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 credit hours, required each term, except for summer, for all Honors College students. Satisfactory/Unsatisfactory grade
Call numbers: 15072 (for students whose last name starts with A through K)
15073 (for students whose last name starts with L through Z)

If you are a senior, and you intend to conduct work this term to satisfy your Honors capstone, register for HON 322.

HON 322 - Honors Activity
0 credit hours. Satisfactory/Unsatisfactory grade
Call number: 28672

Honors College Core Courses which fulfill general education requirements

Honors College Core courses are developed for first year students around an important theme and are taught by professors from different departments. Because of the interdisciplinary nature of the Core, students learn to integrate important material from different sources.

Cores are taught as two-course sequences that last an academic year. Students have considerable opportunity to discuss course ideas and get to know one another since they stay in a small group through the entire year. Course enrollments are limited to 25. Students are expected to complete both semesters of the sequence.

Year-long Themes

Biography and Identity
HON 127 Biography and Identity II: Latin American Women Writers– 3 hours
30421 LCD 2:00 – 2:50 MWF B21 BH Olivia Edelman
(General Education: Understanding Creative Arts and Exploring World Cultures)
Prerequisite: Biography and Identity I: Explorations in Contemporary Novels. Instructor: Anthony Grosch
Through careful reading and discussion of selected poems, prose, and plays, students will examine how Latin American women interpret their surrounding cultural context, as well as how they help shape it. To this effect, the course employs various critical methods, including literary, historical, psychological, and philosophical approaches, in analyzing the text. In addition, the themes of literary texts will be compared and contrasted with visual artistry by some of the most prominent artists in Latin America, in order to enlarge the discussion of the values and world views expressed in the literary works. Although this course focuses largely on the writings of women from Mexico, Brazil and Argentina, a bibliographic selection of additional authors, some from various other Latin American countries, as well as Latinas in the United States will be made available to students for their essay writing projects. The course aims to enhance students’ skills in analyzing literary texts, while enriching their understanding of the Latin American feminine imagination.
Diversity
HON 123
Diversity II– Educational Equality and School Reform: From No Child Left Behind To Intelligent Design-3 hours
30420  LCD  12:30 – 1:45  TR  ROOM TBD  Benjamin Superfine

(General Education: Understanding the Individual and Society or Understanding U.S. Society)
Prerequisite: Diversity I: Diversity and Cultural Identity. Instructor: Donna Baptist
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.

Education and Social Justice
HON 123
Education and Social Justice II: The Influence of John Dewey on American Education - 3 hours
28665  LCD  3:00 – 3:50  MWF  B21 BH  Wald Weldon

(General Education: Understanding the Individual and Society or Understanding U.S. Society)
Prerequisite: Education and Social Justice I: Education for Freedom: Exploring the Oppressed Subconscious. Instructor Kay Fujiyoshi
The course objective is to identify ways in which the seminal ideas on educational theory introduced by John Dewey, the late 19th century and early 20th century American philosopher, psychologist, and educational reformer, has influenced all levels of education in the United States through the late 20th century and into the 21st century. The course puts Dewey’s ideas into an historical context, outlines his conceptualization of a progressive education and its contribution to a “civil” society, and addresses his impact on educational theory in the contemporary U.S. Although Dewey is most well-known for his theories on education, he wrote widely on philosophical issues concerning logic, the nature of scientific inquiry, and ethics, as well as political and social issues associated with democracy and a “civil” society. Therefore, the issues explored in the course have significant relevance for disciplines beyond educational policy and provide an exploration of the evolution of some core elements of U.S. society such as democratic ideals, pragmatism, pluralism, and the continual dialectic between individual and aggregate social needs.

