

# Automatic Honors Classes – Fall 2017

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All courses listed here carry the I or H designation (at the lecture- or section-level) and are being offered during the Fall 2017 term. The list is subject to change as updates to the Course Guide are made. If possible, more robust course descriptions are provided in this document than in Course Guide. *We advise paying close attention to prerequisites.*

To discuss any classes or potential schedules with an advisor, we encourage you to consider: visiting [drop-in advising](#) with a peer or professional advisor, [scheduling an appointment](#) with a professional advisor, or [emailing us](#) any quick questions.

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# Humanities

## **Classics 373 – Ancient Medicine**

Instructor: James McKeown (LEC 002)

Course Description: Can you imagine a world in which doctors knew nothing about blood circulation or microbes, in which magic and medicine were often combined, in which surgery was performed without anesthetics? Such was life in ancient Greece and Rome. And yet, many of the medical discoveries and practices of the Greeks and Romans were of fundamental importance in the development of Western medicine, and laid the foundation for some of the most basic tenets of modern medicine. The purpose of this course is to give an account of the various aspects of the healing profession in antiquity, focusing in particular on the ways in which it differed from or anticipated medical practices nowadays.

Pre-Reqs: Enrollment in FIG: Perspectives on Medicine and Healing

## **English 307 – Creative Writing: Fiction and Poetry Workshop**

Instructor: TBD (LEC 001-003) [Com B]

Course Description: An introductory creative writing course, enabling students to write fiction and poetry, and to read selected contemporary writers as models. Students who do not meet the prerequisite may submit a writing sample to the program director on Monday of the last week of classes.

Pre-Reqs: Junior standing or completion of one of the following: English 207 taken Fall 2014 or later; or English 203 taken prior to Fall 2014

## **English 403 – Seminar on Tutoring Writing Across the Curriculum**

Instructor: Emily Hall (SEM 001,002)

Course Description: Explores current theory and research on the writing process and analyzes disciplinary genres and conventions. Teaches strategies for helping writers revise their work. As Undergraduate Writing Fellows, students will help their peers improve their writing in courses across the curriculum.

Pre-Reqs: Consent of instructor and acceptance into the Writing Fellows Program. Students who completed English 316 prior to fall semester 2014 may not receive credit for English 403

## **English 407 – Creative Writing: Nonfiction Workshop**

Instructor: Ellen Samuels (LEC 001)

**Course Description:** This course explores a variety of non-fictional prose writing forms including (at the instructor's discretion) personal essay, memoir, travel writing, opinion pieces, investigative journalism, public science writing, and natural history writing. Some time is spent on theory and technique; some time is spent reading the work of established writers; some short writing exercises may be assigned. The major focus of the course is on student writing, both in the classroom and in individual conferences.

**Pre-Reqs:** English 207 or 307 completed Fall 2014 or later; or, English 203 or 300 completed prior to Fall 2014. All others may apply for admittance by submitting an application and writing sample the last week of classes during the preceding semester. No student may register for or be enrolled in more than one Creative Writing course in a given semester without approval of the program coordinator.

### **English 408 – Creative Writing: Fiction Workshop**

**Instructors:** Judith Mitchell, Ronald Kuka, TBD (LEC 001,002,004)

**Course Description:** This class helps students apply lessons from published fiction (both classic and contemporary) to their own work. Class typically begins with a lecture concerning some aspect of craft, and is followed by “workshop.” This entails a discussion of story shape, word choice, character development etc. using the creative work of the student as the text. Classes are small (15), and students are expected to read the work of their peers carefully and participate during class discussions. Students who do not meet the prerequisite may submit a writing sample to the program director on Monday of the last week of classes.

**Pre-Reqs:** Completion of one of the following with a 3.0 or higher: English 207 or 307 taken Fall 2014 or later; English 203, 300-307 taken prior to Fall 2014

### **English 409 – Creative Writing: Poetry Workshop**

**Instructor:** Amy Quan Barry (LEC 001)

**Course Description:** Students who do not meet the prerequisite may submit a writing sample to the program director on Monday of the last week of classes.

**Pre-Reqs:** Completion of one of the following with a 3.0 or higher: English 207 or 307 taken Fall 2014 or later; English 203, 300-307 taken prior to Fall 2014

### **English 411 – Creative Writing: Special Topics Workshop**

**Instructor:** Amaud Johnson (LEC 001)

**Course Description:** Variable topics including: the informal essay, the long poem, the novel, the novella, genre fiction (detective, juvenile, humor, science fiction, etc.), experimental prose and poetry, etc. Students will read models and write their own exercise and fulllength pieces. No student may enrolled in more than one Creative Writing course in a given semester without approval of the program coordinator. Students who do not meet the prerequisite may submit a writing sample to the program director on Monday of the last week of classes.

**Pre-Reqs:** ENGL 207, 307, 407, 408, 409, 410, 411, or 511. Or, ENGLISH 301, 302, 303, 304, 305, 306 taken prior to Fall 2014

## **History 283 – Intermediate Honors Seminar**

Instructor: Johann Sommerville (SEM 001)

Course Description: This course will survey the development of European political and social ideas from the end of the Middle Ages to the Enlightenment in the eighteenth century. These centuries were a crucial period in the evolution of attitudes that have shaped the modern world, and that still exercise a profound influence on our lives. Amongst the broad themes which the course surveys are the development of the idea of state sovereignty, the growth of the notion of international law, the links between attitudes towards the family and gender on the one hand and state power on the other, the history of the notion that individuals or groups may legitimately resist or even depose tyrannical rulers, and the arguments used for and against toleration in an age of bitter religious disputes. We shall discuss ideas that were commonplace amongst large numbers of people as well as the more abstruse theories of philosophers. The views of famous political thinkers will be located against the background of the wider social, economic, intellectual and political history of their times. Amongst the theorists whose ideas we will examine are Thomas More, Machiavelli, Hobbes, Locke, and Pufendorf.”

Pre-Reqs: Consent of the instructor

## **History 512 – The Enlightenment and its Critics**

Instructor: Eric Wilhelm Carlsson (LEC 001)

Course Description: European thought in the seventeenth and eighteenth centuries, from the so-called Wars of Religion to the French Revolution, marks a watershed in Western history. In this age of political and religious conflict, intellectual ferment, and expanding geographical and cultural horizons, norms that had shaped European life for a millennium and more came under unprecedented scrutiny and criticism. Long-held ideas about knowledge, nature, religion, politics, ethics, and how societies should be ordered were challenged by bold new visions. The vehement debates of the period, which were often rooted in and contributed to struggles over religion and politics, laid the intellectual foundations of the modern world. This course focuses on key aspects of these fascinating changes. We will devote much of our attention to the Enlightenment, the age's cutting-edge movement in thought and culture. We will consider its origins and spread and the diverse ways in which some of its proponents construed the world and called for change. But the Enlightenment was not the only vital movement of the period, and we will also look at how some contemporaries challenged and rejected its stances and values. Our aim is to equip you to think in more informed and probing ways about what it means to be modern. In the process you will gain practice in the skills of historical reasoning, critical analysis of texts and arguments, and effective writing.

Pre-Reqs: None

## **Medieval Studies 520 – Old English**

Instructor: Martin Foys (LEC 001)

Course Description: The elements of Old English grammar with selected readings. Students who have taken English 320 prior to fall 2014 may not enroll in this course.

