

HONORS COLLEGE COURSE OPTIONS - SPRING 2017

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 - 3 hours

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 Superheroes and Cultural Mythology

26284 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 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

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 Poetics of Dissent

26285 2:00-2:50 MWF Chris Glomski

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

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 of 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 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.

HON 121 Men and Women on the Big Screen: Hollywood and Gender31447 9:30 -10:45 T
9:30 – 12:15 R Marsha Cassidy*(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 122 Food Cultures

26286 8:00 - 9:15 TR Erin Antalis

(General Education: Understanding the Individual and Society or Exploring World Cultures)

This course examines the different ways that food intersects with culture and history, nutrition and health, and the politics of globalization. Students will be introduced to social theory and relate it to a recognizable subject, food and food culture. The first part of the course focuses on the intimate role food plays in social relations. Students will read most of Pierre Bourdieu’s *Distinction*, selections of *Outline of a Theory of Practice*, and all of Ziegelman and Coe’s *A Square Meal*. These texts reposition the ordinary as bound within historical productions of class and challenge the students to reconsider their own views. The second part of the class focuses on the transcendent role food plays in the public and private parts of society. Students will comparatively examine the cultural role food plays in forming contemporary culinary identities. Selected readings will introduce the concepts of identity and experience. The final part of the course will focus on the economic geography of food. Selected readings will challenge our contemporary division of nature and culture and they will be challenged to consider food as a commodity. Students will examine the topic of globalization in the context of changing food ways. Students will be asked to complete a number of short writing and cooking/eating assignments throughout the semester utilizing personal/family experience, archival research and the resources of Chicago.

HON 123 Educational Equality and School Reform: From No Child Left Behind to Intelligent Design

28664 11:00 – 12:15 TR Benjamin Superfine

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

The course will provide an overview of education reform in the United States, with a particular emphasis on modern education reform efforts aimed at equalizing educational opportunities for a diverse population of students. Readings will focus on the educational conditions of public schools, especially in urban areas, and attempts to improve educational opportunities in these schools. Students in the course will learn about reform movements such as desegregation, school funding lawsuits, No Child Left Behind, and intelligent design. The course will draw on literature from several disciplines, including history, law, political science, and education.

HON 123 Decarceration in Theory and Practice

26287 2:00 – 3:15 TR Laurie Jo Reynolds

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

The growing political will to end the era of mass incarceration has led to federal and state commitments to "decarcerate." Yet there is no policy roadmap for smart decarceration, much less prison abolition. This class focuses on the fascinating case study unfolding in Illinois, where Governor Bruce Rauner has committed to reducing the prison population by 25% by 2025. Significant decarceration requires a nuts-and-bolts strategy: judges, states attorneys, law enforcement, and corrections must reverse drivers of the prison population—and could potentially adopt new strategies for policing and punishment. Truly sustainable decarceration would also protect people in poor and disenfranchised communities from both crime and incarceration, and address the barriers to social integration faced by people returning from prison. This course will examine the theory, policy and politics of decarceration. In addition to reading about the US prison boom and alternative models of justice, we will have exciting guest speakers, take field trips and analyze white papers, legislative actions, media responses, and the role of advocates. Students have the option of participating in decarceration-related advocacy.

HON 124 The Art of Renaissance Florence

30898 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 adaption 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 127 Brazilian Music and Culture

28669 3:30 – 4:45 MW Julie Koidin

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

Brazil, the world's fifth largest country, and third largest in the Americas, has recently experienced a place of recognition on the world's stage, first as an emerging economy, part of the BRIC (Brazil, Russia, India and China), and more recently for its hosting of the 2014 World Cup and the 2016 Summer Olympic Games. One of Brazil's greatest national treasures is its culture, primarily its musical culture. Varied and thriving, Brazil's music is more than just an art form. For most of its over 500-year history, Brazil's music is deeply intertwined with societal, cultural and political trends. For example, the musical movement, *tropicália* arose from the censorship musicians and others experienced from the military dictatorship in the 1960s through the 1980s. Rio's famous *Carnival* celebration and music reflect a strong role of the government and its desire to "whiten" Brazil's culture. The incorporation and influence of reggae music in the northeast grew from a rise in Afro-Brazilian pride. This course will survey Brazil's widely varying musical genres while also exploring its ties to political, racial, and societal trends. We will explore music from Brazil's various regions while also examining historical trends.

