

# Fall Semester 2014

## 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

CRNs: 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

CRN: 29074

## HONORS COLLEGE CORE COURSES

**HON 123 Self in Society: Social and Political Philosophy – 3 hours**  
37358 LCD 9:00 – 9:50 MWF LH 305 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 Environmental Humanities: Food and Philosophy – 3 hours**  
28100 LCD 10:00-10:50 MWF LH 305 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 123 Race, Racism, Power, and Education in the United States – 3 hours**  
27315 LCD 12:30 – 1:45 TR BSB 381 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 124      The Art of Leonardo da Vinci, Michelangelo, and Raphael: *Invenzione, Terribilità e Grazia* - 3 hrs**  
37359   LCD                      12:30 – 1:45      TR      TH 215                      Robert Munman

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

It would be difficult to find more famous names in the history of art than those of Leonardo da Vinci, Michelangelo Buonarroti and Raphael Sanzio, a celebrity fully justified by their artistic originality and art historical importance. This course will concentrate on the artistic origins and development of these individuals; the visual; historical; and iconographic meanings of their work; their professional and personal interactions; and their places in the creation of Italian High Renaissance art. The influences of these artists on their contemporaries and the reasons for their wide and deep impact on European art over several centuries will also be studied. Moreover, because these artists, in spite of similar backgrounds, were so significantly different in personality, an understanding of the variant directions of their careers, and the often diverse meanings of their art, require those personalities to be considered in some detail. The course will therefore pay particular attention to the attitudes that each man had toward the other two and the acknowledged rivalries that those attitudes helped bring about. For Leonardo, this means investigating his position as a court artist and examining not only his most recognizable paintings, but also looking at a number of equally important (if less familiar) works, with special attention given to his drawings and how they represent his breadth of interests and creativity. In addition, a focal point of the class will be Leonardo's place as the primary source for the modern concept of the artist as creative inventor rather than (the common assumption at the time) as simply an accomplished artisan. Such an approach is also appropriate for Michelangelo, whose commanding career of some seventy-five years as an independent (though hardly unencumbered) artist who became the prototype of the irascible artistic genius. Finally, the class will investigate the astonishingly rapid and remarkable artistic growth of the gracious and accessible Raphael, with attention to the complex relationship he had with his two celebrated contemporaries, his supremely successful creation of an enduring visual style, and the reasons that he has been seen as the most influential Western artist of the past 500 years.

**HON 124      Readings in the Atlantic Slave Trade - 3 hours**  
32596   LCD                      11:00 – 12:15      TR      BSB 211                      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      LH 205                      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 125      The Rwandan Genocide Reinterpreted and Revised in its Historical and Global Context – 3 hours**  
37884   LCD                      11:00 – 12:15      TR      LH 301                      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, archival research, 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. This course will thoroughly problematize and re-analyze the 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, presentations, films, discussions, and papers.

**HON 127 Music, Social Practice, and the Construction of Meaning and Identity – 3 hours**

TBD LCD 9:30 - 10:45 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 127 The Art of Human Expression in the United States and Brazil- 3 hours**

32682 LCD 2:00 - 3:15 TR BSB 263 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 American Popular Fiction Classics and Their Elite Subversions - 3 hours**

34821 LCD 10:00 – 10:50 MWF LH 215 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 128 Men, Women and the Changing Family - 3 hours**27317 LCD 11:00 – 12:15 T B21 BH Marsha Cassidy  
11:00 – 1:45 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      Black Music and American Culture - 3 hours**  
36639   LCD                      12:30 – 1:45      TR      LCA A007                      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 131      Mathematics Through Time- 3 hours**  
34822   LCD                      11:00 – 11:50      MWF      LH 321                      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      BH B21                      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      Deconstructing Language: An Analysis of Structure and Purpose - 3 hours**  
27319   LCD                      8:00-9:15              TR      TBD                      Mimi Rosenbush

*(General Education: Understanding the Individual and Society)*

What is language? How does our ability to produce language relate to how and what we think? Does language shape our worldview or merely influence it? Using Steven Pinker's *The Language Instinct* as a core text, we will explore recent theories of how humans know language, focusing specifically on Chomsky's nativist theory (that humans have an innate ability to know language). We will look at the connections between thinking and language, and how language and culture intersect. Finally, students will analyze language by deconstructing English grammar and then creating rule-governed language systems. This trajectory is intended take students from a theoretical and abstract view of language to an empirical experience of building a language grammar.

**HON 140      Diversity and Cultural Identity - 3 hours**  
27370   LCD                      11:00 – 12:15      TR      EPASW 2433                      Dan Cairo

*(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 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 200      Honors Immersion - 0 hours**  
29458   LCD                      12:30 – 1:20      T                      BH B21                      S. Gardiner

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.

