

**Spring Semester 2010  
Honors College  
Freshmen 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 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)

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**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 19<sup>th</sup> century and early 20<sup>th</sup> century American philosopher, psychologist, and educational reformer, has influenced all levels of education in the United States through the late 20<sup>th</sup> century and into the 21<sup>st</sup> 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-No Lab or Understanding U.S. Society)*

**Prerequisite: Energy I: Energy and Society. Instructor: William Ryan.**

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 19<sup>th</sup> 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 20<sup>th</sup> 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 Elizabeth 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
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***(General Education: Understanding the Individual and 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 selected 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
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***(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.

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.

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 - 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 19<sup>th</sup> century, the 20<sup>th</sup> century, and into the new millennium. Topics include the history of immigration and cultural developments in the city, the evolution of its urban character, how transformations in transportation and its industrial base changed the economy of the city, how population trends affected the ethnic complexity and demographic makeup of the city, and the energy implications of progressive urbanization.

**HON 123**      **Conducting Culturally Relevant Research with Racially, Ethically, and Culturally Diverse Groups– 3 hours**  
28664   LCD                      12:00 – 2:30    M      2019 BSB                      Karina Reyes

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

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.

**HON 127****Diverse Voices in Contemporary Literature– 3 hours**

28669 LCD 12:30 – 1:45 TR ROOM TBD Elizabeth Loentz

***(General Education: Understanding Creative Arts and Exploring World Cultures)***

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.

**HON 129****Religion and Politics– 3 hours**

26290 LCD 2:00 – 3:15 TR B21 BH Doris Graber

***(General Education: Exploring World Cultures and Understanding the U.S. Society)***

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.

**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)***

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 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](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](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”.

### Departmental Honors Offerings – Spring, 2010

**ACTG 210 Introduction to Financial Accounting – 3 hours**

*(Prerequisite(s): Sophomore Standing.)*

27502 LCD 1:00 – 1:50 MWF X. Wen

Concepts and standards underlying the preparation and analysis of external reports; alternative effects and role of accounting in the business environment and capital markets. Course Information: Previously listed as ACTG 110. Extensive computer use required.

**ACTG 211 Introduction to Managerial Accounting – 3 hours**

*(Prerequisite(s): ACTG 210 and sophomore standing. Accounting majors need a grade of C or better in ACTG 210.)*

27495 LCD 10:00 – 10:50 MWF S. Lee

Management planning and control; cost concepts and measurement; cost accounting systems; analysis of cost and volume-profit relationships; standard costs and variances; and budget preparation. Course Information: Previously listed as ACTG 111. Extensive computer use required.

**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 1:00 – 1:50 MWF B. Leventhal

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

**ACTG 316 Intermediate Financial Accounting II – 3 hours**

*(Prerequisite: A Grade of C or better or concurrent registration in ACTG 315.)*

17769 LCD 10:00 – 10:50 MWF 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 J. Hansen  
 20489 LCD 3:00 – 4:50 MW J. Hansen  
 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 9:30 – 10:45 TR K. Hong  
 20491 LCD 11:00 – 12:15 TR K. Hong  
 Concepts and provisions of federal income taxation as applicable to individual taxpayers, partnerships, individuals, and trusts.
- AH 205 Roman Art and Archaeology - 3 hours** (Same as CL 205 and HIST 205)  
 13871 LCD 9:30 -10:45 TR K. Ros  
*(General Education: Understanding the Creative Arts or Understanding the Past)*  
 Contributions of archaeological excavations to the study of ancient Rome and her empire 1000 BC-400 AD. Architecture, sculpture and painting in their social and historical contexts.
- 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 11:00 – 12:15 TR M. Pollack  
 The development of architecture in Europe from 1600 to 1750.
- AH 224 North American Architecture – 3 hours**  
*(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)*  
 28596 LCD 12:00 – 12:50 MWF S. Dreller  
 The development of architecture, urbanism, and architectural theory over the last 500 years.
- 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 M. Denny  
*(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 R. Schuldenfrei  
 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 250 Italian Renaissance Art- 3 hours**  
*(Prerequisite: 3 credit hours of Art History at the 100-level or consent of the instructor)*  
 28598 LCD 9:00 – 10:45 TR R. Munman  
*(General Education: Understanding Creative Arts)*  
 Painting, sculpture, and architecture in Italy from the fourteenth through the sixteenth centuries.
- 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)*  
 22816 LCD 10:00 – 10:50 MWF M. Berrill  
*(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 9:30 – 10:45 TR V. Miller  
*(General Education: Exploring World Cultures)*  
 Survey of the arts of the indigenous peoples of the United States and Canada.
- AH 273 Pre-Columbian Art of South America- 3 hours** (Same as LALS 239)  
*(Prerequisite(s): Three hours of art history at the 100 level or consent of the instructor.)*  
 28603 LCD 12:30 – 1:45 TR V. Miller  
*(General Education: Exploring World Cultures)*  
 The art and architecture of the Andean, southern Central American, and Caribbean cultures from 3000 B.C. to the sixteenth century, including Chavin, Moche, Inca, Taino, and gold-working cultures of northern South America and lower Central America.
- 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.*
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|-------|------|--------------|-----|
| 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 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 211**

**Gender and Sexual Orientation in Greek and Roman Literature- 3 hours** (same as GWS 211)

*(Prerequisite(s): Sophomore standing or above. Recommended background: CL 102.)*

24930 LCD 2:00 – 3:15 TR

A. Kershaw

Ancient perceptions of gender roles and sexual orientation as they appear in the major authors of Greece and Rome

**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.