All courses listed here carry the ! or H designation (at the lecture- or section-level) and are being offered during the Fall 2016 term (list subject to change as we get updates). If available, more robust course descriptions are provided in the document via hyperlinks. We advise paying close attention to prerequisites.

**Humanities**

- Art History 205 – Global Arts
- Asian American Studies / History 160 – Asian American History: Movement and Dislocation
- English 307 – Creative Writing: Fiction and Poetry Workshop
- English 403 – Seminar on Tutoring Writing Across the Curriculum
- English 408 – Creative Writing: Fiction Workshop
- History 283 – Studies in History (topics, Seminar)
- History of Science 180 – Freshmen Honors Seminar: History of Science, Technology and Medicine (FIG)
- History of Science 286 – Studies in Science, Technology, Medicine (Seminar)
- Music 151 – Basic Concepts of Music Theory
- Political Science 209 – Introduction to Political Theory
- Religious Studies 101 – Religion in Global Perspective

**Literature**

- Classics/Jewish Studies/Literature in Translation/Religious Studies 227 – Introduction to Biblical Literature (in English)
- English 181 – First-Year Honors Seminar: Shakespeare, Movies, Gardens (Com B)
- German 284 – Honors Introduction to German Literature
- German 385 – Honors Seminar in German Literature: Migration in deutscher Literatur, Misuk, und Film
- Integrated Liberal Studies 203 – Western Culture: Literature and the Arts I
- Literature in Translation/Portuguese 226 – Introduction to Luso-Afro-Brazilian Literature
- Spanish 224 – Introduction to Hispanic Literatures

**Humanities OR Social Science**

- Geography/History/ Language & Cultures of Asia/Literature in Translation/Political Science/
  Sociology/Religious Studies 244 – Introduction to Southeast Asia: Vietnam to the Philippines
- History/Environmental Studies/Geography 469: The Making of the American Landscape
- History 600 – Advanced Seminar in History (10 topics to choose from)
- Philosophy 104 – Special Topics in Philosophy for Freshmen: Philosophy, Literature, and the Good Life; Homer and Plato
- Philosophy 104 – FIG: Special Topics in Philosophy for Freshmen: Children, Marriage, and Family
- Philosophy 481 – Junior Honors Seminar: Theory of Knowledge
- Philosophy 482 – Junior Honors Seminar: Great Moral Philosophers
- Philosophy 581 – Senior Honors Seminar: Modern Ethical Theories
- Philosophy 582 – Senior Honors Seminar: Metaphysics
**Social Science**

Anthropology 212 – Principles of Archaeology  
Communication Sciences and Disorders 110 – Introduction to Communicative Disorders  
Economics 311 – Intermediate Macroeconomic Theory – Advanced Treatment  
Jewish Studies/Political Science 665 – Israeli Politics and Society  
Journalism and Mass Communication 201 – Introduction to Mass Communication  
Political Science 184 – Introduction to American Politics  
Political Science 186 – Politics Around the World  
Political Science 346 – China in World Politics  
Psychology 281 – Honors Course – Introduction to Psychology  
Psychology 414 & 481 – Cognitive Psychology  
Psychology 509 & 587 – Abnormal Psychology  
Psychology 517 – Introduction to Clinical Psychology  
Psychology 581 – Honors Depth Topic – Human Emotions: From Biology to Culture  
Psychology 582 – Honors Seminar in Cognitive Development  
Psychology 586 – Honors Seminar: The Criminal Mind: Forensic and Psychobiological Perspectives  
Sociology 125 – American Society: How It Really Works  
Sociology 138 – The Sociology of Gender  
Sociology 475 – Classical Sociological Theory

**Biological Sciences**

BioCore 381 – Evolution, Ecology, and Genetics (Com B)  
BioCore 382 – Evolution, Ecology, and Genetics Laboratory (Com B)  
BioCore 485 – Organismal Biology  
BioCore 486 – Organismal Biology Laboratory  
Psychology 285 – Research Methods  
Psychology 449 & 487 – Animal Behavior

**Physical Sciences**

Chemistry 109 – Advanced General Chemistry (QR-B)  
Chemistry 115 – Chemical Principles I (QR-B)  
Chemistry 329 – Fundamentals of Analytical Science  
Chemistry 343 – Introductory Organic Chemistry  
Chemistry 547 – Advanced Organic Chemistry  
Chemistry 561 – Physical Chemistry  
Chemistry 562 – Physical Chemistry  
Chemistry 563 – Physical Chemistry Laboratory  
Chemistry 564 – Physical Chemistry Laboratory  
Chemistry 565 – Biophysical Chemistry  
Physics 247 – A Modern Introduction to Physics  
Physics 249 – A Modern Introduction to Physics  
Physics 601 – Scientific Presentation
No Breadth

