

Fall Semester 2013

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 credit hours, required each term, except for summer, for all Honors College students. Satisfactory/Unsatisfactory grade

Call numbers: 13772 (for students whose last name starts with A through K)

13773 (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 Activity

0 credit hours. Satisfactory/Unsatisfactory grade

Call number: 29074

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 24. Students are expected to complete both semesters of the sequence. A limited number of seats in these cores will be reserved for upperclassmen.

HON 121 Literature and Ideas: An Inseparable Relationship– 3 hours

27313 LCD 9:30 – 10:45 TR B10 BH Jaroslav Schejbal

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

This course will cover all the essential clusters of ideas found in literature: art, philosophy, religion, psychology, sociology, history, and politics, as we examine the ideas of the Hero as it has developed throughout history, from classicism to existentialism.

HON 122 Hope and Judgment: Prophecy in World Cultural Contexts – 3 hours

29075 LCD 12:00-12:50 MWF 309 TH Garin Cycholl

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

This course will explore the phenomenon of prophecy within a range of world religious traditions. Prophecy provides a framework for people to interpret meanings in life, and the appearances of prophets and holy figures/religious intermediaries are grounded in specific sociohistorical contexts. How is the figure of a prophet understood traditionally within the Judeo-Christian tradition? How do Biblical texts offer means of understanding prophets' positions within their historical moments and cultures? Working through the lens of comparative religions, how do these prophets compare to holy figures in other world cultures (i.e., shamans, diviners, etc.)? Do these figures hold similar positions within their respective cultures socially or politically, and what do such similarities and/or differences tell us? Finally, how has the phenomenon of prophecy been refigured in a distinctly American (i.e., America "writ large" in terms of the Americas) context? Methodologies will include literary and historical-critical analysis, as well as sociological and psychological interpretations of prophets and their roles within these traditions.

HON 123**Environmental Humanities: Food and Philosophy – 3 hours**

28100 LCD 10:00-10:50 MWF 308 LH Alexsei Zarnitsyn

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

This course develops and applies the philosophical tools of critical evaluation and argumentation to the topic of food. We all have to eat, and for those of us who are fortunate, questions about choices of what to eat have become more compelling than ever before. Are we eating good food? What defines good food? Should we abstain from eating meat? While the choice about whether or not to eat meat may look like a private choice, it is in fact connected to issues of food production, distribution, and consumption that are also public and political. How should the food be distributed? Is it possible to “vote” with your dollar? Is access to food connected to the sustainability of democracy? Starting with a philosophical and practical discussion of vegetarianism, we will then look at these more general questions. To address these questions, we will develop conceptual tools from ethics, political philosophy, and the philosophy of science, which will allow us to critically engage ongoing arguments about contemporary food systems in the US and abroad. Possible topics include, but are not limited to, vegetarianism, conventional vs. organic agriculture, genetic engineering, justice for food workers, scientific and public policy controversies over nutrition and health, food deserts, and agricultural economics. The philosophical readings will be supplemented by readings from (mostly) US popular media and government sources.

HON 124**Images of Women and Men: Romance and Realism - 3 hours**

29632 LCD 9:30 – 10:45 TR 308 LH Brian Higgins

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

The course explores connections among novels, novellas, and short stories by major nineteenth and early twentieth century authors, including Hawthorne, Henry James, and Edith Wharton; it examines in particular the authors' portrayal of the individual in relation to society and their special concern with the role of women. The course also focuses on the nineteenth-century distinction between the romance and the novel and the development of realism in American fiction.

HON 124**Readings in the Atlantic Slave Trade - 3 hours**

32596 LCD 11:00 – 12:15 TR 208 TH Nancy Cirillo

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

Readings will be from sources contemporary with the trade from the 18th and 19th centuries, such as two slave narratives, as well as modern sources that represent the events retrospectively, such as history and the novel. The focus is international, and readings will include British, Caribbean and American sources. All writing assignments will be based on the class readings.

HON 124**Love Songs - 3 hours**

29633 LCD 3:30 – 4:45 TR B21 BH Anna Grau Schmidt

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

From medieval troubadours to modern pop artists, composers of love songs have often been explicit about their awareness of the genre tradition in which they write. However, the love song as a genre is often not taken seriously as an art form. Much of the derision directed toward love songs has to do with the relationship between convention and invention, between cliché and originality. This course will investigate case studies of love songs in the Western tradition, considering contemporary conventions, the response of composers and poets to expectations, and the relation between first-person song and autobiography. In this interdisciplinary class, students will explore the historically contingent nature of musical and poetic convention, changing ideas of love and gender relationships, and the importance of biography in the reception of love songs. While the course will have a broad historical scope, an emphasis on modern popular music will allow students to apply critical reading and listening skills to the music they already appreciate. Ability to read music is not required.