Energy
HON 134
Energy and Society II: Environmental Sustainability and Policy – 3 hours
30227  LCD  10:00 – 11:15  WF  B21 BH  Thomas Theis

(General Education: Analyzing the Natural World or Understanding U.S. Society)
This course explores the roots and evolution of environmental public policy in the United States, connections to economy, social norms, and human behavior, and the resultant laws and regulations that govern our approach to environmental management. It will begin with the impact of the transcendental movement of the 19th century and conflicts brought about through rapid expansion of the US economy, proceed to the recognition and rise of environmental risk management as a basis for policy during the 20th century, and conclude with the new ethic embraced by the sustainability paradigm and its implications. Comparisons will be made with the management approaches in other countries. Emphasis throughout will be on the development of critical thinking skills, the use of analysis tools, and the need for an ongoing national conversation on the intersection of human activities with the natural environment.
**Ethics and the Human Body**

HON 122  
Ethics and the Human Body II: People, Culture and Disease- 3 hours  
30422 LCD  12:30-1:45  TR  B21 BH  Betsy Abrams  

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

**Prerequisite:** Ethics I: Human Nature and the Body. Instructor: Timothy Murphy  
Infectious disease is one of the most significant selective pressures in human history. Yet human activities have irrevocably altered the human experience of infectious disease, and the major infectious diseases humans face today are unlike those faced by our ancestors. Using evolutionary, historical, and epidemiological approaches, this course will explore how significant changes in activity patterns over the course of human history, including the origin of agriculture, the advent of long-distance trade, large-scale conquest wars, colonialism, development projects, and more recent globalization, have altered our infectious disease patterns. Case studies taken from around the world, associated with varying cultural contexts and resulting in differing health outcomes, are used to illustrate the enduring relationship between human cultural practices and infectious disease.

**Gender and the Family**

HON 128  
Gender and the Family II - 3 hours  
26289 LCD  9:30 – 10:45  T  B21 BH  Marsha Cassidy  
9:30 – 12:15  R  B21 BH

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

**Prerequisite:** Gender and the Family I. Instructor: Marsha Cassidy  
This course examines the changing dynamics of American marriage and family life since the 19th century, emphasizing issues of romantic love, gender, ethnicity, and family psychology. The course draws upon theoretical and historical texts, as well as literature, film, television, and photography, to explore representations of the family from a critical stance. Students write frequent response papers, post comments on the course website, and participate in presentations with a partner or small group. The course is discussion-based and features guest speakers, visits to relevant events and exhibitions, and a series of required screenings.

**Good and Evil**

HON 121  
Good and Evil II: Understanding Chicago; History, Literature and Culture– 3 hours  
26285 LCD  9:00 – 9:50  MWF  B21 BH  Anthony Grosch

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

**Prerequisite:** Good and Evil I: The Human Condition. Instructor: Jaroslav Schjebal  
This course examines the history of Chicago (the city and region), focusing on social, political, and cultural changes over time through a combination of historical analysis and evaluation of literary works from various periods of Chicago history. Through reading expository texts, experiencing multimedia presentations, and visiting historic sites, students will grasp the flow of the city’s history. From the extensive literature associated with Chicago, students will read select short stories, novels, poems, plays, and essays which focus on significant historically contextualized social issues in Chicago such as poverty, immigration, control of labor, class, democracy, racial and ethnic relations, and socially-defined forms of violence. These literary works include such diverse writings as Jane Addam’s (1900) Twenty Years at Hull House, Upton Sinclair’s (1906) The Jungle, Richard Wright’s (1940) Native Son, and Mike Royko’s (1971) Boss: Richard J. Daley of Chicago.
**History of Ideas**

**HON 121**  
**History of Ideas II: Literature and Ideas; An Inseparable Relationship**  
- 3 hours  
26284  
**LCD**  
9:30 – 10:45  
**TR**  
ROOM TBD  
Jaroslav Schejbal  

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

**Prerequisite:** History of Ideas I: Differing Aspects of the Self in the Classics. Instructor: Allen Kershaw

This course will cover all the essential clusters of ideas found in literature: art, philosophy, religion, psychology, sociology, history, and politics, as we examine the ideas of the Hero as it has developed throughout history, from classicism to existentialism.

