

## HONORS COLLEGE COURSE OPTIONS - SPRING 2016

### 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)  
 37760 (for students studying abroad; departmental approval required)

**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      Utopias and Dystopias: Idyllic and Nightmarish Worlds

36340                      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 121      Men and Women on the Big Screen: Hollywood and Gender

31447                      9:30 -10:45      T                      Marsha Cassidy  
                                  9:30 – 12:15      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 21<sup>st</sup>-century. The intersection of gender with race, ethnicity, social class, and sexual orientation is also highlighted. Among the topics discussed are the rise of the "hard-bodied" male action hero and his female counterpart; shifting gender spheres; gender in the horror film; and new visions of "the couple" in contemporary romantic comedies. As a required part of the course, we screen a number of feature-length films that illustrate these shifting depictions of gender.

### HON 121      Social and Historical Concepts of Art and Design

28662                      3:30 – 6:15      R                      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 Poetics of Dissent**

26285 3:00-3:50 MWF Chris Glomski

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

Dissent is a form of saying “no.” One thing to realize is that dissent is a process and not a final and objective state, some dictate of truth from on high. I want to engage the materials of the culture, derange them as they have deranged me, sound them out, as they sound me out.” FROM “AN INTERVIEW WITH CHARLES BERNSTEIN”

In this course, we will engage with works by poets that somehow enact a poetics of dissent. Keeping in mind that dissent is a form of saying “no,” together we will attempt to calculate how those works give voice to some kind of negative response. In so doing, we may discover that “dissent” can be expressed not only in terms of overtly political statements (though it often is), but also in terms of the formal maneuvers or strictures a writer commits to. In the course of our inquiry, we may also find ourselves raising questions such as, “How might the formal commitments or aesthetic choices a writer makes qualify as political gestures?”; “Is there a point at which expressions of dissent tend to invert themselves into affirmations of something else?”; “In what ways might poetry help one trace a private self among the material impingements of our globalized world?” Supplementing our readings of poetry from the early 20th century to the present will be a variety of critical texts to orient our understanding the poetics of dissent through such critical lenses as formalism, feminism, racial politics, and economics. As a popular on-line dictionary points out, the word “dissent” is liable to be confused with its homophones “descent” and “decent.” Perhaps that is an apt reminder, as we seek to trace lines of descent among dissenting poets in pursuit of what is decent.

**HON 123 Race, Racism, Power, and Education in the United States**

26287 2:00-3:15 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. Critical race theory developed from the field of critical legal studies and operates as an analytical tool to explain the relationships among race, racism, and power in the post-civil rights era. By offering a critique of social inequalities and supporting policy, this course will act as a tool to identify how we can use schools and other social institutions to eliminate racism. Utilizing the CRT framework, this course will encourage students to challenge scholarship that is dismissive of the various intersections of racism. An interdisciplinary approach will be used to highlight the stories and experiences of people of color as critical to any discussion of race. It will create a space for students to explore the concept of social justice, analyze social research, and engage in discourse that challenges “colorblind/post-race” rhetoric and educational policy in the United States.

**HON 123 From Hip Hop to Horror: The Sexual and Racial Politics of American Popular Media**

26350 9:30-10:45 TR Jennifer Rupert

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

In this course we will interrogate the potential political significance of the stories our media and popular culture tell about gender, sexual, and racial differences. By examining the ways in which several genres - advertising, news reporting, social media, television, filmmaking, and even pornography - depict members of various so-called minority groups, we will seek to trace not only existing patterns of misrepresentation but also emergent patterns of resistance, especially in cases 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 Mental Health, Stigma, and Justice in Asian American Communities**

26898 12:30 – 1:45 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 123 Diversity**

28666 2:00 – 2:50 MWF Cecil Curtwright

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

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

**HON 124 What Is Passion? – The History of Affectionate Emotion**

26288 11:00 – 11:50 MWF 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 Art of Leonardo da Vinci, Michelangelo and Raphael**

