

**Spring Semester 2012
Honors College
Course Options**

HON 222 - Honors Activity

0 credit hours, required each term, except for summer, for all Honors College students. Satisfactory/Unsatisfactory grade
Call numbers: 15072 (for students whose last name starts with A through K)
15073 (for students whose last name starts with L through Z)

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

0 credit hours. Satisfactory/Unsatisfactory grade
Call number: 28672

Honors College Core Courses which fulfill general education requirements

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.

Cores are taught as two-course sequences that last an academic year. Students have considerable opportunity to discuss course ideas and get to know one another since they stay in a small group through the entire year. Course enrollments are limited to 25. Students are expected to complete both semesters of the sequence.

Year-long Themes

Biography and Identity

No second course in this theme – Please see page 4 for one semester course options.

Diversity

HON 123

Diversity II – 3 hours

28666 LCD 11:00 – 12:15 TR LH 300 Cecil Curtwright

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

Prerequisite: Diversity I: Diversity and Cultural Identity. Instructors: Rebecca Gordon and Dan Cairo

The word "diversity" has broad currency in modern society. In an era of globalization, whether in the academy, business or government - diversity is often touted as strength, something to be appreciated and celebrated. But what does diversity mean? Does the concept itself have diverse, and perhaps contradictory meanings? This course will explore the history of this concept and how it has evolved to occupy such a prominent place in contemporary society.

Education and Social Justice

HON 123

Education and Social Justice II: Educational Equality and School Reform: From No Child Left Behind To Intelligent Design-3 hours

28665 LCD 8:00 – 9:15 TR BH B21 Benjamin Superfine

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

Prerequisite: Education and Social Justice I: The Influences of John Dewey on American Education.

Instructor: Ward Weldon

The course will provide an overview of education reform in the United States, with a particular emphasis on modern education reform efforts aimed at equalizing educational opportunities for a diverse population of students. Readings will focus on the educational conditions of public schools, especially in urban areas, and attempts to improve educational opportunities in these schools. Students in the course will learn about reform movements such as desegregation, school funding lawsuits, No Child Left Behind, and intelligent design. The course will draw on literature from several disciplines, including history, law, political science, and education.

Energy

HON 134

Energy II: Environmental Sustainability and Policy – 3 hours

30227 LCD

11:00 – 12:15 TR

BH B21

Thomas Theis

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

Prerequisite: Energy I: Energy and Society. Instructor: William Ryan.

This course explores the roots and evolution of environmental public policy in the United States, connections to economy, social norms, and human behavior, and the resultant laws and regulations that govern our approach to environmental management. It will begin with the impact of the transcendental movement of the 19th century and conflicts brought about through rapid expansion of the US economy, proceed to the recognition and rise of environmental risk management as a basis for policy during the 20th century, and conclude with the new ethic embraced by the sustainability paradigm and its implications. Comparisons will be made with the management approaches in other countries. Emphasis throughout will be on the development of critical thinking skills, the use of analysis tools, and the need for an ongoing national conversation on the intersection of human activities with the natural environment.

Ethics and the Human Body

HON 140

Ethics and the Human Body II: Exploring the Effects of Lifestyle Behaviors on Health- 3 hours

26291 LCD

3:30 – 5:50 T

LH 215

Melinda Stolley

(General Education: Understanding Individual and Society)