Communication Arts 181 – Elements of Speech for Honors (com A)
Communication Sciences and Disorders 481 – Undergraduate Junior Honors (com B)
History 500 – Chinese Law and Society
Political Science 601 – Proseminar: Topics in Political Science
Psychology 411 – Current Topics in Psychology
Psychology 686: Honors Seminar in Psychology
Sociology/Community & Environmental Sociology 361 – Statistics for Sociologists II
Spanish 311 – Advanced Language Practice
Course Descriptions

Humanities

Art History 205 – Global Arts

Level: Elementary

Course Description: ART IS GLOBAL (and always has been). Today, we find Egyptian protest artists inspiring activists around the globe via the internet, but in earlier times, Roman glass and Buddhist icons moved along the ancient Silk Route, networks of exchange flourished in the medieval Mediterranean region, and colonial empires brought visual cultures into volatile contact. This course teaches students how to analyze images and objects produced through such exchanges that occurred around the world from ancient times through the contemporary. Its aims are to develop skills needed to live fully in a world in which borders are no barriers to the movement of images, objects, and ideas and to deepen understanding of cultural differences and interactions. By exploring works in a range of media and tracing processes of cross-cultural exchange, the course also develops sensitivity to visual and material form and a solid foundation in the practice of visual and material analysis.

Instructor Note: As the official course description notes, this course was developed on the principle that art is global and always has been. We can say that because the movement of people, objects, and ideas over great distances—even the expanse of the then known world—has occurred as far back as the ancient civilizations of Mesopotamia, if not even further. At the same time, we must acknowledge that great changes in technologies of transportation and communication in early modern times produced a truly world-wide network of trade and migrations and that such exchange and movement occurs at even greater speed today. In balance, therefore, the course focuses more on the modern and contemporary as it examines a broad range of issues and transformations in the art world through a series of case studies. To do so most effectively, it integrates guest lectures by the Art History Department’s intellectually diverse faculty along with presentations by the lead instructor that focus on the major themes that run through all the studies. Discussion sections provide further opportunities for synthesis. Grading is heavily weighted toward assessments of the students’ understanding of the themes of the course rather than the memorization of historical facts.

Prerequisites: None.

Asian American Studies/ History 160: Asian American History: Movement and Dislocation

Level: Elementary
Gen-Ed: Ethnic Studies

This course will examine the impact of colonialism, war, and capitalism on the movement of Asians to the U.S. It considers how racial, gendered, class, sexual, and national formations within the U.S. structured Asian immigration to North America.

Previous syllabus

Prerequisites: Open to Freshmen.
**English 307 – Creative Writing: Fiction and Poetry Workshop**

Level: Intermediate  
Gen-Ed: Communication B

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.

*Prerequisites: 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**

Level: Intermediate/ Advanced

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.

*Prerequisites: 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 408 – Creative Writing: Fiction Workshop**

Level: Intermediate

This class will include discussion of creative work produced by members of the class as well as published stories and essays.

(Lecture 5) of English 408, Intermediate Fiction workshop, will have a particular interest in worlds imagined outside the boundaries of "realism. While developing foundational knowledge and practices related to fiction generally (character development, point of view, scene building, dialogue, etc.), we will also explore possibilities that become available when working in the territories of fantasy, science fiction, speculative fiction, and magical realism as alternatives to our more familiar lived landscapes. Readings will include stories and chapters from a range of diverse current and late 20th century writers, such as Ursula K. Le Guin, Octavia Butler, Neil Gaiman, Malinda Lo, and Patrick Ness.

*Prerequisites: 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.*

**History 283 – Intermediate Honors Seminar: Health, Healing, and Science in Africa**

Level: Intermediate

Over the past two decades or so, scholars have developed a complex literature on practices of health and healing in Africa. This course examines why the topic of health and healing occupies such a central role in our understanding of Africa's past and present. It explores the creative and shifting ways in
which Africans have sought to compose healthy communities through the expansion of therapeutic repertoires. The course considers a variety of topics, including: faith and healing; the relationship between biomedicine and traditional medicine; medicine and colonialism; global health and global humanitarianism; medical research and medical ethics; and the HIV/AIDS epidemic. Our readings will vary from straightforward to very challenging and will include works from a variety of disciplines.

**Prerequisites:** Open to Freshmen or Sophomore students with consent of instructor.

**History of Science 180 – Freshmen Honors Seminar: History of Science, Technology, and Medicine**

Level: Elementary

Introduction to the history of science, technology, and medicine through in-depth examination of a specific theme or topic.