HON 127**The Art of Human Expression in the United States and Brazil- 3 hours**

32682 LCD 12:00-12:50 MWF 304 LH Vernon Lindsay

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

This course will explore the impact of race and the enslavement of Africans in relationship to poetry, music, dance and self-defense expressions in the United States and Brazil. The United States and Brazil share a similar history via the exploitation of African labor to assist European expansion efforts in North and South America. This course will examine the political and social landscapes of Brazil and the United States to understand their influence on poetry, music and dance artists. This course will pay particular attention to the African-Brazilian martial art of Capoeira that combines elements of dance, music, song and gymnastics with self-defense. Capoeira is a nationally recognized symbol of resistance in Brazil and becoming increasingly popular throughout the United States. It began as a tool among enslaved Africans in Brazil to fight against their Portuguese oppressors. The enslaved Africans camouflaged their training for battle in a dance and further concealed it with the accompaniment of musical instruments. Students will have an opportunity to learn how to play Brazilian percussion instruments, sing in Portuguese, and the basic self-defense movements of Capoeira. The course will make use of film and other forms of media to demonstrate the various forms of artistic expression as influenced by the African enslavement history in Brazil and the United States.

HON 128**Asian American Popular Culture - 3 hours**

35012 LCD 8:00 – 9:15 TR B21 BH Diem-My Bui

(General Education: Understanding U.S. Society or Understanding the Creative Arts)

This course takes a scholarly approach to understanding and analyzing popular culture in general and how Asian Americans both are represented in and how they contribute to popular culture. This course situates its examination of Asian Americans and popular culture within a historical context beginning with early media images of Asian Americans in the United States associated with immigration, fears of miscegenation, labor, and war. The course follows Asian Americans and cultural production during the social movements of the 1960s and 1970s through contemporary representations and cultural practices. Drawing on cultural studies, political economic scholarship, ethnic studies, and media studies, we will examine how culture is produced, circulated, and reproduced by and about Asian Americans. By making connections with global consumerism and U.S. political and economic relations with Asia, we also will examine both the invisibility and the hyper-visibility of Asian Americans in society. Finally, we will interrogate the idea of an authentic Asian/Asian American popular culture.

HON 128**Black Music and American Culture - 3 hours**

36639 LCD 12:30 – 1:45 TR 204 GH John Behling

(General Education: Understanding U.S. Society or Understanding the Creative Arts)

Music is a powerful tool for creating and performing collective and individual identities, and, in the United States, no music has been more influential than the music of black Americans. Understanding black music, then, is central to understanding American music in general and to understanding the ways in which racial identities are musically constructed and experienced in the United States. In this course, we will explore the meanings of black music in two ways: we will examine the musical characteristics and historical development of several influential musical styles includes blues, gospel, jazz, soul, and hip hop, and we will consider important past and contemporary writings on the meanings of black music. Popular understandings of music tend to celebrate the ways music expresses and unifies communities, but, because of its centrality to both white and black discourses of identity, black music is often the site of important controversies. For example, Harlem Renaissance thinkers understood jazz as a sophisticated artistic achievement vindicating their struggle for racial equality. Some white music critics, on the other hand, celebrated jazz as a kind of authentic primitivism that might revive moribund urban society. Later, Amiri Baraka, Albert Murray, and Ralph Ellison argued about the relative African or African American nature of black music. Today, contemporary scholars such as Marybeth Hamilton argue that categories of black music are themselves the result of racism in the music industry. The issues explored in this course have been and continue to be central to the understandings of race, culture, and music in the United States, and this course will be of interest to students interested in music, but also to those interested in civil rights, African American culture, questions about identity, and the history of popular culture.