Prerequisite: Ethics I: Human Nature and the Body. Instructor: Timothy Murphy

Why is it that some people don't smoke, eat healthfully and exercise regularly, whereas others don't think twice about these behaviors? Why do these things matter anyway? This course is designed for individuals who are interested in understanding more about the relationships between our health and our lifestyle behaviors (e.g., diet, physical activity, smoking, vaccine use). In particular, we will review what and how lifestyle behaviors contribute to the prevention, development and exacerbation of chronic diseases such as heart disease, diabetes, cancer and others. We will also explore the various influences (e.g., knowledge, social support, economic realities, community, etc.) that affect how we choose to behave, and theories that explain these influences. Seminars will be interactive with students participating in a variety of group activities including examining the associations between health conditions (e.g., diabetes, heart disease, cancer) and lifestyle behaviors; exploring their own and their peers' lifestyles by completing and then critiquing various questionnaires that evaluate lifestyle behaviors; and, finally, reviewing and presenting an existing lifestyle behavior change program including what theory (if any) guided the development of the program, the target audience, strengths and weaknesses, and how it has been disseminated. Some weeks, guest speakers who work in a lifestyle and health profession (e.g., athletic trainers, public health worker, behavioral medicine psychologist, dietician) will discuss with students their rationale for choosing their profession, educational/professional requirements for their job, and an overview of what they do. In the final weeks, students (in groups) will create their own healthy lifestyle program targeting single or multiple behaviors using a particular health behavior theory and present it to their fellow classmates. Presentations will include their rationale for the program, their theoretical foundation, the structure of the program (target audience, components of the intervention, etc), and how the program will be evaluated and ultimately disseminated.

Gender and the Family

HON 127

Gender and the Family II: Family, Love, and Desire in the German-Speaking Context – 3 hours

30421 LCD

2:00 – 2:50

MWF B21 BH

Ekaterina Pirozhenko

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

Prerequisite: Gender and the Family I: Men, Women and the Changing Family. Instructor: Marsha Cassidy

This course explores the notions of family and love as socially constructed concepts and the representations of family life and family values in the works of German-speaking writers from the beginning of the 19th century to the present. This course aims to provide an overview of literary movements and literary genres as well as historical background. We will focus on aspects that shape class, sexual, and gender identity through the perception of family and love in literary production. We will examine the impact of French revolution and March revolution of 1848, World War II and Germany's reunification on writers and their views of family constellations. We will learn about gendered expectations in family and love relationships, oppressive mechanisms of society, repression of sexuality and desire within family boundaries. Among other topics are childhood trauma, desire and adultery, daughter-stepmother relationship, family and rural community, Christian ethics and family, fascist and nationalist ideologies of family, women's emancipation within Jewish family tradition, love and sacrifice. Exploring these topics, we will read a variety of literary genres (short story, novella, letter, and novel) and learn about literary periods (Romanticism, Realism etc.)

Good and Evil

HON 121

Good and Evil II: Images of Good and Evil in Literature – 3 hours

26284 LCD 9:30 – 10:45 TR TBD Jaroslav Schjebal

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

Prerequisite: Good and Evil I: Comparative Hermeneutical Studies of Good and Evil. Instructor: Robert Williams

Using literature to present, probe and analyze good and evil as spiritual, social, ethical and religious properties of man and mankind.

History of Ideas

No second course in this theme – Please see page 4 for one semester course options.

Images of Women and Men

HON 121

Images of Women and Men II: Men and Women on the Big Screen: Hollywood and Gender - 3 hours

31447 LCD 9:30 -10:45 T BH B21 Marsha Cassidy

9:30 – 12:15 R BH B6

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

Prerequisite: Images of Women and Men I: Romance and Realism. Instructor: Brian Higgins

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 movie-goers. 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 a number of feature-length films that illustrate these shifting depictions of gender.

Immigration

HON 125

Immigration II: The World of Refugees: WWII to the Present– 3 hours

31448 LCD 11:00 – 12:15 TR BH B10 Lynette Jackson

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

Prerequisite: Immigration I: Psychological Adaption of Immigrants. Instructor: Dina Birman

The problem of refugees and forced migrants is one of the most tragic and enduring problems of our time. According to the Office of the United Nations High Commissioner for Refugees (UNHCR), there were over 15 million refugees worldwide at the close of 2008, some of whom had been refugees for over 50 years. While the forced migration of people across borders has occurred from time immemorial, the twentieth-century was perhaps the most catastrophic of centuries in this regard. Genocides and ethnic cleansing, world wars, civil wars and resource wars, religious intolerance, natural disasters, and what Arundhati Roy has termed "greater common good" large scale development projects (e.g., mega dams), have all contributed to refugee flows. This course will explore the causes and consequences, experiences of and responses to forced migration, from the close of World War II to the present.

