

**Honors College Course Options
Spring Semester 2014**

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 B21 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 11:00 -12:15 T BH B6 Marsha Cassidy
11:00 – 1:45 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

Philosophy of/and/in Film – 3 hours

36340 LCD 3:00 – 3:50 M BH B21 Aleks Zarnitsyn
3:00 – 4:50 W

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

This course will explore the interface between film and philosophy. Film is of course entertaining, but it is also an art form that, like others, engages important questions about human existence. Since philosophy engages some of those same questions it is interesting to see how the two intersect and what they do differently. We will first look at some philosophical questions about the medium of film: What is the relation between truth and fiction? Why do we feel fear or pity for people and situations we know are not real? What is special about film as compared to other creative arts? We will also look at the general questions about the possible contributions of film to philosophy and explore some specific philosophical issues as they are treated in film, with special attention to how these are related. Here we will mainly focus on the philosophical issues concerning personal identity, but will also touch on topics in ethics and social and political philosophy. On a more general level the course will show students the value of applying critical philosophical reflection to a popular medium, and provide an introduction to key topics in philosophical inquiry. Students will be introduced to different philosophical schools, both in the so-called Analytic and Continental traditions, such as cognitivism, Marxism, and critical theory, among others.

HON 121 Social and Historical Concepts of Art and Design – 3 hours
 28662 LCD 3:30 – 6:15 R BH B21 Silvia Malagrino

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

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

HON 123 Race, Racism, Power, and Education in the United States – 3 hours
 26287 LCD 9:30 – 10:45 TR TH 204 Vernon Lindsay

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

This course will draw from the theoretical paradigm of critical race theory (CRT) and current events to examine how race and racism influence educational inequalities in a “post-racial” society. Critical race theory developed from the field of critical legal studies and operates as an analytical tool to explain the relationships among race, racism, and power in the post-civil rights era. By offering a critique of social inequalities and supporting policy, this course will act as a tool to identify how we can use schools and other social institutions to eliminate racism. Utilizing the CRT framework, this course will encourage students to challenge scholarship that is dismissive of the various intersections of racism. An interdisciplinary approach will be used to highlight the stories and experiences of people of color as critical to any discussion of race. It will create a space for students to explore the concept of social justice, analyze social research, and engage in discourse that challenges “colorblind/post-race” rhetoric and educational policy in the United States.

HON 123 From Hip Hop to Horror: The Sexual and Racial Politics of American Popular Media - 3 hours
 26350 LCD 9:30-10:45 TR 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 Self in Society: Social and Political Philosophy – 3 hours
 28665 LCD 11:00 – 11:50 MWF BH B21 Aleks Zarnistyn

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

This course examines modern Western political theories and how they shape our understanding of the formation of a capitalistic society and the positioning of self in society. We live in a society in which extraordinary wealth coexists with utter poverty and exploitation. This is the reality of the American society, a reality that many—scholars, politicians, and commentators—would like to be different. Political philosophy inserts itself between realism (how things are) and idealism (how things might be), by asking questions: What is a just society? When are the laws of a state legitimate? What is the trade-off between freedom and security? What is civic virtue? This course will explore some of the central figures of modern Western political theory: Plato, Aristotle, Machiavelli, Hobbes, Locke, Mill, Marx, Rawls, and others. The course will situate their thought both in historical context and contemporary relevance. Some of their ideas formed the philosophical basis for the U.S. Constitution and have contributed to its ongoing interpretation, and all of these ideas are relevant to understanding of such current issues as gun control, taxation, racism, sexism, global warming, and international justice.

HON 123 Zero Tolerance: Youth, Education, and Urban Policy – 3 hours
 28664 LCD 11:00 -12:15 TR Vernon Lindsay

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

This course will analyze research that examines how educational inequalities, violence, and popular culture influence youth in Chicago. We will begin with exploring the notion that youth identity is socially constructed and proceed to provide a general overview of violence, educational policy and youth culture. In an effort to understand Chicago youth and violence, we will investigate the educational and economic opportunities for youth in underserved neighborhoods. The course will also examine the current educational policies in Chicago's K-12 public schools and analyze their impact upon encouraging academic achievement and addressing disciplinary infractions. Utilizing interview data from a Chicago selective enrollment high school, we will also explore students' perspectives on race, racism and potential responses to address the inadequacies of school culture and school policy.

