

## Fall 2016 Honors Courses

### **Only for First-Year Honors Students:**

**Instructor:** Honors College Director

**Course:** Honors Education: History, Theory, & Practice (TCPY 110X)

**Description:** A course for all incoming first-semester students in The Honors College. Students will be introduced to university life, the roles of students and professors in the University, and working effectively in small groups to promote each other's learning. All first-semester honors students are strongly encouraged to enroll. (1 credit, 8-weeks session 1)

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**Department:** Anthropology

**College/School:** College of Arts and Sciences

**Instructor:** Walter Little

**Course:** Global Latin American Cities (TANT 272)

**Description:** What are contemporary cities and how do we understand them in the contexts of globalization and transnationalism? How do anthropologists study such cities? In order to address these basic questions, this course is organized around a set of films and important theoretical concepts that have been debated in anthropology, urban studies, geography, sociology and other disciplines. Being an anthropology class, however, it will emphasize an anthropological perspective. The ethnographic readings and films presented in the class will primarily focus on Latin American topics. While this will give the class ethnographic focus, we will think about cities, urban life, and cosmopolitanisms from outside of Latin America. The films and readings on urban Latin America will serve as bases for cross-cultural analysis. It is expected that students taking this course will have already taken a course in anthropology, sociology, political science or geography. Prerequisite(s): permission of instructor

**General Education:** *Social Sciences; International Perspectives*

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**Department:** Art

**College/School:** College of Arts & Sciences

**Instructor:** Sarah Cohen

**Course:** Art of the Enlightenment (TARH 252)

**Description:** This course examines art produced in Europe during the eighteenth century, a period of rich cultural and intellectual exchange known as the "Enlightenment." We explore the original context, use, and significance of the art, as well as the association between artmaking and other forms of cultural inquiry and expression during this era of profound societal change. The art that we examine includes painting, sculpture, graphics, and decorative arts, and we explore a number of key trends that developed in France and England through a process of influence, exchange and rivalry between these two European powers. These trends include the playful, sensual style known as the Rococo; complex treatments of gender; the fascination with nature and science; and encounters both economic and cultural with people of other parts of the world, notably China, Japan, and Africa.

**General Education:** *Arts; International Perspectives*

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**Department:** Atmospheric Sciences

**College/School:** College of Arts & Sciences

**Instructor:** Andrea Lang

**Course:** Weather and Climate Issues for the 21st Century (TATM 110)

You can't avoid it; everyone experiences the weather and climate in their daily lives! This course will examine the physics that explains weather and climate variability as well as climate change. Topics of discussion will include the nature of weather systems (e.g., fronts and cyclones, hurricanes, tornadoes and thunderstorms, lightning, rain processes, etc.), observations and theory of climate variability and change (including introduction to the climate system, water and energy cycles, the greenhouse effect and anthropogenic climate change) as well as key environmental issues (e.g., pollution, ozone hole, etc.). The science will inform classroom discussions and projects focused on 21st century issues related to weather and climate.

**General Education:** *Natural Science*

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**Department:** Biological Sciences

**College/School:** College of Arts and Sciences

**Instructor:** Richard Zitomer

**Course:** Genomics and Biotechnology (TBIO 176)

**Description:** The sequencing of the genomes of a large number of organisms, from bacteria to human, has provided enormous insights into a wide range of human endeavors. Almost no aspect of human knowledge has been untouched by the information being compiled. The information gathered has also driven the development of new technologies designed to explore and exploit the information gathered. The goal of this course will be to familiarize students with the nature of the information that can be gathered from genomics and the benefits derived from the new biotechnologies. Also, simple research problems will be assigned to introduce students to the web based resources and programs used to analyze genomic data.

**General Education:** *Natural Science, Challenges for the 21<sup>st</sup> Century*

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**Department:** Chemistry

**College/School:** College of Arts and Sciences

**Instructor:** Priyantha Sugathapala

**Course:** Advanced General Chemistry (TCHM 130)

**Description:** Energy, enthalpy, thermochemistry, quantum mechanics and atomic theory, general concepts of bonding, covalent bonding and orbitals, gases, liquids, and solids. Only one of ACHM 120 and TCHM 130 may be taken for credit.

**Prerequisites:** One year of high school chemistry; having taken AP chemistry in high school will be helpful, but is not required.