Religion

No second course in this theme – Please see page 4 for one semester course options.

Violence and Society

HON 120 Violence and Society II: Ancient Rome: Its History, Laws and Culture - 3 hours

26283 LCD 12:30-1:45 TR SH 215 George Roe

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

Prerequisite: Violence and Society I: Slaves, Convicts, Shameful Beginnings: Writings from the Caribbean and Australia. Instructor: Nancy Cirillo

This course will explore the history of Rome from its foundation to Constantine through surveying three periods of time: the Monarchy, the Roman Republic, and the Empire. Through examining key events in the history of Rome, the primary pedagogical thrust of the course will be on the people and personalities that shaped and were shaped by those events, which in turn gave rise to various social and political institutions that are practiced even today. Special focus will be directed towards Rome's social order, its legal systems and cultural characteristics including Roman religion, slavery, the spectacle of the games, the role of women, the rise of Christianity, and events leading to its ultimate collapse. The student will understand how the key players – with their hopes, fears, ambitions, virtues and flaws—are very similar to the people of today in their interplay with each other and with their social institutions. In understanding the issues of ancient Rome, the student will begin to appreciate how we continue to deal with similar issues in modern day American in the practice of democracy and law, and the underlying values and beliefs that support such systems in a global environment.

Semester-long Cores

HON 144 Chicago: An Urban Geography - 3 hours

30228 LCD 11:00 – 12:15 TR LH 104 David Solzman

(General Education: Understanding U.S. Society)

The course focuses on the environmental, socio-cultural, and economic geography of Chicago in historical context as it developed into a complex, socioculturally diverse, economically vibrant urban center through the 19th century, the 20th century, and into the new millennium. Topics include the history of immigration and cultural developments in the city, the evolution of its urban character, how transformations in transportation and its industrial base changed the economy of the city, how population trends affected the ethnic complexity and demographic makeup of the city, and the energy implications of progressive urbanization. NOTE: Extra experiences outside of the classroom may be scheduled and required.

HON 121 An Inquiry into Stories – Theory and Practice - 3 hours

26285 LCD 9:00 – 9:50 MWF B21 BH Anthony Grosch

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

We will be reading—in tandem—two challenging books, *On the Origin of Stories: Evolution, Cognition, and Fiction* and *The Vintage Book of Contemporary American Short Stories*. The first book ponders the theory of stories, and the second offers contemporary American short stories. The course emphasizes increased sophistication in reading, writing, listening, and speaking. Each class is a seminar on selections from both texts; during the semester, each student produces four five-page essays responding to the readings.

HON 130 Public Health and the Study of Disease and Epidemics - 3 hours

31450 LCD 3:30 – 4:45 TR BH B21 Silvia Furner & Ronald Hershow

(General Education: Analyzing the Natural World and Understanding the Individual and Society)

This course is designed to introduce the basic principles surrounding the distribution of disease and epidemics in human populations. Through the use of lectures and field exercises, students will learn the fundamentals of epidemiology, the basic science of public health. From historical perspectives to current day context, how disease differentially impacts populations will be the focus. Topics covered include surveillance of disease, the distribution of health outcomes (with particular emphasis on health inequities), outbreak investigation, the impact of media on health outcomes, measurement of health outcomes, study design, and the impact of epidemiologic studies on policy development and implementation.

HON 127 **Monsters in the Human Imagination – 3 hours**
28669 LCD 12:30 – 1:15 TR BH B21 Diem-My Bui

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

Monsters long have occupied a meaningful place in our world representing our fears, desires, and anxieties. Monster stories have proliferated in new and regurgitated depictions. This course explores the myth-making of monsters around the world as a discourse and a representation of change. We will look at historical incarnations of monsters and their modern day forms in the media. Further, we will examine the popularity of various monster narratives as they relate to social, cultural, and economic events. The monsters emphasized in this course include freaks, Frankenstein, cyborgs, aliens, zombies, the spectral, and vampires. The objective of this course is to encourage critical analysis of monsters as cultural symbols through theoretical and historical frameworks.