HON 123 Diversity – 3 hours
 28666 LCD 12:30-1:45 TR LH 315 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 124 What is Beauty? - 3 hours
 28667 LCD 3:30 – 6:15 T BH B21 Blake Stimson

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

What is beauty? The main aim of the course is to consider this question through the interlocking histories of western philosophy and art with a single historical hypothesis in mind: that beauty as a philosophical and artistic concern has routinely served to reconcile two broadly defined world views, one that is religious or transcendental or universalist in its primary aims and another that is secular, technical, and analytical. Our overall historical narrative will be about the secularization of religious longings but in such a way that the category of beauty stands as a residual religious challenge to secular presumptions. Our goal will be to trace this history through the work of fourteen philosophers from Plato to the present and leading examples of the art of their times. Classroom discussion will center on short excerpts from the philosophical texts at issue but we will also lean heavily on artworks to test and complement the philosophical claims and to inquire into our own experiences of beauty. Additionally, each text and its companion artwork will be introduced by placing it in the context of period debates about religiosity and secularism as well as within relevant developments in the history of science and technology.

HON 124 What Is Passion? – The History of Affectionate Emotion - 3 hours
 28288 LCD 12:00 – 12:50 MWF TBD Patrick Fortmann

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

The course examines the cultural history and evolution of a strong emotion – passion, affection or love. Whoever experiences it is in a state of exemption, removed from the ordinary and suddenly caught in the intensely personal. These feelings then determine – to no small part – how we approach the world and how we relate to others. But what exactly is it that moves us so fundamentally? Are these strong emotions elemental and unchanging, independent of culture, time, and species, or are they ever shifting, molded by circumstance and education? A wide variety of fields, from philosophy, history, sociology to linguistics and psychology have debated this question and continue to do so. Traditionally the humanities have sided with constructivism and the sciences have aligned themselves with universalism. But more recent research calls this distinction into question, assigning equal weight to the biological core and the social acquisition of our emotionality in its affective registers. This course will explore the fascinating landscape of human feelings of intimacy in three modules (1) an introduction to the present outlook of the field of human emotions; (2) a survey of the philosophical tradition from antiquity to the Enlightenment; the treatment of emotions in history, sociology, linguistics, and psychology; and (3) an abbreviated history of passion, affection, and love from antiquity to the present day, drawing on examples from literature, film, and television.

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

31448 LCD 2:00 – 3:15 TR BH B21 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, French, and US governments, humanitarian organizations, the UN, and Rwanda. The witness statements derive from ethnographic studies and legal testimonies to the UN tribunal and the professor's interviews. 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**Music, Social Practice, and the Construction of Meaning and Identity – 3 hours**

34632 LCD 12:30 - 1:45 TR BH B21 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 134**Environmental Change and Human Cultural Adaptation- 3 hours**

28670 LCD 2:00-3:15 TR LH 304 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 134 Environmental Sustainability and Policy – 3 hours
30227 LCD 11:00-12:15 TR LH 307 Thomas Theis

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

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

HON 144 Chicago: An Urban Geography - 3 hours
30228 LCD 11:00-12:15 TR LH 305 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 304 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.

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.

HON 200 Honors Immersion - 0 hours
28671 LCD 3:00 – 3:50 W 114 BH

Students who join the Honors College after their first semester in college often have learned the basics of college success, but are seeking the right opportunity to engage with the UIC campus through the Honors College, and eager to interact with other like-minded individuals. This course is designed to fulfill both needs by accelerating their exposure to Honors College resources, and challenging them to make their mark on campus, encouraging a strong sense of community amongst the new transfer and continuing students, we promote engagement in the curricular and co-curricular life of the Honors College and UIC.

HONORS SEMINARS (HON 201)

HON 201 **Advances in Interdisciplinary Research: Bridging the gap between Engineering and Medicine – 1 hour**
21944 LCD 9:00-9:50 M BH B21 Michael Walsh

The area of interdisciplinary and translational research towards improving the diagnosis and understanding of diseases is a critical area of research. Each course meeting will focus on an important chronic disease and discuss the background to the disease, the current limitations in clinical management and some of the interesting recent advances made in the field of engineering towards improving the disease management (in particular, highlighting research groups at UIC). Chronic diseases are diseases typically of long duration and slow progressing and represent 63% of all mortalities in the world. Examples of some of the chronic diseases that will be discussed include: cancer, diabetes, heart disease and neurodegenerative diseases. This course will be broad and introductory enough for engineering students who are interested in learning more about disease processes and current clinical practice, and, for biology/medical students who are interested in learning about some of the exciting cutting edge technologies that are beginning to make an impact in the biomedical community. Students groups will select a chronic disease and give a presentation on the disease and a recent engineering advance.

