

Fall 2017 -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)
38177 (for students studying abroad)

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 Visual Literacy: Technology and Image Production in the 21st Century

30637 2:00 – 3:15 TR Beate Geissler

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

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

HON 121 Utopias & Dystopias: Idyllic & Nightmarish Worlds

27371 12:00-12:50 MWF Jennifer Lewis

(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

29782

Superheroes and Cultural Mythology

11:00 – 11:50 MWF

Annah Browning

(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

41721

Superheroes and Cultural Mythology

12:30-1:45 PM

Mark Martell

(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 Beowulf to *Wonder Woman*, Zeus to *Ant-Man*. Then, we will turn our attention to modern comic book superheroes in America; and finally, we will consider how contemporary comics 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 122

41442

Food Cultures

8:00-8:50

MWF

Erin Antalis

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

This course examines the different ways that food intersects with culture, history, and globalization. Students will be introduced to social theory and relate it to a recognizable subject, food and food culture. Students will read between 75-100 pages per week from selected chapters and articles, the majority of which will be available on Blackboard. The first part of the course focuses on the intimate role food plays in social relations. Students will read selections 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. The course will include clips from feature and documentary films. 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. The inclusion of experiential assignments will provide students with an opportunity to consider theoretical perspectives in a contemporary setting.

HON 122

29075

Nationalism: Global History & Contexts

3:30 – 4:45

TR

John Abbott

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

This course explores the historical background and diverse forms of nationalism in the modern world. It will have a strong interdisciplinary character, with readings selected from the fields of anthropology, history, political science, and sociology. Two case studies are also included which provide opportunities to study both historical and recent developments in Japan and India. As discussed in greater detail below, the course is divided into four parts: (1) Typologies and Perspectives from the "Classical" Age of Nationalism; (2) Global Diffusion and Reconfigurations of the National Idea; (3) Decolonization and Nation-Building in Africa and Asia; and (4) Nations and Nationalism at the Turn of the Twenty First Century. Students will obtain a multi-dimensional view of events and debates concerning a subject that has great relevance for any understanding of world cultures and contemporary international affairs.

HON 123 Diversity: Variations on a Human Theme
37358 9:30 – 10:45 TR Cecil Curtwright

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

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

HON 123 Urban Issues: Nuance & Complexity
27315 12:30 – 1:45 TR José Meléndez

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

An estimated 80% of the US population now lives in urban places, and this percentage is rising in nations around the world. What does this mean for individuals and what does this mean for larger societies? This course provides an introduction to urban life, with a particular focus on key issues facing cities and the people who live in metropolitan areas. In this course, we will survey a range of urban issues in the United States—urban poverty, employment, residential segregation, education, and more—and we will investigate efforts to address those issues. We will examine urban processes in an effort to better understand how social contexts shape people's lives and how inequality is reproduced (and sometimes challenged) in the city. Along the way, we will deepen our knowledge of and our relationships with the city of Chicago. We will also interrogate how certain issues are constructed as social problems, for whom these issues are problems, and how such constructions affect stakeholders' efforts to address these problems. We will develop a set of skills to critically assess the causes and consequences of urban social problems, and will take steps toward understanding how we might solve them. A major goal of the course is to engage in an enlightened debate on the nature of urban life to enable us to make wise decisions regarding our present and future life choices as college-educated individuals.

HON 124 Baroque Art and Architecture: The Age of Caravaggio, Rubens, and Rembrandt
37359 9:00 – 9:50 MWF Robert Munman

