HONORS COURSES – Fall 2015

With the exception of the required one hour G H 299, the following General Honors courses may be used to fulfill requirements in the University’s General Education: G H 101, 201, and 301 in the GE area of the humanities; G H 102, 202, 302 in the GE area of the social sciences; G H 103, 203, 303 in the GE area of mathematics and the natural sciences; G H 104, 204 in the GE area of math and the natural sciences with lab.

Note that G H 101 may be taken as Advanced Placement Credit for English 180 OR English 280, but not for both English 180 and 280.

G H 101 may be repeated only if taken in a different department. However, AP credit may only be earned once. A student may NOT take G H 101 and earn AP credit for ENG 180 and then repeat the course to earn AP credit for ENG 280.

11630 G H 101 Sec. 06 PAKISTANI LIT S. Rahman 9:30-10:45 TTH SI 308
11628 G H 101 Sec. 27 BEAUTY MYTH B. Ashwood 2-3:15 TTH SI 308
11627 G H 101 Sec. 01 SOC CLASS LIT T. Helwig 11-11:50 MWF SI 308
14756 G H 101 Sec. 01 SOC CLASS LIT T. Helwig 2-2:50 MWF SI 120
11629 G H 101 Sec. 96 KING ARTHUR M. Sinex 10-10:50 MWF SI 214
14765 G H 101 Sec. 97 KING ARTHUR M. Sinex 1-1:50 MWF SI 027
16311 G H 101 Sec. 101 CYBER BAGGAGE J. Myers ON LINE
11637 G H 101 Sec. 03 COFAC HON SEM S. Betz 8-8:50 W MH 22
11638 G H 101 Sec. 05 PRES LEADERSHIP R. Hardy 12-12:50 M HH 04
11639 G H 101 Sec. 06 PRES LEADERSHIP R. Hardy 1-1:50 T HH 04
16534 G H 101 Sec. 28 SEE INVISIBLE M. Boyle 2-2:50 T CH 336
16530 G H 101 Sec. 31 C. Cordes 9-9:50 W Lib 300
11640 G H 301 Sec. 83 TOLKIEN WORKS M. Sinex 3-3:50 MWF SI 214
11642 G H 302 Sec. 65 NATIV AM SPIR D. Sandage 6:30-9 W eve MG 322
14816 G H 302 Sec. 73 GAME THEORY S. Sanders 1-1:50 MWF ST 222
11643 G H 333 Sec. 01 INDEP STUDY R. Hardy ARRANGED
11644 G H 444 Sec. 01 IND SR RESEARCH R. Hardy ARRANGED
&11309 COMM 241H Sec. 25 INTRO PUB SPKG D. Zanolla 2-3:15 TTH MH 340
&11170 CS 114H Sec. 02 INTRO COMP SCI J. Covert 2-2:50 MWF ST 313

/P/Permission of Molly Homer required.
*Class meets first 8 weeks.
&Counts as G H course for satisfying graduation requirements for Honors Scholar status.

11630 G H 101 Sec. 06 PAKISTANI LIT S. Rahman 9:30-10:45 TTH SI 308

Pakistani Literature: This course will provide you with an overview of Pakistani literature written in Pakistan and in the diasporas of the U.K. and the U.S. We will study texts that address the experiences of Partition, Civil War, and contemporary violence in Pakistan from a number of different perspectives. We will also grapple with issues of nationalism, feminism and migration.

11628 G H 101 Sec. 27 BEAUTY MYTH B. Ashwood 2-3:15 TTH SI 308

Beauty Myth: Flip through Vogue or Cosmopolitan or Glamour. Peruse Maxim or Men’s Health or GQ. Watch TV for an hour. How many images of beauty do you see? Many of us recognize that the portrayal of beauty in the media is often unrealistic and unobtainable, yet these standards continue to permeate our culture. This course encourages you to consider why. To help answer that question, we will study Naomi Wolf’s book The Beauty Myth that explores conceptions of beauty and their effects on people, particularly women, in Western society. We will analyze the beauty myth that Wolf writes about and also read and discuss some contemporary responses to her argument. Can a person use cosmetics and care about fashion without being a victim to the beauty myth? Are there any problems with Wolf’s reasoning and methodology? How are men affected by this myth? These are just a few of the questions that we will pursue throughout the course.

