

Spring 2018 | Honors College Course Options

All Honors College students MUST register for either HON 222 or HON 322 each semester.

If you are a freshman, sophomore or junior, register for HON 222.

HON 222 - Honors Activity – 0 hours

CRNs: 15072 (for students whose last name starts with A through K)
15073 (for students whose last name starts with L through Z)
37760 (for students studying abroad)

If you are a senior, and you intend to conduct work this term to satisfy your Honors Capstone, register for HON 322.

HON 322 - Honors Capstone Activity – 0 hours

CRN: 28672

HONORS COLLEGE CORE COURSES | 3 hours

Honors College Core courses are developed for first year students around an important theme and are taught by professors from different departments. Because of the interdisciplinary nature of the Core, students learn to integrate important material from different sources. All first year students are required to enroll in an Honors College core course in each semester of their first year. Sophomores, juniors, and seniors are also welcome to enroll in Honors Core classes, space permitting.

HON 120 History of the Future

26283 1:00 – 1:50 MWF N. McCormick

(General Education: Understanding the Individual and Society or Understanding the Past)

This course provides a historical survey of the way in which western people, from the ancient world to modern times, perceive and respond to ideas and visions of the future. Often these concerns are rooted in the problems the society is currently facing. This course is concerned with themes such as: utopian thought, robots, social reactions to technological change, science fiction, world's fairs as cultural optimism, dystopian fears, and apocalyptic predictions and the techniques and literature of contemporary futurists.

HON 121 Men & Women on the Big Screen: Hollywood & Gender

31447 12:30 – 1:45 T M. Cassidy
12:30 – 3:15 R

(General Education: Understanding the Individual and Society or Understanding Creative Arts)

This course explores the shifting gender representations of men and women in popular film, with emphasis on the period from 1980 to the present. Following the rise of Second Wave feminism in the 1970s, standards of masculinity and femininity in the US underwent dramatic revision, and Hollywood cinema responded to these cultural shifts in fantasies that resonated with moviegoers. This course draws upon readings in gender, film, and cultural studies, to trace the changing ideals of masculinity and femininity as represented onscreen, ending with films of the 21st -century. The intersection of gender with race, ethnicity, social class, and sexual orientation is also highlighted. Among the topics discussed are the rise of the "hard-bodied" male action hero and his female counterpart; shifting gender spheres; gender in the horror film; and new visions of "the couple" in contemporary romantic comedies. As a required part of the course, we screen in class a number of feature-length films that illustrate these shifting depictions of gender.

HON 121 Poetics of Dissent

26285 2:00 – 2:50 MWF C. Glowski

(General Education: Understanding the Individual and Society or Understanding Creative Arts)

In this course, we will engage with works by poets that somehow enact a poetics of dissent. Keeping in mind that dissent is a form of saying "no," together we will attempt to calculate how those works give voice to some kind of negative response. In so doing, we may discover that "dissent" can be expressed not only in terms of overtly political statements (though it often is), but also in terms of the formal maneuvers or strictures a writer commits to. In the course of our inquiry, we may also find ourselves raising questions such as, "How might the formal commitments or aesthetic choices a writer makes qualify as political gestures?"; "Is there a point at which expressions of dissent tend to invert themselves into affirmations of something else?"; "In what ways might poetry help one trace a private self among the material impingements of our globalized world?" Supplementing our readings of poetry from the early 20th century to the present will be a variety of critical texts to orient our understanding of the poetics of dissent through such critical lenses as formalism, feminism, racial politics, and economics. As a popular on-line dictionary points out, the word "dissent" is liable to be confused with its homophones "descent" and "decent." Perhaps that is an apt reminder, as we seek to trace lines of descent among dissenting poets in pursuit of what is decent.

HON 121 Utopias & Dystopias: From Renaissance to *The Hunger Games*

26284 1:00 – 1:50 MWF J. Gore

(General Education: Understanding the Individual and Society or Understanding Creative Arts)

From the beginning of recorded literature, people have imagined other places where things could be better. The first recorded use of the word *utopia* comes from Thomas More's 1516 *Utopia*, where it can stand for both an *ideal place* and *nowhere*. Even today, these two possibilities remain with us: we sometimes use the term *utopia* to mean *nowhere* when we refer to "a *merely* utopian ideal," and yet some philosophers suggest that the "utopian imagination" exercises our very ability to conceive of the "not-yet," when other possibilities, indeed, might come about. The utopian imagination might surface in circumstances as mundane as wearing a costume or going on a vacation, and it might be the basis of our abilities to invent new things and conceptualize progress. At the same time, this very capacity can be turned to creating "ideal worlds" that are anything but ideal for some of the people who inhabit them. In the last century, the dystopian genre of writing has flourished with such classics as *Brave New World* and popular works of Young Adult Fiction, such as *The Hunger Games*. By recognizing the relationship between utopia and dystopia, our course revolves around a single possibility: could our greatest hopes and greatest fears actually come from the same imaginative place? In this course, we will look at classical and contemporary works of literature, watch films, and read philosophy and social history about how the imagination is attracted to community and place. In the process, we will exercise our capacity as readers and writers and thinkers to imagine the places we inhabit here and in our lives beyond UIC.

HON 121 Bioethics & the Narrative: Why Does Perspective Matter?

36340 11:00 – 12:15 TR M. Lucas

(General Education: Understanding the Individual and Society or Understanding Creative Arts)

What is happening when patients or families see a problem differently from that of a healthcare clinician? Is a breakdown in mutual understanding avoidable? Why—even when clinicians want and try to do the right thing—can bad things happen? This course presents narrative ethics as an approach that takes seriously the individuals who work in medicine and research, get sick and suffer, develop creative media, and live in society. We will read articles and chapters from social science, clinical, and bioethics sources alongside several other sources that contribute to or are narratives about situated individuals. These sources include a variety of in-class screenings and several relevant, recent texts present in society, because the implications of bioethics and health are upon people—people who live in society and not in the clinic. The course will slowly unwrap layers of intersections within and around which individuals exist, function, and from which they interact with other individuals. These intersections include general relationships, metaphors in health, and biomedical cultures that will then focus on disability, sex/gender, race, and colonialism. The course centers around narratives and perspectives, and—before addressing common bioethics topics—we will investigate what happens when common perspectives are reversed, which is crucial to understand opposing positions. In doing so, we will develop a set of skills to evaluate situations in which mutual understanding is desired yet unachieved and highlight connections between narratives and health from multiple patient and clinician perspectives.

