

Fall Semester 2015

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 hours

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 hours

CRN: 29074

HONORS COLLEGE CORE COURSES

HON 121 Superheroes and Cultural Mythology

27314 9:00 – 9:50 MWF Brianna Noll

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

In what ways does Superman differ from Hercules? Is it surprising that Marvel's Thor is based on a Norse god? What distinguishes gods and aliens like Thor and Superman from superheroes like Batman who lack inherent superpowers? In this course, we will examine the relationship between superheroes and [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

d mythology in order to understand the historical, cultural, and social factors that shape superhero narratives and our notions of heroism more broadly. Superheroes reflect us and the society we live in, our hopes and fears, and the study of superhero narratives provides inroads to studying issues of identity, adversity, ethics, and our contemporary cultural climate. We will begin by exploring traditional and non-traditional superheroes throughout history and popular culture, from Hercules to *Doctor Who*, Robin Hood to *The Legend of Korra*. Then, we will turn our attention to 20th and 21st century comic book superheroes in America; and finally, we will consider how contemporary graphic novels and films rethink the superhero as an archetype, challenging our preconceived notions of good and evil, strength and weakness, power and authority. While our attention will largely be focused on American superheroes within American culture, we will endeavor to understand how the issues we study can be applied to global representations of superheroes in popular culture and cultural history.

HON 121 Utopias and Dystopias: Idyllic and Nightmarish Worlds

27371 10:00 – 10:50 MWF Brianna Noll

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

How would you describe the ideal society? If given the opportunity, how would you put it into practice? In 1516, Thomas More explored these questions in *Utopia*, the title of which has come to refer to the perfect society. But since the word literally means "no place," we must ask ourselves whether a *utopia* is an achievable goal or a naïve dream. In this course, we will explore utopias and their converse, dystopias, as they are depicted in literature and film. As we will see, utopian texts tend to work as a form of protest, revealing unjust systems and practices in society by proposing solutions to these problems. Dystopias, on the other hand, serve as a kind of warning about what society might devolve into should certain practices continue. While the one looks idyllic and the other nightmarish, a significant overlap between the genres occurs in the exploration of ethics: a utopia might reveal something sinister at its core, some dystopian element necessary for the sake of equality and stability, and this blurring of genres raises questions about the cost of perfection. Our goal in this course will be to trace the development of utopian and dystopian thought as it relates to historical and cultural discord, to analyze how utopian and dystopian texts directly and indirectly imagine social harmony, and how the genres challenge us to consider our own social, political, and ethical commitments. Particular attention will be paid to literature and film of the past twenty years, including the novels *Paradise* by Toni Morrison and *Never Let Me Go* by Kazuo Ishiguro, and the films *The Matrix*, *The Hunger Games*, and *Mad Max: Fury Road*.

HON 123 Race, Racism, Power, and Education in the United States
27315 12:30 – 1:45 TR 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. CRT 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 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 U.S.

HON 123 Mental Health, Stigma, and Justice in Asian American Communities
28100 3:30 – 4:45 TR Rooshey Hasnain

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

This multidisciplinary course will allow students to examine critical and complex mental health issues faced by Asian American individuals, families, communities, and systems. Students will learn to analyze real-life case narratives by focusing on cultural influences that affect help-seeking behaviors and quality-of-life outcomes for Asian Americans living with mental illness. Many complex and interacting factors--individual, family, and cultural--as well as systemic Western and Eastern influences, affect Asian American experiences of mental health issues. Utilizing principles and theories of community psychology, students will gain an integrated understanding of the relationship between the mental health of Asian Americans, and the social, political, and economic influences on their lives.

HON 124 The Art of Renaissance Florence
37359 9:30 – 10:45 TR Robert Munman

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

Although the historical origins of 20th-century “modernist” art (such as the work of Pablo Picasso or Jackson Pollack) are often debated, the beginnings of the broader concept of modern art are commonly placed in the early years of the fifteenth century in Florence. Preceded by the late Gothic achievements of Giotto and his followers, the art and architecture of the early Italian Renaissance – with its adaptation of many Humanist ideas of the Greco-Roman past – presented a new style of naturalism, visual invention, and (occasionally) illusionism. These artistic achievements of the 15th century in Florence developed into the 16th-century classicism of the “High Renaissance”, eventually forming the basis of the art and architecture of the art historical period known as “Mannerism”, and these artistic movements became the foundation of the art of Europe and the Americans well into the 20th century. The present course will present a chronological survey of the artistic innovations of this time and place – exemplified by the invention of linear perspective and new interpretations of the pictorial styles, and often the subject matter, of the classical Greco-Roman world – through the work of some of art history’s most important practitioners, including Lorenzo Ghiberti, Donatello, Filippo Brunelleschi, Alessandro Botticelli, Leonardo da Vinci, Michelangelo, and Raphael, to name only the most celebrated. And as these developments took place during the age of the Medici domination of Florence (and included two Medici Popes), as well as the social and religious upheavals of the Reformation and Counter-Reformation, these historical factors will form the historical framework for the presentation of the art of the period