HON 145 **Aspects of Symmetry - 3 hours**
33397 LCD 11:00-12:15 TR LH 107 Marlos Viana

(General Education: Analyzing the Natural World)

The goal of this course is to introduce the students to the role of symmetry in the pursuit of scientific explanation. Students will effectively learn how to identify symmetry, and think and write about it, by developing and practicing the elements of the (mathematical) language that will enable them to appreciate its usefulness as a general reasoning tool. The course is structured into two major components: “common core segment,” where students will learn basic principles about symmetry, and “individualized segment,” where each student will apply such knowledge to a topic of his or her choice in a jointly produced paper. Students will learn the basic principles of reducing the observable variety to relatively few well-ordered types and apply these symmetry-induced principles to the reduction and analysis of data from symbolic (viral DNA) sequences, thus establishing the powerful connection between symmetry and the analysis of experimental data (inference). In the individualized segment of the course students will apply the elements of the language developed in the core segment to identify, discuss, critique, and write about the role of symmetry in a topic of their own choice in the arts, the sciences or the humanities. Students will be encouraged to understand the relevance of theories in the natural sciences in any one of the many contexts in which symmetry arguments play a natural role, ranging from crystallography to conservation laws to advances in technology for vibrational spectroscopy and mass spectroscopy, or the role of symmetry in poetry, music, dance, or the ornamental arts.

HON 145 **Systems Engineering - 3 hours**
33396 LCD 11:00 – 11:50 MWF BH B21 Houshang Darabi

(General Education: Analyzing the Natural World)

This course is designed to show first year students that systems engineering tools and techniques exist and can be used in decision making, whether simple or complex. Treating decision making as a system design problem, students will learn how to systematically break down a complex decision making problem to smaller elements, and how each element can be handled by using sample techniques and tools. Real world examples will be used to show the applications of these techniques and tools. Since everyone has to make complex decisions in their lives, this course will help students learn to apply related tools and techniques as well as identify systems engineering resources for lifelong learning in this area.

Systems engineering is an interdisciplinary field that focuses on how complex projects should be designed and managed over the life cycle of a project. It deals with work processes and tools that handle such projects, and it intersects both technical and human-centered disciplines, such as control engineering, industrial engineering, organizational studies, and project management. Issues such as logistics, coordination of different teams, and automatic control of machinery, as important elements in designing a project, will be introduced, with real-world examples used to illustrate related mathematical and computer tools. Please note the course requires only high school Math and introductory skills in using a word processor (like MS Word) and a spreadsheet application (like MS Excel).

HON 101 –Orientation Seminar

For new Honors College Students who are in their first year of college. This course is an introduction to the UIC Honors College, covering a range of topics including issues in education, practical information about UIC’s resources, and service learning. Satisfactory/Unsatisfactory grade.

24995	LCD	9:00 – 9:50	W	114 BH
28661	LCD	2:00 – 2:50	R	114 BH

HONORS LECTURES (HON 200)

HON 200 Current Issues Forum - 0 hours

15056 LCD 4:00 – 4:50 M 114 BH

Students will discuss and debate current topics of local, national, or international interest. Each participant leads the discussion for one session, after presenting the major points of the issue.