30898 9:30 – 10:45 TR Robert Munman

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

It would be difficult, perhaps impossible, to find more famous names in the history of art than those of Leonardo da Vinci, Michelangelo Buonarroti and Raphael Sanzio, a celebrity fully justified by their artistic originality and art historical importance. This course will concentrate on the artistic origins and development of these men, the visual, historical, and iconographic meanings of their work, their professional and personal interactions, and their places in the creation of Italian High Renaissance art. The influences of these artists on their contemporaries, and the reasons for their wide, and deep, impact on European art over several centuries, will also be studied. Moreover, because these artists, in spite of similar backgrounds, were so significantly different in personality, an understanding of the variant directions of their careers and the often diverse meanings of their art require those personalities to be considered in some detail. The course will therefore pay particular attention to the attitudes that each man had toward the other two, and the acknowledged rivalries that those attitudes helped bring about. For Leonardo, this means investigating his position as a court artist and examining not only his – and perhaps the world's – most recognizable paintings, but also looking at a number of equally important (if less familiar) works, with special attention given to his drawings and how they represent his seemingly unlimited breadth of interests and creativity. In addition, a focal point of the class will be Leonardo's place as the primary source for the modern concept of the artist as creative inventor – particularly in regard to his theories of art – rather than (the common assumption at the time) as simply an accomplished artisan. Such an approach is also appropriate for Michelangelo, and the course will present an overview of his commanding career of some seventy-five years as an independent (though hardly unencumbered) artist who became the prototype of the irascible (and at times, intractable) creative genius. Finally, the class will investigate the astonishingly rapid and remarkable artistic growth of the gracious and accessible Raphael, with attention to the complex relationship he had with his two celebrated contemporaries, his supremely successful creation of an enduring visual style, and the reasons – most obviously his influence on Baroque classicism as well as the Neo-classic style of the 19<sup>th</sup> century – that he has been seen as the most influential Western artist of the past 500 years.

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

28669 12:30-1:45 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 Art, Culture, and Identity**

34631 3:30 – 4:45 TR 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 128 Black Music and American Culture**

26289 3:00 – 3:50 MWF John Behling

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

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

**HON 134 Environmental Change and Human Cultural Adaptation**

28670 11:00 - 12:15 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**

30227 12:30 - 1:45 TR 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 142 Music and Narrative**  
38373 8:00-9:15 TR Anna Grau Schmidt

*(General Education: Understanding the Creative Arts)*

This course will explore ways in which music can tell a story—ways that music drives, enhances, and responds to narrative. Drawing on students' knowledge of literary narrative, this course will introduce them to a range of musical storytelling genres and techniques. We will examine how, in both classical and popular repertoires, music functions not just as an ornament, but as an active participant in narrative. We will explore the role of music in the telling of stories, with examples from medieval romance to modern television shows, seeking to understand the interaction of musical and textual structures. Through this course, students will learn to engage with musical narratives and their interpretations critically, and to apply critical analysis to popular media. Examples will be drawn from a variety of periods in Western music history, including opera, film, popular music and television. Some examples will be chosen from the Chicago performing arts scene, so that attendance at live performances will be integrated into the course content. Ability to read music is not required.

**HON 142 The Real Made Magical: Strategies of Speculative Fiction and Poetry**  
38534 9:00 – 9:50 MWF Brianna Noll

*(General Education: Understanding Creative Arts)*

Snow White retold as a contemporary tale of family secrets and racial politics. A magical town in which incredible events are incredibly mundane. A woman whose very name is the basis for an alien language. All of these are stories that fall under the umbrella of speculative literature. In this course, we will explore the stories described above in order to delineate the literary strategies that distinguish three sub-genres of speculative literature: fabulism, magical realism, and science fiction. And though the speculative is typically associated with fiction and storytelling, we will consider whether it might apply to poetry as well. Our exploration of poetry will begin with a verse novel, or a novel written in a series of poems, about a hero of Greek mythology as a teenaged heartthrob and the monster who loves him, and we will move on to poems that enter haunted houses, that use science as metaphors for political unrest, and that use magical thinking to make reality look like dream. In these ways, we will trace the formal, rhetorical, and literary threads that constitute speculative genres; we will consider their relation to social, cultural, political, and psychological issues; and we will determine the place of magic in contemporary life and literature.