HON 121 Social & Historical Concepts of Design: Art, Film & Dreams

28662 3:30 – 6:15 R S. Malagrino

(General Education: Understanding the Individual and Society or Understanding Creative Arts)

This course focuses on art practices and narratives that deal with the processes of dreams as they reflect and distort reality. It examines work and explores ways in which memory and dreams find representation in the arts, including cinema, photography, painting, installation art, and literature. We will explore the particularities in art work that are inspired by dreams, and use dreams as creative sources to understand, represent, and change personal and social reality. The relationships between dreams and myths in a cultural context will also be examined, articulating how dreams manifest themselves as archetypes and help describe the essence of a given culture. As the boundary between memory and reality may become blurred, the course will also address issues of contesting interpretations and understanding. The course time will be divided among readings, screenings, and open discussions.

HON 122 Understanding the City: Urban Challenges & Solutions in the Archaeological Past & the Present Day

40597 8:00 – 9:15 TR A. Gyucha

(General Education: Understanding the Individual and Society or Exploring World Cultures)

This course focuses on urban developments in the past and present from a comparative perspective. Archaeologists, classicists, and historians traditionally have looked to recent history and the modern world for ideas about the origins and development of ancient cities, but only rarely has modern urban scholarship benefited from the study of past urban contexts. Considering a wide variety of approaches, this course explores the various conditions, forces, and dynamics that have contributed to the emergence, florescence, and decay of past and present urban centers. With a particular focus on the question of what can we learn from the organization and trajectories of ancient cities in order to better understand environmental, social, cultural, economic, and political matters in modern urban settings, a specific topic will be introduced and discussed each week. To explore these themes from multiple perspectives, the course will draw on a broad range of studies from archaeology, anthropology, architecture and urban planning, classics, history, sociology, psychology, geography, and ecology.

HON 122 Leadership: Cultures, Context & Purpose
30422 3:30 – 4:45 TR J. Meléndez

(General Education: Understanding the Individual and Society or Exploring World Cultures)

This course will explore leadership across cultures, contexts and purposes, including organizational (non and for profit), community, and political. Key questions covered in this class will include: What is Leadership? Is leadership a thing, a person, a quality or something else? How has leadership varied across time and places? How do leadership norms and expectations impact organizations, communities, and policies? Answers to these questions relate to what we envision leadership to be and what leadership we may dismiss depending on our cultural and historical backgrounds. One key idea the class will explore is the difference between leadership and distributed leadership. Students in this class will gain cultural and historical understanding of how leadership is practiced across different cultural places and contexts. This includes the processes used to create “followers” and “others” who are excluded. Students will be asked to conduct on site observation and analysis of leadership in practice. As such, fieldwork and site visits will be required to collect data for students’ final projects.

HON 123 Leadership & Social Change
26898 12:30 – 1:45 TR C. Kodama

(General Education: Understanding the Individual and Society or Understanding U.S. Society)

Margaret Mead once said "Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has." But how does that happen given the larger societal and political structures that seem entrenched and slow to change? This interdisciplinary course explores how leadership theory and practice interacts with advocacy and social justice. We will draw from history, sociology, political science, ethnic and gender studies, psychology, and education in order to examine complex topics of leadership and social change. This course will first provide a basic knowledge of contemporary leadership theories which focus on relational processes and the pursuit of common goals, including those specifically designed for college students. Students will also explore the role of values, culture, and social identities (specifically gender and race) in the development and practice of leadership. We will study the successes and challenges of both historical and present-day social movements in order to understand key components for leadership for social change, including attention to the role of social media in an increasingly polarized society. Finally, students will be challenged to come up with their own philosophy of leadership and social change to integrate into their future personal and professional endeavors as engaged citizens, advocates, and change agents.

HON 123 Urban Issues: Nuance & Complexity
28664 11:00 – 12:15 TR J. Meléndez

(General Education: Understanding the Individual and Society or Understanding U.S. Society)

An estimated 80% of the US population now lives in urban places, and this percentage is rising in nations around the world. What does this mean for individuals and what does this mean for larger societies? This course provides an introduction to urban life, with a particular focus on key issues facing cities and the people who live in metropolitan areas. In this course, we will survey a range of urban issues in the United States—urban poverty, employment, residential segregation, education, and more—and we will investigate efforts to address those issues. We will examine urban processes in an effort to better understand how social contexts shape people’s lives and how inequality is reproduced (and sometimes challenged) in the city. Along the way, we will deepen our knowledge of and our relationships with the city of Chicago. We will also interrogate how certain issues are constructed as social problems, for whom these issues are problems, and how such constructions affect stakeholders’ efforts to address these problems. We will develop a set of skills to critically assess the causes and consequences of urban social problems, and will take steps toward understanding how we might solve them. A major goal of the course is to engage in an enlightened debate on the nature of urban life to enable us to make wise decisions regarding our present and future life choices as college-educated individuals.

HON 123 From Hip-Hop to Horror: The Sexual & Racial Politics of American Popular Media
26287 9:30 – 10:45 TR J. Rupert

(General Education: Understanding the Individual and Society or Understanding U.S. Society)

In this course we will interrogate the potential political significance of the stories our media and popular culture tell about gender, sexual, and racial differences. By examining the ways in which several genres - advertising, news reporting, social media, television, filmmaking, and even pornography - depict members of various so-called minority groups, we will seek to trace not only existing patterns of misrepresentation but also emergent patterns of resistance, especially in cases where the line between media producer and media consumer have become increasingly blurred. As we develop our critical lens, we will pull equally from feminist, queer theory, and critical race studies approaches as we examine not only the ways in which sexism, homophobia, racism, or other forms of bigotry (like religion-based discrimination, such as Islamophobia) can be experienced by one individual simultaneously but also the ways in which these ways of seeing others have a tendency to share the same reductive logic. Our primary aim will be to become critical consumers of the popular representations of gender, sex, and racial differences that surround us. We will explore the existing alternative media and artistic networks devoted to combating what some have described as a media-perpetuated culture of domination.