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

The artistic styles developed throughout the 17th century in Europe, known collectively as the Baroque, were among the most fertile and successful in the history of Western culture. Even merely naming some of the period's major contributors – Annibale Carracci, Michelangelo da Caravaggio, Gianlorenzo Bernini, Peter Paul Rubens, Rembrandt van Rijn, Nicholas Poussin, or Diego Velasquez – immediately brings to mind many of the most important, and universally admired, images of art and architecture from the past four hundred years. Naturally, it is the quality of the work produced by such artists that accounts for much of the appreciation of Baroque art in both their own time and ours. But of nearly equal importance was the artistic diversity of the period. The works represent an immense legacy of artistic innovation that is still admired today. This course will offer a broad overview of this period's contributions to the world of art and architecture, presenting the various national (and personal) artistic styles in the major European centers of art, with a concentration on Italian, Flemish, Spanish, French, and Dutch works. The course will consider the evolution of these Baroque styles, their mutual influences, and their social, financial, political, and, most important, religious contexts, with particular attention to the effects on art of the Protestant Reformation, the Catholic Counter-Reformation, and the resulting Reformation within the Catholic Church.

HON 124 Love Songs
29633 8:00 – 9:15 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 Atlantic Slavery
32596 12:30 – 1:45 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 124 Family Stories: The Shakespeares, the Freuds, and the Simpsons
29632 1:00-1:50 MWF Judith Gardiner

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

This interdisciplinary course compares three historical periods and three main texts to understand continuities and differences in how families shape people and are shaped by their cultures. In early modern England, Shakespeare's late play *The Winter's Tale* moves from a tragedy of marital jealousy to a romance of family reconciliation. Freud's case history of Dora makes controversial speculations about human psychology in early twentieth-century Europe, while the third section of the course brings us to the present, focusing on issues of gender and sexuality, parents and children, in Alison Bechdel's graphic memoir *Fun Home* and in the animated television series *The Simpsons*. There will be short exercises, two five-page papers, an hour exam and final examination.

HON 127 Indigenous Storytelling in Latin America
32682 11:00 – 12:15 TR Christian Roa

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

European colonization in the Americas caused the displacement of indigenous peoples into the margins of the new societies established in the continent after 1492. The great cultural loss caused by the process of European expansion can hardly be measured, but it is, however, possible to examine indigenous creative expressions to try to understand how the original inhabitants of the land have structured meaning, imagined the world, and, in sum, created rich and fascinating ways of life from Patagonia to Mexico's northern frontier and beyond. How do indigenous people tell stories in Latin America? This course will consider this question looking at a wide range of indigenous texts, both pictographic and in alphabetic writing. Story telling is a universal phenomenon and an important part of the culture of a people. While story telling serves a number of functions in indigenous communities, its study expands our vision of the native worldview and gives us access to beliefs, values, and thought systems. Through indigenous stories, we can gain insight onto how cultures rationalize behavior, understand ritual action, and justify religious, social, political, and economic institutions. We can also learn about a culture's environment and its material world. This course will examine these relations of story telling with culture, the environment, and the material world. We will look into examples of pictographic writing, and colonial and contemporary sources.

HON 127 Brazilian Music and Culture
40232 2:00 – 3:15 TR 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 in Colonial Latin America
28104 9:30-10:45 TR Elbio Rodriguez-Barilari

(General Education: Understanding 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. Studying 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. 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 128 Black Music & American Culture
35012 3:30 - 4:45 TR John Behling

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

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

HON 131 Mathematics Through Time
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 131 Darwin and the Darwinian Revolution
39987 8:00 – 9:15 TR Chris Whelan

(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 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 142 The Real Made Magical: Strategies of Speculative Fiction & Poetry
41086 12:00 – 12:50 MWF Annah Browning

(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 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 200 Honors Internship – 0 hours
29458 3:00 – 3:50 W (Select dates ONLY) S. O'Leary

Professional development course for Honors College students participating in an internship during the fall 2017 semester, or who have completed an internship during the summer of 2017. Students should not enroll if they are currently taking another internship course. Topics may include resume-strengthening, cover letters and personal statements, informational interviewing, and other professional skill-building. This course is discussion-based and **will meet only on the following dates: 8/30, 9/27, 10/25, 11/29**. Late registration not permitted.

