

HONORS COLLEGE COURSE OPTIONS - SPRING 2015

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

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 Philosophy of/and/in Film – 3 hours

36340 LCD 10:00 – 10:50 MWF LH 206 Aleks Zarnitsyn

(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 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. 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 Myth, Narrative, and Multimedia – 3 hours

TBD LCD 3:00 – 3:50 MWF LH 307 Yayoi Uno Everett

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

How does narrative shape our lives and our worldview? When a novel is adapted into film, how does it transform our experience? How does music make us identify with heroes and villains and shape our psychological response to particular scenes? In light of these questions, this seminar examines how myths and mythical subjects are reinvented in different forms of storytelling and in genres that range from literature, music theatre (musicals), opera, and film. With respect to goals and methods, the course examines narrative from literary, psychoanalytic, and multimedial perspectives and the holistic manner by which text, music, acting, lighting and/or film editing techniques shape the viewer's interpretation. In order to synthesize materials and develop analytical insights, the students will be expected to contribute to weekly discussion and group presentations and write short response papers to topics and issues covered within each module. Most course topics will be covered in three-hour weekly class period. To take advantage of Chicago's cultural offerings, the instructor will provide opportunities for students to attend live performances of theatre at Looking Glass, Steppenwolf, the Chicago Shakespeare Theater, and opera at the Lyric Opera of Chicago.

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 121 Visual Literacy: How to Understand Photographic Images – 3 hours
26285 LCD 3:30 – 6:15 T TH 219 Beate Geissler

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

Every 2 minutes we snap as many photos as the whole of humanity took in the 1800s. Images come to us through a variety of mediums: mobile phones, online, magazines, newspapers, billboards, advertisements, in art and on television. Even more remarkable than the quantity of images that we are exposed to, and which we produce ourselves, is the effect that these images have on us. Images always come with an agenda - they seek to sell us products, influence how we think, draw correlations between things or reinforce political opinions. Through lectures, presentations and projects we will begin to deconstruct the visible environment in which we live. Exercises (e.g. printing our images), gallery and museum visits will help to supplement our experiences. Through the analysis of our use of technical and technological images we will begin to see all of the 'moving parts' of how visual culture affects us. Recognizing visual language(s) we are empowered to understand how imagery affects us. Employing visual codes to our own pictures and reflect how we participate, how we navigate through a world with optical devices, provides insights into the workings of our culture.

HON 121 Men and Women on the Big Screen: Hollywood and Gender - 3 hours
31447 LCD 11:00 -12:15 T BH B21 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 123 Environmental Humanities: Food and Philosophy – 3 hours
28665 LCD 9:00-9:50 MWF LH 207 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 Diversity – 3 hours
28666 LCD 2:00 – 2:50 MWF LH 104 Cecil Curtwright

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

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

HON 123 From Hip Hop to Horror: The Sexual and Racial Politics of American Popular Media - 3 hours
26350 LCD 9:30-10:45 TR LH 107 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 where 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 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. We will explore the existing alternative media and artistic networks devoted to combating what some have described as a media-perpetuated culture of domination.

HON 123 Race, Racism, Power, and Education in the United States – 3 hours
26287 LCD 2:00-3:15 TR LH 201 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 What Is Passion? – The History of Affectionate Emotion - 3 hours
26288 LCD 12:00 – 12:50 MWF LH 205 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 124 The Golden Age of Venetian Art – 3 hours
30898 LCD 11:00 – 11:50 MWF LH 301 Robert Munman