11627 G H 101 Sec. 91 SOC CLASS LIT T. Helwig 11-11:50 MWF SI 308
14756 G H 101 Sec. 92 SOC CLASS LIT T. Helwig 2-2:50 MWF SI 120

Class Mobility in American Literature: In 1782, American essayist J. Hector St. John de Crevecoeur wrote, “The rich and the poor are not so far removed from each other as they are in Europe….We are the most perfect society now existing in the world.” And thus, from the 18th century to the present, a number of American authors, political theorists, and social commentators have helped to construct the image of America as a largely classless society, thereby frustrating our efforts to appreciate the importance of class to our everyday lives and even to perceive how class difference is represented in our national literature and culture. This course, designed with our university’s large number of first-generation college students in mind, will investigate how a diverse set of American authors since the beginning of the industrial revolution in the 1830s responded to America’s volatile economic climate and began to construct class identities. From Frederick Douglass’s heroic pursuit of freedom and the rights to his own labor, to Herman Melville’s prophetic depiction of mind-numbing office cubicles, to F. Scott Fitzgerald’s poignant portrait of American idealism, to Paul Auster’s dystopic figuration of the post-industrial age, American writers can help us to see the ways that class, along with the equally important social sites of race and gender, shapes the American experience.

11629 G H 101 Sec. 96 KING ARTHUR M. Sinex 10-10:50 MWF SI 214
14765 G H 101 Sec. 97 KING ARTHUR M. Sinex 1-1:50 MWF SI 027

King Arthur: “King Arthur in Our Time” has been designed for students seeking ENG 180 or 280 credit. This class will introduce you to some of the notable retellings and interpretations of Arthurian material drawn from literary works and the visual arts of the nineteenth and twentieth centuries. Recognizing the importance of Malory’s Morte Darthur as an inspiration for nineteenth-century poets, we will read selections from it as we encounter the poetic treatments of Morris and Tennyson. The course will also provide you with opportunities to use film treatments and contemporary fiction in your written work since many students first encounter Arthurian themes and characters in films and in computer games. We will read works illustrating several genres (e.g. poetry, novel) and study book illustrations (Doré) and paintings of the Pre-Raphaelites. The works selected will illustrate the Arthurian Revival of the nineteenth century.
Cyberspace Baggage: Privacy and Problems Besieging Online Information:  This online course will examine recent case law and court ordered mandates concerning the legal and ethical issues related to information privacy in a technologically savvy society. This course will address an individual’s legal right to control the collection, use, or distribution of information about oneself held by others. Specifically, the course will review online accessibility issues, advantages and disadvantages of maintaining online identities and individual branding, and risk assessment and management through legal opinions and ongoing litigation.

This course explores the legal impact and effects of the Internet on all aspects of our lives as global citizens. The course is designed to make the student aware of some of the existing and emerging legal and policy issues affecting privacy that arise online. Discussions and debates will be based upon legal readings, research, and videos drawn from court cases and legal scholars. The class is designed to encourage students to develop and express their own evidenced-based ideas and to cultivate a technological literacy with which to analyze and critique surveillance policies and technologies as social entities from the emerging legal perspective.

/11637  G H 299  Sec. 03  COFAC HON SEM  S. Betz  8-8:50  W  MH 22
COFAC Honors Seminar:  This will be a seminar that introduces students to the disciplines within Fine Arts and Communication:  Art, Broadcasting, Communication, Communication Sciences and Disorders, Music, and Theatre and Dance.  Focusing on an interdisciplinary theme or issue, students will learn to develop collaborative research/creative projects, drawing on perspectives from those disciplines.  /Permission of Molly Homer Required.