HON 201 **Medical Decision Making – 1 hour**
15057 LCD 4:00-4:50 M 988 CME Alan Schwartz

(Note: This course meets on West Campus)

This is a course on decision making as applied to health care, and focuses on general models at an introductory level that can be applied to many common health care decisions and contexts. The key themes of the seminar are consideration of health care decisions (by patients, providers, and policymakers) through normative, descriptive, and prescriptive lenses. Core topics include comparative effectiveness and patient-centered outcomes (how to compare health care treatments and understand patient preferences for health states), diagnostic testing (how to understand and communicate uncertainty about health and treatments and use testing to reduce uncertainty), and cost-effectiveness (how to choose tests and treatments under a limited health care budget). This course is particularly relevant for students planning a career as a clinician. By the conclusion of this seminar, the student will be prepared to read clinical papers reporting decision analyses, diagnostic test studies, or behavioral studies of decision making, and to analyze specific clinical decisions through the three lenses.

HON 201 **Introduction to Research and Critical Thinking – 2 hours**
15067 LCD 9:30-10:45 T BH 114 David McKirnan

(Note This course will be a 2-credit hour blended module package with one Honors seminar and one online course.)

This course introduces research and critical thinking to Honors College students from any major, to prepare them for entering into research with faculty across campus. It covers the basics of research—how to conceive a research question, what are various types of research and their underlying principles, and so on; and also practical matters such as IRB issues, how to find a faculty member to work with, and where to look for undergraduate research funding, among others.

HON 201 **Introduction to Urban Ecology and Nature in Chicago – 1 hour**
15062 LCD 12:30-1:20 T BH 114 Emily Minor

Urban systems are where people work and play, and, increasingly, the primary places where we come into contact with the natural world. This course is intended to introduce students to urban ecology, with a specific focus on the unique aspects of the Chicago ecosystem. We will cover common urban environmental issues, such as urban heat island effects, the urban stream syndrome, and biotic homogenization. We will also explore ways that cities, including Chicago, have attempted to address their environmental issues (e.g., the “greenest street in America” in the Pilsen neighborhood, the green roof on Chicago City Hall, and the Deep Tunnel system to reduce problems such as basement flooding and sewage overflows into the Chicago River). The Chicago area is a unique urban ecosystem that we will explore in-depth during the course. Students will learn about the network of green spaces across the Chicago region and the diverse habitat types and wildlife species contained within the “Chicago Wilderness” green infrastructure vision. We will also look at smaller spaces, like yards, streetscapes, and urban parks, to evaluate their contribution to the urban ecosystem. A primary goal of the class is to help students better understand the “everyday nature” they experience in the places where they live and work. Students will learn to identify common trees and urban wildlife species, and they will gain a better ecological understanding of the parks, preserves, and aquatic systems within their own neighborhoods. The ultimate goal of the course is to produce a field guide to nature in our city.

- HON 201** **Understanding Plant Metabolites: From Nature's Defense Compounds to Human Medical Treatments – 1 hr**
24050 LCD 2:00-2:50 T BH 114 Kate Warpeha
- A number of defense signaling pathways exist in plants, and their products are a variety of chemicals (metabolites). Chemicals made for survival are called primary metabolites; chemicals for defense and development are often termed secondary metabolites. Secondary metabolites are often stimulated by a change in the environment (changes in temperature, salts in the soil, sun intensity or even attack of insects or bacteria), affecting the levels of metabolites and their uses within the plant. Human beings have studied for millennia how plants respond and change as the environment changes. This seminar class will aim to discern the key secondary metabolites in the defense systems of plants, and the key features of the chemical changes in plants. Many species of plants have been used in human nutrition, beauty and medical purposes for thousands of years. We will discuss some of the common examples, particularly compounds made by plants that are directly or synthetically copied by humans to be used in home and beauty products, and pest control, and medical treatments.
- HON 201** **A Decade of Pharmacy Experiences: From Pharmacy Student to Pharmacist in the Workforce– 1 hour**
15070 LCD 2:10 – 3:00 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** **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** **Introduction to American Sign Language and Deaf Culture – 1 hour**
15065 LCD 10:00 – 10:50 W BH B21 Sarah 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** **The World of Art – 1 hour**
15059 LCD 12:00 – 12:50 W BH B21 Joel Palka
- How do other people perceive art and what is art anyway? These common questions will be addressed at the cross-cultural and not a personal, individual level in this course. The ways that cultures around the world create, exhibit, and utilize art will be on display to teach students cultural diversity by a means that everyone appreciates --art . Students of different backgrounds and academic interests will learn about how art both defines and divides human societies across time and space. We will also cover how art intersects with identity, status, gender, and community. Stone carvings of elites in ancient Maya civilization in Mexico and Central America, for example, were felt to have been sacred creations used to communicate ritual and historic events. Contemporary paintings in China interestingly transmit religious doctrine to Buddhist pilgrims. This course will involve viewing and discussing art in class, in addition to discussion of the course readings in anthropology, art history, and religious studies. We will visit the Art Institute of Chicago and The Field Museum outside of class to study exhibits of art from around the world.

