

Honors College Course Options Spring Semester 2013

HON 222 - Honors Activity

0 credit hours. Required for all Honors College students each Fall and Spring. 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. All first year students are required to enroll in an Honors College core course in each semester of their first year. Because of the interdisciplinary nature of the Core, students learn to integrate important material from different sources.

HON 121

Images of Good and Evil in Literature – 3 hours

26284 LCD 9:30 – 10:45 TR BH 316 Jaroslav Schjebal

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

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

HON 121

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

(General Education: Understanding the Individual and Society or Understanding the 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 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.

HON 121

Writing Architecture – 3 hours

26285 LCD 2:00 – 2:50 MWF BH B21 Kirk Wooller

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

The mass printing of books and magazines has been one of the dominant technologies shaping twentieth-century architectural culture. This course will examine ways in which publications have influenced this culture, and, in turn, our built environment. Contemporary architectural culture emerged out of the late nineteenth-century convergence of revolutionary ideas and newly industrialized, print-based forms of modern media. Over a century later, and despite predictions to the contrary, neither the book nor the magazine has reached a state resembling its "death." As long as architecture continues to be regarded as a culture of ideas, the dissemination of these ideas remains paramount to the enduring innovation of our built environment. Students will therefore examine key architectural protagonists-in-print and critique the role publications have played in enabling their (unbuilt and built) works. In addition, student will contribute to a larger argument concerning the use of new (social) media and its ability to operate as a public arena for the agitation and advancement of knowledge about our built environment.

HON 123**Diversity – 3 hours**

28666 LCD 11:00 – 12:15 TR LH 301 Cecil Curtwright

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

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.

HON 123**From Hip Hop to Horror: The Sexual and Racial Politics of American Popular Media - 3 hours**

26350 LCD 3:30 - 4:45 TR TH 117 Jennifer 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 in which 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, which will come in handy 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. As we do so, we will explore the existing alternative media and artistic networks devoted to combating what some social theorists have described as our media-perpetuated culture of domination.

HON 123**Educational Equality and School Reform: From No Child Left Behind To Intelligent Design - 3 hours**

28665 LCD 12:30 – 1:45 TR BH B21 Benjamin Superfine

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

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.

HON 125**The Rwandan Genocide Reinterpreted and Revised in its Historical and Global Context – 3 hours**

31448 LCD 2:00 – 3:15 TR LH 315 Anna C. Roosevelt

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

This course takes a fresh look at the 1994 Rwandan genocide in the context of research findings and testimonies now available and analyzes the implications for both local and global affairs. The initial reports and interpretations of the genocide depicted the mass killings as the product of irrepressible, age-old tribal hatreds between the Tutsi and Hutu “ethnic” groups, who have been considered the ruling class and peasants, respectively, in the indigenous pre-colonial Rwandan kingdom. However, the professor’s archival research, that of other scholars and journalists, new publications, historical studies, and several detailed ethnographic studies of both the low-level killers and the survivors now give a very different picture. Empirical evidence now shows that the 1994 genocide was not a spontaneous outbreak of fratricidal ethnic rage of Rwandan Hutu against Rwandan Tutsi, as earlier assumed on the face of it, but rather was a minutely planned, organized, funded, armed, directed, and incited regime change and mass pogrom orchestrated by a team of white-supremacist ex-colonial European military security officers and administrators, their Western foreign legion mercenaries, and their African proteges and trainees. On the basis of the recent archival and field research and the accrued scholarly literature, this course will thoroughly problematize and re-analyze the large scale, horrifying Rwandan genocide of 1994, its wider background in global affairs, and its ramifications and implications. The archives to be considered include the files of the Belgian government, the UN, and Rwanda. The witness statements derive from ethnographic studies and legal testimonies to the UN tribunal. The studies come from numerous different disciplines: political science, history, anthropology, security studies, literary analysis, law, human rights, and international affairs. The earlier interpretations and the new archival, testimonial, and forensic evidence about these events will be reviewed in the course, through readings, slide presentations, films, discussions, and term papers.