## HON 201 - Honors Seminars

**HON 201      Reaching for Higher Ground: 21<sup>st</sup> Century Ethical Dilemmas – 1 hour**  
13768   LCD                      8:00 - 9:15      T                      BH B21                      B. Brown

This seminar will examine meaning in life by viewing philosophical concepts of normative ethics through didactic and small group discussions. Meaning can have many definitions, but perhaps it is best stated as an examination from a practical sense of how people should best live. This concept came in western thought from Plato and Aristotle. Ethics observes moral choices and the reasons people make certain choices. This course will examine theories about what is, or should be, the basis for moral choice. Following an examination of historical theories, the seminar returns to actual situations, applying concepts in a structured reasoning model. This will be accomplished through the use of a practical framework (The five-step reasoning model) for ethical thinking and decision making. Students will be asked to think deeply about a series of major ethical dilemmas facing themselves, our society and the world.

**HON 201      Mass Spectrometry in Life Sciences - 1 hour**  
13764   LCD                      9:30 – 10:45      T                      BH 114                      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      A Selective History of Martial Art Traditions: From Capoeira to Bruce Lee to the Ultimate Fighting Championship – 1 hour**  
27321   LCD                      11:00-11:50      T                      BH 114                      V. Lindsay

The Ultimate Fighting Championship began as a local fighting competition in Brazil and later ascended to a highly profitable business with the assistance of United States' media outlets. Due to this connection, this course will make use of literature, television and film to analyze the evolution of martial art traditions in Brazil and the United States. It will specifically explore a history of the African Brazilian martial art of Capoeira, Bruce Lee's Jeet Kune Do, and Mixed Martial Arts. The course will be divided into the following three sections: 1. Enslaved Africans, Capoeira and the fight for freedom; 2. Jeet Kune Do, the legend and life of Bruce Lee; 3. Mixed Martial Arts, UFC and fighting for fame. In the first section of this course, we will discuss the impact of slavery in Brazil and how it facilitated the development of Capoeira. Furthermore this portion of the seminar will include interactive in-class activities where students will have an opportunity to practice the complexity of Capoeira's dance like movements, musical instruments, Portuguese songs, acrobatics, and self-defense strategies. The following section, will explore the history of Jeet Kune Do and the legacy of Bruce Lee as illustrated in writings, films, and with the assistance of a guest lecturer who teaches Jeet Kune Do. Mixed martial arts as popularized by the Ultimate Fighting Championship will be explored in the concluding section of the seminar and explored via assigned readings and the use of YouTube videos. This course is intended for any student that has ever had an interest in the history, philosophy and practice of martial arts in Brazil and the United States.

**HON 201 Introduction to Clinical and Translational Sciences – 1 hour**  
 13681 LCD 12:30-1:45 T BH 114 L. Anderson-Shaw  
*(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 Who Was Uncle Tom? – 1 hour**  
 13763 LCD 2:00 – 2:50 T TBD N. Cirillo

The Richard J. Daley Library houses three rare collections focused on the Atlantic slavery and the trade and these provided the materials for an exhibit mounted in 2012-13. This September, the Library will host an exhibit from the University of Birmingham, England, entitled, Visualizing Uncle Tom’s Cabin, using promotional materials from the 19th century of Harriet Beecher Stowe’s novel of 1852, Uncle Tom’s Cabin. This seminar will utilize the reading of Stowe’s novel and a supporting history of the slave trade, Marcus Rediker’s The Slave Ship, as well as visits to the Stowe exhibit and the documentary collection in the Daley Library. Class discussions will focus on historic backgrounds of New World slavery and the trade, using Rediker’s history, and then on the novel, first as a novel then as the powerful political tool it became. The visits to the Library will foster discussions of the teaching of slavery in the US and how to present it to the public. In our discussions on the readings, we will talk about the presentation of the topic of slavery to the American public and about how to handle difficult and painful terms like the one central to this seminar, Uncle Tom. Finally, we will consider the issue of censorship and whether it is acceptable in the case of books like Stowe’s that raise painful questions.

**HON 201 Violence in America: The Healthcare Response - 1 hour**  
 13761 LCD 2:00 – 2:50 T BH 114 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 Think Global, Act Local: Global Health Service Learning Program - 1 hour**  
 32758 LCD 3:30 – 4:20 T LH 202 S. Chamberlain

The Global Health Service Learning Program is designed as two sequential 1 credit-hour seminars. Students will be expected to take both the fall and spring semester seminars; the fall seminar will be a pre-requisite for the spring seminar. The fall seminar will be classroom-based, introducing core global health concepts including global burden of disease, social determinants of health, cultural competency and the intersection of global health and human rights, ethics, research, and the environment, among other topics. This seminar will also develop student competencies in project planning and teamwork. The spring seminar will build upon the concepts learned in the first semester through actual implementation of a service learning project in conjunction with a local community organization. Students will apply global health concepts in local settings by working in teams with an organization to plan and implement a service learning project that addresses a health-related need identified by the community. The program is founded on the principles of social accountability and global citizenship, using a community-based education model.