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**Images of Women and Men**

**HON 124**  
**Images of Women and Men II: Measuring**  
- 3 hours  
26288  
**LCD**  
3:00 – 3:50  
**MWF**  
310 AH  
Anna Guillemin  

*General Education: Understanding the Past and Understanding the Creative Arts*

**Prerequisite:** Images of Women and Men I: Romance and Realism: The Fiction of Nathaniel Hawthorne, Henry James, and Edith Wharton. Instructor: Brian Higgins

Can we measure beauty? Can it be derived from a mathematical formula? Can it be identified in the principles of symmetry and proportion? This course considers beauty and the ways artists, architects, philosophers, and mathematicians have attempted to grasp it. From Pythagorus and Euclid to Kepler and Alberti, from Plato and Aristotle to da Vinci and Dürer, classical and Renaissance theoreticians have discovered ways to define beauty mathematically, in terms of ratios and proportions. Geometry's principle of the golden section helped transform the fields of architecture and painting, with the depiction of the human body. The ideas of symmetry and proportion influenced ethics as well, with Plato, for example, equating beauty with the good and the true. Considering classical and Renaissance theories of proportionate beauty will help us to ask how measurements influence our modern understanding of the concept. From psychological studies into the perception of beauty to literary readings, to considerations of proportion in abstract art, the course will explore the way beauty continues to resist and demand quantification.

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**Scientific Discovery, Evolution and Religion**

**HON 134**  
**Scientific Discovery, Evolution and Religion II: The Process of Scientific Discovery**  
- 3 hours  
28670  
**LCD**  
3:30 – 4:45  
**TR**  
B21 BH  
Neil Smalheiser  

*General Education: Analyzing the Natural World-No Lab and Understanding U.S. Society*

**Prerequisite:** Scientific Discovery, Evolution and Religion I: Addressing the Conflicts. Instructor: Steven Kelso

Although many scientists dedicate their lives to making discoveries, few pay conscious attention to the process of scientific discovery. This course will consider a broad range of factors that influence discovery, ranging from internal (cognitive strategies) to external (national economic policies). The course will focus primarily on U.S. scientific research, but including some comparative material from other regions of the world which may have differing socio-cultural contexts for the scientific enterprise, as well as varying national policies defining and often restricting the process of scientific discovery.
Social and Historical Concepts of the Art and Design

HON 121  Social and Historical Contexts of the Art and Design II: History of Women in Music- 3 hours
28662  LCD  3:30 – 4:45  TR  ROOM  TBD  Ruth Rosenberg

(General Education: Understanding the Individual and Society or Understanding the Creative Arts)
Prerequisite: Social and Historical Contexts of the Art and Design I: The Cinematic: Non-linear Narratives on the Screen and Beyond. Instructor: Sylvia Malagrino

The course will focus specifically on the social history of the female musical and poetic voice, exploring it through various cases studies from different historical periods and cultures. The female voice will be a lens through which students will explore many forms of expressive culture and the ideologies of gender and musical value that often underpin them. Taking a cue from feminist aesthetics and feminist musicology, the course emphasizes the female voice as both sonorous object and metaphor, examining various cultural and historical contexts in which women’s voices (especially in song or poetry) have special meanings or functions. Each week the class will address a different theme related to female “vocality,” with readings drawn from several fields, including anthropology, history, cultural and gender studies, literature, and ethnomusicology. The objectives of the courses are four-fold: (1) to come to a better understanding of how music and musical activity can reflect and construct ideas about gender; (2) to better appreciate the critical role that women’s voices and women’s songs have played during points in history and in various cultural contexts; (3) to become familiar with various theoretical and analytical ways of understanding the female voice in its many manifestations; and (4) to become more careful listeners, more precise writers, and more critical thinkers.