HON 124 Knights and Ladies: Gender, Power, and Class in Medieval France

28667 8:00 – 9:15 TR A. Grau

(General Education: Understanding the Past or Understanding the Creative Arts)

The legacy of medieval courtly culture is pervasive in modern society, from popular TV shows like *Game of Thrones* to Renaissance fairs and Medieval Times restaurants. We mourn that “chivalry is dead” but threaten to “go medieval” on someone. But many pop culture ideas about the Middle Ages are based on nineteenth-century Romantic notions. This class will explore what actual medieval texts and artifacts have to tell us about what made a medieval person a “knight” or a “lady.” How was a medieval knight or lady supposed to look and act? Where did one learn this behavior? What social, economic, and political forces influenced the creation of these identities, and what roles were they supposed to fill? How have medieval ideas about gender and chivalry survived, and how have they been changed. Readings and other content will be chosen mostly from the literature, history, and arts of France in the period 1100-1400 as a case study, but will take account of some of the global influences in Western Europe at this time.

HON 124 Classical Music in Popular Culture

26288 2:00 – 3:15 TR J. Koidin

(General Education: Understanding the Past or Understanding the Creative Arts)

This course will study the history of Western European based art music through the lens of its use within popular culture vehicles such as film and commercial television. As a music survey course, students will study the basic tenets and influential musicians of the major stylistic periods; medieval, renaissance, baroque, classical, romantic, impressionistic, and contemporary as well as original music written for film and television. Students will explore how filmmakers utilize musical and sound components to give further meaning to their audiences. Students will also examine, generally, how musical elements produce emotional reactions in the listener.

HON 125 Rise of Civilizations

40596 11:00 – 11:50 MWF C. Davis

(General Education: Understanding the Past or Exploring World Cultures)

This course focuses on cultures commonly cited as the original cradles of civilization because they are traditionally regarded to have arisen independently, not having been inherited or conquered from a predecessor. Those cradles include Mesopotamia (Sumerians), Aegean (Minoans), Egypt (Egyptians), Indus Valley (Harrappan), China (Chinese), Mesoamerica (Maya), and Andes (Inca). The course is called Rise of Civilizations because the question we will explore is why many of these civilizations, despite their diverse origins, emerge in relatively contemporary spans of human history, cultivate similar networks of social complexity, organize similar labor specializations, and develop similar political institutions.

HON 125 Heterogeneity, Fluidity & Changes in Ancient China

31448 3:30 – 4:45 MWF Y. Wang

(General Education: Understanding the Past or Exploring World Cultures)

The course endeavors to challenge the perception of cultural homogeneity in Chinese civilization by illustrating the complexity in the ancient Chinese culture from the rise of civilization to pre-modern period. By introducing archaeological perspective to the historic narrative, the course uses some of the most up-to-date archaeological studies on the material culture, communities and organizations, and paleo-environment to visit the variability, adaptability, and constant transformation in the evolution of political, economic, and ideological institutions in the ancient China. With this background knowledge, the last four sessions will be organized around four selected topics that are commonly considered “characteristic” to Chinese culture. These topics will be broken down to illustrate the diverse historical and cultural symbols they contained. The goal of the course is for students to acquire a broad understanding of the development of Chinese civilization, and to challenge students to break the stereotypical impression of homogeneity in the community and culture of Chinese and other groups.

HON 125 The Archaeology of Women in Antiquity

40598 4:00 – 4:50 MWF D. Riebe

(General Education: Understanding the Past or Exploring World Cultures)

This course will rely on the use of written and material evidence to explore the economic, social and political roles of women in ancient Greece and Rome, from the early Neolithic in the Aegean to Late Antique Byzantium. In addition to exploring topics such as traditional gender roles, virtue and vice, and depictions of women in art and literature, we will also explore the development of the Western idea of the female in antiquity and the social theories that have been applied to modern gender studies. Upon completion of this course, students will be able to evaluate the way in which scholars are able to interpret the role of women in antiquity, and will be able to participate in the discussion of what can or cannot be understood as ‘gender’ from a modern viewpoint.

HON 127 Music, Social Practice, and the Construction of Meaning and Identity

34632 12:00 – 12:50 MWF J. Behling

(General Education: Understanding Creative Arts or Exploring World Cultures)

When people think about the meaning of music they often consider the lyrics or musical structure of a particular composition, but we can also think of music as a social practice—one which includes not only the composition itself but the actions of the performers, listeners, and all the other people who make that musical act possible. When we think of music as a social practice, we find that as people perform music, they also perform meanings and identities that are simultaneously individual, communal, ethnic, and national. This will explore the theory of ethnomusicology and the methods of participant observer research and ethnographic writing. We will also read ethnomusicological case studies in order to better understand how musical practices create meanings and how different scholars wrestle with both theoretical issues and the practical concerns of doing ethnographic fieldwork and writing. Since each student will do their own ethnomusicological research and writing project about local musical practices, we will pay particular attention to several case studies of music in Chicago and other regions of the United States. Ethnomusicology is inherently interdisciplinary, so this course will be of interest to students curious about music and the arts, ethnicity, the social sciences, identity and consciousness, writing, performance studies, cultural studies, and other related topics.

HON 127 Anthropology of Performance & Expressive Culture

28669 12:30 – 1:45 TR A. Markovic

(General Education: Understanding Creative Arts or Exploring World Cultures)

Why does a song, or even a melodic turn, have the power to bring tears to one's eyes? How might dance style be used to perform gender? What lends music and dance practices to attempts to resist authority—countering official ideals of national pride, sexual morality, or elder authority? This course explores anthropological approaches for understanding expressive culture and performance, focusing on phenomena like music, dance, oral poetry, drama, etc., across a wide range of world regions and peoples. We will trace key perspectives developed in anthropology, ethnomusicology, and folklore for understanding cultural performance, from early beginnings in studies of oral folklore to more recent investigations of globalized music and dance. The class will explore the link between the aesthetics of performance forms and the meanings attributed to them, looking at how performance practices produce (or re-shape) experiences of gender, sexuality, race, ethnicity, nationalism, and class. We will pay close attention throughout to the “cultural politics” of performance, asking how performance practices—from Texan-Mexican joking banter to Palestinian hip-hop, from “belly dance” and South Asian bhangra to Balkan Romani brass music—are used to “perform the self,” to maintain social hierarchies, or to create agency for less powerful actors in society. This class explores the critical significance of cultural performance to make meaning out of life experiences, to create or reinforce social connections, and as a means for maintaining continuity—or effecting change—in society.