Prerequisite: Consent of instructor. Submit your request to enroll to Stephanie O'Leary (soleary@uic.edu) with the following information: Major, class standing, internship location, approximate hours per week, description of internship objectives and responsibilities.

HON 201 Public Policy Making in Real Time – 1 hour
41139 11:00 – 11:50 T T. Romero

This seminar will introduce students to the public policy theoretical frameworks, analytical approaches and apply them to real world situations. Students will have a unique opportunity to translate theory into practice by engaging in real world public policy making through work on current legislation. If you have ever wondered why a law exists, this class will engage you in reviewing legislative intent. If you ever wondered how a legislator creates their agenda, then this class will peer into the legislator's mind. If you ever wondered how legislation is actually passed in a legislative body and signed into law, this class will engage the student in developing strategies to pass legislation. If you ever wondered how programs are created, this class will encourage the student to understand program development in the context of legislation. Students will engage in identifying stakeholders and allies and create strategies and plans to work with entities interested in the legislation. Students will develop the skills to identify a policy issue and problem, alternative policy options, understand the policy-making process and the context in which public policy is created and implemented locally, regionally, and nationally.

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 Current Issues in Health Policy & Economics – 1 hour
13765 2:00 – 2:50 T J. Lifton & M. Koetting

This seminar will explore current issues in health policy and economics. Initially we will cover basic background information to consider and discuss issues in the subsequent segments. Subsequent seminars will consider legislative, regulatory, policy, economic, and other issues. These will include the impact of Medicare and Medicaid, the history and impact of the Affordable Care Act, the value of the \$3 trillion we spend on healthcare each year, and the political/campaigning element to healthcare.

HON 201 Think Global, Act Local: Global Health Service Learning Program - 2 hours
32758 4:00 – 4:50 W S. Chamberlain

NOTE: This 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. 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.

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

NOTE: This course meets in AH 207.

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 Current Perspectives in Diabetes and Treatments – 1 hour

13760 11:00 – 11:50 W K. 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 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.

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

13764 12:00-12:50 M E. 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 201 Reconsidering the History of Social Activism: A Public Health Nursing Perspective on Human Rights and Health Care Access – 1 hour

41137 2:00 – 2:50 W G. Gorman & B. Lusk

At this time of seismic shifts in the political landscape and emerging policies with unclear consequences, it can be instructive to revisit the rich history of American health care reform. We will begin our review in the latter half of the nineteenth century as the shift from an agrarian to an urban economy ushered in the Industrial Revolution which gave rise to the public health reform movement of the early twentieth century. As we consider the challenges faced by our society in the previous century, we will recognize many familiar themes: health inequities related to class; the sequelae of war; reproductive health for women; the public health and ethical consequences of immigration policies; xenophobia and racism, to mention but a few. Readings will encourage the students to analyze the social reforms that emerged from previous presidential administrations: the New Deal of FDR, Johnson's Great Society which introduced the entitlement programs of Medicare/Medicaid and which remain such a volatile issue today. The human rights campaigns which rocked the 60's, 70's and 80's had a profound impact on public health policies and practice: the women's health movement, Chavez's mobilization of the migrant community, the GLBT response to the AIDS crisis, disability rights and the right to die. We will conclude with a discussion of the history and future of the Affordable Care Act and the implications for public health in the twenty first century. Students will be assigned a certain historical period to research and out of that era they will choose an individual whose activism impacted the social issues of his/her time.

HON 201 Comics & Society – 1 hour

13761 3:00 – 3:50 W M. Martell & B. Superfine

Since Superman's premiere in *Action Comics #1*, comics have both reflected broader societal issues and significantly influenced their readers. Events such as the Great Depression, the scientific boom, McCarthyism, the women's rights movement, the civil rights marches, and other current events have been reflected time after time in pages of comics. Once stereotyped as "funny papers" for kids, comics have been embraced as educational literature that can deeply engage students and develop their creative and critical thinking skills. In this seminar, students will examine the underlying themes of the literature and make connections between the themes and broader societal issues. Discussions will revolve around areas of identity such as gender, race, and sexuality and around the topics of environmental justice, genetic engineering, and the media. Questions we will engage in include: Do comics reflect society, or does society reflect comics? What representations of diversity appear or do not appear in comics, and what are the implications on readers? How do art, storytelling, and superheroes impact society and/or social issues?