HON 127 Family, Love, and Desire in the German-Speaking Context – 3 hours
 30421 LCD 10:00 – 10:50 MWF BH B21 Ekaterina Pirozhenko

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

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.)

HON 127 Nazis, Commies, and Other Strangers in Postwar German Literature and Film – 3 hours
 34631 LCD 11:00 – 11:50 MWF BH B21 Ekaterina Pirozhenko

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

This course explores cultural development and diverse voices of postwar Germany. The Second World War was one of the major historical events in the twentieth century that resulted in the loss of millions of lives, destruction, and remapping of the world. After the War, Germany was divided into two states—democratic West Germany and communist East Germany (German Democratic Republic) under influence of USSR. These two states had different strategies when dealing with the past and constructing a national identity. While the questions of collective and individual responsibility for the atrocities during the Third Reich were significant elements in the construction of German national identity in the West, this was not the case in the East. The GDR tried to establish its own identity as a state of workers and true communists, arguing that Nazis, fascists, and capitalists remained outside the GDR's borders. In 1990, Germany was finally reunited and had to reconsider its national identity once again. In this course, we will discuss aspects that shape national identity and analyze the portrayal of National Socialists and Communists in literature and film in both East and West Germany and compare them to Austria and Switzerland. Furthermore, we will discuss how the notion of Germanness was challenged by such minorities as Jews, Turks, Russians, and Afro-Germans. The course will consist of short lectures and class discussion.

HON 127 Monsters in the Human Imagination – 3 hours
 28669 LCD 11:00 – 12:15 TR EPASW 2435 Diem-My Bui

(General Education: Understanding Creative Arts or 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 127 Music, Social Practice, and the Construction of Meaning and Identity – 3 hours
 34632 LCD 12:30 – 1:45 TR SH 104 John 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. In this course we will learn about the theory of ethnomusicology (the discipline most concerned with music as social practice) 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 130 Analyzing Decision-Making through Systems Engineering Tools - 3 hours
 31450 LCD 1:00 – 1:50 MWF BH B21 Houshang Darabi

(General Education: Analyzing the Natural World (No Lab) or Understanding the Individual and Society)

This course is designed to show how systems engineering tools and techniques can be used in both simple and complex decision making. 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. 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. 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 134 Environmental Change and Human Cultural Adaptation- 3 hours
 28670 LCD 9:30 – 10:45 TR TH 216 Miguel Gonzalez-Meler

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

Human interactions with the environment are a necessity. Nature, by providing resources for food, energy etc, is by far the major industry of the world. Uses of resources generate byproducts, and many of these byproducts feedback on nature's and human's welfares. These affect the way our surroundings look (call land use change), increase chronic exposure to harmful chemicals (including endocrine disrupters and carcinogens), decrease the productivity of our crops or lead to climate changes. In addition our cultural interactions with natural systems keep changing as most of the US population lives in cities. This course will discuss how human cultural adaptations have led the major breakthroughs to solve major problems, including environmental; but at the same our 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 reacts differently to local or global issues affecting our environment and its sustainability.

HON 144 Chicago: An Urban Geography - 3 hours
 30228 LCD 11:00 – 12:15 TR LH 215 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 145 Aspects of Symmetry - 3 hours
 33397 LCD 11:00-12:15 TR LH 207 Marlos Viana

(General Education: Analyzing the Natural World (No Lab))

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 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

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 Water – The Matrix of Life – 1 hour
15061 LCD 2:00 – 2:50 M LH 320 Charles Woodbury

The properties of water, its fundamental structure, its behavior as a solvent, its importance in biological systems and some interesting physics. We will also examine societal concerns related to water and its chemistry.