Pre-Reqs: 6 credits of introductory literature

## **Music 151 – Basic Concepts of Music Theory**

Instructor: Jamie Henke (LEC 004)

Course Description: Basic Concepts of Music is a complete and comprehensive study of music theory for the non-music major. Students explore theoretical concepts in the context of real-world settings and projects, and study the use of theory in a historical context through the repertoire of famous composers. Students learn notation, rhythm, melody, harmony, analysis and composition techniques. The course includes an introduction to the evolution of music through history, as well as forms and Twentieth century devices. Students apply what they learn in their own compositions. The primary goal of the course is to provide a complete set of tools and understanding of how to use those tools for a lifelong knowledge and interest in music, and to transform the students from passive to active listeners.

Pre-Reqs: Not open for cr for music majors. Open to Fr. Stdts may receive cr for only one of the following: Music 111,151, 351

# Literature

## **Classics 320 – The Greeks**

Instructor: Will Brockliss (DIS 307) [Com B]

Course Description: We will explore ancient Greek literature in its historical and social contexts, basing our studies around three themes – war and the hero, mortals and immortals, love and gender. The course will emphasize the great variety of Greek culture(s): rather than simply talking about attitudes of “the Greeks,” we will explore differences between the different Greek city-states and ethnicities, and trace how Greek treatments of each of our themes developed from archaic to Roman imperial times. We will also compare and contrast these Greek developments with modern treatments of the themes in question.

Pre-Reqs: Open to Freshmen

## **English 181 – Dirty Books**

Instructor: Joshua Calhoun (SEM 001) [Com B]

Course Description: Honors literature seminar for first year students. Topic and materials will vary.

Pre-Reqs: Open to freshmen enrolled in an Honors program

## **German 284 – Honors Introduction to German Literature**

Instructor: Hannah Eldridge (LEC 001)

Course Description: Intensive introduction to German-language literature from 1750 to the present, and to techniques of literary analysis for honors. Completion of 284 satisfies the 6-credit literature requirement for L&S students. Students may not receive credit for both 258 and 284.

Pre-Reqs: German 204 with an A, or placement at 5th-semester level & cons inst. Open to Fr

## **German 385 – Lit des 20. & 21. Jahrhunderts**

Instructor: Hans Adler (LEC 001)

Course Description: This course is a journey through a bit more than a century of literature and culture in German, and it provides an overview over new and most-recent literature in German within its historical and cultural contexts. We will read selected texts—fiction, drama, and poetry—by important authors from Germany, Austria, Switzerland, Czechoslovakia, and Turkey. Moreover, we will watch and listen to documents of pop music and its texts in German, singers such as Lale Andersen, Zarah Leander, Catarina Valente, Georg Kreisler, Udo Lindenberg, Wolf Biermann, Ina Müller, Herbert Grönemeyer, Peter Fox. Simultaneously to our discussion of texts, we will learn how to access and interpret literary texts and music and what is specific for literature as opposed to other language-using discourses. Among others, we will focus on texts by Franz Kafka, Bertolt Brecht, Wolfgang Borchert, Ingeborg Bachmann, Friedrich Dürrenmatt, Emine Özdamar, Bernhard Schlink, and Thomas Brussig, and we will watch and discuss two films that are based on novels. Each participant will give a short presentation on their reading of and research on a specific text in class, and all participants will write a short scholarly paper at the end of the semester. Lectures providing in-depth information about historical and theoretical background knowledge will alternate with discussions. The course will be conducted in German.

Pre-Reqs: German 284 or one of 302-305 or cons inst. Stdts may receive degree cr for no more than one of the following crses: German 375 & 385. Open to Fr

### **German 683 – Migration, Exil, Asyl: Text & Kontexte**

Instructor: B. Venkat Mani (SEM 001)

Course Description: Preparation of a seminar paper as a basis for a possible Honors Thesis.

Pre-Reqs: German 385 or cons inst. Stdts may receive degree cr for no more than one of the following: German 673 or 683

### **ILS 203 – Western Culture: Literature & the Arts I**

Instructor: Patricia Rosenmeyer (DIS 309)

Course Description: ILS 203 is a survey of Western literature and art from classical antiquity to the medieval period, with a substantial emphasis on the textual and material remains from ancient Greece and Rome. It will provide a foundational knowledge of some of the works of art and literature that have shaped the Western intellectual tradition, as well as challenge students to contextualize their own attitudes and beliefs. Students will be invited to explore the enduring value of ancient civilizations while also developing critical thinking and discussion skills.

Readings will include Hesiod's *Theogony*, Homer's *Iliad* and *Odyssey*, Aristophanes' *Lysistrata*, Euripides' *Medea*, selections from Sappho and Catullus, Virgil's *Aeneid*, selections from *Genesis* and Augustine's *Confessions*, and Dante's *Inferno*. Periods of art history to be discussed include Archaic and Classical Greek, Roman, and Byzantine/Early Christian art. While this course is a stand-alone class, it also forms part of the core sequence for the Certificate in Integrated Liberal Studies. ILS courses provide multiple integrated perspectives on great themes, historical movements, and ideas. ILS courses also fulfill breadth requirements for the college.

Pre-Reqs: Open to All Undergrads

### **Spanish 224 – Introduction to Hispanic Literatures**

Instructor: Barbara Rodriguez-Guridi (LEC 003)

Course Description: Introduction to Hispanic Literatures is an introduction to reading and analyzing literary works, with special emphasis on oral and written skills for the discussion of literature. Through the study of great works in the Spanish language spanning multiple periods and literary genres, the student will become familiar with the tools and terminology for literary analysis, while reflecting critically on the human and historical issues the works present.

Pre-Reqs: Spanish 226 (or higher language placement) or con reg. Open to Fr

# Humanities or Social Science

## **Environmental Studies 460 – American Environmental History**

Instructor: William Cronon (DIS 301)

Course Description: Environmental history studies the changing relationships between human beings and the natural world through time probably a very different approach to history from what you studied in high school. Despite being numbered at the 400-level, this course is intended as an introduction to this exciting and still relatively unfamiliar field of scholarship, with no prerequisites. It assumes little or no background knowledge of American history, geography, or environmental studies, and offers a general survey that can be valuable for students interested in any of these fields, from entry-level undergraduates through advanced graduate students.

Although the course is intended to be challenging, it is also meant to be fun: any student willing to attend lectures, do the readings, and work hard should be able to enjoy and do well in it. Our central premise throughout will be that much of the familiar terrain of American history looks very different when seen in environmental context, and that one can learn a great deal about history, geography, and the environment by studying them together. All too often, historians study the human past without attending to nature. All too often, scientists study nature without attending to human history. We will try to discover the value of integrating these different perspectives, and argue that the humanistic perspectives of historians and geographers are essential if one hopes to understand contemporary environmental issues.

Pre-Reqs: So st

## **History 600 – Politics & Film, 1930-2016**

Instructor: John Sharpless (SEM 001)

Course Description: This seminar will explore the subgenera of American motion pictures – the “political movie” and how it relates to trends in American politics over time. We will cover the period roughly from 1930 to the present. Hollywood writers, directors and producers have, over the decades, produce films that represent American politics in various ways (often in not very flattering terms). Such films as “Mr. Smith Goes to Washington,” “Citizen Kane,” “The Last Harrah,” “The Candidate,” “Wagging the Dog” and “Ides of March,” have generally portrayed politicians as self-centered, deceptive and manipulative. The citizenry is portrayed as gullible and easily manipulated. Is Hollywood really that cynical? Or, is it simply that a “bad guys” versus “good guys” story makes for a more interesting movie? Are there changes that have occurred over time as Hollywood elites become more alienated from the American political mainstream? What, for example, was the effect of the anti-communist movement (1950s) or the anti-Vietnam War movement (1960s) on the political content of American film? The “public image” of Hollywood is now that it is decidedly “liberal” (and Democrat) but has that always been the case? This seminar will focus series of Hollywood-produced motion pictures with plots set in the context of American politics. We will examine them as historical documents that – in some symbolic way – represent contemporary attitudes about the success and failure of the American democracy.