HON 124 Love Songs
29633 3:30 – 4:45 TR 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 124 Readings in the Atlantic Slave Trade

32596 11:00 – 12:15 TR

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 125 The Rwandan Genocide Reinterpreted and Revised in its Historical and Global Context

37884 2:00 – 3:15 TR

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. Empirical evidence now shows that the 1994 genocide was not a spontaneous outbreak of fratricidal ethnic rage of Rwandan Hutu against Rwandan Tutsi, as earlier assumed on the face of it, but rather was a minutely planned, organized, funded, armed, directed, and incited regime change and mass pogrom orchestrated by a team of white-supremacist ex-colonial European military security officers and administrators, their Western foreign legion mercenaries, and their African proteges and trainees. On the basis of the recent archival and field research and the accrued scholarly literature, this course will thoroughly problematize and re-analyze the large scale, horrifying Rwandan genocide of 1994, its wider background in global affairs, and its ramifications and implications. The archives to be considered include the files of the Belgian, French, and US governments, humanitarian organizations, the UN, and Rwanda. The witness statements derive from ethnographic studies and legal testimonies to the UN tribunal and the professor's interviews. The studies come from numerous different disciplines: political science, history, anthropology, security studies, literary analysis, law, human rights, and international affairs. The earlier interpretations and the new evidence about these events will be reviewed in the course, through readings, slide presentations, films, discussions, and term papers.

HON 127 Music in Colonial Latin America

28104 10:00 – 10:50 MWF

Javier Mendoza

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

This course is a survey of music written and performed in colonial Latin America between 1500 and 1800. Priests accompanied the first conquistadors to the New World in the 15th and 16th centuries. These priests carried choir books with them. Details like these are not typically covered in a Latin American history course, nor in a course covering Western music history. A class covering the music of colonial Latin America broadens our understanding of the history and circumstances of the colonial New World, while providing broader context to music created in Europe. This course provides a soundscape to accompany the history that we already know, painting a more complete picture of the culture and society of the time. The nature of the Spanish conquest and the mixing of cultures created a new society in the New World. Music was an important part of that society and served as a vehicle for social construction to the government and church establishments. Social construction is a common theme in this course. The various roles of music in the colonial situation will be discussed. Colonial Latin American music will also be presented with the intent of broadening our understanding of the established canon of Western music, while also shedding light on our understanding of the Spanish conquest of the Americas. Serious classical and liturgical music is covered along with known folk traditions. Music is presented within the context of history, the other arts, and social construction.

HON 127 The Art of Human Expression in the United States and Brazil

32682 11:00 - 12:15 TR

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 Music, Social Practice, and the Construction of Meaning and Identity

27316

3:30 - 4:45 TR

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. This will explore the theory of ethnomusicology 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 128 Men, Women and the Changing Family

27317

11:00 – 12:15 T & 11:00 – 1:45 R Marsha Cassidy

(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 131 Mathematics Through Time

34822

11:00 – 11:50 MWF

Evangelos Kobotis

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

This course will present the development of Mathematics through time with a special emphasis on understanding how different concepts were introduced and how they were influenced by their historical context. The course will present the 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

29076

2:00 – 3:15 TR

William Ryan

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

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

HON 140 Human Nature and the Body

38316

9:30 – 10:45 TR

Timothy Murphy

(General Education: Understanding the Individual and Society)

This course will analyze whether the idea of 'human nature' helps guide choices about biomedical interventions involving the human body. Is 'human nature' a static reality or a dynamic open to change? Are race, gender, and sexual orientation fixed elements of human nature, or are they also open to choice and interpretation? After considering various ideas of human nature, we will look at the ethics of cosmetic surgery, anti-aging medicine, the use of pharmaceuticals, anti-aging strategies, transgender surgeries, enhanced sports performance, and the production of trans-human organisms. We will also look at choices about children, including sex, intelligence, and even such traits as deafness. In order to identify standards that should guide choices in these areas, we will turn to a wide array of readings. The readings will include texts from classical philosophers, medical organizations, current journalism, memoirs, and autobiographies.