HON 201 Global Health Advocacy – 1 hour
15062 LCD 5:00 – 5:50 M BH B21 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 What was the American Literary Renaissance- 1 hour
15069 LCD 11:00 – 11:50 T BH 114 Jaroslav Schejbal

In this seminar we will focus our attention on the historical period 1930-1955 in which the culture of the American South tried to shed the trauma of the defeat in the Civil War (1861-1865) and found a new pride in a literature justly called the Southern Renaissance, with William Faulkner as its greatest representative. It was one of the most important, seminal periods and movements in the history of American literature. In the broadest sense, the Renaissance was the product of the creative tension between the Southern past and the pressures of the modern world. The writer developed an acute sense of human limitation and of racial guilt, and a tragic feeling about his country. Theoretically, the past events were something to get over, a trauma in need of healing, but a Southerner had always had a great sense of tradition and a deep involvement in place and in family bonds, rooted in the land. He was unable to leave the past behind. The tragic contradiction, which William Faulkner summarized in his famous statement, "In the South the past is not dead. It is not even past," developed in literature into a unique psychological phenomenon we will call "living on borrowed time," in our discussions.

HON 201 Introduction to Clinical and Translational Sciences
15058 LCD 12:30-1:45 T BH 114 E. 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 A Decade of Pharmacy Experiences: From Pharmacy Student to Pharmacist in the Workforce– 1 hour

15070 LCD 2:00 – 2:50 T TBD Juliana Chan

This course will be taking place on West Campus

Have you ever wondered what a pharmacist does? If yes, this course is for you. 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, interact with pharmacy students and residents and hear lecturers from guest speakers.

HON 201 The World of Irises – 1 hour

27164 LCD 4:00 – 4:50 T BH B21 A. Don Murphy

This Seminar will look at the history, natural history, horticulture, physiology and genetics of the cosmopolitan genus: *Iris*. We will focus on the tall bearded *Iris* typically referred to as *Iris germanica*, though they are actually tetraploid hybrids. The physiology and genetics of flower form and color will be examined in simpler flowers such as *Petunia*, and *Arabidopsis*. The confounding nature of tetraploidy on analyzing the genetics of color and flower form in the tall bearded *Iris* will be examined. The exact topics will be influenced by the specific interests of the students. Together, we will select topics and the students will present oral presentations on the topics of their choice. A field trip during spring break is possible, should anyone want to visit an *Iris* seedling patch. And students will be invited back after the end of the semester when the patch will be in bloom. Students will also have the opportunity to do some hybridizing and crossbreed some Irises.

HON 201 Current Perspectives in Diabetes and Treatments – 1 hour

24051 LCD 9:00 – 9:50 W BH B21 Danielson et al.

The course will cover the full spectrum of different aspects of diabetes mellitus and will detail current advances in cellular treatments for the disease. The seminars are organized around the epidemiology, biology, and clinical treatment aspects of diabetes, and will emphasize the very cutting-edge in new advances in diabetes research and treatment. Seminars will cover who is at risk for diabetes, and transition into beta-cell physiology, development, growth, and pathology, and conclude with actual treatment strategies. The course will also provide information regarding new technologies that are being applied for analysis of pancreatic beta-cell function and emerging strategies to achieve replacement or regeneration of pancreatic beta-cells. The Department of Surgery at UIC has a nationally recognized program in human pancreatic islet transplantation, and an interdisciplinary group focused on research to find a cure for diabetes. The group of instructors has expertise in epidemiology, bioengineering, surgery, beta-cell physiology, and pancreatic development. Additionally, the pioneering research currently being carried out by our group will allow students to gain a behind the scenes look at diabetes and its possible treatments, and will hopefully inspire future research opportunities for the students. The course will also host a guest presentation by Dr. Oberholzer, a world leader in diabetes research and treatment with human islet transplantation.