/11638  G H 299  Sec. 05  PRES LEADERSHIP  R. Hardy  12-12:50  M  HH 04
/11639  G H 299  Sec. 06  PRES LEADERSHIP  R. Hardy  1-1:50  T  HH 04
The President’s Leadership Class:  This course is restricted to freshman or sophomore recipients of the Centennial Honors Scholarship, President’s or Trustees’ Scholarships.  The purpose of the course is to analyze elements of civic leadership, study civic exemplars, reveal opportunities for leadership, and learn tips for applying for prestigious national and international scholarships.  The course will include guest lectures by noted civic and campus leaders, discussions of leadership essays and books, and recommendations from faculty on how to apply for the Truman, Fulbright, Marshall, Goldwater, Rhodes, Udall, Madison, and USA Today Scholarships.  Students will also be provided information about honorary societies, the Study Abroad Program, the Learning to Lead Program, and opportunities for community and governmental internships.  /Permission of Molly Homer Required.

16534  G H 299  Sec. 28  SEE INVISIBLE  M. Boley  2-2:50  T  CH 336
Seeing the Invisible:  This course is designed to help students understand the nature of scientific reasoning and develop their skills in applying scientific reasoning to a number of practical problems.  The common thread to the problems examined in this course will be determining the nature of the unseen connections between phenomena.  The students will learn the role of theoretical models used to explain the causal relationships between physical phenomena.  They will learn how to build these models, how to test them and how to evaluate them.  They will use these skills to evaluate the validity of various conclusions that claim to be scientific.  Students will also compare scientific reasoning to other types of knowing, and explore whether scientific reasoning is appropriate in other, non-scientific, contexts.

This course will use a variety of approaches to help students develop a well-rounded perspective of all the considerations that go into making scientific conclusions.  There will be readings from the main text for the course:  “Understanding Scientific Reasoning” by Giere, et al., supplemented by readings from the popular media and other sources.  There will be one in-class experiment related to the detection and analysis of the properties of non-visible electromagnetic radiation.  There will be an independent study project and in-class presentation for the final.  There will be a final term paper in which students will draw on their experiences in doing the group project to bring together the ideas and concepts required to see the invisible.

*16312  G H 299  Sec. 41  BLACK DEATH  J. McNabb  6-7:40  T eve  MG 304
“The End of the World”: Plague and People during the Age of the Black Death:  During the fourteenth century a catastrophic pandemic now known as the Black Death killed between one-quarter and one-half of the population of Europe and caused devastation in a number of non-Western civilizations as well.  Researchers have long understood that the Great Mortality, as contemporaries called it, sparked massive change, stemming from social and economic tensions among survivors over material resources and labor in local communities, contestation and negotiation of religious practices and ideals for both clerical and lay populations, and attempts to use law and repression to return to the pre-plague status quo.  But Black Death studies continue to be active, in part because of the pandemic diseases of the modern age:  noted plague historian David Herlihy, for example, likened the panic caused by the AIDS epidemic in the 1980s to the confusion and terror initiated in the wake of the fourteenth-century plague.  Further, the scholarly consensus that identified Yersinia pestis as the causative agent of the Black Death has broken down, as scientists studying remains from “plague cemeteries” postulate new theories on what caused the disease.  This course will provide students with an understanding of the fourteenth-century pandemic through the study of modern works by prominent scholars and excerpts from fourteenth-century documents discussing the phenomenon through contemporary perspectives.  The course will conclude with a role-playing game, “Survivor:  Black Death” that allows students to act as characters in a late medieval village struggling to adapt to the chaos and to apply the knowledge they have gathered throughout the semester.  *Class meets first 8 weeks of semester.

16530  G H 299  Sec. 93  EXP MODERN INFO  C. S. Cordes  9-9:50  W  Lib 300
Exploring Modern Information:  Information, communication, media, and technology play a major role in the shaping of personal and cultural identity.  Beginning with defining the meaning of texts and literacy, and progressing through four discrete perspectives on modern information, the course introduces the theories, concepts, tools, and essential skills for mastering evaluation and use of information in the 21st Century.  Course lessons draw upon a wide array of research areas, media types, and delivery modes including web based activities, online video, and field trips to immerse students in four major areas of literacy study:  multicultural, information, visual, and media.

From the process of developing ethical identity in a global culture, to the exploration of forces that forge mainstream and alternative culture, students will gain understanding of those elements in the flow of information that capture our attention, change our perspectives, and teach and persuade us to work, live, and become life-long learners.