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 Climate Change in Fiction and Science – 1 hour
 27164 LCD 9:30 - 10:20 R BH 114 Henry Howe

We will explore global climate change as expressed in the sciences and in the work of gifted novelists. Teams of students will engage the fiction of climate change, some reading Michael Crichton's "State of Fear," the others Barbara Kingsolver's "Flight Behavior." After discussion of the novelists skepticism or embrace of the science, the seminar will explore narratives of science, environmentalism and denial as seen in periodicals written for their respective audiences. The point is to give participants insight into how scientists and novelists convey their views of nature for different audiences. Scientists are convinced that global climate is in rapid transition. As oceans absorb heat, sea levels rise, glaciers melt, hurricanes intensify, temperatures creep up and extreme droughts and floods become commonplace, investigators across the natural sciences engage. Paleontologists determine how much and why climate changed in the past; glaciologists, oceanographers, atmospheric scientists and ecologists struggle to understand changing dynamics of our contemporary world on scales of local ecosystems to continents. Modelers, attempt to harness floods of disparate and sometimes conflicting data into projections of who will be affected, how effects will be recognized, how consequences will be managed, and how climate change might be slowed. No real doubt remains in scientific communities that climate is changing worldwide, and little doubt persists that humans are a major factor. But the cacophony of disparate natural science, social science, and fictional paradigms makes almost any narrative plausible to quite different audiences. Seminar participants will explore climate change as expressed to different audiences.

HON 201 Water – The Matrix of Life – 1 hour
 15061 LCD 2:00 – 2:50 R BH 114 Charles Woodbury

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

HON 201 Neuroscience in National Socialist Europe 1933-1945: Historical and Ethical Perspectives– 1 hour
 20216 LCD 3:30 – 4:20 R BH 114 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 B21 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 6th, 2013. The final deadline for applicants is Tuesday, January 7th, 2014. The tutoring program is scheduled to begin on Monday, January 27th, 2014.

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 24, 2014** to avoid a “W” grade; if you drop between January 25, 2014 and March 21, 2014, you will receive a “W”.

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 15074

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 conduct research this semester, you will need to drop HON 202 by **January 24, 2014** to avoid a “W” grade; if you drop between January 25, 2014 and March 21, 2014, 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>.

HON 401 - ADVANCED HONORS SEMINAR

HON 401 **Leadership– 3 hours**
 24317 LCD 9:30-10:45 TR Jenny Hoobler

This course provides a comprehensive, evidence-based understanding of leadership theory and effective practice. We will explore together a wide survey of the leadership literature from business management, which is based on social science research and has been validated over many studies of leaders from various industries, occupations, and environments. This theoretical foundation will be complemented by a speaker series of leaders from the Chicago area who are practicing leadership in for-profit, not-for-profit, and government organizations. In this way students will evidence how leadership theories translate into practice, from speakers who exemplify an evidence-based understanding of effective leadership behavior. Students will also have opportunities to discover their own leadership abilities: a major component of the course will include leadership self-discovery—assessments of and reflections upon students’ own leadership styles—including designing a plan to continue to develop leadership skills and experience beyond the course.

Departmental Honors Offerings

- ACTG 315 Intermediate Financial Accounting I – 3 hours**
Prerequisite: Average grade of B or higher in ACTG 210 and ACTG 211.
 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 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 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 9:00 – 9:50 MWF TBD
 Painting and sculpture in Western Europe from Neo-Classicism through early Modernism.
- AH 278 Topics in the Art, Architecture and Visual Culture of Asia - 3 hours** (Same as ASST 278)
Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor
 35434 LCD 10:00 – 10:50 MWF C. Becker
 Selected topics in the art, architecture, and visual cultures of Asia and Asian diasporas.
- BIOS 299 Honors Biology - 1 hour**
(Prerequisite: 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 101 Roman Civilization- 3 hours**
General Education: Understanding the Past.
 31140 LCD 10:00 – 10:50 MWF K. Ros
 An introduction to the life, society and culture of the ancient Romans. All readings are in English.
- CL 201 Classical Etymology in the Life Sciences- 3 hours** (Same as LING 201)
Prerequisite(s): Any 100-level biological sciences sequence.
 29700 LCD 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 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.