HON 140 Diversity and Cultural Identity

27370

11:00 – 12:15 TR

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 142 Sentiment in Fiction: What Moves Us and How

36683

2:00 – 3:15 TR

Christian Messenger

(General Education: Understanding the Creative Arts)

A study of sentiment in fiction will investigate what happens to our emotions when we read and what are the stakes. Sentiment is a key component of some of the most important moral and aesthetic issues of narrative expression in the past three centuries. To study sentiment is to undertake nothing less than a poetics of how we “feel” when we read and write fiction and what our emotions mean for authors, texts, readers, and culture. Sentiment was a dominant mode of fictional response in the eighteenth and nineteenth centuries but came under concentrated attack in the twentieth century. We will chart its rise, fall and resuscitation in the last several decades through identity politics and interest in affect as a trigger of sentiment. To understand what “moves” us as readers and spectators is a cornerstone of understanding our affiliations and sympathies, as we decide what is “moving” as readers, viewers and citizens. Works and writers will include selections from Hume, Burke, Rousseau, Stowe, Melville, Dickens, Fitzgerald, and Doctorow. We’ll also look at a paradigmatic sentimental film: IT’S A WONDERFUL LIFE.

HON 200 - Honors Lectures

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

HON 200 Current Issues Forum – 0 hours

13679

4:00 – 4:50 M

S. Williams

Students will discuss and debate current topics of local, national, or international interest. Each participant leads the discussion for one session, after presenting the major points of the issue.

HON 201 - Honors Seminars**HON 201 Introduction to Research and Critical Thinking – 2 hours**

21199

12:00 - 12:50 M

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 Breathing a Better Life - Lung Health – 1 hour

13762

3:00 – 3:50 M

G. Zhou

This seminar is designed to address broad and in-depth topics on lung health with a combination of basic science, translational medicine and clinical medicine. An average adult takes 15 to 20 breaths a minute, which totals to over 20,000 breaths a day. The respiratory system, which includes the nose, throat, windpipe (trachea) and lungs, brings air into the body through breathing. Keeping your lungs healthy is an important part of an overall healthy lifestyle. For this seminar, we will start with an introduction to lung development and lung biology, as well as an overview of lung diseases, followed by in-depth discussion of topics such as the roles of cigarette smoking, e-cigarette, air pollution, mining and farming, diving and climbing, and infection on lung health as well as special topics on specific lung diseases such as asthma, chronic obstructive pulmonary disease, or lung cancer. We will also have a lab exercise at Dr. Guofei Zhou’s laboratory at the College of Medicine Research Building 7120 on lung cell imaging and lung histology. Students will also be asked to conduct group presentations on topics of interest regarding lung disease.

HON 201 Reform in Criminal Law, Police & Justice – 1 hour
27560 4:00 – 4:50 M L. Robles

The course explores incidents that warrant a change to specific areas of the current criminal justice system. The course will concentrate on specific events in recent history that have led to the introduction of new policies. The topics are not an exhaustive list of the reasons that policy makers have demanded changes to criminal justice however; they are the events that have been the focus of attention in the media. We will first survey a general introduction to criminal law and the changing role of police in society. The first issue of discussion will concentrate on the increase in “Active Shooter” occurrences across the country such as Sandy Hook, Virginia Tech and U.S. Holocaust Memorial Museum. The class will then transition to the second amendment and tackle the issues behind gun purchase restrictions vs. the second amendment right to bear arms. In addition, the class will assess the use of deadly force by police and apply the law to the facts in the Michael Brown and Trayvon Martin cases. Students will then visit the Insanity Defense and apply the recent murder of American Sniper Chris Kyle. Finally, students will study the Boston Marathon Bombing trial.

HON 201 The Book Before Print - 1 hour
13763 12:30 - 1: 20 T A. Grau

Before the printing press, no two books were the same. Each book was copied by hand, custom made for a particular use or individual patron. Individual books contained unique combinations of literary, musical, artistic, religious and scientific content, that can tell us not just about their content, but about the places, people and institutions that created and used them. This course will examine the history of the codex before the advent of the printing press, and what these books have to tell the modern observer. We will consider the production, use, reception and afterlives of manuscript books, focusing on examples from the Middle Ages. Students will be introduced to the fields of codicology and paleography, and will see how these fields can be put into dialogue with history, literature, art, music, religion, and science. Course readings and class discussions will explore the process and economy of book-making before mass production, functions of books in the Middle Ages, and the use of medieval books as primary sources in a variety of historical fields. Brief practicum assignments will allow students to interact with digital facsimiles to try their hands at transcribing medieval texts and describing manuscript images. As an introduction to the material, the class will visit the Newberry Library to view a selection of actual medieval artifacts in person; this will be combined with exposure to a larger selection via online facsimiles. In order to fully engage with medieval bookmaking processes, students will then complete a group project that will involve creating their own codex, including ruling “parchment,” copying texts, illustrating their work, and binding the finished product. As an exercise in interpretation of such works, they will then use the books produced by other groups as the basis for a short response paper.