Violence and Society

HON 122  Violence and Society II: Slaves, Convicts, Shameful Beginnings: Writings from the Caribbean and Australia- 3 hours
26286  LCD  11:00 – 11:50  MWF  115 LH  Nancy Cirillo

(General Education: Understanding the Individual and Society or Exploring World Cultures)
Prerequisite: Violence and Society I: The Re-Mediation of Terror: Germany’s RAF and America’s 9/11. Instructor: Patrick Fortmann

Separated by thousands of miles and two centuries in origin, the British Caribbean and Australia share many similarities, notably the founding by a captive class and the consequent destruction of indigenous peoples in the name of consolidation by empire. Much writing of all genres from the two regions is concerned with these origins and how they shaped historic identity. The course will look at these two comparable but historically situated and culturally contextualized cases through both historical writing and fiction, examining such topics as empire, colonialism, slavery and penal servitude, race, nation building, and cultural identity. Course readings will include two outstanding historical treatments, The Fatal Shore by Robert Hughes (covering Australia’s early colonial history) and From Columbus to Castro by Eric Williams (focused early European colonization of the Caribbean), as well as a number of novels dealing with the early history of the British Caribbean and British Australia.

Semester-long Cores

These cores are targeted to upperclassmen.

HON 144  Chicago: An Urban Geography- 3 hours
30228  LCD  12:00 – 1:15  MW  B21 BH  David Solzman

(General Education: Understanding the U.S. Society)

The course focuses on the environmental, socio-cultural, and economic geography of Chicago in historical context as it developed into a complex, socioculturally diverse, economically vibrant urban center through the 19th century, the 20th century, and into the new millennium. Topics include the history of immigration and cultural developments in the city, the evolution of its urban character, how transformations in transportation and its industrial base changed the economy of the city, how population trends affected the ethnic complexity and demographic makeup of the city, and the energy implications of progressive urbanization.
As America becomes increasingly diverse, researchers are challenged to learn about different groups and the best ways for addressing their needs. Historically, the methods for working with these groups have tended to fall short, owed in large part to the persistent use of Eurocentric theories, frameworks, and methods. Such approaches tend to limit the utility of research findings. This course considers diverse groups, including their history, the particular challenges they face, and the barriers that compromise researchers' understanding of and access to them. The course also discusses methods and strategies for conducting culturally diverse research. An important aim of this course is to extend diversity learning beyond the dimensions of race and ethnicity that have traditionally characterized this work. Thus, groups are considered whose lifestyle or traditions differ from those of the “mainstream majority,” including on the basis of sex and gender, sexual orientation, religion/politics, and elderly status. Further extending consideration of what constitutes diversity; this course will examine the status of Whites in America as a group other than “the majority.” Rural Whites, for example, hardly meet the criteria of power, dominance, and advantage that have historically been used to characterize majority America. Finally, given the well-documented link between minority and income status, the role of poverty in these various groups’ lives is also considered.

This course explores the writing, film, and cultural/political activism of Germany's ethnic and religious minorities and immigrants (German and Russian Jews, Turkish-Germans, Afro-Germans, Sinti and Roma, “ethnic German” repatriates, and other immigrant or multilingual writers), examining how the diverse voices of contemporary German culture challenge and contribute to conceptions of German national or cultural identity in the late 20th and early 21st centuries. The course will focus both on the political, social, and cultural context in which texts emerged (debates on multiculturalism, “Guiding Culture”, and integration; Nationality Law reform and the new Immigration Law; the headscarf debates; “Vergangenheitsbewältigung” or "mastering" the Holocaust past; right-wing extremism, etc.) and on theoretical approaches to minority and transnational writing and culture. In the course, students will interrogate the utility of descriptions such as exilic, ethnic, migrant, diasporic, transnational, or post national for describing literatures and cultural practices that challenge the confines of national literature paradigms in the era of globalization.

National governments and religious organizations are, arguably, the most powerful institutions in today's world. What they do and how they interact affects the lives of every one in modern societies. Contemporary world politics makes it amply clear that many major political developments are intertwined with the activities of religious organizations and their followers. How do political authorities and religious leaders resolve their often clashing interests? The answers differ for the world's major religions and vary depending on the political contexts in which interactions take place. In this course, we will explore the profound political and religious consequences for states and their citizens in selected countries throughout the world when governments and religious organizations struggle over control of public policies. Our focus will be on formal and informal interrelations between governments and their citizens and religious organizations and their followers and the political settings that affect these interactions in the twenty-first century.
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  Diversity – 3 hours  
26350  LCD  2:00 -3:15  TR  ROOM TBD  Cecil Curtwright

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

HON 101 –Orientation Seminar

For new Honors College Students who are in their first year of college. This course is an introduction to the UIC Honors College, covering a range of topics including issues in education, practical information about UIC’s resources, and service learning. Satisfactory/Unsatisfactory grade.