HON 128 Men, Women and the Changing Family - 3 hours
 27317 LCD 9:30 – 10:45 T B21 BH Marsha Cassidy
 9:30 – 12:15 R B21 BH

(General Education: Understanding U.S. Society or Understanding the Creative Arts)

This course examines the changing dynamics of American marriage and family life since the 19th century, emphasizing issues of romantic love, gender, ethnicity, and family psychology. The course draws upon theoretical and historical texts, as well as literature, film, television, and photography, to explore representations of the family from a critical stance. Students write frequent response papers, post comments on the course website, and participate in presentations with a partner or small group. The course is discussion-based and features guest speakers, visits to relevant events and exhibitions, and a series of required screenings.

HON 128 American Popular Fiction Classics and Their Elite Subversions - 3 hours
 34821 LCD 2:00 – 3:15 TR 300 LH Christian Messenger

(General Education: Understanding U.S. Society or Understanding the Creative Arts)

Did you ever wonder about the novels we study in English classes and the novels that sell millions of copies and are beloved by readers? What decides that a book is a "classic" that should be read in the university-and what decides that we generally read the *popular* book compulsively from cover-to-cover when we *should* be reading that novel for school? We'll study the three most phenomenal fiction best-sellers in American publishing history, *Stowe's Uncle Tom's Cabin* (1852), Mitchell's *Gone with the Wind* (1936, and Puzo's *The Godfather* (1969), and read them against their elite literature twin on the same subjects and written in the same era: Melville's *Benito Cereno* (1854). Faulkner's *Absalom, Absalom!* (1936), and Doctorow's *Ragtime* (1975). We'll gauge the differences between popular and elite fiction, what these subjects mean in American historical periods (1850's, 1930's, 1960's-70's) and the stakes in such discussions for readers, literary study, and for American culture. For very long novels such as those by Stowe and Mitchell, we'll cut the class reading pages down. Meanwhile, read ahead for the Fall! That's what summers are for: good weather and good books.

HON 130 Evolution and Religion: Addressing the Conflicts- 3 hours
 29634 LCD 12:30 – 1:45 TR 204 GH Stephen Kelso

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

This course is meant to stimulate in-depth analysis and discussion among students who are interested in the problems of reconciling the theory of evolution with religious beliefs. The course will begin by discussing what evolution theory entails, and the mechanisms by which it works. We will then examine several types of evidence that are typically cited as support for evolutionary models, including biogeographical evidence, fossil records, and anatomical and molecular (DNA) evidence. The second major component of the course is a discussion of cross-cultural explanations of the natural world or what scholars often call "creation sagas," including not only those stemming from the Judeo-Christian tradition, but also other major world religions (Hinduism, Buddhism, Islam) and more regionally limited indigenous religions (e.g., Native American religious beliefs).

HON 131 Mathematics Through Time- 3 hours
 34822 LCD 11:00 – 11:50 MWF B21 BH Evangelos Kobotis

(General Education: Analyzing the Natural World-No Lab or Understanding the Past)

The purpose of this course is to present the development of Mathematics through time with a special emphasis on the understanding of how different concepts were introduced and how they were influenced by the historical context of the time. The course will present the respective mathematical concepts rigorously and students will acquire an intimate understanding of the process under which different mathematical theories were created. This course will combine rigorous mathematics, their history and consideration of the historical context under which different mathematical developments took place. The course will be a fascinating mix of reasoning, stories and discussions.

HON 134**Energy and Society - 3 hours**

29076 LCD 2:00 – 3:15 TR 201 LH William Ryan

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

Energy plays a critical role in our society and our economy, and increasing uncertainty about our energy future makes it an important topic in current events. This course will introduce several key concepts about energy in today's world. The course will be taught in three sections. The course will look at the energy industry, covering oil, natural gas, and the electric industry.

HON 140**Human Nature and the Body - 3 hours**

27319 LCD 9:30 – 10:45 TR 117 TH Timothy 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 140**Diversity and Cultural Identity - 3 hours**

27370 LCD 11:00 – 12:15 TR B10 BH Rebecca Gordon

(General Education: Understanding the Individual and Society)

To live and work effectively in the emerging global community, one must be able to understand the diversity among human beings and relate effectively to members of various racial, ethnic, and cultural groups. This course will examine the complex nature of pluralism and some of the important aspects of cultural identity. This class is also designed to help you consider social justice as a critical aspect of your professional work.