**General Education:** *Natural Science*

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**Department:** Criminal Justice

**College/School:** School of Criminal Justice

**Instructor:** Megan Kurlychek

**Course:** Criminology (TCRJ 203)

**Description:** Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime.

**General Education:** *None*

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**Department:** East Asian Studies

**College/School:** College of Arts & Sciences

**Instructor:** Anthony DeBlasi

**Course:** China's Confucian Tradition (TEAS 250)

**Description:** This course will address central philosophical and ethical issues in the Confucian tradition, a main source of East Asian cultural values. The emphasis will be on reading and discussing translations of primary sources, including the Analects of Confucius, the Mencius, excerpts from the other Confucian Classics, as well as Confucianism's key interpreters in later centuries. Topics addressed will include human nature, the foundations of political life, ethical decision-making, and the Confucian vision of learning. Upon completion of the course, students will have an appreciation of both the richness of the tradition and the challenges it faces in adapting to the modern world.

**General Education:** *Humanities; International Perspectives*

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**Department:** English

**College/School:** College of Arts and Sciences

**Instructor:** Richard Barney

**Course:** The Cinema of Monstrosities (TENG 243)

**Description:** This course will be an introduction to the study of cinema by focusing on the theme of monstrosity—those things, or human beings, that are radically excessive, whether in terms of physical dimensions, moral proclivity, social deviance, or political impact. From its inception, cinema has been powerfully mesmerized by the spectacle of the monstrous, while often exploring the peculiar dynamic by which extraordinary human behavior can verge on the nonhuman, and vice versa. In this context, monstrosity will range from the embodiment of scientific folly, such as Frankenstein's creation in James Whale's famed 1935 movie, to the viciously criminal, such as Fritz Lang's serial killer in *M*, to Michael Powell's notoriously deranged voyeur in *Peeping Tom* or Martin Scorsese's unbalanced boxer in *Raging Bull*. This course will introduce students to a brief history of how film has treated the idea of the monstrous, as well as provide them with the visual and critical vocabulary by which to analyze that

phenomenon. It will also provide an international perspective on the topic by examining films by European, American, Canadian, and Korean directors.

**General Education:** *Humanities*

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**Department:** History

**College/School:** College of Arts and Sciences

**Instructor:** TBA

**Course:** The World in the Twentieth Century (THIS 158)

**Description:** This course seeks to examine important political, economic, cultural, and intellectual developments in world history in the twentieth century. The unifying theme of the course will be its focus on moments of contact and exchange between different regions of the world. We will analyze how the movement of people, ideas, militaries, commodities, disease, culture, and religion has contributed to increasing interdependence between world regions, including Africa, Asia, Latin America, the Middle East, Europe and the United States. While we will look at globalization as a process of worldwide integration, we will also consider how this process has in turn fostered new forms of conflict. By looking at local worlds within the context of global shifts, we will analyze how recent historical changes have fueled integration, for example around concepts of modernity or western values, alongside the continuation of cultural diversity and local differences.

**General Education:** *None*

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**Department:** Journalism

**College/School:** College of Arts and Sciences

**Instructor:** Thomas Bass

**Course:** Honors Intro to Journalism (TJRL 100)

**Description:** Introduction to contemporary journalism as a major institution in American democracy. This course will help students become more informed about media and introduce them to the major issues in journalism. Topics range from media history and the economic structure of the industry to broad questions about the impact of media on individuals and society in a fast-changing technological society. Also addressed will be ethical and legal issues related to media practices in news media.

**General Education:** *(Challenges in 21st Century- approval pending)*

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**Department:** Mathematics & Statistics

**College/School:** College of Arts & Sciences

**Instructor:** Boris Goldfarb

**Course:** Honors Calculus II (TMAT 119)

**Description:** Honors version of second-semester calculus: Techniques of integration, applications of the definite integral, conics, polar coordinates, improper integrals, infinite series. These are the same topics

as AMAT 113, but topics are covered in greater depth. TMAT 119 substitutes for AMAT 113 toward the prerequisite in any course. Only one of AMAT 113 and T MAT 119 may be taken for credit.

**Prerequisites:** A grade of A in A MAT 112, a grade of A in a high-school AP calculus course, or permission of the instructor.