HON 127 Music, Social Practice, and the Construction of Meaning and Identity

34632 2:00 - 3:15 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 131 Darwin and the Darwinian Revolution

39988 12:30 – 1:45 TR Dean Kostantaras

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

This course examines the major principles of Darwin's thought and methodology as well as the social, political and intellectual environment in which he worked. The first part of the course focuses on Darwin's theories and their reception among his fellow scientists. Students will read most of *The Origins of Species*, major sections of *The Descent of Man and Selection in Relation to Sex*, and all of Darwin's *Autobiography*. These texts afford an indispensable view of Darwin's thought and the questions he explored over his career. The section concludes with a review of the state of evolutionary biology today and the ongoing debate over 'design'. The second part of the course investigates the widespread nature of the 'Darwinian Revolution.' This term refers to the manner in which the ideas put forward in the *Origins* and *Descent* were inducted into other fields of science, popular culture and even governance. Reading assignments give particular attention to how evolutionary concepts and analogies informed the many works and debates associated with the concept of 'Social Darwinism'. The course closes with Edward O. Wilson's *The Social Conquest of the Earth*, which provides us with an opportunity to consider some recent theoretical perspectives on these questions.

HON 131 Major Themes and Milestones in the History of Science

39337 3:30 - 4:45 TR Dean Kostantaras

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

Beginning with the sixteenth century and proceeding chronologically, this course will study several milestones in the history of science, with particular emphasis on developments in the fields of physics, astronomy, biology, and climatology. We will also consider several themes that are characteristic of this discipline. For example, historians of science are interested in exploring the manner in which the development of science has been impacted by larger trends in culture, thought, socio-political conditions, and other factors. As indicated in our readings, analyses of this kind have been used to suggest why the pace of discovery and innovation may have been greater in some eras than others, or enumerate the conditions most propitious for 'breakthroughs'. These works also lead us to consider the ways in which science has been used in the past to both reinforce and challenge social mores and conventions, as we see in the section of our course that explores the history of science and gender. In summary, students can expect a highly-interdisciplinary course and a valuable test of critical thinking skills.

HON 134 Environmental Change and Human Cultural Adaptation

28670 2:00 - 3:15 TR Miguel Gonzalez-Meler & Chris Whelan

(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 to major breakthroughs to solve major problems, including environmental. And 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 140 Human Nature and the Body

26291 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 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.

HONORS LECTURES (HON 200) – 0 hours**HON 200 Current Issues Forum**

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) – 1 hour**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; NPI, 3rd floor conference room, North tower

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

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 Introduction to United States Asylum Law

15059 4:00 – 4:50 M Mahdis Azimi

"Give me your tired, your poor, your huddled masses yearning to breathe free." These words, immortalized on the Statue of Liberty, have become a sort of siren song for many leaving their home countries to take a chance at a new life in a new place. One way for immigrants to come to the United States is through the use of United States asylum law. In this course, we will cover the history of United States asylum law, the requirements of a successful affirmative asylum application, and the process of applying for and obtaining asylum in the United States. We will review landmark cases, both those from the federal court system and those from the administrative immigration courts (EOIR and BIA). We will discuss the related topics of the Convention against Torture (CAT) and withholding of removal. We will end the academic portion of the class with a discussion on the current state of asylum law in our world today and how asylum law has played a role during some of the biggest international crises of our time. Finally, we will conduct our own affirmative asylum hypotheticals. Students will be given a chance to test their knowledge of asylum law by working through a simulation of what it takes to successfully file and complete an affirmative asylum application.

HON 201 Interpreting Current Events: Introduction to Qualitative Research Methods and Analysis

27164 2:00 – 2:50 T José W. Meléndez

Trying to make sense of current events and the implications of the recent election? Are you wondering: What does it all mean? What are the potential social, cultural, and policy implications for the next four years? If these are the kinds of questions you have been asking yourself about the recent election, then you are critically trying to make sense of current events. This course will introduce students to qualitative research and methods for analyzing current events and processes. Students will first be introduced to the philosophical and theoretical foundations of qualitative research. This will include exploring the kinds of phenomena relevant to investigations using qualitative research. Using the Participatory Budgeting (PB) process in Chicago as a case study, students will learn 1) how issues are framed, 2) how individuals and communities are positioned, and 3) explore the types of research questions appropriate to ask about the relation between these two concepts. Additionally, students will be asked to follow and stay up to date on current events. Students will be asked to collect data (via news articles, interviews, statistics, facts) about an issue of interest throughout the term to analyze the messages being communicated to the public and what the public may be learning from this discourse. This course will be broad and introductory, and therefore will be useful for a range of advance students in different disciplines that are beginning to think about their Capstone Project. Issues of interest for students' inquiry projects may vary across topics such as: immigration, global warming, public and mental health, crime, education, issues of diversity (e.g. differently abled, LGBTQ, religion).