HON 201 Think Global, Act Local: Global Health Service Learning Program - 2 hours
32758 3:30 – 4:20 T S. Chamberlain

The Global Health Service Learning Program 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. The course is a 2 credit-hour class based partially in the classroom and partially “in the field”. Students will meet in class only 1 hour per week and will be expected to spend approximately 5 hours per week outside of class including time spent on assignments, preparing presentations and actively working on partner projects.

HON 201 An Introduction to Faculty Research on Diversity – 1 hour
13770 10:00 – 10:50 W L. Baptista

NOTE: This course will be held in 200 AH (The AACC Library)

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 Legal Writing and Advocacy - 1 hour
13766 2:00 – 2:50 W 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 Literary Hell: Comparative Narratives of Descent - 1 hour
13760 3:00 – 3:50 W R. Ryder

Representations of the underworld can be found throughout both Eastern and Western literary traditions, and not all of them conform to the typical notion of a place of torment and damnation, fire and brimstone. This course will focus on “underworld literature,” those texts that do not necessarily depict Hell – although some certainly do – but which are nevertheless deeply concerned with what lies under the surface of the Earth. Beginning with Plato’s cave, we will continue with different textual representations of the underworld, from the Orpheus myth and Dante’s *Inferno* to the texts of Milton, E.T.A. Hoffmann, Jules Verne, Dostoevsky, H. G. Wells and Sartre, among others. We will also consider the depiction of Hell and the underworld in films such as Scorsese’s *Apocalypse Now* and comics like Neil Gaiman’s *The Sandman* series. We will consider not only the ways in which the underworld is determined by the political, historical, and spiritual circumstances of this world, but also what promises and punishments the underworld has to offer beyond the world in which we live.

HON 201 Foundations for the Future - 1 hour
13761 2:00 – 3:50 W

This course provides the tools for you to succeed in completing your studies at UIC and moving beyond. Guiding you through the next steps in your academic and professional career, we will cover four major units—scholarship, awards, career/internship/graduate school, and long-term future goals. Specifically, we will talk about scholarly and practical issues to help you get ready for the Capstone; show you how to locate and apply for awards; explore gap year possibilities, graduate school and career decision making; develop networking and mentoring strategies; and continue with life-long learning and financial literacy. Class discussions will be supplemented by interactive activities such as creating a resume and critiquing an online persona; panel discussions with faculty, staff, and student speakers; and mock interview practice.

HON 201 The Nobel Prize in Physiology / Medicine - 1 hour
19300 4:00 – 4:50 W 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 5:00 – 5:50 W 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 Clinical and Translational Sciences – 1 hour
13681 12:30-1:45 R 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 (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 (e.g. physician, pharmacist, dentist) that combines their clinical services with research.

HON 201 Seeing Is Believing: Optical Imaging - 1 hour
13759 2:00 – 2:50 R J. Cheng

This course offers a thorough overview of the development and history of optical imaging and microscopy. 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. 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 Reaching for Higher Ground: 21st Century Ethical Dilemmas – 1 hour
13768 12:00 - 12:50 F 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 Biomedical Discovery and the Media – 1 hour
13684 1:00 – 1:50 F R. Debreuil

We live in an era in which scientific discovery is happening at breakneck speed. Every day there are news stories that update and extend the material in our textbooks. For the layperson, there is a daunting assortment of new information to absorb. In this course, students will learn about connections between science and society by looking at how new discoveries in biomedical science are communicated to the general public. We will analyze current news stories as a reflection of what scientific advances have the greatest impact on society. At the same time we will have the opportunity to explore routes used to communicate scientific information to the public. In addition, there has been a fundamental change in the way that we access information. We will debate whether the change has made things better or worse, from the point of view of scientists. We will ask: How is scientific communication evolving, and what are the challenges for the future?