HON 134 Environmental Change & Human Cultural Adaptation

28670 2:00 – 3:15 TR M. Gonzalez-Meler

(General Education: Analyzing the Natural World-No Lab or Understanding U.S. Society)

Human interactions with the natural environment are a necessity. Nature provide resources for food, energy, etc, but also uncertainty to some of those resources, mostly due to climate variability (drought, extreme weather) or other events (earthquakes). Further use of natural resources generate byproducts, many of which feedback on nature's and human's welfare. These feedback affect the use of our land, increase chronic exposure to harmful chemicals that affect human health, decrease the productivity of our crops or lead to long term changes such as climate or social change. In addition our cultural interactions with natural systems keep evolving as most of the US population lives in cities. This course will discuss how human cultural adaptations are driven by both social structure and the natural environment. Culture has allowed humans to major breakthroughs to solve social, technological and environmental problems but has also created challenges to society and the environment. At the same time, culture is resilient to adapt to the changes we are causing on our surroundings. We will explore the basis and evidences of some of these changes and more importantly how human culture is both shaped by the environment and shaping the environment both at the local and global levels.

HON 140 Ethics, Nature and the Human Body

26291 9:30 – 10:45 TR T. Murphy

(General Education: Understanding the Individual and Society)

This course will analyze whether the idea of ‘human nature’ helps guide choices about biomedical interventions involving the human body. Is ‘human nature’ a static reality or a dynamic open to change? Are race, gender, and sexual orientation fixed elements of human nature, or are they also open to choice and interpretation? After considering various ideas of human nature, we will look at the ethics of cosmetic surgery, anti-aging medicine, the use of pharmaceuticals, anti-aging strategies, transgender surgeries, enhanced sports performance, and the production of trans-human organisms. We will also look at choices about children, including sex, intelligence, and even such traits as deafness. In order to identify standards that should guide choices in these areas, we will turn to a wide array of readings. The readings will include texts from classical philosophers, medical organizations, current journalism, memoirs, and autobiographies.

HON 201 – HONORS SEMINARS

HON 201 Writing in the Sciences | 1hr

15067 11:00 – 11:50 R V. Adiutori

The course will provide students with the instruction, structure, and classroom environment necessary for improving both written and oral communication, especially in STEM fields. Students will explore, learn, and practice the most important generic conventions for developing their abilities to identify and recognize those conventions and, perhaps more crucially, to write and communicate effectively within those conventions. To that end, course materials will provide students with sufficient background information and knowledge, while course assignments will require students to use writing to put their knowledge into action. To counter misperceptions of academic writing as a primarily insular activity for a small community of like-minded scholars, the course will ask students to practice writing for a range of different audiences and deploy strategies accordingly. In addition to familiarizing themselves with and practicing academic discourse, students will also learn more about the responsibilities required for being a contributing member of a community of scholars. Finally, students will be expected to appreciate the importance of public intellectuals in the 21st century and the responsibilities therein; this course argues chief among those responsibilities is the tireless work required for becoming effective communicators of complex topics and ideas. Students will be asked to engage in a process of writing, revising, and rewriting and coincidentally develop an appreciation of the collective activity that writing and reading is when done most effectively. This course is intended for students in at least the second year of study.

HON 201 Engaging Ideas to Build Leaders & Scholars | 1hr

15069 6:00 – 6:50 R N. Ardinger

NOTE: This course meets in the JST Training Room

This seminar brings the divergent expertise of campus housing Faculty in Residence (FIRs) to Honors College students. Faculty in Residence help realize a living-learning community by their presence at various sites in campus housing. This seminar will showcase select FIRs' research/creative scholarship and inter-professional collaborative education and practice, including chemistry, criminal justice, financial literacy, managerial studies, music, family medicine, and pharmacy practice, among others. Each FIR will engage students on issues of concern in specific areas of study and domains of work, emphasizing both theory and practice. Students will have opportunities to explore the range of scholarship/inter-professional education UIC has to offer, undergirded by a common core of eagerness to understand the experienced world.

HON 201 Science and Technology of Graphene and Two-Dimensional Materials | 1hr

41044 9:00 - 9:50 F S. Behura

This seminar will prepare students with a foundational understanding of the advanced two-dimensional (2D) nanomaterials, including graphene, the tools required to characterize such atomically thin materials, and their potential applications. This seminar will help students to answer questions such as: what is a 2D material and how is it different from its bulk 3D counterpart, how are atomically-thin 2D materials and their quantum heterostructures produced, and what are the range of potential applications of the 2D materials? This seminar includes laboratory demonstrations of 'Synthesis of Graphene and Hexagonal Boron Nitride via Chemical Vapor Deposition' and 'Raman Spectroscopic Characterizations of 2D Materials.'

HON 201 A Decade of Pharmacy Experiences: From Pharm. Student to Pharmacist in the Workplace | 2 hrs

15070 2:00 – 2:50 T *Lecture* J. Chan

15058 3:00 – 3:50 T *Lab* J. Chan

NOTE: This is 2 credit-hour class with both a lecture and a lab session, scheduled back to back. Students must first register for CRN 15070 (Lecture) in order to be granted access to register for CRN 15058 (Lab).

This course meets on West Campus at PHARM 134-2 (833 S. Wood St.)

Have you ever wondered what a pharmacist does? This course will introduce the student to the profession of pharmacy and its many opportunities. In the era of the evolving Health Care Reform and the new Affordable Care Act, students will examine the potential roles of a pharmacist in improving patient care and health care outcomes. This course is geared towards honors students who are considering a profession in the healthcare field, specifically pharmacy. The course will be taught in multiple formats including interactive lectures, clinical hands-on experiences, interactions with pharmacy students and residents and lectures from guest speakers.