HONORS SEMINARS (HON 201)

HON 201 Global Health Advocacy - 1 hour

15062 LCD 5:00 – 5:50 M LCF F001 Andrew Dykens

Recent conversations increasingly bring light to the inadequacies of our US health care system in providing equitable and equal care to our own citizens. When these same disparities are explored on an international level the differences are profound. In addition, our world is increasingly being affected by globalization. This impacts our local communities in the US by bringing certain communicable diseases to our doorstep that we would otherwise never see while these same illnesses continue unabated through the decades in low income countries. As well, chronic diseases are rising dramatically in places we would not have expected just a few years prior because of transnational commerce, development, urbanization, and nutritional transition. These considerations are at the heart of a larger conversation globally surrounding health as a human right and considerations of social justice. Through this Honors Seminar we will explore very specific global health themes through lectures by experts in the respective fields. The survey of topics will give students a unique and more fully developed perspective of global health disparities, the role of medicine and public health in this consideration, and an exploration of philosophical considerations of advocacy in a sustainable, global community centered manner.

HON 201 Honors Seminar on Leadership- 1 hour

15058 LCD 9:30 – 10:45 T BH B6 Michael Miller

(Note: This course will not begin meeting in week two of the semester.)

The leadership seminar features alumni and friends of the Honors College who are leaders in their respective fields. Each of the interactive and motivating class sessions will provide a forum for the students to engage and explore current thinking on leadership in areas such as management, entrepreneurship, diversity, corporate responsibility, and civic engagement. Students will have opportunities to interact with current leaders from various disciplines and backgrounds. The goal of this seminar is to provide students with a foundation for developing leadership skills.

HON 201 What was the American Literary Renaissance- 1 hour

15069 LCD 11:00 – 11:50 T BH B114 Jaroslav Schejbal

The American Literary Renaissance has been a generally accepted name of a period in the middle of the nineteenth century, in which culture in general and literature in particular could be called American, in the right sense of the term, for the first time in the history of the United States. It was a period in which the United States “declared its intellectual independence”, although it had declared its physical independence as early as 1776. R. W. Emerson, N. Hawthorne, H.D. Thoreau, H. Melville, and Walter Whitman were the greatest representatives of the Renaissance, having given a brilliant literary expression to American democracy. Their work has remained the core of the American literary canon.

HON 201 Introduction to Clinical and Translational Sciences

21962 LCD 12:30-1:45 T BH 114 Elizabeth Calhoun
(Note: This class will meet 10 times during the semester.)

As students learn about the amazing advances that are taking place in the physical, biological and social sciences, the advances can have far-reaching implications for human health. Clinical research, often conducted by clinician-led teams, applies the knowledge derived from these advances to improving the health of the population. Clinical research almost always involves research teams that are multi-disciplinary (typically involving clinicians, biostatisticians, epidemiologists and a range of social scientists). This course is intended to provide a brief overview of clinical research and of the career paths of some successful clinical researchers at UIC. It is particularly relevant for students planning a career as a clinician (physician, pharmacist, dentist, etc.) that combines their clinical services with research.

HON 201 Water: The Matrix of Life - 1 hour
15061 LCD 2:30 – 3:20 T BH 114 Charles Woodbury

The properties of water, its fundamental structure, its behavior as a solvent, its importance in biological systems and some interesting physics.

HON 201 Introduction to Legal Writing - 1 hour
27165 LCD 3:30 – 5:20 T BH 114 Fred Nickl
(Note: This course will begin meeting on the 8th week of the semester.)

A brief overview of elementary legal writing skills designed to introduce students to basic writing concepts they will encounter in law school. Students will learn the basic “IRAC” format used in most legal writing, how to brief a case, how to write a law school exam essay, and the basics of writing an inter-office memorandum.

HON 201 Music Therapy and Music Medicine – 1 hour
15068 LCD 5:00 – 5:50 T LH 104 Laura Pawuk

This course will focus on the study of the fields of music therapy and music medicine. Students will examine the field of music therapy and its effects on a variety of medical diagnoses including premature birth, cancer, Parkinson's, stroke, Alzheimer's disease and palliative and hospice care among others. Class members will gain knowledge and experience in music medicine by performing at UIC Medical Center and/or researching its effects on patients, families and staff. Students will also learn how music reduces pain and anxiety and boosts the immune system. The class will be taught with engaging lectures, demonstrations, experientials, guest lectures and readings. No music ability or background is necessary.