Pre-Reqs: Students interested in this course should arrange to talk with Professor Sharpless in person. He can be reached via e-mail at [jbsharpl@wisc.edu](mailto:jbsharpl@wisc.edu). His office hour is on Wednesdays from 11:00am-12:00pm & by appointment.

## **History 600 – Advanced Seminar in History**

Instructor: Rudy Koshar (SEM 002)

Course Description: Did Weimar fail? The answer to this question was once thought to be a classic no-brainer. Historians uniformly praised the innovativeness and vibrancy of Weimar art, literature, architecture, city planning, cinema, and popular culture. But in political histories of the era from 1918 to 1933, the Weimar Republic stood both as the symbol of a failed democracy and as a prelude to Nazism, war, and genocide. Weimar's association with liberal collapse and the rise of authoritarianism has been enduring. As recently as May 2016, a New York Times commentator asked, "Is this the West's Weimar Moment? Since the US Presidential election and the rise of neo-fascist and ethnic-nationalist movements all over Europe, such questions have only multiplied. Over the past two decades, an interdisciplinary scholarship has re-examined Weimar politics by focusing not just on elections and parties but also on the symbols and discourses of political culture. This scholarship has uncovered new realms of previously unexplored social and political experience and thereby re-opened the question of Weimar's failure. In this seminar we study a range of topics: work, class, gender, body politics, citizenship, visual culture, popular culture, and consumption. We also discuss a case study of the rise of Nazism in a single German town. Along the way, we'll use a primary sources such as novels, films, memoirs, official documents, and more. It is hoped that by the end of the seminar students will have developed their own historically informed responses to the important questions of whether Weimar failed and what the Weimar experience means for contemporary history.

Pre-Reqs: Students interested in the course should contact Professor Koshar at [rjkoshar@wisc.edu](mailto:rjkoshar@wisc.edu) to discuss their interest in the course. In the e-mail, please include brief information on the courses you've taken in European history.

## **History 600 – Crusader States: the Governing Elites**

Instructor: Elizabeth Lapina (SEM 003)

Course Description: In the seminar, we will discuss the elites, composed of both men and women, who governed the Kingdom of Jerusalem and other crusader states established as a consequence of the First Crusade in the late 11th century. We will begin by discussing the founding of crusader states and the processes by which some of the leaders of the First Crusade managed to become their rulers. Warfare dominated the life of crusader states, and we will study some of the military campaigns that these rulers waged against Muslim neighbors, including the experiences of captivity and liberation. Diplomacy – and even alliance with – Muslims was an important activity that could be both concomitant with or alternative to warfare. Despite the importance of warfare in crusader states, in which women could only play a secondary role, a series of ambitious women succeeded in attaining and wielding power. Another important topic of the seminar will be the military orders, Templar and Hospitaller knights, and the roles that they played in defending crusader states, as well as in the states' political life. In the seminar, we will read both primary and secondary sources.

Pre-Reqs: Students interested in the seminar should email Professor Lapina at lapina@wisc.edu

## **History 600 – Baseball & Society Since WWII**

Instructor: David McDonald & Commissioner Emeritus Allan Selig (SEM 005)

Course Description: This seminar will involve participants in a semester-long discussion of the ways in which Major League Baseball both reflected and shaped broader currents of social, cultural, political and economic change in American society following World War II. Thus, rather than understand baseball's history in terms of pennant-races, players' statistics or the other considerations that often arise in the daily press, this seminar asks students to understand baseball—and, by extension, sport in general—in the contexts that have shaped it throughout its development. Seminar participants will benefit in particular from the perspectives of Allan H. Selig, who recently completed the longest tenure of any commissioner in baseball's history. The seminar will consist of weekly discussions of pivotal topics or moments in post-war baseball history. These subjects will run a gamut of such likely topics as the role of race/ethnicity, a changing media landscape, the game's geographical expansion, labor relations, baseball's economic footprint on the nation and localities, the shifting relations between the sport and government, as well as prominent controversies over the course of the last seven decades. As preparation for discussion, students will read a set of sources, assigned by the instructors in the first part of the course, and later combining readings chosen by the instructors and individual students. Participation in discussion of the weekly readings accounts for a large part of the final grade. The other major component in the seminar will be a research paper of 20-25 pages on a topic of the student's choice, using the abundant primary and secondary resources available in the Wisconsin Historical Society holdings, as well as other sources that students identify.

Pre-Reqs: If you are interested in applying for this seminar, please send a statement outlining what you hope to learn or explore at greater length through a reading- and research seminar. In addition, please list all courses you have taken to date that would provide you with background for this seminar. Students will receive priority for admission in accordance with their stage in the major and their relative preparation. Submit these materials to Prof. McDonald by email: dmmcdon1@wisc.edu

## **History 600 – Empire & Revolution: U.S. & European Colonial Rule in Southeast Asia**

Instructor: Alfred McCoy (SEM 008)

**Course Description:** The course explores the nature of “empire” in an age of America’s global dominion, starting with the rise of European empires during the “high colonialism” in the late 19th century and ending with U.S. global hegemony in the early 21st century. After reviewing the literature on the rise of modern empires, the course will explore both the expansion of European colonialism into Southeast Asia and the region’s response. With the world’s most diverse array of imperial powers and its history of intense colonization, Southeast Asia is the ideal region for a close, comparative study of imperialism. In this survey of European empires, the seminar will focus closely on U.S. colonial rule in the Philippines from 1898-1946, an important but forgotten chapter in American history. Indeed, in two centuries of American history, the U.S. conquest and colonization of the Philippines is the only experience comparable to our current involvement in Afghanistan and Iraq. By exploring this juxtaposition of past and present in the history of America’s foreign adventures, the seminar will, in its opening and closing sessions, explore the way the past bears upon the present. More broadly, the course will explore issues central to the character of global empires—including, the causes of imperial expansion, the drive for military security, the psychology of colonial dominion, ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline. Instead of transferring a fund of facts about European empires and anti-colonial revolutions, the seminar seeks to understand the dynamics of global dominion. Hopefully, students will emerge from the course with a better understanding of the nature of empire, the lasting legacy of colonialism, and the dynamics driving the decline of U.S. global power.

**Pre-Reqs:** Students interested in taking this seminar, should send me a short email at awmccoy@wisc.edu, stating: (a.) their status (Junior, Senior); (b.) major (History or other); (c.) past courses with this instructor; (d.) GPA (overall and in major); (e.) campus ID (to facilitate registration); and (e.) a sentence about the reasons for their interest in the course.

### **History 600 – Living in Pompeii: Economy and Society**

**Instructor:** Marc Kleijwegt (SEM 009)

**Course Description:** Pompeii is like a diorama frozen in time. In 1748, the city was found under tons of rubble at the time it was destroyed by the eruption of Mount Vesuvius in 79 CE. The archaeological excavations of the site have revealed the living conditions of its citizens, their daily activities, the political slogans used in the elections, the stores, bakeries and workshops, the religious centers and the various avenues for entertainment. There is no city in the ancient world about which we know so much as Pompeii. This undergraduate seminar will familiarize students with the material and literary evidence on the city and will discuss many of the aspects of the daily life and activities of its citizens. The core of the seminar is a hands-on training in how to do research.