HON 201 Music Therapy and Music Medicine: A Multi-Cultural Examination – 1 hour
 15064 LCD 5:00 – 5:50 W BH B21 Laura Pawuk

This course offers a thorough overview of about the merging of music and healthcare through a multi-cultural lens. Topics include how our cultural contexts and neurological capacities shape our responsiveness to music as medicine. Based on the guidelines of the American Psychological Association for working with diverse populations, this course examines how music and medicine is used to treat premature birth, cancer, Parkinson's disease, stroke, Alzheimer's disease, hospice and palliative care and bereavement among others. The course is taught through a variety of approaches including engaging readings, lectures, discussions, experientials, demonstrations and cases studies. Guest presentations by a nationally known expert in the field of neurological music therapy and members of the Threshold Singers will share real-world examples of their expertise and effectiveness. All guests present case studies that exemplify their sensitivity and attention to the diverse cultural contexts and unique needs of their clientele. A hallmark of this course is the opportunity for students who are musicians to become volunteers at RUSH so that they can play live music on the geriatric psychiatry unit for residents, family members and staff. No music ability or background is necessary.

HON 201 Common Concerns, Different Responses: A Framework for Explaining Diversity– 1 hour
 15067 LCD 9 :30 – 10 :20 R LC B2 Lori Baptista & Rosa Cabrera

This seminar will present diversity as a valuable resource that can be utilized to find creative solutions to common challenges. The goal of the seminar is to expand students' capacity for intercultural understanding by engaging them in processes of self-reflection and assessment that foreground their own cultural perspectives as a point of entry into their understanding of other cultures. Understanding how their own identity shapes their interaction with others should help them improve the way they engage with diverse peers, families and communities. We will draw upon anthropological perspectives and methods to underscore the importance of attending to culture in our everyday interactions and to provide a comparative method for understanding cultural similarities and differences. We use the *common concerns, different responses* framework to highlight that all of us deal with the common concerns of life: finding food and shelter, building relationships, defining ourselves, coming of age, traveling from place to place, forming communities – and many others. But different groups have different ways of responding to these concerns. Our responses depend on our environment, our history, and our creativity. Understanding why we have different responses and how we each bring our own cultural lens to interpret the world around us is an important part of understanding how we can all live together. When students grasp that culture is created and changed by people to meet basic needs, they begin to understand that they can play a role in creating the social structures that organize their lives and the world. This sense of empowerment is what anthropologists refer to as having agency. This seminar will use three themes or common concerns to explore cultural similarities and differences. They include: Body Image, Rites of Passage, and Migration.

HON 201 American Sign Language and Deaf Culture II – 1 hour
 15065 LCD 11:00 – 11:50 R BH 114 Sarah Franz

Completion of American Sign Language and Deaf Culture I or consent of the instructor is required.

American Sign Language (ASL) is a complex visual/gestural language accessible to and used predominantly by the American deaf community. With its roots in French Signed Language (LSF), ASL has been formally taught to deaf children in the United States for two centuries. Signed languages and deaf communities have vibrant and rich histories that have been well documented but tend to be inaccessible to mainstream hearing society. This class aims to broaden students' understanding of both basic ASL concepts and their knowledge of the American deaf community.

HON 201 Honors College Leadership Seminar – 1 hour
 15057 LCD 12:30 – 1:45 R BSB 161 Jenny Hoobler

In just 11 class meetings, you will learn theory, research, and the practice of being a leader in organizations and communities. Speakers will visit the classroom from large multi-national corporations, small social service agencies, the government, and start-ups, to share the lessons they've learned about the practice of leadership. Dr. Hoobler will guide you through the research on leadership to uncover your own leadership style that is authentic to who you are and who you want to become. Topics include: authentic leadership, servant leadership, motivating followers, and emotional intelligence. Some course work will focus on guided self-reflection. Prepare yourself to become a leader, no matter what career you ultimately pursue.