HON 201 Complementary and Integrative Medicine - 1 hour
15064 LCD 6:00 – 6:50 T LH 104 Laura Pawuk

Survey a wide variety of complementary integrative medicine approaches. Learn from experts in the fields of chiropractic care, massage therapy, expressive arts therapies, acupuncture and biofeedback among others.

HON 201 Homer's *The Iliad* - 1 hour
15066 LCD 9:00 – 9:50 W TH 301 John Huntington

Homer's epic poem, *The Iliad*, one of the great classics of world literature, has been the object of admiration, study, and imitation from the early days of Greek civilization to the present. We will read with some care most of Robert Fagles' modern translation of *The Iliad* (Penguin edition) and from time to time compare it to Christopher Logue's *War Music*, a contemporary poem based loosely on the Homeric text. The course will be conducted as a discussion generated for the most part by questions that students will submit at the beginning of each class. Students will write a few short response papers.

HON 201 Living in a Diverse Society - 1 hour
15067 LCD 11:00 – 12:40 W LH 107 Karina Reyes
(Note: This course will begin meeting on the 8th week of the semester.)

As America becomes an increasingly diverse society, including researchers, are challenged to learn about different groups and the best ways for addressing their needs. This course considers diverse groups, including their history, the particular challenges they face, and the barriers that compromise researchers access to and understanding of them. The course also discusses methods and strategies for conducting culturally sensitive research. An important aim of this course is to extend diversity learning beyond the dimensions of race and ethnicity that have traditionally characterized this work. Thus, groups are considered whose lifestyle or traditions differ from those of the mainstream majority including on the basis of sex and gender, sexual

orientation, religion/politics, and age. Further extending consideration of what constitutes diversity, this course will examine the status of Whites in America as a group other than the majority. Rural Whites, for example, hardly meet the criteria of power, dominance, and advantage that have historically been used to characterize majority America. Finally, given the well-documented link between minority and income status, the role of poverty in these various groups' lives is also considered.

HON 201 Early Childhood Caries: An Early Infectious Disease – 1 hour
 24051 LCD 12:00 – 1:50 W DENT 230D Shahrbanoo Fadavi
(Note: Course meets every other week of the semester, beginning the first week of the term. This class meet on the West Campus)

Early childhood caries is a chronic disease of childhood and can be seen in children younger than 71 months of age. This course looks at its development and prevention.

HON 201 Longevity – It’s Up to You! - 1 hour
 27242 LCD 2:00 – 2:50 W BH 114 Mark Grabiner

The primary purpose of this seminar is on the state of biomedical opinion regarding longevity associated with non-genocentric, personal life choices.

HON 201 Climate and the New Geography of Violence - 1 hour
 27164 LCD 9:30 – 10:20 R BH 114 Henry Howe

We will examine a polemic addressing climate and the geography of bush war in light of primary literature from natural and social sciences.

HON 201 History of the Short Story as a Literary Genre-1 hour
 15070 LCD 11:00 – 11:50 R BH 114 Jaroslav Schejbal

Short stories are works of prose fiction. The best of them become part of cultural and historical legacy, both nationally and internationally. They entertain, but they also enhance our intellect, engage our imagination, and challenge our mind. They inspire individual readers to find their own interpretations, because they are thought-provoking, and meaningful. By analyzing some brilliant short stories we will discover that like all works of art they express an artistically “exaggerated” everyday truth. We will learn from them about everyday life in a new, sometimes, unexpected, way. The author’s original angle of vision will give us a deeply satisfying intellectual pleasure. As Isabel Allende said, “I think that everything is true, that fiction is just a way of saying something truthful from the very beginning. What is fiction? A bunch of lies, but it wouldn’t work if these lies didn’t come from a very honest, truthful place inside you.”