HON 201 Gardening Global Chicago: Culture, Health, and Ecology – 1 hour

13767 3:00 – 3:50 W A. Wali, M. Doane & E. Minor

In this seminar we will use insights from an active research project to explore how urban gardeners contribute to health and wellbeing within selected low-income, refugee, and immigrant communities in Chicago; and contribute to the health of the wider environment. We will think about how gardeners create and reconstitute meaningful social and natural spaces through the “growing and making” that gardening entails. The research is inspired by political ecology, which posits that the western dichotomy between nature and culture is false, that culture and nature are mutually constituted, and that non-human organisms are “actants” or agents, and therefore figure in social networks. We explore the possibility that gardens in Chicago serve as vital social and ecological communities; and that gardeners use them to rebuild, support, and maintain both old and new cultural practices. We will ask how working class, urban populations--often regarded as causes of blight and lacking in skills-- contribute to their own wellbeing and to that of other humans, plants, and animals in the city. Students will be introduced to research methods from anthropology, biology and public health, including participant observation, participatory action research, plant collections, species identification, garden mapping, and GIS to gather data about people, place, plants, and pollinators in community gardens. We will also explore how gardens emerge out of and nourish social networks within and among neighborhoods; and how these social networks leverage neighborhood assets or human “infrastructure” to create change in the city despite institutional apathy toward environmental issues. We will explore how gardeners and their networks-- including traditional healers, traditional pharmacies, food bank workers, community kitchens, farmers markets, and the like--work to create a sense of wellbeing, belonging, place, and even to build new ecological infrastructures in the city.

HON 201 Legal Writing and Advocacy - 1 hour

13766 4:00 – 4:50 W A. Buntinas & S. Keane

A brief overview of elementary legal writing skills designed to introduce students to basic writing concepts they will encounter in law school. Students will learn the basic “IRAC” format used in most legal writing, how to brief a case, conduct basic legal research, and the basics of writing an inter-office memorandum.

HON 201 The Nobel Prize in Physiology & Medicine - 1 hour

19300 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 Tolerance & Intolerance in Western Religion – 1 hour

41094 11:00 – 11:50 R R. Keen

While openness to differing viewpoints is a civic virtue in secular modernity, acceptance of a range of beliefs and attitudes has not been the norm for religious traditions before the modern era. In this seminar we will examine the origins and some of the permutations of one of the defining features of premodern Christianity and Judaism: boundaries and their enforcement by means of exclusion in one form or another. Through a close reading of original texts we will explore the idea of a Covenant, the regulation of religious practice by hierarchical powers, the development of the idea of heresy and the process of eradicating it (e.g. by the Inquisition), and the creation of the early-modern confessional state. Requirements will include 3 short papers as well as regular participation in discussion.

HON 201 Faculty in Residence: Engaging Ideas to Build Leaders and Scholars – 1 hour

21199 7:00 - 7:50 R N. Ardinger

NOTE: This course meets in JST Training Room

This seminar brings the divergent expertise of campus housing Faculty in Residence (FIRs) to Honors College students. Faculty in Residence help realize a living-learning community by their presence at various sites in campus housing. This seminar will showcase select FIRs' research/creative scholarship and inter-professional collaborative education and practice, including chemistry, criminal justice, financial literacy, managerial studies, music, family medicine, and pharmacy practice, among others. Each FIR will engage students on issues of concern in specific areas of study and domains of work, emphasizing both theory and practice. Students will have opportunities to explore the range of scholarship/inter-professional education UIC has to offer, undergirded by a common core of eagerness to understand the experienced world.