**Pre-Reqs:** Students interested in the seminar should email Professor Kleijwegt at marc.kleijwegt@wisc.edu

### **History 600 – Recovering America's World War II MIAs**

**Instructor:** John Hall (SEM 012)

Course Description: During the Second World War, some 16 million Americans served in uniform. More than 400,000 of them died in the service, and approximately 79,000 were declared missing. More than 73,000 of them retain that status today. In this course, students will contribute to ongoing efforts to find, identify, and repatriate the remains of America's missing servicemembers from World War II. Working from official case files and in coordination with the Defense POW/MIA Accounting Agency (DPAA), students will learn and apply the skills of investigatory research to clarify the circumstances of each loss, locate likely sites of interment, and potentially identify next of kin. The reports that result from this research will contribute directly to DPAA's ongoing mission to "Provide the fullest possible accounting for our missing personnel to their families and the nation." Over the course of the semester, students will also study the strategic and operational context of the campaigns and battles in which these servicemembers participated and fought.

Pre-Reqs: Students interested in the seminar should email Professor Hall at [jwhall3@wisc.edu](mailto:jwhall3@wisc.edu)

## **History 600 – Slavery & Freedom in Early America**

Instructor: Gloria Whiting (SEM 014)

Course Description: This course will analyze the emergence and institutionalization of slavery in the mainland North American colonies, placing the study of slavery alongside the study of freedom. In the nineteenth century, slavery would become an issue of national contention, leading to the Civil War, but that was not the case in the early period of American history; during the seventeenth and eighteenth centuries, every mainland American colony practiced slavery, and for much of that period there was little criticism of the institution (though some criticism nearly always existed). In this course, we will consider together a variety of intersecting themes and processes, such as how early Euro-Americans came to embrace bound labor; how freedom for some came to depend on slavery for others; how systems of bondage varied over time and space; how the institution of slavery influenced the lives of Africans and Native Americans in the mainland North American colonies; how, in turn, those in bondage shaped the institution of slavery; and how anti-slavery thought developed in early America. By the semester's end, each student will have produced an original piece of historical scholarship: an extended research paper that uses both primary and secondary sources to make an argument about some aspect of slavery or freedom in early America. Throughout the semester, students will complete assignments to help them succeed on this final paper: a written analysis of a primary source; a proposal of their final paper topic; a bibliography; an outline; and a rough draft. Each student will also have the opportunity to facilitate one of our seminar discussions.

Pre-Reqs: Students interested in the seminar should email Professor Whiting at [gwhiting@wisc.edu](mailto:gwhiting@wisc.edu)

## **Philosophy 104 – Philosophical Reflections on Science & Technology**

Instructor: Anat Schechtman (LEC 001)

Course Description: What determines the moral values and principles that orient and guide the lives of individuals and societies – the “moral compass” we use to navigate through the thickets of decision and indecision? What is this compass, and where does it come from? Is it God-given? Or, rather, is it the product of culture and society? Or is it perhaps a matter of our genes, an evolutionarily-determined instinct? Or, instead, is it the province of Reason, discoverable through the rational intellect (possibly by analogy to logic or mathematics)? Further, we might ask, is there just one compass or maybe several legitimate ones, which can sometimes point in different and even incompatible directions?

Pre-Reqs: Open to Fr with no prev college level coursework in philosophy

### **Philosophy 481 – Classical Philosophers: Aristotle’s Ethics**

Instructor: Paula Gottlieb

Course Description: Every human being wishes to lead a happy life, according to Aristotle, but what sort of life is a happy one? In this course we’ll consider Aristotle’s answers to the following questions (among others): What is happiness? Is happiness the same as pleasure? What qualities contribute to a happy life? Are courage, justice, generosity, truthfulness, friendliness and wit all needed to lead a happy life? If so, how are these acquired? Do we need to develop our thinking and feelings in a special way? Are friends needed for happiness? If so, what makes a good friend? What kind of society is necessary for human beings to be happy? The main text for the course will be Aristotle’s Nicomachean Ethics in translation, but we’ll also read other texts of Aristotle where these are pertinent. There will be ample opportunity for discussion. There will also be three tutorials. Class participants will be asked to write a series of 1500-word essays. They will then come in pairs to see the professor for an hour or so, during which time they will read out and discuss their work. Grades will be awarded to the written work. The point of the tutorial is purely educational and fun. If you would like to take the class but do not have the prerequisites, please contact Prof. Gottlieb at [plgottli@wisc.edu](mailto:plgottli@wisc.edu)

Pre-Reqs: Jr st & certif as hon cand, 6 cr in philos, 3.0 GPA in philos and cons inst

### **Philosophy 482 – Theory of Knowledge**

Instructor: Michael Titelbaum (LEC 001)

Course Description: We will survey epistemology by focusing on three problems that are currently "hot" in the field. Readings will be from academic articles written by contemporary philosophers. Topics covered will include: knowledge (what does it take to know something?), justification (how can our beliefs be justified?), skepticism (do we know a material world exists?), closure (do I know anything that's entailed by what I know?), internalism vs. externalism (does the justification of my beliefs depend on anything besides my other beliefs?), and disagreement (should any two people with the same evidence draw the same conclusion?). Previous experience reading and writing philosophical papers is required.

Pre-Reqs: Jr st & 6 cr in philos & 3.0 GPA in Philos-4.0 basis

### **Philosophy 581 – Senior Honors Seminar**

Instructor: Peter Vranas (LEC 001)

Course Description: This is a course about (not in) first-order logic: although the course starts with a review of first-order logic, the review is at an abstract level and presupposes knowledge of the mechanics of first-order logic. The bulk of the course covers the main metalogical results, both positive (namely the soundness, completeness, compactness, and Lowenheim-Skolem theorems) and negative (namely Godel's two incompleteness theorems). The emphasis is on understanding the results and becoming able to apply them, not in proving them. The course concludes with an examination of some philosophical implications of Godel's incompleteness theorems.

Pre-Reqs: Certif as honors cand, Sr st 12 cr in philos, & 3.2 GPA in philos

## **Philosophy 582 – Senior Honors Seminar: Freedom, Fate & Choice**

Instructor: Jesse Steinberg (LEC 001)

Course Description: In this course, we will carefully examine the "free will debate" which has to do with the relationships between free will, moral responsibility, and determinism. We will study some of the most important recent literature on this debate in addressing questions like: What exactly is free will? Is the universe physically determined? If so, does this rule out our being free? If the universe is not physically determined, does this help in making sense of our being free? If we are not free, does this threaten our being morally responsible for what we do? In addition to focusing on central issues in the free will debate, we will spend some time discussing connected issues involving things like addiction and mental illness. For example, we'll consider whether an addict or a person suffering from a mental illness is free/morally responsible for what she does.

Pre-Reqs: Sr st, 12 cr in philos, & 3.2 GPA in philos

## **Political Science 244 – Introduction to Southeast Asia: Vietnam to the Philippines**

Instructor: Micahel M. Cullinane (DIS 305)

Course Description: Southeast Asian history, religion, folklore and literatures, educational systems, and politics from the early classical states to contemporary social, literary, and political developments. Southeast Asia is a region that today consists of eleven nations: Brunei, Cambodia (Kampuchea), East Timor, Indonesia, Laos, Malaysia, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam, each with its own history, cultural and ethnic diversity, and political and socio-economic conditions. Nevertheless, it is a region--between China and India--that possesses many cultural and historical similarities and continuities that make it unique. This course is intended to provide a general introduction to Southeast Asia's past and present. The course is organized chronologically around three broad periods: 1) traditional states and societies (to ca.1830); 2) colonial transformations and indigenous responses (ca.1830-1945); and 3) the emergence of modern nations (since 1945). Within these broad time frames, the course will explore several topics and themes, among them: the origins of indigenous states; religious conversion and practice; ethnicity, social organization, and gender relations; the impact of colonial domination; modern social and economic transformations; responses to colonial rule; the development of nationalist and socialist-communist movements and revolutions; the nature of post-colonial societies and political systems; ethnic conflict and national integration; the impact of Cold War international relations; and U.S. involvement and intervention in the region. Given the size and diversity of the region, the course will concentrate on four Southeast Asian countries: Vietnam, Philippines, Indonesia, and Thailand--those countries that are the primary research areas of UW-Madison's Southeast Asia program and for which significant resources exist on campus: course offerings (including in languages), library holdings, and study abroad opportunities.