HON 201 Say It Loud. I'm Black and I'm Proud: Writing About African Americans in the Media | 1hr
20216 12:00 - 12:50 F M. Christian

This seminar is designed to instruct students about the importance of accurately documenting the history, current news and legacy of African-American people in the media. It will examine how the media can be strategically utilized to tell empowering, educational and inspirational stories about African-American culture. Students will respond critically to material while improving their reading, writing and reporting skills. Historically preconceived notions about African-American culture will be challenged in an effort to understand how the media is the most powerful weapon used to influence the masses, and how thoughts and actions can challenge that power, which marginalizes. Historically sociocultural and intellectual racism have led to the systemic exclusion of positive African-American cultural contributions being documented in the media. In order for history to be accurate and complete, it must be inclusive with accomplishments/achievements about African-American culture being documented. Selfethnic reflectors, which are positive images, words and representations of the African-American race, lead to Selfethnic Liberatory Education, an empowerment that promotes racial pride and self-esteem that comes from knowing one's sociocultural and intellectual history as opposed to feeling selfethnic negation, a rejection of racial membership due to shame. When an African-American person doesn't see his/her race history documented, s/he will be inclined to believe contributions haven't been made.

HON 201 Facts, Truth, Trust & Knowledge | 1hr
21962 10:00 – 10:50 F C. Davis

Recent criticism of the internet and social media, the millennial generation, and recent political dialogue have elicited declarations that we are living in a post-truth era. What does this mean? Can there be alternative facts, and have we taken for granted the form of traditional knowledge and education that has developed in the modern world since the first university was established in Morocco circa 859 A.D.? How do we know what we know? Are facts equivalent to truth? How much is truth rooted in trust? The study of knowledge and information is called epistemology, and knowledge has not been generated consistently throughout human history. In this seminar we will flex our mental muscles to try to view and make sense of the world as explained through different cosmological and existential realities, selecting cultural examples throughout the history of humanity, from animistic beliefs we assume dominated the world of Ice Age hunter-gatherers, to the ancestor worship of some Natufian and Pacific Rim cultures, to the polytheism of the classical age, the biblical age of medieval Europe, and the scientific age of the 20th century. Utilizing our current academic, political, and social settings as a primer, we will then delve into the evolution of common versus secret knowledge, and the exploitation of information in an attempt to understand where our current computer age fits in the epistemological framework of facts, truth, and reality today.

HON 201 The Art and Craft of Writing Memoir: A Workshop | 1hr
27164 11:00 – 11:50 T D. Elenbogen

The contemporary memoir, not to be confused with the "memoirs" written by a politician at the end of his or her career, breaks off and examines a piece of a life. The writer V.S. Pritchett once said of the genre "It's all in the art, you don't get credit for living." A memoirist finds the truth not through reciting what happened but by engaging with and finding meaning behind remembered experiences. We will explore the art and craft of writing memoir with a special focus on the retrospective voice, structure, scene-making and other elements of a successful memoir. We will partake in a variety of writing exercises aimed at accessing memories, sharpening writing skills and beginning and revising essay-length memoirs. Drafts will be critiqued in a workshop format where students will get feedback from both the instructor and fellow students. In addition, students will read, discuss and sometimes emulate professional models of essays found in our texts.

HON 201 Responsible Conduct of Research for Undergraduate Researchers | 1hr
15068 11:00 – 11:50 W R. Gemeinhart

In scholarly activities, there is great demand for successful completion of the project with significant results. With this demand, there is potential for questionable and/or irresponsible practices. This seminar will examine the responsibilities of being a scholar and the examples of irresponsible behavior. Students will engage in discussions of areas of responsible conduct of research with a focus on bench science. By engaging in this discussion, students will be able to recognize irresponsible behaviors, e.g. guest authorship, plagiarism, data duplication, poor mentorship. This course will prepare students for future scholarly research positions. If the students are put in positions where they are pressured with irresponsible behavior, the student will have the core information necessary to recognize, avoid, and remedy the irresponsible behaviors.

HON 201 City at a Crossroads: Local, National & Global Politics in Chicago, 1968 | 1hr
24050 9:00 – 9:50 T D. Greenstein

NOTE: This course meets in The Daley Library, Special Collections Dept. Room 3-330

In 1968 Chicago was being reshaped by migration from the American South, changing immigrant communities, increasing suburbanization, and downtown redevelopment that led to contested patterns of housing, urban space, and local politics. Social movements including the Black Freedom Movement and anti-war activism made Chicago center stage in challenging segregation, economic inequality, Cold War foreign policy, forms of social justice protest, and police tactics. A national political convention put Chicago at the epicenter of a controversial battle for the presidency and heated discussions about the future of the country and its role in the world. This seminar will put students on the front lines of these issues through hands-on work with archival materials. Class members will ask and answer their own questions about local/national/global connections, race and urban space, social movements, and political campaigns using the rich records held in the Richard J. Daley Collection in UIC's Special Collections and University Archives. Class meetings will take place in the Special Collections department, allowing students the opportunity to discover and analyze primary documents in a collaborative setting. A series of assignments and in-class activities will introduce class members with varied disciplinary interests to working with archival records, interpreting primary documents, developing research questions that can be addressed with available materials, and explaining the results of their research.

HON 201 Bioengineering in Medicine: from Stem Cells to Nanotechnology | 1hr
15066 10:00-10:50 M I. Levitan

The goal of this seminar is to discuss the bioengineering approaches that are expected to shape the future of the medical field. How can we harness the enormous potential of stem cells to cure various diseases? We will learn about the different sources and the properties of stem cells in the body, from the bone marrow, to circulating progenitor cells, to stem cells found in different organs, where they are believed to serve as repair mechanisms. We will discuss strategies for stem cell expansion and transplantation and most importantly, what are the successes and the failures of the field. We will discuss the new approaches of how to build full functional new organs. We will talk about making scaffolds and populating them with cells, we will talk about growing miniature but functional organs in lymph nodes, we will talk about three-dimensional bio-printing when organs are being literally printed from biological materials as new structures. At the end of the course we will talk about nanoparticles and their potential uses for diagnostic and therapeutic applications. We will discuss what is being achieved and identify the main obstacles within the process.