**Prerequisites:** FIG Section. Open to Freshmen only, or with consent of instructor.


Level: Elementary

At the end of the Second World War in 1945, the United States and its allies had an unprecedented opportunity to remake the world according to their own vision of history. The recently concluded war had stoked powerful movements for independence all over the world – in South Asia, the Middle East, and Africa – and Western intellectuals believed that independence could only succeed where the ground have been prepared to lift those former colonies into the modern world. Dubbed “Modernization Theory” by its proponents in the 1950s, these theorists argued for a range of policies that would transform “traditional” colonial societies into modern ones like those found in the West.

We will study these ideas by means of three different, high-profile projects: 1) the Green Revolution, which brought new high-yielding crop varieties and capital-intensive farming techniques to India, the Philippines, Mexico, and other countries; 2) the World Health Organization, which was created in 1948 to bring the benefits of modern Western medicine to the Third World (as it was called at the time) and improve the infrastructure for public health; and 3) the Organization for Economic Cooperation and Development (OECD), which was created in 1961 to stimulate economic growth and coordination of trade.

Through the semester our emphasis will be on reading primary documents from the 1940s and 1950s to get a sense of why the people who were most involved with the Green Revolution, the WHO, and the OECD believed they could achieve the goals desired of them. The aim will be to understand the motivations and the assumptions that informed these efforts, which will allow us to assess their historical consequences, both for better and for worse.

**Prerequisites:** Open to Freshmen.
Music 151 – Basic Concepts of Music Theory

Level: Elementary

This course 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, and analysis techniques and 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.

Prerequisites: Open to Freshmen. Not open for credit for music majors.

Political Science 209 – Introduction to Political Theory

Level: Intermediate

Analytical examination of conceptions of politics and the purposes of government, the problems of political obligation deriving from these, with attention to the ideas of crime, punishment and responsibility, political crimes—treason, collaboration, war crimes—and the limits of obligation and forms of dissent.

Prerequisites: Open to Freshmen. Not open to students who have taken Political Science 185.

Religious Studies 101 – Religion in Global Perspective (Religion in Sickness and Health)

Level: Elementary

RS 101 "Religion in Global Perspective." The theme of the course this Fall Term is "Religion in Sickness and Health." Yes, it's especially good preparation for students considering careers in health or health-related fields. But since everyone deals with sickness and health at some point and learning about "what matters" to people is universally important, this course is relevant for everyone.

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? What is "religion?" "Sickness?" "Health?" How can we understand their relationships? From Southeast Asia to the Caribbean, Africa and the Mediterranean, we'll approach these questions using perspectives from anthropology, history, sociology, legal studies and the medical sciences, among others. We'll learn how scholars of religion approach them. And we'll be coming home to Wisconsin and the U.S. along the way to examine these questions as well.

Prerequisites: Open to Freshmen.
Literature

Classics/Jewish Studies/Literature in Translation/Religious Studies 227 – Introduction to Biblical Literature (In English)

Level: Intermediate

Introduction to the literature and literary history of the Old Testament, Apocrypha, Dead Sea Scrolls, Talmud, and Midrashim.

Prerequisites: Not open to students that have completed Hebrew Studies 217.

English 181 – Shakespeare, Movies, Gardens

Level: Elementary
Gen-Ed: Com B

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

Prerequisites: Open to Freshmen enrolled in the Honors Program.

German 284 – Honors Introduction to German Literature

Level: Intermediate

What is ‘culture’? And, in particular, what is and was ‘German culture’? How do language, texts, and other documents of human creativity contribute to what we call ‘culture’? In this course we will combine reading with in-depth discussions of texts, images, popular culture, elements of everyday life, and works of art with the intense development of reading and writing skills. We will try to understand how a whole variety of cultural documents function and how they exercise an influence on history and society: Novels, newspapers, diaries, dramas, films, TV shows, poetry, short stories, and a lot more.

In this course we will focus on four aspects of (German) culture: 1) How does/did ‘culture’ shape individual lives? 2) What are the boundaries of ‘culture’? 3) Which mechanisms does a ‘culture’ develop in order to maintain its function and structure? 4) Which kinds of conflicts necessarily occur in a given ‘culture’ and which are the procedures to deal with them? German culture and its history is an excellent example to study specific questions pertaining to the specific elements and problems of a given culture as well as to learn in depth about this fascinating complex which we call ‘culture’ using the texts it creates.

This course meets three times weekly (6 hours per week) and substitutes for German 258 and German 262, putting you on track for rapid completion of the major or certificate. You will improve your language skills and work on gaining the intercultural competence valued by employers in a globalized world.

Assignments include: short papers (with opportunities for revision and targeted grammar review), vocabulary building, and creative writing. Honors students (registered for 284) will have the opportunity
to work one-on-one with the instructor to develop a project that fits their interests and enhances the learning of their fellow students.

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.