HON 201 Moral Reasoning & 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. Dubreuil

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 201 Max Weber’s Protestant Ethic & Spirit of Capitalism and the Economic Ethics of the World Religions – 1 hour

27320 3:00 – 3:50 F G. Matoesian

Max Weber’s study of the *Protestant Ethic and Spirit of Capitalism* represents one of the most important pieces of scholarship in the 20th Century, one that still ignites discussion, debate and controversy today. The American Sociological Association ranked it as the most important book of the 20th Century in their journal *Contemporary Sociology*. Along with his subsequent studies on the Economic Ethics of the World’s Religions (*The Religion of India, The Religion of China, Ancient Judaism* as well as his examination of Protestant Sects in America and brief examination of Islam scattered about in *Economy and Society*) the PESC charts the uniqueness of Western Civilization or Occident and its historical trajectory, especially the hindrances to modernity as well as its enablements. The course will also compare and contrast Weber’s position on religion with his contemporaries: Marx and Durkheim. Any discussion of modern capitalism, including Marx, and the rationalization of society (or societies) must come to grips with Weber’s penetrating insights. We will therefore address Weber’s relevance for the developmental course of postmodern society, global capitalism and social institutions (like law and politics) in democratic societies. The course will consist of weekly lectures and discussions of Weber’s writings on the Protestant Ethic, Protestant Sects and democracy, and the consequences of other major religions for the development of modern capitalism. We will also spend some time on writing academic papers, especially writing style.

HON 201 Introduction to United States Asylum Law– 1 hour

41499 4:00 – 4:50 W M. 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 Facts, Truth, Trust and Knowledge– 1 hour
41411 12:00 – 12:50 W C. Davis

Recent criticism of the internet and social media, the millennial generation, and recent political dialogue have elicited declarations that we are living in a post-truth era. What does this mean? Can there be alternative facts, and have we taken for granted the form of traditional knowledge and education that has developed in the modern world since the first university was established in Morocco circa 859 A.D.? How do we know what we know? Are facts equivalent to truth? How much is truth rooted in trust? The study of knowledge and information is called epistemology, and knowledge has not been generated consistently throughout human history. In this seminar we will flex our mental muscles to try to view and make sense of the world as explained through different cosmological and existential realities, selecting cultural examples throughout the history of humanity, from animistic beliefs we assume dominated the world of Ice Age hunter-gatherers, to the ancestor worship of some Natufian and Pacific Rim cultures, to the polytheism of the classical age, the biblical age of medieval Europe, and the scientific age of the 20th century. Utilizing our current academic, political, and social settings as a primer, we will then delve into the evolution of common versus secret knowledge, and the exploitation of information in an attempt to understand where our current computer age fits in the epistemological framework of facts, truth, and reality today.

HON 202 – HONORS TUTORING

Students who intend to participate in the Honors College Tutoring program must **complete an application** (available through the Honors College at the end of Spring 2017). The preferred deadline for applications is Friday, June 30, 2017; **THE FINAL DEADLINE IS FRIDAY, AUGUST 18, 2017**. Once students have submitted an application and received confirmation of their participation in the program they should then **register for HON 202 (CRN 13771)**. 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 8, 2017 without a “W” grade; if you drop between September 9, 2017 and November 3, 2017, you will receive a “W”. You will receive additional information about your tutoring schedule by the first week of classes in the Fall 2017 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 8, 2017 without a “W” grade; if you drop between September 9, 2017 and November 3, 2017, you will receive a “W”.

HON 301 – FOUNDATIONS FOR THE FUTURE

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-grad concerns.