HON 202 - Honors Tutoring

Students who intend to participate in the Honors College Tutoring program must **complete an application** (available in the Honors College office). The preferred deadline for applications is Friday, July 31, 2015; **THE FINAL DEADLINE IS FRIDAY, AUGUST 21, 2015**. The tutoring program is scheduled to begin on **TUESDAY, SEPTEMBER 8, 2015**. Students should then **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 honors activity. If you decide NOT to tutor, you must drop HON 202 by September 4, 2015 to avoid a “W” grade; if you drop between September 5, 2014 and October 30, 2015 you will receive a “W”. You will receive additional information about your tutoring schedule by the first week of classes in the Fall 2015 term.

HON 225 - Honors Research

HON 225 – CRN 13774

Students who are participating in undergraduate research as their Honors Activity are eligible to register for HON 225 (in addition to HON 222). 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>. If you decide NOT to research this semester, you will need to drop HON 225 by September 4, 2015 without a “W” grade; if you drop between September 5, 2015 and October 30, 2015, you will receive a “W”.

Departmental Honors Offerings – Fall 2015

ACTG 315 Intermediate Financial Accounting I – 3 hours
10036 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 204 Greek Art and Archaeology - 3 hours (Same as CL 204 and HIST 204)
10124 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 210 The Art and Archaeology of Ancient Egypt - 3 hours (Same as AAST 210, and ARST 210)
33626 8:00 – 9:15 TR J. Tobin

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

Ancient Egypt from 6000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts.

AH 235 History of Design I: 1760-1925 – 3 hours (Same as DES 235)
10145 11:00 – 12:15 TR J. Mekinda

Survey of industrial and graphic design from the Industrial Revolution to 1925.

AH 264 African American Art - 3 hours (Same as AAST 264)
38195 2:00 – 3:15 TR

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

Interdisciplinary survey of the artistic production of African American artists from the nineteenth century to the present.

AH 271 Native American Art - 3 hours (Same as NAST 271)
35370 11:00 – 11:50 MWF

(General Education: Exploring World Cultures)

Survey of the arts of the indigenous peoples of the United States and Canada.

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.

CL 102 Classical Literature - 3 hours
33142 10:00 – 10:50 MWF K. Ros

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

The main literary forms of Classical Antiquity: epic, tragedy, comedy, the philosophical dialogue, history. All readings are in English.

CL 103 Introduction to Classical and Mediterranean Archaeology - 3 hours
30214 11:00 – 11:50 MWF K. Ros

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

Contributions of archaeological excavations to the study of ancient Greece, Rome, Egypt and the Near East; architecture, painting, and sculpture in their social and historical contexts. All readings are in English.

CL 201 Classical Etymology in the Life Sciences - 3 hours (Same as LING 201)
32296 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 208 Greek Mythology - 3 hours (Same as RELS 208)
34219 2:00 – 2:50 MWF O. Marinatos

(General Education: Understanding the Individual and Society or Understanding the Past)

Intensive study of the gods and heroic sagas of the Greeks, through original sources in translation. All readings are in English.

CL 251 Greek Tragedy - 3 hours
34217 12:30 – 1:45 TR P. Papamichos Chronakis

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

The plays of Aeschylus, Sophocles, and Euripides. All readings are in English. *Prerequisite(s)*: One course in philosophy or consent of the instructor.

EAES 180 Honors Earth and Environmental Sciences – 1 hour

Provides honors students with the opportunity to explore in depth a topic treated in the concurrent lecture course. Course Information: May be repeated up to 1 time(s). Students may register in more than one section per term. May be taken a total of 2 times, each time with concurrent registration in EAES 101 or EAES 102. See schedule of classes for CRN numbers.

ENGL 398 Honors English Thesis

Supervised research and writing of a senior honors thesis on a topic agreed upon by student and faculty sponsor. Students who complete this course and fulfill all of the other honors prerequisites will be awarded highest distinction in the major. See schedule of classes for CRN numbers.

GER 398 Honors Project – 3 hours

Restricted to majors in the Department of Germanic Studies. May not be taken in the term in which the student expects to graduate. See schedule of classes for CRN numbers.

HIST 398 Honors Project – 3 hours

Student must complete an independent project in one semester; projects will be selected in consultation with the instructor. No more than 9 hours of credit allowed in combination of HIST 398 and HIST 399. See schedule of classes for CRN numbers.

MGMT 340 Introduction to Organizations- 3 hours

25845 2:00 – 3:15 TR P. Thompson

Important organization and management concepts and applications. Their relevance to individual and organizational goal attainment. Emphasizes organizational structure, systems, processes, and change, national and global.

MKTG 360 Introduction to Marketing - 3 hours

25850 9:00 – 9:50 MWF A. Trampas

The role of marketing in business and society. The marketing decision process in domestic and international settings.