HON 201 Sports, Politics, and Ethnicity- 1 hour
 15057 LCD 1:00 – 1:50 R BH 114 Brandon Valeriano

This seminar will explore the intersection between the sporting world and political life. The focus will both be on international dimensions of sport plus an exploration of sports and ethnic identity. We will examine ethnicity and politics in the context of baseball and soccer. Globalization will also be a central topic. Finally we will explore dimensions of political participation and sports as a facilitator to political engagement. The final class project will be a collaborative set of interviews regarding ethnic identity, sports, and political engagement.

HON 201 Scholarship and Fellowship Forum – 1 hour
 20216 LCD 3:00 – 3:50 R BH 114 Beth Powers

An introduction to the national scholarship and fellowship competitions, including the Rhodes, Marshall, Fulbright, Goldwater, Truman and Udall awards. Topics will include writing an effective application, writing an effective statement, and preparing for an interview.

HON 201 The U.S. Supreme Court and the Bill of Rights - 1 hour
 15060 LCD 12:00 – 12:50 F BH 114 Catherine Caporusso

An exploration of historic and current cases involving such topics as freedom of speech, free exercise of religion, gun rights, student searches, assisted suicide, and affirmative action.

HON 202 - Honors Tutoring

Students who intend to participate in the Honors College Tutoring program must:

1) Complete an application.

Applications are available outside room 103 BH. The preferred deadline for applications is Friday, December 9th, 2011. The final deadline for applicants is Tuesday, January 10th, 2012. The tutoring program is scheduled to begin on Monday, January 24th, 2012.

2) Register for HON 202 – CRN 15071

After completing their application & receiving confirmation of the participation in the program, students must register for HON 202 - CRN# 15071. Students should not register for HON 202 until they have submitted an application and received confirmation of the participation in the program. Students must be registered for HON 202 (in addition to HON 222) to count Honors College Tutoring as their spring honors activity.

If you decide NOT to tutor this semester, you will need to drop HON 202 by **January 20, 2012** to avoid a “W” grade; if you drop between January 21, 2012 and March 16, 2012, you will receive a “W”.

HON 225 - Honors Research

Students who intend to participate in the Honors College Undergraduate Research Assistants program must:

1) Complete an application.

Applications are available online <http://www.uic.edu/honors/learning/urahome.shtml>

2) Register for HON 225 – CRN 15074

Students must be registered for HON 225 (in addition to HON 222) to count Honors College Research as their honors activity.

The directory of faculty participants is available or on-line at <http://www.uic.edu/honors/learning/uraHome.shtml>.

If you need assistance in selecting a research project, please schedule an appointment with an advisor in the Honors College.

If you decide NOT to conduct research this semester, you will need to drop HON 225 by **January 21, 2011** to avoid a “W” grade; if you drop between January 22, 2011 and March 11, 2011, you will receive a “W”.

Departmental Honors Offerings

- ACTG 315 Intermediate Financial Accounting I – 3 hours**
Prerequisite: Average grade of B or higher in ACTG 210 and ACTG 211, with both taken at UIC; or a grade C or better in ACTG 210 or equivalent and ACTG 211 or equivalent and a passing grade in the Accounting Qualifying Exam (AQE).
17768 LCD 12:00 – 12:50 MWF B. Leventhal
Theory and standards related to asset valuation, revenue recognition, gain and loss recognition, and their impact on income measurement and financial position. For satisfactory progress in the accounting major, students must receive a grade of C or better in ACTG 315. ACTG 315 may only be repeated once.
- AH 205 Roman Art and Archeology- 3 hours** (same as CL 205)
General Education: Understanding the Creative Arts or Understanding the Past
13871 LCD 2:00 – 3:15 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.
- AH 221 Medieval Architecture- 3 hours**
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
33012 LCD 11:00 – 12:15 TR H. Grossman
The development of early Christian, Byzantine, Romanesque, and Gothic architecture.
- AH 231 History of Photography II: 1900 to Present - 3 hours**
General Education: Understanding the Creative Arts.
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
19888 LCD 2:00 – 3:15 TR M. Denny
History of photography from the beginning of the twentieth century to the present.
- AH 236 History of Design II: 1925 to the Present - 3 hours**
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor. Recommended background: AH 235
22809 LCD 10:00 – 12:50 F J. Mekinda
Survey of industrial and graphic design from 1925 to the present.
- AH 252 Art of the Baroque and Rococo- 3 hours**
General Education: Understanding Creative Arts.
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
30058 LCD 10:00 – 10:50 MWF R. Munman
European painting, sculpture, and architecture of the seventeenth and early eighteenth centuries.
- AH 260 European Art from 1750 to 1900 - 3 hours**
General Education: Understanding Creative Arts.
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
33014 LCD 12:30 – 1:45 TR N. Dubin
Painting and sculpture in Western Europe from Neo-Classicism through early Modernism.
- AH 264 African American Art- 3 hours** (Same as AAST 264)
General Education: Understanding Creative Arts and Exploring World Cultures.
33016 LCD 9:00 – 9:50 MWF TBD
Interdisciplinary survey of the artistic production of African American artists from the nineteenth century to the present..