**HON 201 Critical Thinking Crash Course- 1 hour**  
 13684 LCD 12:00 – 12:50 W BH 114 A. Zarnitsyn

“Critical thinking is a martial art. It helps you fight ignorance, bad reasoning, hasty, sloppy, and downright ridiculous inferences. It defends you from being manipulated by crooks that want to use you for their purposes. It is obviously the most important course in your college career.”... If you are convinced by this advertisement, you should take this course. First, because you seem to be interested. Second, because after taking it you will become more critical about the reasons why you (or anybody else) are moved precisely by passages like this. Contemporary world bombards us with all sorts of textual (and visual) information, and navigating this flood of information requires making informed and reasoned decisions about the quality of information presented to you. As always with skills, the more you practice, the better you become at thinking. During this course, we will talk about different uses of language; analyze and map simple and complex arguments; discuss good and bad generalizations; do some logical derivations; talk about advertisement and propaganda; and in general learn to present our ideas better in speech and in writing.

**HON 201      Making Waves in Musical Instruments and Medical Imaging - 1 hour**  
27560   LCD                      1:00 – 1:50      W                      SEO 236              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                      BH 114              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      The Nobel Prize in Physiology / Medicine - 1 hour**  
19300   LCD                      4:00 – 4:50      W                      BH B21              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      Music Therapy and Music Medicine – 1 hour**  
13767   LCD                      5:00 – 5:50      W                      BH B21              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      Introduction to Research and Critical Thinking – 2 hours**  
21199   LCD                      9:30-10:45      R                      BH 114              D. 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      An Introduction to Faculty Research on Diversity – 1 hour**  
13770   LCD                      9:30 – 10:45      R                      AH 207              L. Baptista

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, cultural understanding and diaspora, etc. Faculty from colleges and disciplines across campus engage students in accessible and informative presentations that explore both the subject and methodology of their research.

**HON 201      The World of Art – 1 hour**  
30837   LCD                      11:00 – 11:50      R                      BH 114              J. 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      Seeing Is Believing: Optical Imaging - 1 hour**  
13759   LCD                      2:00 – 2:50      R                      BH 114                      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 the 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      Traditional Bowhunting: History, Engineering and Ethics – 1 hour**  
13765   LCD                      3:00 – 3:50      F                      SELW 4108                      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 Friday, August 1, 2014; THE FINAL DEADLINE FOR APPLICANTS IS FRIDAY, AUGUST 22, 2014. The tutoring program is scheduled to begin on MONDAY, SEPTEMBER 8, 2014.

**2) Register for HON 202 – CRN 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 5, 2014 to avoid a “W” grade; if you drop between September 6, 2014 and October 31, 2014, you will receive a “W”.

You will receive additional information about your tutoring schedule by the first week of classes in the Fall 2014 term. Please direct any questions to Sarah Gardiner at (312) 413-2260 or [sarahg1@uic.edu](mailto: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). Students interested in getting involved in research are encouraged to review the Undergraduate Research Experience website at <http://ure.uic.edu>.

**HON 225 – CRN 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”.

## Departmental Honors Offerings – Fall 2014

- ACTG 315 Intermediate Financial Accounting I – 3 hours**  
 10036 LCD 11:00 – 11:50 MWF 210 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 9:30 – 10:45 TR J. Tobin  
*(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 211 History of Urbanism - 3 hours**  
 29921 LCD 10:00 – 11:15 TR M. Pollak  
*(General Education: Understanding the Creative Arts)*  
 The history of the city: Its form, meaning, function and representation from classical antiquity to the present. Selected topics in the history of settlement patterns and the planning of cities.
- AH 219 Art and Architecture of East Asia - 3 hours (Same as AAST 219)**  
 32183 LCD 12:30 – 1:45 TR C. Becker  
*(General Education: Understanding the Creative Arts or Exploring World Cultures)*  
 Survey of the historic and contemporary art and architecture of China, Korea and Japan, as well as the architecture and art of Asian Diasporas.
- AH 235 History of Design I: 1760-1925 – 3 hours (Same as DES 235)**  
 10145 LCD 11:00 – 12:15 TR J. Mekinda  
 Survey of industrial and graphic design from the Industrial Revolution to 1925.
- AH 250 Italian Renaissance Art - 3 hours**  
 34431 LCD 2:00 – 3:15 TR M. Pollak  
*(General Education: Understanding the Creative Arts)*  
 Painting, sculpture, and architecture in Italy from the fourteenth through the sixteenth centuries.
- AH 273 Pre-Columbian Art of South America - 3 hours (Same as LALS 239)**  
 31623 LCD 10:00 – 10:50 MWF V. Miller  
*(General Education: Understanding the Creative Arts or 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.
- ANTH 390 Honors Research – 3 hours**  
 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**  
 Open only to freshmen, sophomores, and juniors. See Schedule of Classes for call numbers.
- CHEM 116 Honors General Chemistry I - 5 hours**  
*(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.