*Prerequisites: German 204 with an A, or placement at 5th-semester level & cons inst. Open to Freshmen.*

**German 385 – Honors Seminar in German Literature: Migration in deutscher Literatur, Musik, und Film**

*Level: Advanced*

This course is a journey through a bit more than a century of German literature and culture, and it provides an overview over new and most-recent literature, culture, art, music, and painting within their historical and cultural contexts. We will read literary texts, watch films, listen to music, discuss paintings and other works of art, and we will also have a closer look at present everyday culture in Germany within the European context: What is the impact of millions of refugees and migrants on life, education, art in Germany? How do Muslims and Christians get along with each other? We will get a 'whiff' what 'German' is and of what 'German' is within the European and global context. Are some Germans more German than others? Simultaneously to our discussions of texts and documents of culture, we will learn how to access and interpret ('read') documents of culture and literary texts. Among others, we will focus on texts by Franz Kafka, Bertolt Brecht, Wolfgang Borchert, Ingeborg Bachmann, Thomas Brussig, Navid Kermani, Juli Zeh. Each participant will give a short presentation on texts/documents in order to facilitate the discussion in class. A final research paper will conclude the semester. The course will be conducted in German.

*Prerequisites: German 284 or one of 302-305 or consent of instructor. Students may receive degree credit for no more that one of the following courses: German 375 and 385. Open to Freshmen.*

**Integrated Liberal Studies 203 – Western Culture: Literature and the Arts I**

*Level: Elementary*

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 selections from Hesiod, Homer, Aeschylus, Euripides, Sappho, Catullus, and Vergil. Substantial time is also devoted to Archaic and Classical Greek art, Roman art, and Byzantine and Early Christian art.

*Prerequisites: Open to all undergraduates.*
Literature in Translation/Portuguese 226 – Introduction to Luso-Afro-Brazilian Literature

Level: Intermediate
Gen-Ed: Com B

Focusing on a broad selection of narratives, including family sagas, "epic novels and African rewritings of canonical European texts, we will study the cultural and literary relationships between Brazil, Portugal, and Portuguese-speaking Africa. We will pay careful attention to the possible differences between the interaction and complex entanglements among Brazil, Africa and its former colonial power and the better-known and often fraught relations between North and South, the West and "the Rest, or center and periphery, defining Anglophone countries, in particular. What differences might we identify in a South-South relationship? Do the power dynamics between cultures and societies from the South, or Europe's "semi-periphery (Portugal) play themselves out in essentially distinct ways, or do they reproduce familiar dichotomies between colonizer and colonized, for example? These are some of the key questions we will seek to answer.

Prerequisites: Open to all undergraduates.

Spanish 224 – Introduction to Hispanic Literatures

Level: Intermediate

An introduction to reading and analyzing literary works, with special emphasis on development of oral and written skills for the discussion of literature. Concentration on methods of analyzing basic literary forms, conventions, genres, and representative short texts in Spanish.

Prerequisites: Spanish 226 (or higher language placement) or concurrent registration. Open to Freshmen.
Humanities or Social Science

**Geography/History/Language & Cultures of Asia/Literature in Translation/Political Science/Sociology/Religious Studies 244 – Introduction to Southeast Asia: Vietnam to the Philippines**

Level: Elementary

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.

*More information and sample syllabus*

*Prerequisites: Open to Freshmen.*

**History/Environmental Studies/Geography 469 – The Making of the American Landscape**

Level: Intermediate

This course offers a survey introduction to the history of the United States and its colonial precursors from an unusual perspective: the evolution of the American landscape. Designed to complement existing courses on American environmental history and the History of the American West, it begins by orienting students to the geography of the North American continent, paying special attention to those features—geology, physiography, climate, vegetation, ecology—that have had the greatest influence on human lives in different regions. It also introduces basic tools for interpreting landscape: different ways of periodizing the American past and different ways of mapping American space. Once this basic introduction has been completed, the course introduces and explores different elements of the national landscape at the moments when they first became prominent features of American life, and then traces their stories forward in time.

“The Making of the American Landscape” aspires to give students not just a survey of the changing landscapes of the United States from colonial times to the present, but also a new way of seeing those
Identify numerous features of the American landscapes and understand their origin and evolution; 
Think spatially and geographically about historical change; 
Improve their skills in reading maps, satellite photographs, and other cartographic documents; 
Do digital and archival research to trace the history of a particular American landscape; 
Learn to juxtapose sources and research questions to yield original historical interpretations; 
Apply alternative periodizations to changing landscapes in order to narrate their pasts; 
Synthesize historical geography at the national scale to interpret local landscape change; 
Learn to view landscape as the extraordinarily rich historical document in which they themselves live.