HON 142**Putting Architecture to Strange Use - 3 hours**

36683 LCD 2:00 – 3:15 TR 208 TH Kirk Wooller

(General Education: Understanding the Creative Arts)

This course examines how architecture often gets put to use in ways unforeseen by its creators—ways that both expand and estrange the familiar notions of function and usefulness in architecture. Students will explore this issue from the perspectives of the architect-as-author, the appropriation of ideas and intellectual property, and the generation of knowledge from quasi-collaborative means. We begin with the observation that architecture is a particularly fluid discipline in relation to other branches of knowledge. For example, in comparison to the practice of physics or philosophy, architects rarely conform to an acceptable and truthful knowledge. Likewise, in comparison to the practice of law, architects rarely conform to a disciplinary obligation to suspend feelings about a client because the law says you have to defend them regardless of your moral or ethical judgments. Far from a weakness, such disciplinary fluidity can be seen as architecture's utilitarian strength—one that avoids proposing a kind of scientific knowledge or absolute truth about its objects of creation. What emerges instead is a kind of knowledge and truth that gets accredited only *after* its, often unforeseen, use by others. This course will therefore examine such uses—from literature, magazines, comic books, film, photography, art, robotics, the gaming industry, and interactive technologies. The aim is to explore how architecture's strange utility enables a communication of ideas that shape and are being shaped by the world around us.

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

This course provides a non-technical, yet challenging, introduction to the physics of the microscopic world, with particular emphasis on the logical and philosophical foundations of the subject. After setting the historical context, we give a systematic presentation of the relevant theoretical paradigm, called “quantum mechanics”, along with numerous cutting-edge applications. We then discuss the surprising physical and philosophical consequences of the theory, as well as introduce some currently unresolved puzzles and their possible solutions. Along the way, we meet bizarre concepts such as subatomic particles “being” in two places at the same time, irreducible randomness, spooky action-at-a-distance, violations of the laws of classical logic, multiple universes, time travel, the possible role of human consciousness in quantum measurement, information-destroying quantum black holes, and the breakdown of spatio-temporal descriptions in extreme situations. We close with a discussion of the impact of quantum mechanics on current and future technology, and the emerging connections of quantum mechanics to various academic disciplines ranging from the biological sciences to the humanities and social sciences. No previous exposure to physics or mathematics (beyond high school algebra) is presumed.

HON 200 - Honors Lectures

(Note: Students may only take HON 200 once for Honors Activity credit.)

HON 200 **Current Issues Forum – 0 hour**
13679 LCD 4:00 – 4:50 M 114 BH S. Williams

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.

HON 201 - Honors Seminars

HON 201 **Europe and Its Neighbors - 1 hour**
32758 LCD 9:00 – 9:50 M 114 BH 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, currently those are Iceland, Macedonia, Serbia, and Turkey. During this part of the class, students conduct a short 'simulation' of upcoming EU enlargement. The second portion of the course discusses the EU's neighborhood policy, and relations with its immediate neighbors, including Russia. 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 201 **The Nobel Prize in Physiology / Medicine - 1 hour**
19300 LCD 4:00 – 4:50 M B21 BH R.P. Malchow

An interactive examination of the scientific work and the personalities that have recently been associated with the Nobel Prize in Physiology or Medicine.

HON 201 **Mass Spectrometry in Life Sciences - 1 hour**
13764 LCD 9:30 – 10:45 T 114 BH D. Nikolic
(Note: This class will meet 10 times during the semester.)

In 2002, the Nobel Prize in Chemistry was awarded to John Fenn and Koichi Tanaka for the development of new ionization techniques, electrospray and MALDI. Introduction of these new techniques has revolutionized mass spectrometry which has since become an indispensable tool in modern analytical chemistry. From being primarily a tool for physical and organic chemists, mass spectrometry has been transformed into a major tool for biomedical research. In undergraduate education, there is little opportunity for students to learn about all of the new developments and application of this technique. After providing a brief overview of modern mass spectrometry instrumentation, this seminar will focus primarily on major areas of its application in the biomedical field. The topics were selected to cover diverse areas of application that will appeal to a broad student audience, although students in the chemistry, pre-pharm and pre-med programs will benefit the most. The emphasis will be on the familiarization, rather than on in-depth, technical instruction. At the end of the seminar the students will have an opportunity to visit the Mass Spectrometry Laboratory of the Research Resource Center.