Pre-Reqs: Open to Fr

## **Political Science 601 – Election Reform in America**

Instructor: Kenneth Mayer (SEM 002)

Course Description: Election rules and administration is one area of public policy where ideas for reform are everywhere. From the campaign finance regulations to legislative districting to voter identification, there is no shortage of proposals for improvement. Whether it be politicians, administrators, journalists, scholars, or the public, everyone seems to have opinions about what is wrong with elections and how to fix them. But the motivations for these reforms are varied and their consequences are often unknown. It is not always clear what problem a particular proposal is supposed to cure or what side effects it might have. Often the discussion devolves into a debate between liberals favoring greater accommodations for voters and conservatives favoring tighter security. We can do better. Altering something as important as the election process demands careful scrutiny of empirical evidence and weighing against various normative and legal concerns. This seminar immerses students in debates about election reforms and provides tools for evaluating the claims made by advocates on each side.

Pre-Reqs: Consent of instructor

## **Religious Studies 102 – Exploring Religion in Sickness and Health**

Instructor: Corrie Norman Grieser (DIS 301)

Course Description: How do religious peoples understand and live in sickness and health? How does physical well-being connect to spiritual well-being? Medicine to meaning-making? How does looking at religion in sickness and health provide insight into its roles in different cultures and contexts? From Southeast Asia to Africa to the Mediterranean, we'll approach these questions using perspectives from anthropology, history, sociology, legal studies and the medical sciences. Then, we'll come home to Wisconsin to examine how ideas and practices translate here. The course is especially designed for first and secondyear students who are interested in health-related careers—and anybody who is interested in human well-being and responses to suffering.

Pre-Reqs: None

## Social Science

### **American Indian Studies 450 – Federal Indian Law**

Instructor: Denise Wiyaka (LEC 013) [Ethnic Studies]

Course Description: Content varies depending on instructor. Special focus on American Indian thought and perspectives on subjects in the arts and sciences.

Pre-Reqs: Consent of instructor

### **Economics 111 – Principles of Economics: Accelerated Treatment**

Instructor: TBD (LEC 001) [QR-B]

Course Description: Integrated treatment of macroeconomics and microeconomics (see Econ 101 and 102). Accelerated approach to economics training, especially for Econ Opt. B majors.

Pre-Reqs: Placement into Math 221 or higher or equivalent math proficiency. Not open to students that have taken Econ 101 or Econ 102

### **Economics 311 – Intermediate Microeconomics: Advanced Treatment**

Instructor: TBD (LEC 001)

Course Description: Study of Microeconomics emphasizing a rigorous development of the theory using calculus and graphical analysis. Exploration of how economists form and study microeconomic models to understand household and firm behavior. Examination of the virtues of a perfectly functioning marketplace and analyses of possible imperfections in the market. The class is designed for honors students and other students who are strong in Mathematics and have excellent analytical skills.

Pre-Reqs: Math 222, Econ 101 & 102 or Econ 111; or cons inst. Not open to students who have taken Econ 301

### **Journalism and Mass Communication 201 – Intro to Mass Communication**

Instructor: TBD (DIS 301) [Com B]

Course Description: An introduction to how the mass media are organized and how they function in modern society, their technological bases, economic and political foundations, and social implications. This combined lecture/discussion course introduces students to the interlinked entertainment, strategic communication, and journalism aspects of our mass media, and to the broad theoretical, historical, and critical perspectives that mass communication scholars use to understand and analyze these media processes. This course also fulfills the campus Communications-B requirement for refining your communication skills through written assignments, peer review, and revision. For those students considering careers in the media, this course should help you make informed decisions about your professional life and will serve as the prerequisite to entering the School of Journalism and Mass Communication.

Pre-Reqs: Open to Fr; completion of Com-A crse

### **Political Science 182 – Politics Around the World**

Instructor Yoshiko Herrera (LEC 001)

Course Description: Comparison of politics and government in selected countries around the world.

Pre-Reqs: Declared in honors program; not open to students with credit for POLI SCI 120 (or POLI SCI 106 prior to Fall 2017)

### **Political Science 346 – China in World Politics**

Instructor: Edward Friedman (DIS 301)

Course Description: Chinese foreign policy as seen from Peking--the need for national security, the desire for revolution; and the impact of China on the rest of the world.

Pre-Reqs: Sophomore standing

### **Psychology 202 – Introduction to Psychology**

Instructor: Patti Coffey (LEC 006)

Course Description: Students will gain an introductory understanding of neuropsychology, memory processes, learning theory, developmental psychology, social psychology, mental disorders, and various treatment approaches used to improve psychological functioning. This is an honors course designed to provide the broad introductory knowledge base required for further study in psychology while also emphasizing critical thinking, discussion, and writing skills that are valuable in psychology and all future studies.

Pre-Reqs: Not open to students who have completed PSYCH 201 or 281

### **Psychology 405 – Abnormal Psychology**

Instructor: Diane Gooding (LEC 002)

Course Description: Advances in neuroscience have affected our understanding of psychopathology. In the honors seminar to be led by Professor Diane Gooding, students will be asked to go beyond the textbook, and read original research papers as well as media reports to critically examine the current thinking regarding the biological, psychological, and sociocultural factors that play contributory roles in the etiology and maintenance of major mental illness. This course will be taught in a seminar format, emphasizing active learning and discussion. This class format is intended to create a comfortable atmosphere and provide you with the opportunity to get to know each other and the professor, who is passionate about the subject matter.

Pre-Reqs: PSYCH 201, 202, or 281

### **Psychology 414 – Cognitive Psychology**

Instructor: Bradley Postle (LEC 002)

Course Description: The course will introduce students with no prior neuroscience background through the fundamental principles and themes of cognitive neuroscience. It will provide a foundation from which to understand the primary research literature, recognize current controversies in the field, and engage in discussion of cognitive neuroscience and its future.

Pre-Reqs: Sophomore standing and one of the following: PSYCH 201, 202, 281, (BIOLOGY/ZOOLOGY 101 and 102), BIOLOGY/BOTANY/ZOOLOGY 151 or (BIOCORE 381 and 382)

### **Psychology 501 – Child Psychopathology**

Instructor: James Li (DIS 307)

Course Description: Nearly 7.5 percent of children in the U.S. are taking psychotropic medications for “emotional or behavioral difficulties,” which represents a five-fold increase since the late-1980s. Are we overmedicating? Or are there perhaps broader issues with the way emotional and behavioral problems are assessed and diagnosed in children? In this course, we will explore these and several other critical issues in childhood mental health. Students will be provided an extensive overview of the major psychological disorders of childhood, including Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, and Depressive and Anxiety Disorders. Lectures will incorporate interactive elements to cover topics of phenomenology, prevalence, assessment, and treatments for these disorders. There will also be an emphasis on unraveling the origins of these disorders by drawing upon contemporary theories and empirical research across the fields of clinical and developmental psychology, neuroscience, and genetics. In weekly discussion sections, students will be provided an even greater opportunity to engage in the course material through hands-on exposure to clinical interventions and critical discussion of highly relevant research articles in the child psychopathology literature.