HON 201 Exploring Leadership | 1hr
15062 3:00 – 3:50 W S. Long

A fifteen week exploration into leadership. Based on The Student Leadership Challenge, students will explore the five practices of leadership and develop a personal definition of leadership. Further students will synthesize class content in the form of a leadership development plan cultivated around a leadership mission, vision, and values they develop. Through the Student Leadership Practices Inventory 360 assessment, those enrolled in this class will have a better understanding of how they personally, and others, see them exhibit various behaviors related to leadership. Through a leadership journal/reflection, in class activities and discussion, and course assignments, students will explore the 30 leadership practices that make up the Leadership Challenge. The 360 Student Leadership Practices Inventory will be a starting point to assess where each student is currently at when it comes to the 30 leadership practices. Through an exploration various definitions of leadership, including through a historical lens of leadership theory, students will develop their own personal definition of leadership. Each step in this class will culminate with the personal leadership development plan. This plan will combine a student's academic plan with leadership opportunities, personal goals, and co-curricular involvement opportunities. This plan will help student develop the most intentional experience during their time as a student at UIC. Students will learn about the history of leadership, better understand what it means to be a leader, use reflection and feedback to develop an intentional development plan, and how to create the most meaningful experience while enrolled. As students look for jobs, internships, and other opportunities, they will be able to directly use the items they developed in this class.

HON 201 Mind, Body and Spirit: Neuroscience and Religious Experience | 1hr
27165 4:00 – 4:50 W R.P. Malchow

In the course "Mind, Body and Spirit: Neuroscience and Religious Experience", students will examine spirituality through the lens of neuroscience. Topics will include the methods used by science to study religion and spirituality, an examination of brain anatomy and function as it relates to religious experience, the brain as a myth-making organ and the development of religious rituals, the biology of common religious practices, the relation between mental health, brain dysfunction and religion, the role of neuroactive molecules in stimulating religious experiences, near-death experiences and the brain, the brain's influence on religious behavior, and the nexus between revelation, salvation and the brain.

HON 201 Asian Americans in Pop Culture | 1 hr

15061 3:00 – 3:50 W M. Martell

This seminar will be a brief introduction to Asian Americans in popular culture. As history has shown, Asian Americans have been consistently absent, placed in secondary or stereotypical roles, and erased in mainstream popular culture. These practices have led to the placement of Asian Americans as the “Other” and as the “model minority,” permeating racial stereotypes that impact Asian Americans on various levels such as gender, sexuality, education, culture, careers, rights, etc. Using a critical race theory framework, this course will analyze and critique the underlying themes of how Asian Americans have been presented in popular culture from social and political contexts in film, television, social media (YouTube), food culture, and print culture (zines, graphic novels, and comic books). Course content will engage students to explore and examine the social, political, and cultural interconnectedness that have resulted in specific representations of Asian Americans in popular culture. Questions we will engage with include: What role do politics play in what is produced in and for the mainstream popular culture? How are historical portrayals of Asian Americans in popular culture still impacting Asian Americans of today? How are Asian Americans creating their own spaces to challenge invisibility within mainstream media? Where is the Asian American media movement today?

HON 201 Drug Delivery in the Central Nervous System | 1hr

15057 9:00 – 9:50 M A. Mehta

NOTE: This course meets in the 3rd Floor Conference Room of the North Tower of 912 S. Wood St., Chicago, IL

Drug delivery in the central nervous system (brain and spinal cord; CNS) has many anatomical and physiological barriers. This course is intended to introduce students into pathology of the CNS, basic anatomy, and the barriers associated with drug delivery into the CNS. We will cover anatomy of the brain and spinal cord, tumors of the brain and spinal cord, the blood brain barrier, localized drug delivery methods, and innovation occurring at UIC to bypass these barriers. This course will serve to give students particularly interested in medicine and neurosciences, an understanding of the medical research sciences and engineering approaches to overcome the innate challenges of drug delivery.

HON 201 Adolescent Literature: Development & Search for Self, Feeling Apart vs Feeling a Part | 1hr

15065 11:00 – 11:50 W R. Paikoff-Holzmueller

One of the most frequent and time honored themes of literature aimed at young people is the conflict between feeling alienated, different and separated from the group, and the desire for understanding, and feeling like part of a group. In this seminar, we will review the major changes in development of the self across the life span, with a focus on the changes in understanding of the self in distinction from others from childhood to adolescence. Literature will be assigned to highlight various aspects of diversity and ways of feeling “apart” and discussions throughout the semester will focus on ways to improve understanding across groups, and help young people to acknowledge differences while becoming (and most importantly feeling) like “a part” of something. We will pay particular emphasis across the semester on the costs and benefits to feeling distinct from a group or part of a group, and on the best ways to positively shape understanding of the self AND the other throughout development.

HON 201 Art in Human Cultures | 1hr

27242 4:00 – 4:50 T J. Palka

How do different societies perceive art and what is art anyway? These questions will be addressed cross-culturally in this course. The ways that people around the world create, exhibit, and utilize art teach us about cultural diversity in a way that everyone appreciates – through art. Students of different backgrounds will learn about how art defines and impacts human societies across time and space. We will cover how art intersects with identity, status, gender, and community. Stone carvings of elites in ancient Maya civilization in Mexico and Central America, for example, were sacred creations used to communicate ritual events. Similarly, contemporary paintings in China transmit religious doctrine to Buddhist pilgrims. This course involves discussing art in class, in addition to exploring readings in anthropology, art history, and religious studies. Students will also visit an exhibit in Chicago on art from another culture.

HON 201 The Anthropocene and the Sixth Extinction: Human Impact on Earth’s Natural Systems | 1hr

15059 9:00 - 9:50 W R. Plotnick

The human impact on Earth’s natural systems has become so strong that some suggest we are now in a new epoch, the Anthropocene. One major aspect of the Anthropocene is the dramatic increase of extinction rates among diverse groups of organisms. In comparison with the “Big Five” extinctions of the fossil record, this has been dubbed the “Sixth Extinction.” This seminar will examine the human impact on the natural world, in particular the Sixth Extinction, and put it in context of what we know about extinctions in the geologic past. For example, we will discuss the extinction of the dinosaurs and many other groups at the end of the Cretaceous and consider the still controversial idea that an extraterrestrial impact caused it. A key question will be whether the sixth extinction is similar or fundamentally different than extinctions in the past. Case studies to be discussed include the extinction of the passenger pigeon, the dodo, and the Tasmanian wolf. The class will also examine the ethics and technology of “de-extinction” and efforts to protect endangered species.