HON 201 A Decade of Pharmacy Experiences: From Pharmacy Student to Pharmacist in the Workforce

15070 2:10 – 3:00 T Juliana Chan

NOTE: This course will be meeting on West Campus; first session in PHARM Room 212/216

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

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 Every Day Ethics: Maintaining Personal Integrity in Life and Work

15060 12:00-12:50 W Eric Swirsky

Moral problems are inevitable in the work-a-day world and in life in general. And, our work and life are frequently hopelessly intertwined as the professions and professional conduct have a tendency to embrace and shape an individual's personality and behavior. While many people claim to behave ethically, morally, and professionally, this is not always the case. In this seminar we read, analyze case studies, evaluate scholarship, and plan for ethical decision-making on the intertwined levels of personal and professional existence. The class will provide a values-based approach to ethical professionalism and provide a method of thinking about, dealing with, and resolving ethical issues in personal and professional lives. We will cover in-depth those values central to moral life of any professional: integrity, respect for persons, justice, compassion, beneficence, and responsibility. Using the tools of moral philosophy, we investigate ethical decision-making, and apply our learning in the writing of a personal ethical code.

HON 201 Religion and Social Justice: The Catholic Church in the 20th Century

27165 12:00-12:50 W Ralph Keen

Since the 1890s the Catholic Church has addressed issues arising from major shifts in the economic and political realms. In the process the church hierarchy took on the role of being the voice of moral guidance in the secular world, while continuing to serve as instructor of the faithful in matters of faith and practice. In this seminar we will look at some of the documents and episodes that have contributed to the rise of the Catholic Church as a force on the world stage. Our work will be focused on selected documents from the start of the Social Teaching tradition in 1891 to the present. No prior familiarity with Catholicism or the history of Christianity is required. The purpose of this seminar is to explore the dynamic between one religious tradition and the industrial secular world. Thus it is not meant to be simply a survey of modern church history; rather, we seek to explore the way in which one religious tradition saw its role in the larger world as an instructive one, appealing to what it considers universal human values to address issues affecting human dignity such as poverty, disease, political persecution, and industrial exploitation. We begin with the inaugural document in this tradition, written at the end of the 19th century when workers were subject to intolerable factory conditions, and conclude with the environmental encyclical of 2015, a document that speaks to the threat posed by the industrial and developed world to the ecological stability on which all humans depend. Along the way we will examine statements concerning totalitarianism, the rising secularization of the West, and the relevance of religious perspectives in an increasingly technological (i.e. secular) civilization.

HON 201 Science, Cognition, and Human Evolution: Interdisciplinary Approaches to the Survival of Our Species

21962 3:00-3:50 W John Terrell

Conventional wisdom would have it that only some of us are stupid and the rest of us are smart. Yet isn't it true that all of us are perfectly capable of doing stupid things at least now and then? This course tackles this ageless concern in an unconventional way. Instead of looking just at what we humans can do that makes us come across to ourselves and perhaps to others as worldly-wise and wonderful, we will be looking in-depth at how that soft, jelly-like mass inside your skull called the human brain makes us not only remarkably clever and creative animals, but also naïve, opinionated, and at times dangerously destructive. Our goal is not to make us all cry uncle and admit our human failings. Instead we will be exploring how the human brain as a biologically constructed thinking machine sets limits on what our species can achieve. And also sets out a trap we can easily fall into. What is this trap? It may be going too far to claim that evolution has played a dirty trick on us. Yet the way evolution has gone about gifting our species with a superior kind of brain has paved the way for us to believe the world we see in our mind's eye is the same as the world we live in. This commonsense assumption has led more than a few of us to do stupid, sometimes deadly things that you might think creatures as clever as we would never even dream of doing. This course, therefore, is not just about the evolution of our species and how the human brain works, but also about how as a species we can avoid falling into the trap that evolution has inadvertently set out for us.

HON 201 Migration Crisis: A view from the Mediterranean and the US-Mexico border-zones

20216 3:00-3:50 W Glenda Garelli

The expressions "age of migration" and "time of crisis" are commonly used to characterize our present. This seminar introduces students to global migration crises looking at migrants' experiences, practices of migration governance, and sites of border struggles. The first part of the seminar provides a historical and theoretical background for the notion of "migration crisis": when and how did migration start to be framed as a problem and as an object of government? What are the theoretical and normative frames through which migrants and refugees have been governed? The second part of the seminar focuses on specific global migration issues, ranging from migrants' deaths in crossing borders, incarceration and deportation, displacement and encampment, and labor exploitation. The concluding section focuses on migrants as political subjects, looking at the notion of migration crisis from the angle of political subjectivity. Geographically, the course focuses on the US-Mexico border-zone and the Mediterranean frontier of the EU.