Pre-Reqs: Psych 201, 202, 281 or equiv; and other relevant course(s) depending on topic and instructor preference

### **Psychology 607 – Introduction to Clinical Psychology**

Instructor: Benjamin Dykman (LEC 001)

Course Description: Methods, rationale, and empirical foundations of clinical psychology. Emphasis is on therapy and behavior modification. Intended for advanced undergraduate majors and non clinical graduate students.

Pre-Reqs: PSYCH 225

### **Sociology 125 – American Society: How it Really Works**

Instructor: Joseph Conti (LEC 001)

Course Description: What kind of country do we live in? This course provides an extended answer to the question of what kind of a country we live in. It also explores the implications of that answer for understanding, and making progress in solving, some of the social problems that confront America today. To approach the question of what kind of country we live in, this class will be organized around three key values that most Americans believe our society should realize: 1) Efficiency – the idea that the economy allocates scarce resources in ways that reflect social values, is driven by “free choice” among

consumers, and uses inputs to maximum advantage. 2) Fairness – the idea that we live in a land of equal opportunity and justice, without unfair privileges and disadvantages. 3) Democracy – the idea that our public decisions reflect the collective will of equal citizens rather than those of powerful elites. Our basic question is: To what degree does contemporary American society realize these values, and how might it do a better job? A second but important question for us is: How do social scientists go about answering such questions? The course is organized into three large sections corresponding to each of the three values. Within each section we will examine what the value means and how it is expressed in contemporary American society. The goal of this course is to provide you with “tools” for thinking

about contemporary American society that will help you think through the complexity and make sense of what is important.

*Pre-Reqs:* None

## **Sociology 138 – The Sociology of Gender**

Instructor: Myra Ferree (LEC 001)

Course Description: A sociological examination of the status and roles of women and men in society, including the experiences of marriage, parenthood, employment and occupational attainment, socialization into sex roles and cultural reinforcement of these. Attention will be given to both existing patterns and change in those patterns. Social inequalities are justified—normalized and naturalized—by producing differences that make group membership seem meaningful and inequality inevitable or right. This impulse to distinguish oneself from others is motivated, also, by understandable impulses to feel connected to our in-group, know who we are, and give our lives meaning. We all, then, engage in actions designed to align ourselves with some people and differentiate ourselves from others. This course explores the role of gender – along with race, class and age – in constructing differences, cementing group allegiances and justifying inequalities. It combines hands-on research done in teams with individual analysis of gender as a social process that informs our identities, interactions and institutions.

*Pre-Reqs:* None

## **Sociology 475 – Classical Sociology Theory**

Instructor: Robert Freeland (LEC 002)

Course Description: Classical theory; Marx, Durkheim, Weber, and other important classical theorists and schools of thought. Gateway to advanced courses in sociology.

*Pre-Reqs:* Introductory Sociology course (SOC 140, 181, 210, or 211)

## **Sociology 624 – Political Sociology**

Instructor: Ivan Ermakoff (LEC 001)

Course Description: The purpose of this course is to provide an introduction to sociological explanations of political behavior. We will examine how different explanatory models (rational choice theories, structuralist approaches, models of contagion, explanations in terms of social influence) shed light on three main questions: (1) Which sociological factors shape people's political preferences and actions in democratic regimes? (2) What are the determinants of political upheavals and revolutions? (3) How does political mobilization take place? A strong emphasis will be put on empirical studies and historical analyses.

Pre-Reqs: Soc 475

## Biological Sciences

### **BIOCORE 381 – Evolution, Ecology, & Genetics**

Instructors: Irwin Goldman, Evelyn Howell, Amy Moser (All) [Com B]

Course Description: Basic principles of ecology and interrelations between individuals, populations, communities, ecosystems and their environment; transmission genetics and introduction to population genetics; origin of life, evolutionary mechanisms, ancestral relationships among species, and the diversity of life.

Pre-Reqs: Math 221, Chem 104 or 109, previous or concurrent registration in Chem 341 or 343; or consent of instructor

### **BIOCORE 382 – Evolution, Ecology, & Genetics**

Instructor: Janet Batzli (all) [Com B]

Course Description: Writing-intensive course with opportunities for students to make observations and generate and test their own questions. Includes field trips to the Biocore Prairie and local stream, and research projects that focus on genetics and evolution.

Pre-Reqs: Completion of or concurrent registration in Biocore 381 (or Biocore 301 previous to Fall 2014)

### **BIOCORE 485 – Organismal Biology**

Instructors: Michelle Harris, Elaine Alarid, Stephen Johnson (All)

Course Description: Physiology course that considers how plants and animals interact with their environments to survive, obtain nutrients, exchange gases, and reproduce, also how the complex systems of neural and endocrine regulation in animals and hormonal and environmental regulation in plants allow cells and organs to communicate.

Pre-Reqs: Biocore 381 & 383 (or Biocore 301 & 303 previous to Spring 2014); or consent of instructor

### **BIOCORE 486 – Organismal Biology Lab**

Instructor: Michelle Harris (All)

Course Description: Students experience the process of science by collaborating on two multi-week independent experiments to investigate their own questions about animal and plant physiology. Emphasis is on critical thinking required in designing and conducting experiments, analyzing and interpreting data, and communicating findings orally and in writing.

Pre-Reqs: Biocore 485 (or Biocore 323 previous to Fall 2014) or concurrent registration

### **Psychology 225 – Research Methods**

Instructor: Tina Winston (LAB 311) [Com B]

Course Description: General characteristics of scientific method; use of experimental, observational, and correlational research designs; research methods used in psychological science; illustration of core issues in research methods taken from several areas of psychology; lecture, demonstration, and experiments.

Pre-Reqs: Satisfied Communications A requirement and grade of C in (PSYCH 201, 202 or 281) and grade of C in (PSYCH 210, C&E SOC/SOC 360, STAT 371, or GEN BUS 303)

## **Psychology 449 – Animal Behavior**

Instructor: Catherine Marler (LEC 002)

Course Description: Evolutionary and physiological mechanisms of animal behavior including aggressive, reproductive, communicative, and social behaviors, behavioral development.

Pre-Reqs: Sophomore standing and PSYCH 201, 202, 281, (BIOLOGY/ZOOLOGY 101 and 102), BIOLOGY/BOTANY/ZOOLOGY 151 or (BIOCORE 381 and 382)

# Physical Sciences

## **Chemistry 109 – Advanced General Chemistry**

Instructor: TBD (LEC 003) [QR-B]

Course Description: A modern introduction to chemical principles that draws on current research themes. For students with good chemistry and mathematics background preparation who desire a one-semester coverage of general chemistry. Recommended for students intending majors in chemistry or allied fields. Lecture, lab, and discussion.

Pre-Reqs: At least 1 year HS chemistry; placement into Math 221 or higher or equivalent math proficiency. Open to first year students. Enrollment not permitted for those who have completed Chem 104 or 115

## **Chemistry 115 – Chemical Principles I**

Instructor: James Weisshaar (LEC 001) [QR-B]

Course Description: For specially well qualified students majoring in chemistry or chemical engineering. Lecture, lab, and quiz.

Pre-Reqs: Adv placement or adv HS chem, cr or con reg in Math 221 or cons inst. Open to Fr

## **Chemistry 329 – Fundamentals of Analytical Science**

Instructor: Song Jin (LEC 001)

Course Description: Fundamentals of chemical measurement in chemistry, biology, engineering, geology, and the medical sciences. Topics include equilibria of complex systems, spectroscopy, electrochemistry, separations, and quantitative laboratory technique. For chemistry majors, chemical engineering majors, and related majors. Lecture, lab, and discussion.