HONORS LECTURES (HON 200) – Spring, 2010

HON 200  Current Issues Forum - 0 hours  
15056  LCD  4:00 – 4:50  M  114 BH

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

HON 200  Honors College Book Club- 0 hours  
28671  LCD  4:00 – 4:50  W  114 BH

Students will read and discuss a variety of books about the history, culture, and people of Ireland. Readings will vary between books, essays, and plays. Participation in class discussion is required for honors activity credit.

HONORS SEMINARS (HON 201) – Spring, 2010

HON 201  Edgar Allen Poe, Father of the American Detective Story- 1 hour  
15069  LCD  11:00 – 11:50  T  B21 BH  Jaroslav Schejbal

Course description to be announced.
Scholarship and Fellowship Forum – 1 hour
HON 201
20216 LCD 3:00 – 3:50 R 114 BH Beth Powers
An introduction to the national scholarship and fellowship competitions, including the Rhodes, Marshall, Fulbright, Goldwater, Truman and Udall awards. Topics will include writing an effective application, writing an effective statement, and preparing for an interview. Instructor approval required for registration.

The Supreme Court and the Bill of Rights – 1 hour
HON 201
15060 LCD 12:00 – 12:50 F B21 BH Catherine Caporusso
An introduction to the U.S. Supreme Court, including its history, selection of justices, important historical cases, and the current term's cases.

Music Therapy and Music Medicine I – 1 hour
HON 201
15068 LCD 5:00 – 5:50 T B21 BH Laura Pawuk
This course will focus on the study of the fields of music therapy and music medicine. Students will examine the field of music therapy and its effects on a variety of medical diagnoses including premature birth, cancer, Parkinson's, stroke, Alzheimer's disease and palliative and hospice care among others. Class members will gain knowledge and experience in music medicine by performing at UIC Medical Center and/or researching its effects on patients, families and staff. Students will also learn how music reduces pain and anxiety and boosts the immune system. The class will be taught with engaging lectures, demonstrations, experientials, guest lectures and readings. No music ability or background is necessary.

Introduction to the Psychology of Music- 1 hour
HON 201
15064 LCD 6:00 – 6:50 T B21 BH Laura Pawuk
Topics will include musical perception, musical preference, music and emotion, psychoneuroimmunology, exceptional musical abilities and disabilities and a critical examination of music in medicine.

Being an Ally to the LGBT Community- 1 hour
HON 201
15059 LCD 2:00 – 2:50 T 312 TH Peter Ji
In this course, students will develop the attitudes, skills, and knowledge needed to be active supporters of, and advocates for, the gay, lesbian, bisexual, and transgender (LGBT) community.

Literary Realism and Naturalism: Two Sides of One and the Same Coin?– 1 hour
HON 201
15070 LCD 11:00 – 11:50 R 114 BH Jaroslav Schejbal
Course description to be announced.

The Study of Symmetry in Application – 1 hour
HON 201
15066 LCD 11:00 – 11:50 W 114 BH Marlos Viana
The seminar will discuss the presence of symmetry in nature and its representation in scientific investigation, through specific applications. Its primary objective is the discovery of a language with which symmetry notions can be described and discussed in varied areas of scientific investigation such as molecular biology, electrical circuits, voting patterns, chemistry, physics, literature, music, dancing, singing, drawings, games, and many more. This is the same notion of symmetry that appears, with a long history, in the ancient arts of paintings and craftsmanship. We will recognize symmetry through its language, which applies simple elements of algebra. In many of the applications, we may refer to basic elements of probability and data analysis in their relation to the study of symmetry.

Seminar evaluation will be based on the completion of (often but not always) weekly one/two-page reports and a term (group) project. Students are expected to fully participate of classroom discussions.
HON 201  Longevity….It’s up to you
15058 LCD  10:00 – 10:50 M B21 BH Mark Grabiner

The primary purpose of this seminar is on the state of biomedical opinion regarding longevity associated with non-genocentric, personal life choices.