HON 201 Engaging Ideas to Build Leaders and Scholars
15069 5:30-6:20 W Nick Ardinger

NOTE: This course will be held in campus housing (JST)

This seminar is designed to give Honors college students skills in leadership, teambuilding, and communication that they can develop through living on campus.

HON 201 The World of Art
27242 12:30-1:20 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 City at a Crossroads: Local, National, and Global Politics in Chicago, 1968
24050 9:00-9:50 F David Greenstein

NOTE: This course will meet in the UIC Daley Library room 3-330

In 1968 Chicago was being reshaped by migration from the American South, changing immigrant communities, increasing suburbanization, and downtown redevelopment that led to contested patterns of housing, urban space, and local politics. Social movements including the Black Freedom Movement and anti-war activism made Chicago center stage in challenging segregation, economic inequality, Cold War foreign policy, forms of social justice protest, and police tactics. A national political convention put Chicago at the epicenter of a controversial battle for the presidency and heated discussions about the future of the country and its role in the world. This seminar will put students on the front lines of these issues through hands-on work with archival materials. Class members will ask and answer their own questions about local/national/global connections, race and urban space, social movements, and political campaigns using the rich records held in the Richard J. Daley Collection in UIC's Special Collections and University Archives. Class meetings will take place in the Special Collections department, allowing students the opportunity to discover and analyze primary documents in a collaborative setting. A series of assignments and in-class activities will introduce class members with varied disciplinary interests to working with archival records, interpreting primary documents, developing research questions that can be addressed with available materials, and explaining the results of their research.

FOUNDATIONS FOR THE FUTURE (HON 301)– 1 hour

This seminar is intended for Honors College students in their junior year. Divided into four major units—research and other forms of creative scholarship, awards, career/internship/graduate school, and long-term future goals—this course will provide specific information about the next steps of your academic and professional career. In research and other forms of creative scholarship, we will examine different research methods, consider the selection, execution, and value of a Capstone project, and learn how to read and present a journal article. In examining awards, we will show you how to locate and apply for academic and travel awards, understand their professional and personal value, and prepare resumes and personal statements for scholarship applications. The career/internship/graduate school section will aid you in preparing for life after graduation: gap year possibilities, graduate school and career decision making, and networking and mentoring strategies. The last unit—long-term future goals—will promote broad thinking concerning civic engagement and life-long learning as well as deliver specific information on practical post-graduate concerns.

39350	3:00-3:50	M	José Meléndez
39345	11:00-11:50	T	Bradley Zopf
39349	12:30-1:20	T	Bradley Zopf
39346	11:00-11:50	W	Nicholas McCormick
39351	11:00-11:50	R	José Meléndez
39347	9:00-9:50	F	Nicholas McCormick
39344	1:00-1:50	F	Brianna Noll
39348	2:00-2:50	F	Dean Kostantaras

HONORS TUTORING (HON 202) – 0 hours

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 9th, 2016. The final deadline for applicants is Monday, January 9th, 2017. The tutoring program is scheduled to begin on Monday, January 23rd, 2017.

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 20, 2017** to avoid a “W” grade; if you drop between January 21, 2017 and March 17, 2017, you will receive a “W”.

HONORS RESEARCH (HON 225) – 0 hours

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 – CRN 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 20, 2017** to avoid a “W” grade. 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 17768	Intermediate Financial Accounting I – 3 hours 11:00 – 12:15 TR	A. Nekrasov	
ACTG 316 17769	Intermediate Financial Accounting II – 3 hours 11:00 – 12:15 TR	R. Zhong	
AH 207 30056	Topics in Architecture, Art, and Design- 3 hours 12:30 – 1:45 TR	N. Dubin	
AH 209 24924	The Art and Archaeology of the Ancient Near East – 3 hours 9:30 – 10:45 TR	O. Harmansah	(Same as ARST 209)
AH 236 22809	History of Design II: 1925 to the Present - 3 hours 11:00 – 12:15 TR	J. Mekinda	(Same as DES 236)
AH 273 28603	Pre-Columbian Art of South America - 3 hours 2:00 – 3:15 TR	A. Finegold	(Same as LALS 239)
BIOS 299	Honors Biology - 1 hour		
<i>Prerequisite: Registration in a Biological Sciences course (except BIOS 391, 393, 395, or 399); and consent of the instructor.</i>			
CL 101 31140	Roman Civilization- 3 hours 10:00 – 10:50 MWF	K. Ros	
CL 201 29700	Classical Etymology in the Life Sciences- 3 hours 3:00 – 3:50 MWF	A. Kershaw	(Same as LING 201)