HON 201 Engineering for Sustainable Communities | 1hr

21944 12:00 - 12:50 W K. Reddy

Global climate change and ever increasing population are the two major grand challenges we are facing in the 21st century. Climate change is responsible for extreme hazards such as sea-level rise, floods, hurricanes, and wild fires, while increased population has caused urban sprawl, increased generation of wastes and pollution, rapid depletion of natural resources, and damage to ecology. Continuation of this situation will only exacerbate the problems for not only the current generation but also for future generation. As a result, sustainable development has gained significant attention in the sense that any activity we do will not adversely affect us and the future generation. Engineering plays a vital role in achieving sustainability through holistic consideration of technical designs and at the same time account for broader environmental, economic and social aspects in design and practice. Engineers are challenged to reduce the wastes, control pollution, conserve natural resources, consume less energy, and preserve the ecology. It is also important to consider the impacts during the different life cycle stages, which spans from raw materials acquisition, material manufacturing, transport and construction, usage, to final disposal/recycle of any material or processes involved in a project. While the methods to estimate environmental impacts are fairly well established, methods to quantify economic and social impacts are still not yet fully developed. This seminar course aims to introduce the concept of sustainability, then present different methods to assess sustainability and finally provide examples of how sustainable engineering played a role in improving the quality of infrastructure and the environment, resulting in better quality of life.

HON 201 How We Live: Everyday Ethics for Personal & Professional Life | 1hr

15060 11:00 – 11:50 M E. Swirsky

Moral problems are inevitable in the work-a-day world and vagaries of life. While many people claim to behave ethically, morally, or professionally, this is not always the case. In this seminar we explore applied ethics by analyzing case studies, evaluating scholarship, and planning for ethical decision-making along the intertwined paths of personal and professional life. Students will explore a variety of philosophical theories and principles, conceptual frameworks for professional ethics, and methods of ethical decision-making. We will cover in-depth those values central to moral life of any professional, such as, integrity, respect for persons, justice, compassion, veracity, and accountability. Using the tools of moral philosophy, we investigate our personal values and apply our learning in the writing of a personal ethical code to harmonize work and life.

HON 201 Great Cities: UIC's Metropolitan Commitment | 1hr

41134 10:00 – 10:50 W T. Cordova

Contemporary debates about the place of “religion” in secular society assume that everyone agrees on what religion is and thus what it includes and excludes. In recent decades the definition and boundaries of this category have been subject to deep disagreements in the public sphere and challenges in the judicial realm. In this seminar, through discussion of selected texts, we will explore the post-Enlightenment definitions of religion and the secular realm, examine the boundaries that were drawn to create a non-religious public space in the US, and consider the ways in which those boundaries shifted over the past half century.

HON 201 Europe & its Neighbors | 1hr

41135 10:00 – 10:50 M P. Kostadinova

This course explores the evolving relationship between the European Union (EU) and the countries that border it. The first part of the class is devoted to policies regarding the countries aspiring to join the EU, or those wishing to leave it. The second portion of the course discusses the EU’s neighborhood policy, and relations with its immediate neighbors, including the Russian Federation. It addresses the question of whether countries like Armenia, Georgia, Moldova, or Ukraine are viable potential candidates for the EU. The last section of the course focuses on EU policies with the countries in the Mediterranean, including EU’s role in the Middle East Peace process. Topics such as economic and trade relations, migration, and democracy promotion are emphasized throughout of the class.

HON 202 – HONORS TUTORING

Students who intend to participate in the Honors College Tutoring program must complete an application (available through the Honors College during the Fall 2017 semester). Students will be notified via the Honors College Announcements when applications become available, and the deadline to apply will be Friday, December 1, 2017. If students are selected to be a tutor during the Spring 2018 semester, they will be notified that they should then register for HON 202 (CRN 15071) in addition to HON 222.

HON 225 – HONORS RESEARCH

HON 225 – CRN 15074

Students who are participating in undergraduate research as their Honors Activity are eligible to register for HON 225 (in addition to HON 222). Students must complete at least 90 hours of research during the semester (an average of 6 hours per week). Students interested in getting involved in research are encouraged to review the Undergraduate Research Experience website at <http://ure.uic.edu>. If you decide NOT to research this semester, you will need to drop HON 225 by January 26, 2018 without a “W” grade; if you drop between January 27, 2018 and March 23, 2018, you will receive a “W”.

HON 301 – FOUNDATIONS FOR THE FUTURE

This seminar is intended for Honors College students in their junior year. Divided into four major units—research and other forms of creative scholarship, awards, career/internship/graduate school, and long-term future goals—this course will provide specific information about the next steps of your academic and professional career. In research and other forms of creative scholarship, we will examine different research methods, consider the selection, execution, and value of a Capstone project, and learn how to read and present a journal article. In examining awards, we will show you how to locate and apply for academic and travel awards, understand their professional and personal value, and prepare resumes and personal statements for scholarship applications. The career/internship/graduate school section will aid you in preparing for life after graduation: gap year possibilities, graduate school and career decision making, and networking and mentoring strategies. The last unit—long-term future goals—will promote broad thinking concerning civic engagement and life-long learning as well as deliver specific information on practical post-grad concerns.

SECTIONS CURRENTLY AVAILABLE:

39349	11:00-11:50	R	C. Davis
39347	2:00-2:50	M	C. Davis
39345	2:00-2:50	T	C. Davis
39344	2:00-2:50	R	C. Davis
39351	4:00-4:50	W	J. Meléndez
39350	1:00-1:50	W	J. Meléndez
41045	11:00-11:50	F	M. Slager
39346	12:00-12:50	F	N. McCormick
41046	1:00-1:50	F	M. Slager
39348	10:00-10:50	F	M. Slager

DEPARTMENTAL HONORS OFFERINGS

ACTG 315 Intermediate Financial Accounting I | 3hr

17768 11:00 – 12:15 TR A. Nekrasov

Theory and standards related to asset valuation, revenue recognition, gain and loss recognition, and their impact on income measurement and financial position. Course Information: For satisfactory progress in the Accounting major, students must receive a grade of C or better in ACTG 315. ACTG 315 may be repeated only once. Transfer credit from another College or University is not accepted for ACTG 315. Prerequisite(s): Average grade of B or higher in ACTG 210 and ACTG 211 with both taken at UIC; or a grade of C or better in both ACTG 210 or equivalent and ACTG 211 or equivalent and a passing grade in the Accounting Placement Exam (APE). Registration for this course is only through Department of Accounting website. Information on APE is also available there.