- AH 270 African Art - 3 hours** (Same as AAST 270)
General Education: Understanding Creative Arts.
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
 33018 LCD 11:00 – 11:50 MWF TBD
 Survey of the arts of the major tribal cultures of Sub-Saharan Africa.
- BIOS 299 Honors Biology - 1 hour**
(Prerequisite: Membership in the Honors College or, for superior students, approval of the department; and registration in a Biological Sciences course (except BIOS 391, 393, 395, or 399); and consent of the instructor. May be repeated for 1 hour each term. Open only to freshman, sophomores, and juniors.)
 See timetable for course reference numbers.
- CHEM 118 Honors General Chemistry II - 5 hours**
General Education: Analyzing the Natural World – with Lab
(Prerequisite: Grade of C or better in CHEM 116. Credit is not given for CHEM 118 if the student has credit in CHEM 114. To be properly registered, you must enroll in one LECT, one QUIZ, and one LAB.
 18671 LEC 12:00 -12:50 MWF
 18669 LAB 8:00 – 10:50 T
 18673 QUIZ 9:00 – 9:50 MF
 18668 LAB 11:00 – 1:50 T
 18672 QUIZ 9:00 – 9:50 MW
 18670 LAB 8:00-10:50 T
 18674 QUIZ 2:00-2:50 WF
 Phase transitions, thermochemistry, spontaneity and equilibrium, electrochemistry, kinetics, bonding theory, order and symmetry in condensed phases, coordination compounds, descriptive chemistry of inorganic compounds
- CL 101 Roman Civilization- 3 hours**
General Education: Understanding the Past.
 31140 LCD 12:00 – 12:50 MWF
 An introduction to the life, society and culture of the ancient Romans. All readings are in English.
- CL 102 Introduction to Classical Literature- 3 hours**
General Education: Understanding the Past or Understanding Creative Arts
 30571 LCD 12:00 – 12:50 MWF
 The main literary forms of Classical Antiquity: epic, tragedy, comedy, the philosophical dialogue, history. All readings are in English.
- CL 201 Classical Etymology in the Life Sciences- 3 hours** (Same as LING 201)
Prerequisite(s): Any 100-level biological sciences sequence.
 29700 LCD 12:30 – 1:45 TR
 The structure and formation of technical terms used in the health sciences, based on roots and elements from Greek and Latin.
- CL 205 Roman Art and Archaeology- 3 hours** (Same as AH 205 and HIST 205)
 14308 LCD 2:00 – 2:50 TR J. Tobin
- CL 208 Greek Mythology - 3 hours**
General Education: Understanding the Individual and Society or Understanding the Past
Prerequisite: CL 100 or CL 102 or CL 103 or the equivalent.
 22924 LCD 1:00 – 1:50 MWF K. Ros
 Intensive study of the gods and heroic sagas of the Greeks, through original sources in translation. All readings are in English.