HON 201 Longevity...It's Up to You! – 1 hour
27242 LCD 2:00 – 2:50 R BH B21 Mark Grabiner

Because aging is not an evolutionarily adaptive trait, its having avoided the highly effective filter of natural selection is notable. The interest of humans in aging and longevity, how to decrease the former and increase the latter, is ancient. However, the scientific study of aging is one of the younger scientific disciplines. Significant advances have been made in the understanding of aging, how in humans it might be delayed, and possibly slowed, but not avoided or reversed. These advances, were made during the 20th century, a period of time during which, quite independently, average life expectancy in the United States increased nearly 60 percent. The importance of the collective scientific achievements in the area of aging has raised the question of the extent to which human lifespan can be extended. This question was listed in the top 25 scientific “opportunities to be exploited”. This seminar will trace the stories associated with three paths of discovery that have contributed to what is presently the state-of-knowledge, and progress, toward answering the question. The paths of discovery are those of caloric/dietary restriction (the only non-genetic or pharmacologic intervention that has been shown to increase maximum lifespan), growth hormone/insulin-like growth factor-1 (which demonstrates that in the domain of longevity, size does matter), and reactive oxygen species/oxidative stress (which shows that although we need oxygen to live it is killing us). Particular emphasis will be placed on caloric/dietary restriction, which over a period of more than 75 years has led to molecular approaches through which it may become possible to achieve the lifespan and health span outcomes of caloric/dietary restriction without the nuisance of an extremely challenging diet.

HON 201 Leadership in Higher Education– 1 hour
15066 LCD 3:00 – 3:50 R UH Bette Bottoms

This seminar will introduce students who are interested in the “business” of higher education to a variety of leaders at the University of Illinois at Chicago. The leaders will discuss their professional life trajectories, illustrating how they got where they are today and discussing what their jobs entail, factors that have made them more successful, mentors who made a difference for them, and so forth. Class members will review background information about each leader before class (e.g., curriculum vitae, etc.) and come to class with questions and discussion topics for the speakers.

HON 201 Neuroscience in National Socialist Europe 1933-1945: Historical and Ethical Perspectives– 1 hour
20216 LCD 3:30 – 4:20 R BH B21 Lawrence Zeidman

This course will consider the involvement of neuroscientists in Nazi Europe. Some European neuroscientists were complicit with the Nazis, either directly by participating in forced sterilization and “euthanasia” programs (murder programs against the neuropsychiatrically ill, thought by the Nazis to be “life unworthy of life”), or indirectly by benefiting from “research material” produced from killed patients’ nervous systems. Other neuroscientists in Germany, Austria, France, Holland, and Scandinavia resisted the Nazis, some paying with their lives. These neuroscientists had various motivations, including empathy and compassion toward their colleagues as well as to Jews, a sense of protection from the Nazis because of wealthy and influential benefactors at home or abroad, an international scientific reputation and contacts abroad, seeing the damage done to German medicine and science as a result of Nazi policies, as well as strong values of protecting the weak and defenseless. There are wide-reaching applications to this topic, especially in light of unethical medical research and medical controversies that continued to plague medicine (eg, the Tuskegee syphilis experiments, Guatemalan syphilis experiments, Vipeholm dental cavity experiments, etc), and continue to challenge us in the present day, including that of the proper use of euthanasia. This seminar would involve reading and discussion of the various topics above, as well as completion of a creative group project for the final class, and a mid-seminar paper on a topic to be determined.

HON 201 Color Vision – 1 hour
21962 LCD 10:00 – 10:50 F BH 114 Dingcai Cao

Color makes our world beautiful. One common mistake people tend to make is that they think color is in the light, or color is a characteristics of light. The purpose of this course is to present evidence that color is the consequence of neural processing in our brain and provide students with an understanding of the functional anatomy and neurophysiology of the visual system, and an understanding of how neural activity results in color perception. Students will be exposed with a variety of methods for investigating color vision including molecular biology, psychophysics, single cell recording, electrophysiology, and brain imaging. Students who are interested in visual neuroscience, ophthalmology, visual arts, and color imaging and reproduction will benefit from the course for knowing the fundamental neural basis of color vision.

HON 202 - Honors Tutoring

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

1) Complete an application.

Applications are available in the Honors College offices. The preferred deadline for applications is Friday, December 7th, 2012. The final deadline for applicants is Tuesday, January 8th, 2013. The tutoring program is scheduled to begin on Monday, January 28th, 2013.