HON 201 **The Sustainable Campus: Social, Economic and Environmental Issues – 1 hour**
13768 LCD 11:00 – 11:50 T 308 LH C. Klein-Banai

This seminar will examine social, economic and environmental sustainability issues as they pertain to complex institutions such as colleges and universities using examples from universities and businesses around the country (including UIC). Through an interactive and interdisciplinary approach based upon the theory and practice of sustainability, environmental management, urban planning, organizational change, and social action, students will learn about change management within complex organizations. As the course progresses, students will apply what they learn to make a real-world impact on pre-selected projects within the UIC campus. Depending on the scope, they may implement the project or set it up as a future internship. The class will include guest lectures, discussions, optional tours, and a group project with a focus on the real-life challenges of campus sustainability. Successful students will have an understanding of common campus sustainability initiatives, how to develop a project with multiple stakeholders that can leverage social/environmental change, and how an individual can act as a change agent.

HON 201 Creative Shakespeare: Finding New and Renewed Life in Old Verse – 1 hour
13762 LCD 11:00 – 12:15 TR 114 BH R. Clare
(Note : This class will meet from 10/8 to 11/7.)

How may the modern actor find truth, spontaneity, impetus and freedom when working with the often dense and complex texts that are Shakespeare's plays, while at the same time acknowledging and indeed engaging with the unparalleled achievement of their author when viewed in literary terms? How to find the creative space for original and fresh interpretation when working with highly figured verse and prose that was written more than four hundred years ago, and which has since become enshrined in the collective consciousness as the greatest literature of the English language? This seminar will survey the development of Shakespeare's dramatic writing, identifying and examining the shifts between different kinds of verse and prose, and most importantly the ways in which the verse itself may be seen to develop. We will examine and illustrate the ways in which these same shifts, and the development of the verse especially, may be practically harnessed by actors in ways that are not only dynamically and theatrically effective but which increasingly enable unparalleled freedom, creativity and complexity in interpretation.

HON 201 Introduction to Clinical and Translational Sciences – 1 hour
13681 LCD 12:30-1:45 T 114 BH 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 Violence in America: The Healthcare Response - 1 hour
13761 LCD 2:00 – 2:50 T 114 BH B. Simmons

Violence impacts all individuals and families throughout the United States. The World Health Organization (WHO) estimates that the cost of interpersonal violence in the US exceeds \$300 billion with the individual cost to victims of over \$500 billion. The Bureau of Justice Statistics reported that in 2011 the rate of violent crimes increased from 19.3 to 22.5 per 100,000 persons ages 12 and above. These crimes included sexual assault, robbery, and aggravated assault. Those living in large urban settings experience the highest incidence of violent crimes. Healthcare providers are among the first to interact with victims of violence. They provide emergency care, collaborate with the criminal justice and legal systems, provide referrals to social services, offer support, and educate communities about violence prevention. This course will discuss the short and long term effects of interpersonal violence on health. Faculty and student presentations will address the psychological and physiological results of direct and observed violence, discuss current issues in the news, and review public health policies and community action to reduce violence

HON 201 An Introduction to Faculty Research on Diversity – 1 hour
27321 LCD 3:30 – 4:20 T 311 AH A. Schuck

The Honors College embraces the university mission of supporting an understanding of diversity. As such, the College offers “An Introduction to Faculty Research on Diversity.” This seminar introduces students to the range of research conducted by UIC faculty members on topics related to race, ethnicity, prejudice, discrimination, diversity, social identity, etc. It features faculty from colleges and disciplines across campus presenting their research. Students will be able to exchange ideas concerning both the substance and methodology of research conducted.

HON 201 Making Waves in Musical Instruments and Medical Imaging - 1 hour
27530 LCD 11:00 – 11:50 W 236 SEO T. Royston

Through a mix of lectures, lab demonstrations, tours, hands-on lab experiments, guest speakers and performances (from UIC faculty and students, including Drs. Dieter Klatt and Richard Magin in BIOE) we will learn about the basic features of mechanical wave motion and how mastery of it results in fine musical instruments, such as million dollar Stradivarius violins, and cutting edge medical imaging techniques that provide new contrast in identifying malignant tumors, staging fibrosis, monitoring the differentiation of engineered tissues and finding early indicators of neurodegenerative disease in the brain.