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

Few periods in the history of post-classical Western art have equaled the invention, beauty, and influence of Renaissance Venice. Although the newly developed classicism of Florence reached “la Serenissima” (“the most serene” city, as Venice styled herself) around 1460, by the end of the century the sculpture of Antonio Rizzo and the Lombardo family, and the painting of the Bellini family and their many followers, brought the art of their city to a creative level that has been rarely equaled. It was, however, in the sixteenth century that Venetian art reached its maturity, with the innovations and visual poetry of Giorgione da Castelfranco, Titian (Tiziano Vecellio, for good reasons known as “prince of painters”), Paolo Veronese, and Jacopo Tintoretto, setting a standard of artistic intelligence and visual delight that has influenced Western art to our own day. In addition, the designs of the period’s greatest architects (Mauro Codussi in the fifteenth century, Jacopo Sansovino and, most important, Andrea Palladio in the sixteenth) paralleled the work of these painters in both quality and influence over the following four centuries, and even today can be seen reflected in modern variations. This course will pay particular attention to these artists, but in addition to the visual beauty and fame of Venetian art and architecture of the Renaissance it will also deal with the ways in which Venetian historical circumstances and socio/cultural mores of the time affected its artistic creations, such as the reflection of Venetian history as the subject of governmental commissions (particularly in the Palazzo Ducale), and the importance of the Venetian *Scuole* (religious- civic, confraternities) in the commission of numerous elaborate interior decorations for *Scuola* meeting halls and related churches (the most famous of which were the work of the Bellini family, Vittore Carpaccio and – in the Church and the Scuola di St. Rocco – Tintoretto). Finally, the course will include consideration of the international position of Venice (financially, politically and militarily) in regard to its influence on its art in the fifteenth and sixteenth centuries.

HON 124 The Seven Wonders of the Ancient World: An Historical and Cross-Cultural Study – 3 hours
28667 LCD 9:30 - 10:45 TR LH 321 Jennifer Tobin

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

This course examines various societies of the ancient world through a study of their greatest monuments, using as a lens the concept of the *Seven Wonders*. The earliest catalog of Wonders originated in Alexandria, Egypt in the 3rd century BCE. The list was never static, but changed over the centuries in response to shifts in social and cultural conceptions of what constituted a *Wonder*. The majority of this course will be concerned with the canonical *Seven Wonders*, as well as other *Wonders* that appear on variant lists from antiquity, medieval times, the Renaissance and later. Beginning with an overview of the historical and social context of each *Wonder*, we will go on to discuss such questions as: Why was it built? What can it tell us about the people who built it? How did it impact the imaginations of later peoples and what were its legacies? How and when (if ever) was it rediscovered and how have advances in archaeological and art historical knowledge affected current reconstructions of the *Wonder*? Ultimately we will explore the broader issue of what were the pre-modern parameters for a *Wonder* and what are they now? Each student will have the opportunity to present his or her own monument from Egypt, the Ancient Near East, Greece or Rome, and argue how it could qualify as a *Wonder*.

HON 127 The Art of Human Expression in the United States and Brazil- 3 hours
 28669 LCD 12:30-1:45 TR GH 204 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 127 Art, Culture, and Identity – 3 hours
 34631 LCD 3:30 – 4:45 TR GH 204 Joel Palka

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

How do other people perceive art and what is art anyway? These common questions will actually be addressed at the cross-cultural, and not the 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, readings in anthropology and art history, and possible visits to a local museum.

HON 134 Environmental Change and Human Cultural Adaptation- 3 hours
 28670 LCD 3:30-6:20 T BH B21 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 202 Thomas Theis

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

This interdisciplinary 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 by probing the meaning of the term "sustainability" and its basis for action. Conflicts brought about through rapid expansion of the US economy will be examined, and then 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. 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 GH 204 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.

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 2:00 – 2:50 R 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 opportunities 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 students to make their mark on campus, encouraging a strong sense of community amongst the new transfer and continuing students. This course promotes engagement in the curricular and co-curricular life of the Honors College and UIC.

HONORS SEMINARS (HON 201)

HON 201 Critical Thinking Crash Course- 1 hour
15069 LCD 11:00 – 11:50 M BH 114 Aleksei 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 Advances in Interdisciplinary Research: Bridging the gap between Engineering and Medicine – 1 hour
21944 LCD 1:00-1:50 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 disease background, the current limitations in clinical management and some of the 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 diseases to 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 Race & Ethnicity on the American Stage – 1 hour
15059 LCD 9:30-10:45 T BH 114 James McDermott

(Note: This class will meet 10 times during the semester.)