More information and sample syllabus

Prerequisites: Sophomore standing. May receive credit only once for each topic taken.

History 600 – Advanced Seminar in History (Choose from 1 of 10 Topics, listed below)

Level: Advanced

Development and application of advanced research skill to a specific historical topic. Intensive writing and small group discussion results in a project demonstrating original and creative analysis of primary and secondary sources.

Pre-Reqs: Junior or senior standing & consent of instructor.

History 600 Seminar 004 – Slavery and Freedom in Early America
In the nineteenth century, slavery would become an issue of national contention, leading to the Civil War, but it was much less controversial during 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 by Euro-Americans. (Of course, slaves themselves were long critical of the practices that kept them in bondage.) In this seminar, 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.

This is a research seminar, so there will be a heavy emphasis on actually doing history: asking questions about the past and answering those questions by gathering, analyzing, and arranging historical sources to make logical arguments. Primary sources sources produced by the people who lived in the period we are studying are crucial in this endeavor, but primary sources can be a challenge for those of us who study slavery, as relatively few written records created by people in bondage survive. In order to help you explore the wide array of sources that shed light on the lives and labors of people in bondage, I will introduce you each week to a different online database or archive of primary sources. You will use these databases to find primary sources that relate to our assigned weekly reading, and each week you will upload a source, along with a
brief analysis, to our Learn@UW course page. This will create a mini archive of slavery-related sources for our class.

This seminar is structured to enable you to produce an original piece of historical scholarship: a 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, you will complete assignments to help you succeed on this final paper: brief weekly source analyses; a proposal of your final paper topic; a bibliography; an outline; and a rough draft. Each of you will also have the opportunity to facilitate one of our seminar discussions as well as prepare a brief presentation on the primary sources used by one of the secondary sources we read.

**History 600 Seminar 006 – The AIDS Epidemic in Global Perspective**

Since the pandemic began over three decades ago, 80 million people across the globe have died from AIDS or HIV/AIDS-related causes. HIV/AIDS is one of the most lethal killers of humans in the history of the world, and around 37 million people continue to live with HIV/AIDS today. But it has affected communities, countries, and continents in strikingly different ways. This course adopts a global perspective to analyze the history of the HIV/AIDS pandemic. It does so to explore the geographies of power that determine the consequences of one history's most devastating diseases. Where did it come from and why did it spread so rapidly among specific groups of people? What can its history tell us about the biological globalization of the world and the future of pandemics on our planet?

While we adopt a historical lens, we will also see that the history of AIDS remains largely unwritten. And therefore this course will draw from an interdisciplinary set of scholarship, including anthropology, political science, public health, and critical theory. It will illuminate how HIV/AIDS has operated on spectrums that span rich to poor, gay to straight, and white to black. We will read books and articles, watch films and documentaries, and hear from the voices of victims and survivors. Students are required to actively participate in our weekly seminar, lead class as a discussion leader one time during the semester, and write a short mid-term and a longer final research paper.

**History 600 Seminar 007 – Weimar Culture & the Rise of Hitler**

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 2013, an American political commentator in The New Republic warned that a stalemated "Weimar America faced some of the same challenges that pre-fascist Germany faced.

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 some of the new research themes: gender, body politics, citizenship, empire and borderlands,
visual culture, popular culture, and consumption. We’ll use a broad array of primary sources, including films, memoirs, novels, autobiographies, official documents, and more. It is hoped that at the end of the seminar students will have developed their own responses to the important question of whether Weimar failed.

The pedagogical goals of the course are: to deepen your knowledge of a fascinating moment of modern European cultural and social history in all its drama and many-sidedness; to build your expository and critical skills through writing and discussion; to advance your abilities to analyze primary sources with reference to larger historical narratives and problems; and to relate past and present (e.g., is America experiencing a "Weimar moment ?) through rigorous comparison and analogy.

History 600 Seminar 008 – Crusades and Chivalry in History, Literature & Film

In this seminar, we will explore two quintessentially medieval topics: chivalry and crusades. We will address these themes through two case studies: that of King Arthur and that of the Third Crusade, fought by King Richard the Lionheart against Saladin. In the first half of the seminar, we will begin by studying historical King Arthur and will proceed to discuss how his legend developed over time, from the Middle Ages to today. In the second half of the seminar, we will do the same for the Third Crusade. Some of the key themes addressed in the seminar will include changes and continuities in representations of violence, leadership, gender, and interfaith relations.

History 600 Seminar 009 – Empire & Revolution in Southeast Asia

Starting with reflections on the meaning of "empire" in an era of unchallenged U.S. global dominion, the course will explore the rise of European empires during the "high colonialism" of the 19th and 20th centuries. More than any other historical process, imperialism is responsible for the formation of the modern world order, fostering a global system of nation states and their transnational governance. As the only region of the globe that experienced all of the world's major overseas empires--American, British, Dutch, French, Japanese, and Spanish--Southeast Asia is the ideal laboratory for examination of empire.