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 25, 2013** to avoid a “W” grade; if you drop between January 26 2013 and March 22, 2013, 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 **January 25, 2013** to avoid a “W” grade; if you drop between January 26 2013 and March 22, 2013, 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 11:00 – 11:50 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 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.
- AH 210 The Art and Archaeology of Ancient Egypt- 3 hours** (same as AAST 210 & ARST 210))
General Education: Understanding the Creative Arts or Understanding the Past
 30592 LCD 8:00 – 9:15 TR J. Tobin
 Ancient Egypt from 6000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts.
- 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 B. Stimson
 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 11:00 – 12:15 TR J. Mekinda
 Survey of industrial and graphic design from 1925 to the present.
- AH 242 Early Christian and Byzantine Art and Architecture- 3 hours**
General Education: Understanding Creative Arts.
Prerequisite: Grade of C or better in AH 110 and Grade of C or better in AH 111; or consent of the instructor.
 31009 LCD 2:00 – 3:15 TR H. Grossman
 The art, architecture and built environment of the Early Christian and Byzantine world from the third to fifteenth century CE. Religious and secular arts are surveyed in their historical contexts, paying attention to political, social and cultural circumstances.
- AH 253 Topics in Art and Architecture of the Renaissance and Baroque- 3 hours**
Recommended background: 3 credit hours of Art History at the 100-level or consent of the instructor
 34170 LCD 10:00 – 10:50 MWF R. Munman
 Varying topics in art and architecture from 14th through 18th-century Europe, with emphasis on historical, cultural and artistic contexts, and the development of particular periods or movements.
- 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 9:30 – 10:45 TR N. Dubin
 Painting and sculpture in Western Europe from Neo-Classicism through early Modernism.

- 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.)
- CL 100 Greek Civilization- 3 hours**
General Education: Understanding the Past or Understanding Creative Arts
 29698 LCD 10:00 – 10:50 MWF K. Ros
 An introduction to the life, society and culture of the ancient Greeks.
- CL 101 Roman Civilization- 3 hours**
General Education: Understanding the Past.
 31140 LCD 2:00 – 3:15 TR A. Kershaw
 An introduction to the life, society and culture of the ancient Romans. All readings are in English.
- CL 104 Mediterranean Traditions: Family, Society and the Divine- 3 hours**
General Education: Understanding the Past or Understanding World Cultures
 34130 LCD 11:00 – 12:15 TR Z. Papakonstantinou
 Designed as an introduction to the varieties of cultural, social and religious traditions that collectively constitute Western civilization's foundations. Past, and World Cultures course.
- CL 201 Classical Etymology in the Life Sciences- 3 hours** (Same as LING 201)
Prerequisite(s): Any 100-level biological sciences sequence.
 29700 LCD 2:00 – 2:50 MWF A. Kershaw
 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
 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.
- CL 252 Greek and Roman Comedy- 3 hours**
General Education: Understanding the Past or Understanding Creative Arts
Prerequisite: CL 100 or CL 101 or CL 102 or CL 103 or CL 106 or the equivalent.
 34132 LCD 2:00 – 3:15 TR J. Vaio
 The plays of Aristophanes, Menander, Plautus, and Terence.
- CL 260 Near Eastern Myths & Epic- 3 hours**
General Education: Understanding the Individual and Society or Understanding the Past
Prerequisite: CL 102 or CL 104 or CL 106 or CL 108 or CL 250 or CL 251 or the consent of the instructor.
 34134 LCD 1:00 – 1:50 MWF O. Marinatos
 Literature from the ancient Near East with a particular focus on the Epic of Gilgamesh.
- MGMT 350 Business and Its External Environment- 3 hours**
(Prerequisite: ENGL 161 and MATH 160. Restricted to Economics, Finance, Business Administration, Industrial Engineering, Accounting, Bus Admin-Undeclared, Engineering Management, Information & Decision Sci, Marketing, Entrepreneurship, and Management major(s).)
 25845 LCD 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.