This seminar examines depictions, representations, celebrations and conflicts regarding race and ethnicity on the U.S. stage from the Civil War era to the present. Through discussion and debate of selected, prominent works of dramatic literature, along with research and analysis of performance modes/styles, we consider the function of theatre as both social act and public forum. The medium has always chronicled the history of human behavior. The course investigates: Who is empowered to write that history? Why and when did this empowerment shift? Where is it now? How have works of theatre conditioned our response and sense of responsibility towards matters of cultural division in this country? Dramatic works are inherently about people in crisis. Each title discussed on this syllabus considers a clash of cultures and/or struggles within a specific culture. Theatre, classically, exists to elicit an emotional response. Fostering passionate, yet, well---reasoned debate over the issues raised in a play will be the thrust of the course. We will look to theatre not only as a theory and history, but, also, as a practice by evaluating up to the minute contemporary approaches from a multicultural perspective. During most sessions, we will comparatively juxtapose an extant title from a particular era with more contemporary title written about the past.

HON 201 A Selective History of Martial Art Traditions: From Capoeira to Bruce Lee to the Ultimate Fighting Championship – 1 hour

15062 LCD 11:00-11:50 T BH 114 Vernon 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 Think Global, Act Local: Global Health Service Learning Program (Part 2) – 1 hour

15068 LCD 1:00-1:50 T LH 307 Stacey Chamberlain

The Global Health Service Learning Program spring seminar will engage students in 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. Students will gain real-life experience to enhance their understanding of global health concepts such as the burden of disease, health disparities, and social determinants of health while building their competencies in cultural exchange, professionalism, communication, project planning and implementation, and teamwork. Most importantly, through their projects, students will be actively contributing to improving health in Chicago neighborhoods.

Students who have not taken the fall seminar classroom-based prerequisite course will be required to participate in a preparatory make-up session during the first two weeks of classes.

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 meeting on West Campus

Have you ever wondered what a pharmacist does? 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, interactions with pharmacy students and residents and lectures from guest speakers.

HON 201 Maximizing Individual and Organizational Effectiveness: The Human Side of Business – 1 hour

15060 LCD 8:00 – 8:50 W BH 114 Michael Oliver

The seminar will explore the common denominator, and differentiator, of any organization, its human capital. An organization's ability to create value is critically tied to its ability to maximize its employees, regardless of whether they are individual contributors or formal leaders. During this seminar, students will discuss how they can enhance their individual effectiveness in order to maximize the effectiveness of the people they are responsible for, their peers, as well as their leaders. Topics such as self-development and mentoring, relationship building up/across/down an organization, assessing/ developing/retaining talent, interacting with and leading diverse teams, the human aspects of acquisitions, geographic expansion and restructurings, and other organizational dynamics, will be discussed in the context of theory, as well as the instructor's and students' practical experience.

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 Adolescent Transitions in Context: The Experience of Young Service Members as Reflected in Literature and Developmental Psychology – 1 hour

15065 LCD 10:00 – 10:50 W BH 114 Roberta Paikoff-Holzmuller

This course will focus on the developmental transitions into and out of adolescence, and, more particularly, the role of context in the transition from adolescence to adulthood during times of war, for young people in the military. Students will be encouraged to integrate their own experiences and those of others with the data discussed, and to think about the role our culture may take in promoting health for all young people. The study of adolescence, the second decade of life, includes two major transitions: puberty, or the transition into adolescence, and the later transition out of adolescence and into early adulthood. Early adolescence involves the primary changes of puberty and brain development; while the transition from adolescence into adulthood involves changes secondary to puberty, which require young people to grow emotionally through identity development as well as healthy individuation from family while remaining connected to those they care about. In this seminar, we will use popular and scientific literature to explore the transitions into and out of adolescence. We will examine the transition out of adolescence primarily from the perspective of young people who enlist in the military and are exposed to combat. For example, students will be asked to think about the process of separation and individuation that young adults go through to develop their own identities and to think about how the literature we read illuminates their own experience as well as their newly gained understanding of military and combat life for young adults. Many of the books we are reading will talk about military structure and combat stress, and these issues will be addressed as well from the perspective of young adult development. Students will have the opportunity to integrate their own experiences in development with the course materials as well.