Pre-Reqs: Chem 104, 109 or consent of instructor

## **Chemistry 343 – Introduction to Organic Chemistry**

Instructor: Steven Burke (LEC 004)

Course Description: Chemistry 343 covers fundamental aspects of organic molecular structure, including stereochemistry, and introduces basic themes in organic reactivity. It is the first semester of a two-semester organic chemistry sequence. Chemistry 345 is the second course in the sequence. Class is for students expecting to take two semesters of organic chemistry.

Pre-Reqs: CHEM 104, 109 or 116

## **Chemistry 547 – Advanced Organic Chemistry**

Instructor: Tehshik Yoon (LEC 001)

Course Description: A third semester of descriptive organic chemistry.

Pre-Reqs: Chem 345

### **Chemistry 561 – Physical Chemistry**

Instructor: Mark Ediger (LEC 001)

Course Description: Macroscopic theory: equilibrium thermodynamics, chemical kinetics and transport properties.

Pre-Reqs: Chem 327 or 329; Math 222; Physics 201 or 207. Not for credit for those who have taken Chem 565

### **Chemistry 562 – Physical Chemistry**

Instructor: Edwin Sibert (LEC 001)

Course Description: Molecular theory: quantum chemistry, molecular structure and spectra, statistical mechanics, selected topics in the molecular theory of matter in bulk.

Pre-Reqs: Chem 561 or 565 or ChE 211; Physics 202 or 208

### **Chemistry 563 – Physical Chemistry Lab**

Instructor: Mark Wendt (All)

Course Description: Principles of experimental physical chemistry applied to the acquisition of thermodynamic and kinetic data; use of basic physical laboratory equipment; related computations, analysis of errors, interpretation of results.

Pre-Reqs: Chem 561 or 565 or Ch E 211

### **Chemistry 564 – Physical Chemistry Lab**

Instructor: Mark Wendt (All)

Course Description: Principles of experimental physical chemistry applied to the acquisition and interpretation of basic data on molecular structure and dynamics, and properties of macromolecules; principles and use of spectroscopic and other electronic instrumentation.

Pre-Reqs: Chem 562 and 563. Not for cr for those who have taken 567

### **Chemistry 565 – Biophysical Chemistry**

Instructor: M Thomas Record Jr (LEC 001)

Course Description: Equilibrium thermodynamics, chemical kinetics, and transport properties, with emphasis on solution behavior and applications to biological macromolecules in solution. For students interested primarily in the biological applications of physical chemistry.

Pre-Reqs: Chem 327 or 329; Math 222; Physics 201 or 207; Biocore 303, or Biochem 501 or concurrent registration, or consent of instructor. Not for credit for those who have taken Chem 561

## **Physics 247 – A Modern Introduction to Physics**

Instructor: TBD (LEC 001)

Course Description: Introduction to physics recommended for students who are considering majoring in physics, astronomy-physics, or AMEP. Also suitable for those majoring in other sciences or mathematics who desire a rigorous physics course. Mechanics, relativity, cosmology. Three lectures, one discussion, and one three-hour lab per week.

Pre-Reqs: Math 222 or concurrent registration or instructor consent; Open to Freshmen. Intended primarily for physics, AMEP, astronomy-physics majors; Also suitable for those majoring in science or mathematics

## **Physics 249 – A Modern Introduction to Physics**

Instructor: TBD (LEC 001)

Course Description: Continuation of Physics 248. Modern physics: introduction to quantum mechanics, topics from nuclear and particle physics, condensed matter physics, and atomic physics. Three lectures and one discussion per week.

Pre-Reqs: Physics 248 & Math 234, or consent of instructor; concurrent registration in Physics 307 required. Not open to students who have taken Physics 241; Open to Freshmen. Intended primarily for physics, AMEP, astronomy-physics majors

## Natural Sciences

### **Gender & Women's Studies 103 – Women and Their Bodies in Health and Disease**

Instructor: Jenny Higgins (LEC 002)

Course Description: Ever wanted to learn more about your body? Are you interested in improving your own health and/or pursuing a health-related career? Looking for a practical, relevant way to earn your natural science credits? Do all these things in Women and Their Bodies in Health and Disease (GWS 103). We will explore the structure, functioning, and health and well-being of bodies that have been assigned female at birth, as well as the social influences on those bodies. Topics include sexual anatomy and physiology, the menstrual cycle, pregnancy and birth, violence, and mental health. Students will both learn substantive information about these and other topics; they will also get to apply this knowledge to assignments such as a health charting activity, a drug advertisement analysis, and a sexuality interview.

Pre-Reqs: Open to Fr

### **Mathematics 320 – Linear Algebra & Differential Equations**

Instructor: Sam Stechmann (LEC 003)

Course Description: Introduction to linear algebra, including matrices, linear transformations, eigenvalues and eigenvectors. Linear systems of differential equations. Numerical aspects of linear problems.

Pre-Reqs: MATH 222 or 276

### **Mathematics 341 – Linear Algebra**

Instructor: Donghyun Lee and TBD (LEC 001,002)

Course Description: This course emphasizes the understanding of concepts in linear algebra and teaches to write and understand proofs in mathematics in general and in linear algebra in particular.

Pre-Reqs: MATH 234. Not open to students who have credit for MATH 375

### **Mathematics 375 – Multi-Variable Calculus & Linear Algebra**

Instructor: Gloria Mari-Beffa (LEC 001)

Course Description: Vector spaces and linear transformations, differential calculus of scalar and vector fields, determinants, eigenvalues and eigenvectors, multiple integrals, line integrals, and surface integrals.

Pre-Reqs: Math 276 or consent of instructor

## No Breadth

(Please note that some topics courses are eligible for breadth via a petition process. Email an advisor for more details)

### **Communication Arts 181 – Elements of Speech: Honors**

Instructor: TBD (LEC 001)

Course Description: The process of oral communication; principles of effective speaking; application of principles in selected speaking and reading projects.

Pre-Reqs: Not open to students who have credit for COM ARTS 100 or 105

### **Psychology 521 – Human Thought: Concepts, Language, and Culture**

Instructor: Gary Lupyan (DIS 304)

Course Description: This class will take you on a tour of how humans conceptualize the world, focusing on the role of language in thought. We will begin by discussing the evolution of language and how it relates to other communication systems used by humans and nonhuman animals. We will then discuss the relationship between language, culture, and cognition in domains as varied as mathematics, visual perception, spatial navigation, and theory of mind. In the process, we will tackle questions such as: What is the role of language in making us human? Can speaking a particular language allow the speakers to better adapt to their environment? Can we create new languages to improve human thought? We will also address such issues as metaphors in political discourse and propaganda, and the role of information technologies in the spread of ideas. This class will draw heavily on empirical research in cognitive and developmental psychology as well as neuroscience.

Pre-Reqs: Psych 201 or Psych 202 or Psych 281; and Psych 402 or Psych 413 or Psych 414 or Psych 560

### **Psychology 601 – Psychobiology of Stress and Coping**

Instructor: Christopher Coe (LEC 001)

Course Description: This Capstone course focuses on the biological and biomedical aspects of stress and uses this information to better understand the overall relationship between mind and body. Specifically, by exploring how stress and life's challenges affect many different aspects of our physiology, it reveals how behavior and emotions can influence the functioning of our brain, endocrine and immune systems. The second theme of this course highlights stress management and coping, and the ways that cognitive, behavioral, and life style interventions can be employed to achieve stress reduction and better health. This class is invaluable for pre-med students and those who will pursue graduate training in biological psychology. It is also of value for any psychology major interested in understanding how psychological state can affect the functioning of our body and either undermine or enhance vitality and health.