In studying European empires in Southeast Asia, 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 the nation's history, the U.S. conquest and colonization of the Philippines is the only experience comparable to the country's recent 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 a series of issues central to the character of global empires--the causes of global expansion, the drive for military security, the psychology of colonial dominion, ecological and economic transformations, the rise of nationalist resistance, and, above all, the dynamics of imperial decline. Hopefully, students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.

As the final phase of the undergraduate History major, the seminar allows students an opportunity to reflect upon lessons learned in past courses and to refine essential academic
skills—critical reading, multifactoral analysis, primary research, expository writing, and formal oral presentation.

Students shall be marked on their weekly participation, writing assignments, and oral presentations. At each class meeting, one student shall serve as the "discussant" by presenting a fifteen-minute summary of the readings. Then the class will have a general discussion of the readings assigned for each week. At the end of the semester, students shall submit a fifteen-page paper on one of the topics or themes covered in the course.

History 600 Seminar 011 – Exploring Diaspora
The dispersion of millions of Africans throughout the world as a result of the transoceanic slave trade, was one of the founding events of modern life in the West. It contributed to vast social, cultural, ecological, and political upheaval in Africa and in the aboriginal societies of this hemisphere. It created new cultures and new peoples. The scattering of Africa’s millions was unique in that this diaspora [Greek, dispersion, from diaspeirein to scatter, from dia- + speirein to sow] was created by only force and, in some places, deliberate efforts were made to disrupt any sense of historical continuity between the Old World and the New. This course will recover some of those historical linkages. Topics covered include the slave trade; reconstituting and reinventing African communities in the Americas; maronnage, rebellion and revolution; mercantilism, religion in the Americas; contract laborers and returnees; the emigration and colonization movements; Garveyism; Ethiopianism; and anticolonialism.

Evaluation is based on the following:
1) Participation and organizing class discussion. Each student will chair at least one discussion on the collective readings, and one briefing on their own research subject.
2) Annotated bibliography and book review. These projects support the final paper.
3) A research paper.

History 600 Seminar 012 – Imagining American Politics in Hollywood Film
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.

**History 600 Seminar 013 – Drunk History: Alcohol in the World**

"Beer is proof that God loves us and wants us to be happy. Benjamin Franklin*

This course examines the social history of alcohol production and consumption from 1500 to the present day. Over the course of this 500-year span, alcohol has evolved from an essential element of people's daily diets to a discretionary commodity associated variously with pleasure, pain, and addiction. This historical transformation has radically altered consumption patterns, social attitudes, and legal regulation of alcohol. We will chart these transformations in this course.

Among the questions we will seek to answer: Where, when, and with whom did various historical actors drink alcohol? Was there a "class hierarchy of alcoholic beverages rum, grog, beer, wine? Why did wealthy people fear the drinking habits of the lower classes? Why was drinking considered a male privilege and female consumption of alcohol looked upon so dimly? How did the image of the alcoholic Indian develop in North America? Was there a time when people were actually encouraged to drive drunk? How and when did the idea of the "alcoholic develop?

The course takes a cross-cultural perspective, but students are strongly encouraged to develop research projects that can be pursued at the Wisconsin Historical Society. During the first eight weeks, students will read roughly a book per week on various aspects of the history of alcohol. They will also begin developing questions for their research papers, building a bibliography, and engaging in the first steps of their research. During weeks 9-15, students will research and write a 20-30 page paper on some aspect of the history of alcohol. The range of potential topics that can be researched at the WHS range from the early alcohol trade with Native Americans, to the history of local Wisconsin breweries in the nineteenth and twentieth centuries, to the history of lax drunk driving laws in Wisconsin.

* Franklin is widely attributed with this quote, but he actually never said it!

**History 600 Seminar 014 – London: A Modern Imperial Metropolis**

This subject of this seminar is London, as a lived and imagined place: for a long time the largest city in Europe; the first modern metropolis; the center of a thriving commercial culture; a global capital of finance; the heart of modern imperial Britain. The English writer, James Boswell, notoriously thought that “when a man is tired of London, he is tired of life.” The French philosopher Voltaire was one of the many who envied it as an exemplary site of modern civil society. London was seen as a source of pleasure, but quite often, as representing, and harboring, all the threats and maladies of modernity. Whereas some saw London as affording opportunities for sociability, pleasure, anonymity, or an escape from the constraints of home, others saw vice, degeneration, decay, and collapse of the social fabric. While some were allured by its increasingly cosmopolitan or multi-cultural nature, others saw it as a threat to what they regarded as the fundamental aspects of Britishness. For better or worse, for the past two centuries, modern meant urban, and urban meant London. The first half of the seminar will be devoted readings and discussions that will direct us to grappling with the questions and
problems that animate historical research on London. We will read on diverse topics such as Jack the Ripper, sexuality, slums, politics, shopping, public health, mapping, markets, riots, race, and immigration. The second part of the seminar will be devoted to writing an original 20-25pp. original research paper based on primary sources (numerous such sources are available). Course assignments include shorter written responses (1-2pp.), oral presentations, peer criticism and collegiality.