- HON 201 Legal Writing and Advocacy - 1 hour**
 13766 LCD 2:00 – 2:50 W 114 BH S. Keane & A. Buntinas
- 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, conduct basic legal research, and the basics of writing an inter-office memorandum.
- HON 201 Introduction to American Sign Language and Deaf Culture - 1 hour**
 13684 LCD 3:00 – 3:50 W 114 BH S. Franz
- This seminar introduces students to basic American Sign Language (ASL). In addition, students will learn about Deaf culture, including art and performance in the deaf community.
- HON 201 Music Therapy and Music Medicine – 1 hour**
 13767 LCD 5:00 – 5:50 W B21 BH L. 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 Seeing Is Believing: Optical Imaging - 1 hour**
 13759 LCD 2:00 – 2:50 R 114 BH J. Cheng
- This course offers a thorough overview of the development and history of optical imaging and microscopy. During the seminar, the whole spectrum of optical imaging and microscopy will be covered, including traditional bright field microscopy, epi-fluorescence and confocal microscopy, and the most-recently emerging super-resolution microscopy. The seminar will also focus on the optical imaging applications in the biomedical research field and in the clinical setting. The course will begin with a general introduction of light and optics. Then, the history of microscope will be introduced; the concepts of resolution and contrast will be presented. The various optical microscope structures and applications in biomedical research will be presented, starting with phase contrast, dark field and DIC to boost contrast of cellular/tissue samples, followed by multi-color and optical section microscopy, and ended with multi-photon and super-resolution microscopy. Additionally, the clinical imaging applications based on optical modality in health care industry will be discussed, including endoscope, X-ray imaging and CT. During the hands-on portion of the course, students will have chance to engage in research-grade microscope located in the Instructor's laboratory and acquire microscope images using prepared samples.
- HON 201 Dental Caries: Prevalence, Etiology, Classification and Everything You Need to Know About This Infectious Disease - 1 hour**
 21199 LCD 12:30 – 1:45 R 114 BH S. Fadavi
(Note: This class will meet 10 times during the semester.)
- Dental caries continues to be a major problem in dentistry. Caries is a transmissible infectious disease; understanding the acquisition of cariogenic microbes is necessary in improving preventive strategies. Early childhood caries (ECC) is highly prevalent and increasing in poor and near poor US preschool children. In the US and most other countries, the disease is largely untreated in children under the age of 3. The consequences of early childhood caries include a higher risk of new carious lesions for both primary and adult dentition. The other risk related to untreated ECC include risk of delayed physical growth and development, loss of school days and restricted activities, diminished ability to learn, diminished oral health related quality of life, hospitalizations and emergency room visits. Therefore, dental caries should receive significant attention in everyday practice, not only from the stand point of restorative procedures, but also in terms of preventive practices designed to reduce the risks associated with the problem.

HON 201 Language and Gestures in Legal Settings – 1 hour
13760 LCD 3:00 – 3:50 F B21 BH G. Matoesian

This course will analyze the integration of language, gesture, gaze, posture and material artifacts in legal settings such as real-live trials and other contexts. Students will learn the role of language and multimodal conduct in law through a workshop like setting (watching audio-video tapes of trials, police-citizen encounters, jury deliberations, etc and learning how to analyze legal discourse).

HON 201 Traditional Bowhunting: History, Engineering and Ethics – 1 hour
13765 LCD 3:00 – 3:50 F 4108 SELW J. Hetling

The history, theory and practice of traditional bowhunting, which is the use of recurve bows and longbows to harvest game animals. Engineering analysis of bows, arrows and arrow flight; laws and ethics of bowhunting; defining personal challenge and reward; skills for shooting and hunting; evolution of archery equipment; historical relationship between hunting and conservation.

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 office. Preferred deadline for applications is Thursday, August 1, 2013; THE FINAL DEADLINE FOR APPLICANTS IS FRIDAY, AUGUST 23, 2013. The tutoring program is scheduled to begin on MONDAY, SEPTEMBER 9, 2013.

2) Register for HON 202 – Call number 13771

Students should not register for HON 202 UNTIL they have submitted an application and received confirmation of their participation in the program. Students must be registered for HON 202 (in addition to HON 222) to count Honors College Tutoring as their fall honors activity. If you decide NOT to tutor, you must drop HON 202 by September 6, 2013 to avoid a “W” grade; if you drop between September 7, 2012 and November 1, 2013, you will receive a “W”.

You will receive additional information about your tutoring schedule by the first week of classes in the Fall 2013 term. Please direct any questions to Sarah Gardiner at (312) 413-2260 or sarahg1@uic.edu.