HON 201 The Politics of Public Space – 1 hour

15057 LCD 10:00 – 10:50 W BH B21 Teresa Helena Moreno

Are all public spaces inclusive? Through examining this question, this course intends to question the inclusivity of public space and which individuals have access, focused in particular on the UIC Library. The course will cover such deeply-entrenched topics as race, class, gender, sexuality, religion, and ability. A major goal of this course is to enable students to understand their environment in ways that challenge their preconceptions of how the world works, with the UIC Library as their primary focus. As part of the brand new Chicago LOCC (Local Online Collaborative Course) project, this course will run parallel to similar courses at other key Chicago-area institutions. For the spring 2015 term, this course will run parallel with a similar course at Northwestern University. With a focus on local populations and collaborative learning, this course is meant to provide an alternative to the MOOC (Massive Open Online Course) model of online learning. Students will join their counterparts at Northwestern University to form a body of research regarding the ways in which access to library resources at each institution's respective library can be impacted by the intersections of race, class, gender, sexuality religion, and ability. In addition to communicating with other students at Northwestern via online methods, students from both courses will come together at UIC at the end of the term to discuss their findings regarding each institution's library resources and the access or limitations at on each campus.

HON 201 The Anthropocene and the Sixth Extinction: Human Impact on Earth's Natural Systems – 1 hour

15066 LCD 2:00-2:50 W BH B21 Roy Plotnick

The human impact on Earth's natural systems has reached the level that it has been suggested that we are now in a new part of the geological time scale, informally designated the Anthropocene. One major aspect of the Anthropocene is the dramatic increase of extinction rates among diverse groups of organisms. In comparison with the usually cited "Big Five" extinctions of the fossil record, this has been dubbed the "Sixth Extinction." This seminar will examine the arguments for designation of the Anthropocene as a unit of geologic time, with a particular focus on the Sixth Extinction. This examination will include a review of other extinctions in the geologic past, including their rates and proposed mechanisms. For example, we will discuss the extinction of the dinosaurs and many other groups at the end of the Cretaceous and consider the still controversial idea that it was caused by an extraterrestrial impact. Similarly, we will survey the extinction of large terrestrial mammals in the late Pleistocene and discuss the relative roles of humans and climate. A key question will be whether the sixth extinction is similar or fundamentally different than extinctions in the past. Case studies to be discussed include the extinction of the passenger pigeon, the dodo, and the Tasmanian wolf. The class will also examine the ethics and technology of "de-extinction" and efforts to protect endangered species.

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 Introduction to Research and Critical Thinking– 2 hours
 15067 LCD 9:30-10:45 R BH B21 David McKirnan

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. This course will be a blended module package: a 2-credit combination, with one Honors seminar and one online course.

HON 201 Climate-Change: Acceptance and Denial – 1 hour
 27164 LCD 11:00-11:50 R BH 114 Henry Howe

The seminar will explore the realities and uncertainties of climate science. The vast majority of climate scientists around the world recognize the evidence and risks that human-induced climate change brings to civilization. However, about half of the voting public in the United States, and their representatives in Congress, either do not believe that climate is changing, deny human influence on change, do not think it matters, or doubt that anything can be done about it. It is true that the geological record indicates that global climates have changed many times in the past, long before humans had the capacity to alter it, or even before humans existed. What is the difference now? This seminar will explore a focal book and criticism of and by scientists who study climate change. Michael E. Mann is a leading climate scientist who has weathered intense public criticism of his research from private foundations, think tanks, media personalities, and even elected officials. The story is a remarkable exposé of the influence of the “merchants of doubt” on legitimate, if inherently uncertain and sometimes baffling, scientific discovery. One theme is evidence for and derision of “the hockey stick,” the shape of a graph of temperatures from the year 1000 to 2000, indicating fairly stable climate for the first 900 years, followed by a sharp upturn in temperatures from 1900 to 2000. The seminar will read Mann’s book, and much of the criticism of climate science. There will be a coherent discussion of scientific processes, and student initiative in finding and discussing plausible scientific, media, business and political critiques of climate-change research or its implications.