HON 201  The Odyssey
21962 LCD  3:30 – 4:20 R Room TBD John Huntington

Homer’s epic poem, The Odyssey, one of the great classics of world literature, has been the object of admiration, study, and imitation from the early days of Greek civilization to the present. This class will study the poem in Robert Fagles’ English translation (Penguin edition). No knowledge of Greek is required. Occasionally we may briefly consider other modern renderings of the poem’s narrative and themes. Students will be expected to participate in class discussion and to submit some short pieces of writing from time to time.

HON 201  Starting a Healthcare Private Practice: Dentist, Doctors, and Pharmacists as Entrepreneurs- 1 hour
27164 LCD  9:00 – 10:40 R 1433 EPASW J. Gillespie
(Note: Course meets every other week of the semester. See instructor for a complete schedule.)

UIC students are an entrepreneurial and hard-working group. After earning their bachelor’s, many go on to graduate school in one of the major healthcare professions: Dentistry, Medicine, or Pharmacy. And because of their entrepreneurial drive, many subsequently start successful private practices alone or in partnership with others as alumni. This seminar is open to sophomores, juniors, seniors, who want to form private practices.

We will cover the basics of starting a private practice. This includes: (i) financing, (ii) selecting a location, (iii) establishing a patient base, (iv) managing insurance, (v) hiring staff, and (vi) integrating technology. However, the majority of the seminar will focus on understanding the strategic, financial, and lifestyle challenges and opportunities of becoming a business owner in the healthcare field.

This seminar will be good for anyone thinking about becoming a dentist, physician, pharmacist, or psychotherapist. Even if you are a Sophomore or Junior, it is not too soon to start thinking about the idea of eventually owning your own private practice. Unfortunately, most healthcare graduate programs do not provide students with extensive exposure to the business side of their profession. This seminar will help students start down that path of learning.

There will not be any tests, quizzes, or lengthy readings for this seminar. The main expectation is that students come alert and ready to engage in a robust discussion. During the semester, we will hear from at least one dentist, one doctor, one pharmacist, and one psychotherapist who has his or her own practice. They will provide frank advice on the pros and cons of “being your own boss”.

HON 201  Introduction to Clinical and Translational Sciences- 1 hour
15062 LCD  2:30 – 4:00 R TBD Julie Hoff
(Note: This class will meet 10 times during the semester starting on January 28, 2009. See instructor for complete syllabus.)
(Note: This class will be meeting on the West Campus)

The purpose of this Honors College Course is to introduce students (prospective scientists) to the concepts of clinical and translational research using both components of the NIH definition; “bench to bedside” and the need to “translate research into community settings.” The course will provide an overview of various study designs and describe how causality is explored in clinical and translational science. Approaches to current health issues such as obesity, drug use, and health screening will be explored using the Bio-Medical Model and the Human Health Ecological Framework. Students will be introduced to the team based research model and learn strategies to develop interdisciplinary collaborative relationships. Students will be provided with a full spectrum of translation research methods through regular seminars with UIC faculty and visiting researchers.
HON 201  International Affairs: A Diplomatic Perspective – 1 hour
27242  LCD  2:00 – 3:50  W  B21 BH  Allen Lerner
(Note: This class meets every other week, beginning with the first week of the semester.)
Please note day change from original handout.

This seminar will examine a variety of issues in international affairs from the perspective of the professional diplomat. The course will be team-taught by Professor of Public Administration Allan Lerner and Ambassador Ronald Godard, UIC Diplomat in Residence. In addition, there will be frequent invited guest participation from invited consuls general from the consular corps in Chicago.

HON 202 - Honors Tutoring

Students who intend to participate in the Honors College Tutoring program must:

1) Complete an application.
Applications are available outside room 103 BH. The preferred deadline for applications is Friday, December 11th, 2009. The final deadline for applicants is Tuesday, January 12th, 2010. The tutoring program is scheduled to begin on Monday, January 25th, 2009.