HON 225 - Honors Research

Students who are participating in undergraduate research as their Honors Activity are eligible to register for HON 225. Students must complete at least 90 hours of research during the semester (an average of 6 hours per week).

HON 225 – Call number 13774

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

If you decide NOT to research this semester, you will need to drop HON 225 by September 6, 2013 without a “W” grade; if you drop between September 7, 2013 and November 1, 2013, you will receive a “W”.

Students interested in getting involved in research are encouraged to review the Undergraduate Research Experience website at <http://ure.uic.edu>.

Departmental Honors Offerings – Fall 2013

- ACTG 315 Intermediate Financial Accounting I – 3 hours**
(Prerequisite: Average grade of B or higher in SCTG 210 and ACTG 211. or a grade of C or better in ACTG 210 and 211 and, a passing grade on the departmental qualifying exam and declaration of a major)
10036 LCD 11:00 – 11:50 MWF 220 DH 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 204 Greek Art and Archaeology - 3 hours (Same as CL 204 and HIST 204)**
10124 LCD 9:00 – 9:50 MWF K. Ros
(General Education: Understanding the Creative Arts or Understanding the Past)
Contributions of archaeological excavations to the study of ancient Greece, 600 BC to 31 BC. Architecture, sculpture, and painting in their social and historical contexts.
- AH 221 Medieval Architecture – 3 hours**
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor.)
35375 LCD 10:00 – 10:50 MWF H. Grossman
The development of early Christian, Byzantine, Romanesque, and Gothic architecture.
- AH 235 History of Design I: 1760 - 1925 - 3 hours**
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor.)
10145 LCD 11:00 – 12:15 TR J. Mekinda
Survey of industrial and graphic design from the Industrial Revolution to 1925.
- AH 252 Art of the Baroque and Rococo – 3 hours**
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor.)
35367 LCD 11:00 – 12:15 TR M. Pollak
(General Education: Understanding the Creative Arts)
European painting, sculpture, and architecture of the seventeenth and early eighteenth centuries.
- AH 271 Native American Art – 3 hours (Same as NAST 271)**
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor.)
35370 LCD 9:30 – 10:45 TR V. Miller
(General Education: Exploring World Cultures)
Survey of the arts of the indigenous peoples of the United States and Canada.
- AH 275 South Asian Visual Cultures - 3 hours**
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)
29925 LCD 12:30 – 1:45 TR C. Becker
(General Education: Understanding the Creative Arts or Exploring World Cultures)
Art and architectural traditions of South Asia, contextualizing their uses and meaning within Hindu, Buddhist, Islamic, and contemporary communities of India, Pakistan, and Bangladesh.
- ANTH 390 Honors Research – 3 hours**
(Prerequisite(s): Junior standing or above, approval of the department, a 3.00 University grade point average, and a 3.50 grade point average in anthropology.) Individual study or research projects for students seeking departmental distinction. 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 - 1 hour**
Prerequisite(s): 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 call numbers.