History 600 Seminar 015 – History and Film
In this class we shall be pursuing two interconnected lines of inquiry. First, we shall be evaluating films for their historical accuracy. In so doing, we shall also be exploring the very question of accuracy: do costumes, lighting, architecture ground it? Can a modern medium represent the past? Second, we shall be considering the ways films shape our sense of the past. This question extends beyond questions of "costume or dress or historically correct lighting and furniture, to the ways that seeing moments enacted come to inform our thinking about past events.

Each student is to choose one film to analyze over the course of the semester. We shall talk about those choices in the third class meeting. Each will then research that choice for historical accuracy in terms that will differ from film to film and present that first analysis as a 30-minute oral report in class. Each will then consider how that film has shaped his/her understanding of the moment in history the film depicts, which will form the second oral report in class. For the oral reports, each student should be prepared to present clips of her or his chosen film and have comments organized in an outline to lead the class through the analysis of the film and its representative segments.

Each student will write a 6000-word research paper on the film s/he has chosen, due the last day of class.

Philosophy 104 – Special Topics in Philosophy for Freshmen: Philosophy, Literature, and the Good Life: Homer and Plato
Level: Elementary

Plato and Homer, two of the most influential figures from the Ancient Greek world, tackled foundational questions about human life and values. Plato admired Homer, but also frequently criticized both the ethical ideals celebrated in the Homeric epics and the poetic medium in which they are set forth.

In this course, we will read Homer alongside Plato in order to think about the value of literature and different models for a good human life. Is literature good for us? If so, how? Is it dangerous to read literature that puts forward a bad ethical model? What value, if any, do myths have in helping us to understand the world? What is it to be courageous, and how do we understand courage within and outside of war? What role does knowledge or wisdom have in living a good life?

Prerequisites: Open to Freshmen with no previous college level coursework in philosophy.
Philosophy 104 – FIG: Special Topics in Philosophy for Freshmen: Children, Marriage, and Family

Level: Elementary

Prerequisites: FIG Section. Open to Freshmen with no previous college level coursework in philosophy.

Philosophy 481 – Junior Honors Seminar: Theory of Knowledge

Level: Advanced

One or more philosophers, movements, or problems selected for intensive study.

Prerequisites: Junior standing and certified as an honors candidate, 6 credits in philosophy, 3.0 GPA in philosophy and instructor consent.

Philosophy 482 – Junior Honors Seminar: Metaphysics

Level: Advanced

One or more philosophers, movements, or problems selected for intensive study.

Prerequisites: Junior standing, 6 credits in philosophy, 3.0 GPA in philosophy.

Philosophy 581 – Senior Honors Seminar: Modern Ethical Theories

Level: Advanced

Prerequisites: Certified as Honors candidate, senior standing, 12 credits in philosophy, & 3.2 GPA in philosophy.

Philosophy 582 – Senior Honors Seminar: Metaphysics

Level: Advanced

Prerequisites: Senior standing, 12 credits in philosophy, & 3.2 GPA in philosophy.
**Social Science**

**Anthropology 212 – Principles of Archaeology**

Level: Elementary

This course introduces students to the methods, historical development, and scientific principles of archaeology. Through a combination of lecture, discussion, and laboratory activities, students discover how archaeologists generate and interpret information about the human past. The course familiarizes students with scientific inquiry and provides a foundation for pursuing advanced archaeological courses and field research.

*Prerequisites: Open to Freshmen.*

**Communication Sciences and Disorders 110 – Introduction to Communicative Disorders**

Level: Elementary

A survey of the scientific basis of normal and disordered communication; covers speech, hearing, and language.

*Prerequisites: Open to freshmen.*

**Economics 311 – Intermediate Macroeconomic Theory – Advanced Treatment**

Level: Intermediate

A mathematical approach to the theory of consumption, production, pricing and resource allocation.

*Prerequisites: Math 222, Econ 101 & 102 or Econ 111; or consent of instructor. Not open to students who have taken Econ 301.*

**Jewish Studies/Political Science 665 – Israeli Politics and Society**

Level: Advanced

Course provides historical and analytical understanding of Israeli internal political life and institutions. Attention will be paid to political culture, coalition formation and ethnic politics as they are manifested in Israeli politics. The effect of regional conflict upon Israel's domestic politics will also be considered.