Some primary goals of the course include:  shaping cultural identity and sensibility; theories of perception and attention; understanding Gestalt theory: interpreting visual data; the critical analysis of information; determining authority and accuracy of information sources; the influence of advertising on individuals and cultures; and the creation of meaningful texts in a variety of mediums.  The four information study areas of information, media, visual and multicultural studies, provide a framework for viewing the subject content through a focused lens of exploring multimodal information in the modern age.
The course explores Tolkien's major works of fiction The Silmarillion and The Lord of the Rings as well as several poems and his two most famous essays. We will consider his "Mythology for England" in light of his theory of sub-creation with attention to themes such as the nature of evil, free will and mortality/immortality. We will also compare the creation story in his mythology to several in Old Norse material. Since Tolkien believed that the Northern Theory of Courage was one of northern Europe's great contributions to humanity, we will examine its manifestations in The Silmarillion and in The Lord of the Rings contextualized by several Anglo-Saxon and Old Norse poems. And as Tolkien was a combat veteran of World War I himself and the father of two sons who served in World War II, we will look at his choice of fantasy as a response to these experiences. Specifically, we will analyze his representations of warfare, battle tactics, leadership styles and war's legacy for the surviving veteran.

This course provides an overview of the rich spirituality practiced by natives of North America. The spiritual intent of all Native American religions is to live in harmony with the universe; thus, this course will focus on myths, rituals, and symbols that help achieve balance with nature. This course will also present a sociological analysis of mainstream America’s changing perceptions of Native Spirituality and how the American Indian traditions offer models of ecological gender-sensitive religion for many.

This interdisciplinary course will provide an introduction into the method of game theory and how to use it to answer important political and social questions. The method of game theory is becoming increasingly important to many disciplines: In political science, game theory is used to understand political phenomena such as voter turnout, bargaining, and coalition building. In law enforcement, game theory is used to study phenomena such as police patrolling, jury decision making, and prisoner interrogations. In sociology, game theory is used to study phenomena such as cooperation, conflict, collective action, and norms. This course will provide a solid foundation in the basic concepts of game theory while applying it to real life situations and scholarly questions.

Intensive study and writing on interdisciplinary topics to be approved by the Honors College director and faculty supervisors. Students must have upper-division status. See the Honors Director for more details. /Permission of Molly Homer required.

Intensive research and preparation of an interdisciplinary senior honors thesis or project report. Topics to be approved by the Honors College director and faculty supervisor. See the Honors Director for more details. (Note: students working on senior theses should use course numbers available in their major departments. GH 444 can be used if no departmental course number exists.) /Permission of Molly Homer required.

Students in this honors class will receive the same amount of speaking experience and practical instruction as in other sections but will engage in a more intensive development of those speeches. Each student will give three major speeches. The first will be an informative visual presentation, the second will be an argumentative presentation, and the third major speech will be a persuasive presentation. Students will also deliver some minor, upgraded speeches.

The course has two objectives. The first is to have the students master the practicalities of public speaking. They will learn and put into play the canonical principles of invention, organization, style, memory and delivery, and will do so in both informative and persuasive situations. The second objective is to introduce students to the richness of rhetorical theory. The section will be conducted in such a way as to promote both goals simultaneously.

Speeches will be critiqued by the instructor and the class according to the principles outlined in the texts and discussed in class. With the exception of the days devoted to giving speech assignments, class will be conducted as a seminar and workshop. Students will be expected to have read the material assigned and be prepared to raise issues about the readings. Discussion will follow the students' reactions.

Counts as GH course for satisfying graduation requirements for Honors Scholar status.

This course is an introduction to computer algorithms, problem specification, correctness, computer structure, sets, truth tables, functions, and iteration. Presentation of basic principles of a current programming language is also included. Credit cannot be given for CS 114H after or in the same semester as credit is given for CS 214. Credit cannot be given for CS 114H and CS 211 or CS 212 or CS 201.

Counts as GH course for satisfying graduation requirements for Honors Scholar status.