- CHEM 116 Honors General Chemistry I - 5 hours**
(Prerequisite: Superior performance on the UIC chemistry placement test examination.)
To be properly registered, you must enroll in one LECT, one QUIZ, and one LAB.
- (General Education: Analyzing the Natural World – with Lab)*
 Stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. Includes a weekly three-hour laboratory.
 Lab Fees: \$30.00. See schedule of classes for CRN numbers.
- CL 102 Classical Literature - 3 hours**
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| 33142 | LCD | 12:30 – 1:45 | TR | 331 BSB | J. Vaio |
| 25364 | LCD | 9:30 – 10:45 | TR | 219 BSB | J. Ramsey |
- (General Education: Understanding the Creative Arts or Understanding the Past)*
 The main literary forms of Classical Antiquity: epic, tragedy, comedy, the philosophical dialogue, history.
 All readings are in English.
- CL 103 Introduction to Classical and Mediterranean Archeology- 3 hours**
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| 30214 | LCD | 10:00 – 10:50 | MWF | 120 LH | K. Ros |
|-------|-----|---------------|-----|--------|--------|
- (General Education: Understanding the Creative Arts or Understanding the Past)*
 Contributions of archaeological excavations to the study of ancient Greece, Rome, Egypt and the Near East; architecture, painting, and sculpture in their social and historical contexts.
- CL 201 Classical Etymology in the Life Sciences - 3 hours** **(Same as LING 201)**
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| 32296 | LCD | 2:00 – 2:50 | MWF | 337 BSB | A. Kershaw |
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- Contributions of archaeological excavations to the study of ancient Greece, 600 BC to 31 BC. Architecture, sculpture, and painting in their social and historical contexts.
- CL 204 Greek Art and Archaeology - 3 hours** **(Same as AH 204 and HIST 204)**
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| 10754 | LCD | 9:00 – 9:50 | MWF | 205 GH | K. Ros |
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- Contributions of archaeological excavations to the study of ancient Greece, 600 BC to 31 BC. Architecture, sculpture, and painting in their social and historical contexts.
- CL 211 Gender and Sexual Orientation in Greek and Roman Literature-3 hours** **(Same as GWS 211)**
(Prerequisite(s): Sophomore standing or above. Recommended background: CL 102.)
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| 31596 | LCD | 3:30 – 4:45 | TR | 331 BSB | A. Kershaw |
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- Ancient perceptions of gender roles and sexual orientation as they appear in the major authors of Greece and Rome.
- CL 220 Ancient Philosophy I: Plato and His Predecessors-3 hours** **(Same as PHIL 220)**
(Prerequisite(s): One course in philosophy or consent of the instructor.)
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| 30777 | DIS | 11:00 – 12:15 | R | 219 BSB | A. Kershaw |
| 30778 | LEC | 11:00 – 12:15 | T | 219 BSB | |
- Introduction to Plato and his predecessors in the ancient period.
- EAES 180 Honors Earth and Environmental Sciences – 1 hour**
(Prerequisite(s): Concurrent registration in EAES 101 or EAES 102.)
 Provides honors students with the opportunity to explore in depth a topic treated in the concurrent lecture course. Course Information: May be repeated up to 1 time(s). Students may register in more than one section per term. May be taken a total of 2 times, each time with concurrent registration in EAES 101 or EAES 102. See schedule of classes for CRN numbers.
- ECON 120 Principles of Microeconomics – 3 hours**
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| 35408 | LEC | 2:00 – 3:15 | TR | 238 SES | H. Roberts |
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- (General Education: Individual and Society or US Society)*
 Scarcity and choice, price system, decision making by consumers, individual and market demand, optimal input decisions by firms, perfect and imperfect competition, international trade.

- ENGL 398 Honors English Thesis**
Prerequisite(s): A GPA of 3.75 or higher in courses required for the major, completion or simultaneous enrollment in a 400-level seminar, faculty sponsor, and the approval of the department.
 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 CRN numbers.
- GER 398 Honors Project – 3 hours**
(Prerequisite(s): Completion of 12 hours of courses toward the major, with a grade point average of at least 3.60 in these courses, and prior approval of the department.) 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 CRN numbers.
- HIST 204 Greek Art and Archaeology - 3 hours (Same as AH 204 and CL 204)**
 11531 LCD 9:00 – 9:50 MWF K. Ros
 Contributions of archaeological excavations to the study of ancient Greece, 600 BC to 31 BC. Architecture, sculpture, and painting in their social and historical contexts.
- HIST 398 Honors Project – 3 hours**
(Prerequisite(s): History major with junior or senior standing and 15 hours in history at the 200 or 400 level; 3.50 grade point average in history and 3.25 overall grade point average; and consent of the instructor prior to registration.) 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 CRN numbers.
- LALS 239 Pre-Columbian Art of South America - 3 hours (Same as AH 273)**
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)
 32349 LCD 11:00 – 12:15 TR V. Miller
(General Education: Exploring World Cultures)
 Introduction to the art and architecture of indigenous Andean cultures from 3000 B.C. to the sixteenth century, including Chavin, Moche, and Inca.
- MGMT 340 Introduction to Organizations- 3 hours**
(Prerequisite: ENGL 161. 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 D4 LCD P. Thompson
 Important organization and management concepts and applications. Their relevance to individual and organizational goal attainment. Emphasizes organizational structure, systems, processes, and change, national and global.
- MKTG 360 Introduction to Marketing - 3 hours**
(Prerequisite: ENGL 161. Restricted to Economics, Finance, Accounting, Bus Admin-Undeclared, Engineering Management, Information & Decision Sci, Marketing, Summer Session, Entrepreneurship, and Management major(s).)
 25850 LCD 8:00 – 9:15 TR 311 BSB TBD
 The role of marketing in business and society. The marketing decision process in domestic and international settings.