SECTIONS CURRENTLY AVAILABLE:

| | | | |
|-------|-------------|---|--------------|
| 41132 | 11:00-11:50 | M | C. Davis |
| 40484 | 2:00-2:50 | M | J. Meléndez |
| 41134 | 1:00-1:50 | T | C. Davis |
| 40487 | 1:00-1:50 | W | N. McCormick |
| 40482 | 2:00-2:50 | W | N. McCormick |
| 40485 | 1:00-1:50 | R | C. Davis |
| 40486 | 9:00-9:50 | F | N. McCormick |
| 40483 | 10:00-10:50 | F | N. McCormick |
| 41128 | 11:00-11:50 | F | C. Davis |

HON 401 - ADVANCED HONORS SEMINAR

HON 401 Strategic Business Management Consulting – 3 hour

24779 9:30 – 10:45 TR J. Cooper

The Strategic Business Management Consulting course is intended as a capstone course for students who are business majors, minors or are considering careers in business. Prior business courses, while useful, are not required. Unlike most business courses that concentrate on a narrow function of business, this strategic management course takes a big picture (capstone) view of business. It encompasses the entire spectrum of business and management and focus on the attention of the total business enterprise -- the industry and competitive environment in which the company operates, the long-term direction and strategy, the company's resources and competitive capabilities, and its prospects for success. The first six weeks of the course focus on strategic management and consulting project formation. The remainder of the course, the consulting project portion, allows students working in teams to apply big picture view and real world solutions to an actual business in the community. In this capstone course students will conduct an industry analysis to understand the competitive forces affecting their company and evaluate company resources and capabilities to determine what is required to build the resources necessary to support the company's long-term direction. The students will submit a final project report to their client with a public presentation that would fulfill the requirements of the Honors College capstone.

HON 401 Qualitative Capstones: Analyzing Your Data – 3 hour

41118 3:30 – 4:45 TR J. Meléndez

The course is for students who know or may benefit from using qualitative methods for their Capstone research project. Samples of appropriate data to analyze with qualitative methods include surveys, interviews, ethnographic field notes, focus groups, artifacts, on line material, etc. The class will be run as a workshop: for students who have some or all of their data, they will spend the semester analyzing their data set. On the other hand, for students who are in the research design phase, they will spend the semester designing their qualitative research protocol, including identifying what data they will want to collect and how to qualitatively analyze it. For students with data, the goal of the course is to have you finish the semester with a draft of your capstone paper. For students who are designing their Capstone, by the end of the semester you will have a completed research protocol and should be on your way to data collection. If you want to take this class and have any questions, contact Dr. Melendez at the Honors College or email him at jmelen5@uic.edu.

DEPARTMENTAL HONORS OFFERINGS

ACTG 315 Intermediate Financial Accounting I – 3 hours
10036 11:00 – 12:15 TR

Theory and standards related to asset valuation, revenue recognition, gain and loss recognition, and their impact on income measurement and financial position.

AH 204 Greek Art and Archaeology - 3 hours (Same as CL 204 and HIST 204)
10124 9:00 – 9:50 MWF K. Ros

(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 260 European Art from 1750 to 1900 - 3 hours
10155 1:00 – 1:50 MWF N. Dubin

(General Education: Understanding the Creative Arts)

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

AH 274 Pre-Columbian Art of Mesoamerica – 3 hours
10157 11:00 – 11:50 MWF A. Finegold

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

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

ANTH 390 Honors Research – 3 hours

Individual study or research projects for students seeking departmental distinction. Course Information: 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

Membership in Honors College, or, for superior students, approval of the department; and registration in a Biological Sciences course (except BIOS 391 or BIOS 399) and consent of the instructor. Open only to freshmen, sophomores, and juniors. See Schedule of Classes for CRNs.

CL 102 Classical Literature - 3 hours
33142 12:00 – 12:50 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 201 Classical Etymology in the Life Sciences - 3 hours (Same as LING 201)
32296 3:00 – 3:50 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 3:00 – 3:50 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 2:00 – 3:15 TR J. Vaio

(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. May be taken a total of 2 times, each time with concurrent registration in EAES 101 or EAES 1110. See schedule of classes for CRNs.

ENGL 398 **English Honors Seminar – 3 hours**

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 CRNs.

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 CRNs.

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 CRNs.

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 10:00 – 10:50 MWF A. Trampas

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