2) Register for HON 202 – Call number 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 & received confirmation of the participation in the program. Students must be registered for HON 202 (in addition to HON 222) to count Honors College Tutoring as their spring honors activity.

If you decide NOT to tutor this semester, you will need to drop HON 202 by January 22, 2010 without a “W” grade; if you drop between January 23, 2010 and March 19, 2010, you will receive a “W”.

HON 225 - Honors Research

Students who intend to participate in the Honors College Undergraduate Research Assistants program must:

1) Complete an application.
Applications are available online http://www.hc.uic.edu/URA/ura_apply.asp.

2) Register for HON 225 – Call number 15074
Students must be registered for HON 225 (in addition to HON 222) to count Honors College Research as their honors activity.
The URA directory of faculty participants is available at the Honors College reception desk in Burnham Hall, or on-line at http://www.hc.uic.edu/URA/fac_search.asp. If you need assistance in selecting a research project, please schedule an appointment with the Honors College.

If you decide NOT to research this semester, you will need to drop HON 225 January 22, 2010 without a “W” grade; if you drop between January 23, 2010 and March 19, 2010, you will receive a “W”.

10 10/30/09
Departmental Honors Offerings – Spring, 2010

ACTG 315  Intermediate Financial Accounting I – 3 hours
(Prerequisite: Average grade of B or higher in ACTG 210 and ACTG 211, with both taken at UIC; or a grade C or better in ACTG 210 or equivalent and ACTG 211 or equivalent and a passing grade in the Accounting Qualifying Exam (AQE).)
17768  LCD   2:00 – 2:50   MWF   B. Leventhal

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

ACTG 316  Intermediate Financial Accounting II – 3 hours
(Prerequisite: A Grade of C or better or concurrent registration in ACTG 315.)
17769  LCD   12:30 – 1:45   TR   B. Leventhal

Theory and standards related to measurement and reporting of liabilities and owners’ equity. Specific topics include pensions, leases, income tax allocation, and price level changes.

ACTG 435  Auditing – 3 hours
(Prerequisite: ACTG 316)
20481  LCD   12:00 – 1:50   MW   A. Galvan
20489  LCD   6:00 – 9:30   W   A. Galvan

Introduction to the audit function, ethical and legal environment, audit standards, objectives and procedures, materiality and audit risk, sampling, auditing in a computer environment, reporting. Extensive computer use required.

ACTG 445  Federal Income Tax I – 3 hours
(Prerequisite: ACTG 315)
20490  LCD   3:30 – 4:45   TR
20491  LCD   6:00 – 9:00   R

Concepts and provisions of federal income taxation as applicable to individual taxpayers, partnerships, individuals, and trusts.

AH 207  Topics in Architecture, Art, and Design- 3 hours
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor)
30056  LCD   10:00 – 10:50   MWF   C. Becker

Selected topics in the history of architecture, art and design. May be repeated if topics vary.

AH 209  The Art and Archaeology of the Ancient Near East- 3 hours   (same as ARST 209)
(Prerequisite(s): Sophomore standing or above.)
24924  LCD   11:00 – 12:15   TR

Introduction to the ancient cultures of Mesopotamia and neighboring regions from the first settled villages of the early Neolithic to the Persian conquest of Babylon.

AH 223  Baroque Architecture – 3 hours
(Prerequisite(s): 3 hours of art history at the 100 level or consent of the instructor.)
28594  LCD   12:30 – 1:45   TR   M. Pollack

The development of architecture in Europe from 1600 to 1750.

AH 231  History of Photography II: 1900 to Present - 3 hours
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)
19888  LCD   9:30 – 10:45   TR   P. Hales

(General Education: Understanding the Creative Arts)
History of photography from the beginning of the twentieth century to the present.
AH 236  History of Design II: 1925 to the Present - 3 hours  
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor. Credit in AH 235 is recommended.)
22809  LCD  9:00 – 11:50  F  J. Mekinda  
Survey of industrial and graphic design from 1925 to the present.