**HON 144 Chicago: An Urban Geography**  
30228 11:00-12:15 TR 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 19<sup>th</sup> century, the 20<sup>th</sup> 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 4:00 – 4:50 M Stacie 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.

### HONORS SEMINARS (HON 201)

**HON 201 Foundations for the Future - 1 hour**  
15062 2:00-2:50 M Vernon Lindsay  
15067 2:00-2:50 W Molly Hildebrand  
15069 2:00-2:50 F Brianna Noll

*NOTE: There are three sections of this seminar in Spring 2016. Each seminar meets only once per week.*

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 Drug Delivery in the Central Nervous System– 1 hour**  
15057 9:00-9:50 M Ankit Mehta

**NOTE: This course will be meeting on West Campus**

Drug delivery in the central nervous system (brain and spinal cord; CNS) has many anatomical and physiological barriers. This course is intended to introduce students into pathology of the CNS, basic anatomy, and the barriers associated with drug delivery into the CNS. We will cover anatomy of the brain and spinal cord, tumors of the brain and spinal cord, the blood brain barrier, localized drug delivery methods, and innovation occurring at UIC to bypass these barriers. This course will serve to give students particularly interested in medicine and neurosciences, an understanding of the medical research sciences and engineering approaches to overcome the innate challenges of drug delivery.

**HON 201 Advances in Interdisciplinary Research: Bridging the gap between Engineering and Medicine – 1 hour**  
21944 1:00-1:50 M 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 A Decade of Pharmacy Experiences: From Pharmacy Student to Pharmacist in the Workforce– 1 hour**  
15070 2:10 – 3:00 T Juliana Chan

**NOTE: 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 Current Perspectives in Diabetes and Treatments – 1 hour**  
24051 9:00 – 9:50 W 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 The Catholic Church and Secular Modernity– 1 hour**  
27165 12:00-12:50 W Ralph Keen

From the early modern period to the present, the history of the Roman Catholic Church has been a series of tensions and conflicts with cultural traditions and institutions beyond its jurisdiction. This course will study the development of some of that history through close work with original documents. As a course in history (rather than theology, for example), we will practice a discipline in which present-day concerns are set aside in the interest of understanding past events in their own contexts. No prior knowledge of religion or history is assumed, though there may be areas in which some might wish to gain more familiarity with outside reading. The course is meant to appeal to students in the sciences and humanities equally: the former because of the perceived conflict between religion and science, the latter because the history of the modern church reveals a religious tradition adapting to a seismic shift: reliance upon scientific verification rather than on traditional authority. Taking a chronological approach, we will examine cycles of opposition, fragile coexistence, and even points of conciliation between the scientific establishment and the religious one.

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

15066 2:00-2:50 W 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 Adolescent Transitions in Context: The Experience of Young Service Members as Reflected in Literature and Developmental Psychology – 1 hour**

15065 10:00 – 10:50 W Roberta Paikoff-Holzmueller

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 World of Art – 1 hour**

27242 2:00-2:50 R Joel Palka

How do other people perceive art and what is art anyway? These common questions will be addressed at the cross-cultural and not a personal, individual level in this course. The ways that cultures around the world create, exhibit, and utilize art will be on display to teach students cultural diversity by a means that everyone appreciates --art. Students of different backgrounds and academic interests will learn about how art both defines and divides human societies across time and space. We will also cover how art intersects with identity, status, gender, and community. Stone carvings of elites in ancient Maya civilization in Mexico and Central America, for example, were felt to have been sacred creations used to communicate ritual and historic events. Contemporary paintings in China interestingly transmit religious doctrine to Buddhist pilgrims. This course will involve viewing and discussing art in class, in addition to discussion of the course readings in anthropology, art history, and religious studies. We will visit the Art Institute of Chicago and The Field Museum outside of class to study exhibits of art from around the world.