Pre-Reqs: PSYCH 225

## **Psychology 601 – Fundamental of Clinical Psychology**

Instructor: Rhonda Reinholtz (LEC 002)

Course Description: This class is an exploration of research and clinical issues related to psychotherapy. The course is focused on thinking about how best to study clinical questions related to therapy outcomes, including issues such as the therapeutic alliance and how to gauge whether therapy interventions are effective. The course content will introduce students to selected aspects of psychotherapy, such as the APA ethics code as it applies to psychotherapy, concepts such as resistance and transference, and forms of therapy including play therapy, group therapy, and couples therapy. Discussion of psychotherapy concepts will revolve around the question of how they are studied and the quality of the existing research literature; early in the class students will read several perspectives on research methodology within clinical psychology and will be expected to apply those perspectives, as well as their own critical thinking skills, to questions regarding psychotherapy processes. The class requires daily readings and informal written homework as well as two exams, short writing assignments, a term paper, and a class presentation.

Pre-Reqs: PSYCH 225

## **Psychology 601 – Neuropharmacology**

Instructor: Craig Berridge (LEC 003)

Course Description: This course requires a strong background in biology and neuroscience. It is recommended that students have completed an introductory level biology class and an introductory level neuroscience/neurobiology class (e.g. Psych 523 or Psych 454). This course explores the neurotransmitter bases of behavior and drugs used to treat behavioral disorders. We first review the basic principles of pharmacology and methods used to study neurotransmitter function. We then review the major neurotransmitter systems and their potential behavioral actions. We conclude with a discussion of behavioral disorders treated with drugs, including schizophrenia, major depression, anxiety and ADHD. Throughout the course, critical thinking as applied to hypothesis testing in the field of neuropharmacology is emphasized.

Pre-Reqs: PSYCH 225

## **Psychology 601 – Cognitive Behavior Therapy**

Instructor: Ben Dykman (LEC 004)

Course Description: This course is intended to provide students with a deeper understanding of the theoretical foundation of cognitive-behavior therapy, familiarity with the basic techniques of cognitive-behavior therapy, and application of those techniques to treating various psychological disorders. Topics to be covered include: the theoretical framework of cognitive-behavior therapy; how cognitive therapy compares to other therapies; rational-emotive therapy as the "other" cognitive therapy; recently proposed elaborations of cognitive therapy principles and techniques of change (e.g., distinguishing core vs. peripheral schemas, hot vs. cold cognitions, use of the therapeutic relationship to produce schema change); a critical look at the mechanisms mediating change in cognitive therapy; case management problems (e.g., handling noncollaboration, suicidality, setbacks, termination); applying cognitive therapy to treating clinical problems such as depression, anxiety disorders, and marital problems. Class time will be balanced between theoretical and applied issues. In general, the first half of each class will consist of an in-depth discussion of the readings. The second half will be more "experiential" and consist of observation/ discussion of videotaped or audiotaped cognitive therapy sessions. Upon completion of the course, students will have gained a theoretical and applied understanding of a cutting edge, empirically supported psychotherapy.

Pre-Reqs: PSYCH 225

### **Psychology 601 – Diversity and Identity in Families**

Instructor: Kristin Shutts (LEC 005)

Course Description: The goal of this new seminar course is to investigate how children and parents negotiate different identities and diversity in family life. Using Andrew Solomon's book "Far from the Tree" (<http://andrewsolomon.com/books/far-from-the-tree/>) as a guide, we will consider several different identities including deafness, autism, schizophrenia, extreme giftedness, and transgenderism. In tandem with theoretical and empirical articles drawn from the field of psychology, we will ask questions such as: What is the role of peers vs. parents in creating social identities? How do parents think about cases where their child's identity and experiences are radically different from their own? What counts as evidence when it comes to understanding how people form social identities?

Pre-Reqs: PSYCH 225

### **Psychology 601 – Industrial Organizational Psychology**

Instructor: Andrea Konz (LEC 006)

Course Description: This survey course of Industrial – Organizational Psychology will introduce students to the application of psychological principles in the workplace. Students will see how the psychological concepts they have studied thus far are transformed into important topics that determine the success of individuals, teams and organizations within a work context. Topics covered will include: employee selection methods (e.g., interviewing and testing), statistical test validation and decision techniques, legal issues in the workplace, performance evaluations, employee motivation, leadership, team effectiveness, conflict management, employee satisfaction, stress management, and creating a great-place-to-work organizational culture.

Pre-Reqs: PSYCH 225

## **Psychology 601 – Epigenetics and the Brain**

Instructor: Anthony Auger (LEC 007)

Course Description: Nature versus nurture can now be referred to as understanding gene X environmental interactions. That is, the emerging area of epigenetic is the study of how the environment can reprogram the genome. In some cases, this reprogramming can be passed onto future generations. Epigenetics is the study of changes to gene activity without changing the underlying code. This course will focus on how our behavior and overall health can be shaped by markings on our DNA. For the first part, we will cover a general background on how epigenetic changes occur and how they shape behavior. During the second part, we will examine various topics in greater depth by discussing the primary research articles that shaped those topics. Finally, you will orally defend a research proposal on a topic of your choice, as well as hand in a final written research proposal on the same topic.

Pre-Reqs: PSYCH 225

## **Psychology 601 – Gestures in Cognition and Communication**

Instructor: Martha Alibali

Course Description: Why do people gesture when they speak? What role do gestures play in speaking, thinking and communication? This course will provide an introduction to theory and methods for studying gestures, which are hand and body movements that people produce when speaking or thinking. Topics to be covered include: the role of gesture in language production and comprehension, the relationship between gesture and speech, the use of gesture in regulating interaction, the effects of gesture on learning and memory, cultural and individual differences in gesture, the role of gesture in instructional communication, and gesture behavior in special populations (including blind and bilingual individuals). The course will be discussion format, with readings drawn primarily from journals. Over the course of the semester, students will design and carry out a small-scale, original project on a relevant topic of interest, either independently or as part of a team.

Pre-Reqs: PSYCH 225

## **Religious Studies 600 – Religion in Critical Perspective**

Instructor: Anne Hansen (SEM 001)

Course Description: Readings in the analysis of religion as a human phenomenon from various perspectives, such as: skeptical and sympathetic views toward religion; theories of religion's origins and functions; and examinations of religious awe. Should be taken junior year. Seminar format.

Pre-Reqs: Jr st & cons inst. Preference given to religious studies majors

## **Slavic 181 – Russian Honors Tutorial for Slavic 101**

Instructor: Karen Evans-Romaine (LEC 001)

Course Description: Taken in conjunction with SLAVIC 101. Additional time focusing on speaking, listening, reading and writing Russian, with an introduction to Russian culture. No previous knowledge of Russian expected.

Pre-Reqs: Con reg for hon cr in Slavic 101. Open to Fr

## **Sociology 361 – Statistics for Sociologists II**

Instructor: John Logan (LEC 001)

Course Description: Applied linear regression modeling for social scientists. Bivariate and multiple regression, dummy variables, interactions, nonlinear relationships, indirect effects and omitted variable bias, outliers, heteroskedasticity, and multicollinearity; associated diagnostics and corrections. Use of Stata and/or SAS for dataset creation and analysis. Lectures and lab.

Pre-Reqs: Sophomore standing. Sophomore standing, and Soc/Community & Environmental Soc 360 or equivalent