**General Education:** *Math*

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**Department:** Mathematics & Statistics

**College/School:** College of Arts & Sciences

**Instructor:** Mario Variso

**Course:** Honors Linear Algebra (TMAT 222)

**Description:** Honors version of linear algebra. Same topics as AMAT 220, but topics are covered in more depth, with more emphasis on theory. This course is for students with more than average ability and more than average interest in mathematics. TMAT 222 substitutes for AMAT 220 towards the prerequisites in any course. Only one of AMAT 222, TMAT 222, and AMAT 220 may be taken for credit. Prerequisite(s): grade of A in AMAT 113 or AMAT 214, and permission of the instructor, or a grade of B+ in AMAT 119 , TMAT 119, AMAT 218, or TMAT 218.

**General Education:** *None*

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**Department:** Marketing

**College/School:** School of Business

**Instructor:** TBA

**Course:** Introduction to Social Media Marketing (TMKT 200)

**Description:** Social media is now widely embraced around the world across several domains, be it social development, medicine, or business. The pace at which it is evolving has left more questions than answers. The purpose of this course is to build a disciplined approach to understanding and harnessing social media so you can find some of the answers. The course will adopt a workbench approach--you will be working on and experimenting with various marketing questions where a social media strategy may be the solution. As this is an emerging topic, you will be required to keep up with the latest trends and news in social media marketing. Given that creativity, and not necessarily a big budget, appears to be vital to win this game, you are likely to succeed at this workbench if you are willing to experiment with untested ideas.

**General Education:** *None*

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**Department:** Philosophy

**College/School:** College of Arts and Sciences

**Instructor:** Jonathan Mandle

**Course:** Worldviews: Theoretical Perspectives on Who We Are and Why (TPHI 116)

**Description:** This is an introductory philosophy course focusing on our understanding of ourselves and others. We will attempt to answer the questions “Who/what am I?” “Who/what are you?” and “How are we related?” by studying a series of interconnected philosophical issues. Topics we will consider include: whether we are essentially minds or bodies, whether we each have a fixed “inner” nature or are simply the sum total of our actions, whether race and gender are essential to identity and whether we persist as one-and-the-same self throughout the mental and physical transformations we each undergo as our lives progress. The course readings will include both classical and contemporary philosophers, and we will cover problems originating in a variety of sub-disciplines within philosophy, such as metaphysics, epistemology, ethics and political theory.

**General Education:** *Humanities*

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**Department:** Physics

**College/School:** College of Arts and Sciences

**Instructor:** Alexander Khmaladze

**Course:** Honors Physics I: Mechanics (TPHY 141)

**Description:** An introduction to the fundamentals of physics: Classical Mechanics. Topics include the concepts of force, energy, and work applied to the kinematics and dynamics of particles and rigid bodies and an introduction to special relativity. Course content will be similar to APHY 140, however, topics will be covered in more depth and at a more advanced level. Only one of APHY 140 and TPHY 141 may be taken for credit.

**Prerequisites:** A college calculus course or an AP calculus course (these courses may be taken concurrently with TPHY 141).

**General Education:** *Natural Science*

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**Department:** Political Science

**College/School:** Rockefeller College of Public Affairs and Policy

**Instructor:** Victor Asal

**Course:** Violent Political Conflict (TPOS 260)

**Description:** This course is designed to introduce students to the study of violent political conflict. We will examine the how, why and when of violent political conflict both domestic and international. What are the key empirical and normative questions raised by violent political conflict and what answers to these questions does the literature offer? What other strategies, like nonviolence and negotiation are available to actors instead of political violence? In this course, in addition to studying the theories that have been developed to explain the politics and history of violent political conflict, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area. Students will take on the roles of policy makers in several simulations. In addition students will have the opportunity to participate in ongoing research and see how different kinds of political conflict are studied in the social sciences.

**General Education:** *Social Science*

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**Department:** Psychology

**College/School:** College of Arts & Sciences

**Instructor:** Robert Rosellini

**Course:** Advanced Introduction to Psychology (TPSY 102)

**Description:** The course explores in greater detail than in APSY 101 the basic methods and points of view in the scientific study of human behavior. Topics include biological bases of behavior, personality organization, intelligence, motivation, emotions, learning, and social relations. This course is intended for students who have more than average interest in psychology and who are considering becoming psychology majors or minors. Only one of APSY 101 or TPSY 102 may be taken for credit. \*\*Students who are receiving credit for AP psychology get credit for APSY 101. Consequently, these students should not enroll in TPSY 102, as they will not be given credit for it.

**General Education:** *Social Science*

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