**HON 201 How We Die: Bioethics and Legal Issues at the End of Life – 1 hour**

15060 12:00-12:50 F Eric Swirsky

This course offers a critical examination of philosophical, religious, professional, and social issues that emerge in the context of clinical care at the end of life. The cases that clinicians face day to day can have any range of issues; religion, culture, and policy impact decision-making at birth, death, and most places in between. Patients are random but rarely controlled – our lives are messy between personal values, comorbidities, institutions and people who manage care, and the psycho-social factors that ping-pong between the lot. In this class we will identify and explore a variety ethical and legal problems raised by modern medical practice and healthcare policy; topics such as, patient autonomy, informed consent, shared decision-making, use and withdrawal of life support systems, and euthanasia will be widely discussed and analyzed. The focus of the class will be on ethical and legal questions regarding how decisions are made and normative claims of how they should be made.

## 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 11th, 2015. The final deadline for applicants is Monday, January 4th, 2016. The tutoring program is scheduled to begin on Monday, January 25th, 2016.

**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 22, 2016** to avoid a “W” grade; if you drop between January 23, 2016 and March 18, 2016, 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 22, 2016** to avoid a “W” grade; if you drop between January 23, 2016 and March 18, 2016, 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

<b>ACTG 210</b> 27502	<b>Introduction to Financial Accounting – 3 hours</b> 12:00 – 12:50 MWF	B. Thomas	
<b>ACTG 211</b> 27459	<b>Introduction to Managerial Accounting – 3 hours</b> 2:00 – 3:15 TR	B. Thomas	
<b>ACTG 315</b> 17768	<b>Intermediate Financial Accounting I – 3 hours</b> <i>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).</i> 11:00 – 11:50 MWF	B. Leventhal	
<b>ACTG 316</b> 17769	<b>Intermediate Financial Accounting II – 3 hours</b> <i>Prerequisite: Grade of C or better in ACTG 315</i> 8:00 – 9:15 TR	S. Pandit	
<b>AH 125 – Introduction to Art and Architecture of Asia – 3 hours</b> 35430	<i>General Education: Understanding the Creative Arts or Exploring World Cultures</i> 12:30-1:45 TR	C. Becker	(Same as AAST 125)
<b>AH 205</b> 13871	<b>Roman Art and Archeology- 3 hours</b> <i>General Education: Understanding the Creative Arts or Understanding the Past</i> 8:00 – 9:15 TR	J. Tobin	(Same as CL 205)
<b>AH 209</b> 24924	<b>The Art and Archaeology of the Ancient Near East – 3 hours</b> 9:30 – 10:45 TR	J. Tobin	(Same as ARST 209)
<b>AH 236</b> 22809	<b>History of Design II: 1925 to the Present - 3 hours</b> <i>Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor. Recommended background: AH 235</i> 11:00 – 12:15 TR	J. Mekinda	
<b>AH 271</b> 26481	<b>Native American Art - 3 hours</b> <i>Prerequisite: 3 hours of Art History at the 100-level</i> 10:00 – 10:50 MWF		
<b>BIOS 299</b>	<b>Honors Biology - 1 hour</b> <i>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.</i>		
<b>CL 101</b> 31140	<b>Roman Civilization- 3 hours</b> <i>General Education: Understanding the Past.</i> 10:00 – 10:50 MWF	K. Ros	
<b>CL 201</b> 29700	<b>Classical Etymology in the Life Sciences- 3 hours</b> <i>Prerequisite(s): Any 100-level biological sciences sequence.</i> 2:00 – 2:50 MWF	A. Kershaw	(Same as LING 201)