ACTG 316 Intermediate Financial Accounting II | 3hr

17769 11:00 – 12:15 TR R. Zhong

Selected topics in accounting and financial reporting including: cash flow statements, income taxes, long-term debt and leases, investments, derivative securities, and contingencies and employee retirement benefits and stockholders' equity. Course Information: Prerequisite(s): Grade of C in ACTG 315.

ACTG 445 Federal Income Tax I | 3hr

36994 2:00 – 3:15 TR S. Savoy

Concepts and provisions of federal income taxation as applicable to individual taxpayers, partnerships, individuals and trusts. Course Information: 3 undergraduate hours. 4 graduate hours. Credit is not given for ACTG 445 if the student has credit for ACTG 508. Extensive computer use required. Prerequisite(s): Grade of C or better in ACTG 315.

AH 205 Roman Art & Archaeology | 3hr

13871 8:00 – 9:15 TR J. Tobin

Contributions of archaeological excavations to the study of ancient Rome and her empire 1000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts. Course Information: Same as CL 205, and HIST 205. *(Same as CL 205 & HIST 205)*

AH 208 Topics in Modern Architecture, Art & Design | 3hr

40705 12:30 – 1:45 TR S. Archias

Varying topics in how architecture, art and design have impacted the designed world over the last several centuries. Course Information: May be repeated if topics vary. Students may register for more than one section per term. Recommended background: 3 hours of Art History at the 100-level.

AH 230 History of Photography I: 1820-1920 | 3hr

40707 2:00 – 2:50 MWF A. Hazard

History of photography from the 1820s to the beginning of the twentieth century. Course Information: Prerequisite(s): 3 hours of Art History at the 100-level or consent of the instructor.

AH 236 History of Design II: 1925 to the Present | 3hr

22809 11:00 – 12:15 TR J. Mekinda

Survey of industrial and graphic design from 1925 to the present. Course Information: Same as DES 236. Prerequisite(s): 3 hours of Art History at the 100-level or consent of the instructor. Recommended background: AH 235 or DES 235.

AH 266 Topics in Global Visual Environment | 3hr

40275 3:30 – 4:45 TR Instructor TBD

Selected topics in the globalized visual environment, including urbanism and architecture, art, designed object, and landscapes. Course Information: May be repeated if topics vary. Students may register for more than one section per term. Recommended background: 3 hours of Art History at the 100-level.

AH 273 Visual Culture of the Ancient Andes | 3hr

28603 2:00 – 4:45 TR A. Finegold

A survey of the visual expressions, material culture, and built environment of ancient Andean civilization, from the earliest manifestations of societal complexity through the Spanish Conquest, with particular attention to the environmental, ideologi. Course Information: Same as LALS 239.

AH 304 Alexander the Great & the Hellenistic World | 3hr
40897 9:30 – 10:45 TR Instructor TBD

Examines the career of Alexander the Great of Macedon and his legacy in Greece, Egypt and the Near East, up until the arrival of the Romans. Course Information: Same as CL 304. Prerequisite(s): Sophomore standing or above.

ANTH 390 Honors Research | 3hr

Individual study or research projects for students seeking departmental distinction. Course Information: May be repeated to a maximum of 6 hours. Successful completion necessary for "Departmental Distinction" with final paper submitted to three-member honors committee for approval.

BIOS 299 Honors Biology | 1hr

Membership in Honors College, or, for superior students, approval of the department; and registration in a Biological Sciences course (except BIOS 391 or BIOS 399) and consent of the instructor. Open only to freshmen, sophomores, and juniors. See Schedule of Classes for CRNs.

CL 101 Roman Civilization | 3hr

31140 10:00 – 10:50 MWF K. Ros

An introduction to the life, society and culture of the ancient Romans. Course Information: All readings are in English.

CL 201 Classical Etymology in the Life Sciences | 3hr

29700 3:00 – 3:50 MWF Instructor TBD

The structure and formation of technical terms used in the health sciences, based on roots and elements from Greek and Latin. Course Information: Same as LING 201. Prerequisite(s): Any 100-level biological sciences sequence.

CL 205 Roman Art & Archaeology | 3hr (Same as AH 205 & HIST 205)

14308 8:00 – 9:15 TR J. Tobin

Contributions of archaeological excavations to the study of ancient Rome and her empire 1000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts. Course Information: Same as AH 205, and HIST 205.

EAES 180 Honors Earth & Environmental Sciences | 3hr

Provides honors students with the opportunity to explore in depth a topic treated in the concurrent lecture course. May be taken a total of 2 times, each time with concurrent registration in EAES 101 or EAES 1110. See schedule of classes for CRNs

ENGL 398 English Honors Seminar | 3hr

Supervised research and writing of a senior honors thesis on a topic agreed upon by student and faculty sponsor. Students who complete this course and fulfill all of the other honors prerequisites will be awarded highest distinction in the major. See schedule of classes for CRNs.

GER 398 Honors Project | 3hr

Restricted to majors in the Department of Germanic Studies. May not be taken in the term in which the student expects to graduate. See schedule of classes for CRNs.

HIST 398 Honors Project | 3hr

Student must complete an independent project in one semester; projects will be selected in consultation with the instructor. No more than 9 hours of credit allowed in combination of HIST 398 and HIST 399. See schedule of classes for CRNs.

MGMT 350 Business & Its External Environment | 3hr

33335 2:00 – 3:15 TR A. Pagano

Concerns the political, economic, social, legal, regulatory and international environment of business and the ethics and social responsibility of business actions. Course Information: Prerequisite(s): ENGL 161 and MATH 160.

MGMT 495 Comp. Strategy for Business Scholars | 4hr

14043 9:00 – 10:50 WM S. Sauerwald

Multidisciplinary analysis of organization strategy and policy, using case method and/or business simulation. Assignments involve extensive library research and oral and written reports. Course Information: Prerequisite(s): IDS 355 and FIN 301 and FIN 302; Senior standing in the College of Business Administration and completion of all other CBA core courses.