AH 244  Islamic Art and Architecture- 3 hours  
(Prerequisite(s): Consent of the instructor or 3 hours of Art History courses at the 100-level)
30054  LCD  11:00 – 11:50  MWF  H. Grossman  
(General Education: Understanding the Creative Arts and World Cultures)
The art and architecture of Islamic civilizations from the seventh century to the modern period. Religious and secular arts are surveyed in their historical contexts.

AH 263  Latin American Colonial Art- 3 hours  
(Same as LALS 263)  
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)
28600  LCD  2:00 – 3:15  TR  E. Baird  
(General Education: Understanding Creative Arts or Exploring World Cultures)
A survey of Latin American art and architecture from European contact to independence.

AH 271  Native American Art - 3 hours  
(Same as NAST 271)  
(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)
26481  LCD  12:30 – 1:45  TR  V. Miller  
(General Education: Exploring World Cultures)
Survey of the arts of the indigenous peoples of the United States and Canada.

BIOS 299  Honors Biology - 1 hour  
(Prerequisite: Membership in the Honors College or, for superior students, approval of the department; and registration in a Biological Sciences course (except BIOS 391, 393, 395, or 399); and consent of the instructor. May be repeated for 1 hour each term. Open only to freshman, sophomores, and juniors.)
See timetable for course reference numbers.

CHEM 118  Honors General Chemistry II - 5 hours  
(Prerequisite: Grade of C or better in CHEM 116. Credit is not given for CHEM 118 if the student has credit in CHEM 114.)
To be properly registered, you must enroll in one LECT, one QUIZ, and one LAB.
18671  LEC  12:00 -12:50  MWF  
18669  LAB  8:00 – 10:50  T  
18673  QUIZ  9:00 – 9:50  MF  
18668  LAB  11:00 – 1:50  T  
18672  QUIZ  9:00 – 9:50  MW  
18670  LAB  8:00-10:50  T  
18674  QUIZ  2:00-2:50  WF  
(General Education: Analyzing the Natural World – with Lab)
Phase transitions, thermochemistry, spontaneity and equilibrium, electrochemistry, kinetics, bonding theory, order and symmetry in condensed phases, coordination compounds, descriptive chemistry of inorganic compounds

CL 100  Greek Civilization- 3 hours  
29698  LCD  12:30 – 1:45  TR  J. Vaio  
An introduction to the life, society and culture of the ancient Greeks. All readings are in English.
CL 201  Classical Etymology in the Life Sciences- 3 hours  
(Same as LING 201)  
(Prerequisite(s): Any 100-level biological sciences sequence.)  
29700  LCD  12:00 – 12:50  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  
(Prerequisite: CL 100 or CL 102 or CL 103 or the equivalent.)
22924  LCD  12:00 – 12:50  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  
(Prerequisite(s): CL 100 or CL 102 or CL 103 or CL 106 or the equivalent)
29702  LCD  11:00 – 11:50  MWF  K. Ros

The plays of Aeschylus, Sophocles, and Euripides. All readings are in English.

CL 304  Alexander the Great and the Hellenistic World- 3 hours  
(Same as AH 304)
29704  LCD  9:30 – 10:45  TR  J. Tobin

Examines the career of Alexander the Great of Macedon and his legacy in Greece, Egypt and the Near East, up until the arrival of the Romans.

CL 310  Aristotle and the Arabs- 3 hours  
(Same as ARAB 310 and PHIL 310)
29706  LCD  2:00 – 3:15  TR  D. Reisman

(Prerequisite(s): CL 221 or PHIL 221 or RELS 230.)  
Traces the major topics of ancient Greek philosophy, especially those of Aristotle, and their transformation into the philosophy developed in the Arabic classical period.

CL 405  Herodotus and His World- 3 or 4 hours
29709  LCD  2:00 – 3:15  MW  O. Marinatos

Examines the Histories of Herodotus - both the text and the culture of Classical Greece compared to the Near East and Egypt.

MGMT 350  Business and Its External Environment- 3 hours
(Prerequisite(s): ENGL 161 and MATH 160.)
22930  LCD  12:30 – 1:45  TR  A. Pagano

Concerns the political, economic, social, legal, regulatory and international environment of business and the ethics and social responsibility of business actions.