HON 201 Water – The Matrix of Life – 1 hour
 15061 LCD 2:00 – 2:50 R SH 316 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 294 – HONORS INQUIRIES

HON 294 Leadership: A Skill to be Learned and Earned – 3 hours
 35117 LCD TR 9:30- 10: 45 LH 104 William Kohler

Leadership is required of each of us, be it for an hour or a lifetime. This seminar meets with local leaders who offer their experience in developing the leadership talent instilled in each of us. We address leadership as a theory as well as its practical application.

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 5th, 2014. The final deadline for applicants is Tuesday, January 7th, 2015. The tutoring program is scheduled to begin on Monday, January 26th, 2015.

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 23, 2015** to avoid a “W” grade; if you drop between January 24, 2015 and March 20, 2015, 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 23, 2015** to avoid a “W” grade; if you drop between January 24, 2015 and March 20, 2015, you will receive a “W”.

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

DEPARTMENTAL HONORS OFFERINGS

ACTG 315 Intermediate Financial Accounting I – 3 hours

Prerequisite: Average grade of B or higher in ACTG 210 and ACTG 211, with both taken at UIC; or a grade C or better in ACTG 210 or equivalent and ACTG 211 or equivalent and a passing grade in the Accounting Qualifying Exam (AQE).

17768 LCD 11:00 – 11:50 MWF B. Leventhal

Theory and standards related to asset valuation, revenue recognition, gain and loss recognition, and their impact on income measurement and financial position. For satisfactory progress in the accounting major, students must receive a grade of C or better in ACTG 315. ACTG 315 may only be repeated once.

AH 125 – Introduction to Art and Architecture of Asia – 3 hours

(Same as AAST 125)

General Education: Understanding the Creative Arts or Exploring World Cultures

35430 LCD 3:30-4:45 TR C. Becker

Using cross-cultural case studies, this course introduces students to some of the major artistic methods, monuments, and themes associated with Asian art and architecture. Same as ASST 125. Field trip required at a nominal fee.

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 208 Topics in Modern Architecture, Art and Design

36952 LCD 5:00 – 6:15 TR S. Archias

Varying topics in how architecture, art and design have impacted the designed world over the last several centuries. May be repeated if topics vary. Students may register for more than one section per term. Recommended background: 3 hours of Art History at the 100-level.

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 253 Topics in Art and Architecture of the Renaissance and Baroque - 3 hours

Recommended background: 3 hours of Art History at the 100-level

34170 LCD 11:00 – 12:15 TR M. Pollak

Varying topics in art and architecture from 14th through 18th-century Europe, with emphasis on historical, cultural and artistic contexts, and the development of particular periods or movements. May be repeated if topics vary. Students may register for more than one section per term.

AH 260 European Art from 1750 to 1900 - 3 hours

General Education: Understanding Creative Arts.

Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor

33014 LCD 9:30 – 10:45 TR N. Dubin

Painting and sculpture in Western Europe from Neo-Classicism through early Modernism.

AH 274 Pre-Columbian Art of Mesoamerica - 3 hours (Same as LALS 240)

General Education: Understanding Creative Arts or Exploring World Cultures

Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor

36772 LCD 2:00 – 3:15 TR V. Miller

Introduction to the art and architecture of prehispanic peoples of Mexico and northern Central America, including Olmec, Teotihuacan, Maya, Zapotec, and Aztec cultures.

AH 275 South Asian Visual Cultures - 3 hours

General Education: Understanding Creative Arts or Exploring World Cultures

Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor

36775 LCD 12:30 – 1:45 TR C. Becker

Art and architectural traditions of South Asia, contextualizing their uses and meaning within Hindu, Buddhist, Islamic, and contemporary communities of India, Pakistan, and Bangladesh.

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 205 Roman Art and Archaeology- 3 hours (Same as AH 205 and HIST 205)

General Education: Understanding Creative Arts or Understanding the Past.

31140 LCD 10:00 – 10:50 MWF K. Ros

Contributions of archaeological excavations to the study of ancient Rome and her empire 1000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts.

CL 252 Greek and Roman Comedy- 3 hours

General Education: Understanding the Past or Understanding Creative Arts

Prerequisite: CL 100 or CL 101 or CL 102 or CL 103 or CL 106 or the equivalent.

34132 LCD 2:00 – 3:15 TR J. Vaio

The plays of Aristophanes, Menander, Plautus, and Terence.