*Prerequisites: Junior standing and on introductory class in political science.*
**Journalism 201 – Introduction to Mass Communication**

Level: Elementary

How the mass media are organized and how they function in modern society; their technological basis, economic and political foundations, and social implications.

*Prerequisites: Open to Freshmen. Completion of Communication A course required.*

**Political Science 184 – Introduction to American Politics**

Level: Elementary

Basic institutions and processes of American government. The role of constitutional structures, parties, interest groups and elections in the system; policy formation and policy comment.

*Prerequisites: Open to Freshmen and Sophomores. Students may not receive credit if they have already received credit for Poli Sci 104 or 404.*

**Political Science 186 – Politics Around the World**

Level: Elementary

Comparison of politics and government in selected countries around the world. Students may not enroll in both Poli Sci 106 and 186.

*Prerequisites: Open to Freshmen.*

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

Level: Intermediate/Advanced

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.

*Prerequisites: Junior standing.*

**Psychology 281 – Honors Course – Introduction to Psychology**

Level: Elementary

This survey course has four primary educational objectives: You'll be able to demonstrate the basic knowledge that a well-educated person should have about psychology. This includes a basic understanding of the major theories, studies and research results in the different areas within psychology such as learning, memory, development, perception, social behavior and cognition, neuropsychology, personality, and psychological disorders and treatment as well as an understanding of the scope of psychology, how psychological science differs from "pop psych, and how psychological research has applications to fields as diverse as medicine, business, law, politics, and engineering. You'll develop the critical thinking skills you need to be an informed, discerning consumer of psychological
research reported in the media. By the end of the course, you should be able to analyze, synthesize and evaluate evidence relevant to claims or assertions about human behavior and mental processes. You'll acquire a sensitivity to the ethical issues in psychological research and practice. You'll see the applications of what you've learned to public policy, social issues, and your own everyday life.

*Prerequisites: Only open to Freshmen.*

**Psychology 414 & 481 – Cognitive Psychology**

Level: Intermediate

The course attempts to answer questions about how people perceive, learn, remember, plan, solve problems, make decisions, and communicate. Although the main approach is psychological, we will also consider contributions from computer science, linguistics, and neurobiology.

Students will read and discuss the professional literature in selected areas of cognitive psychology and cognitive science more generally. There will be opportunities to conduct library research, laboratory research, or construct computer simulations of cognitive processes.

*Prerequisites: Psych 201, 202 or 281; Zoology 101 and 102 or Zoology 151 or Biocore 381 and 382. Consent of instructor, concurrent enrollment in Psych 414 & 481.*

**Psychology 509 & 587 – Abnormal Psychology**

Level: Intermediate

Psychology 509 is a lecture-based survey course of psychopathology. In this breadth course, we will discuss the diagnosis and treatment of the major mental disorders. We will also consider the current thinking regarding the biological, psychological, and sociocultural factors that play contributing roles in the etiology and maintenance of these disorders. Historical trends as well as advances in neuroscience will be considered in terms of how they have affected our understanding and treatment of psychopathology. Course objectives include: a) examine conceptualizations of abnormal behavior; b) survey the origins, symptoms, and characteristics of several adult psychological disorders (e.g., depressive disorders, bipolar disorders, schizophrenia, anxiety disorders, OCD, dementia, personality disorders, etc.) and a few childhood disorders (e.g., ADHD, autism spectrum disorders); c) introduce the main treatment approaches; and d) obtain information in order to dispel myths and promote greater understanding and acceptance of affected individuals. This course is intended to be both accessible and interesting for Psychology majors and non-majors. A textbook will be required. Students will be assessed with objective (multiple-choice) exams.

The Honors section of Psych 509 (Psych 587) is intended to be a more in-depth exploration of abnormal psychology. What are some of the current controversies in the area of experimental psychopathology? What do researchers think about the major mental disorders, and the ways in which their manifestations may differ by age, gender, and/or co-morbid conditions? What can we conclude about treatment efficacy for various psychological disorders, based upon the research literature? These are some of the issues that we will discuss as we survey various forms of psychopathology.

*Prerequisites (Psych 509 & 587 continued): Psych 201, 202 or 281.*
Concurrent enrollment required.

Psychology 517 – Introduction to Clinical Psychology

Level: Advanced

Introduction to Clinical Psychology (Course Description): After taking Abnormal Psychology and gaining a broad overview of psychopathology and psychotherapy, this course provides a deeper understanding of major issues in the field of clinical psychology (and mental health provider professions). Critical-scientific thinking and differentiating evidence-based practice from myth is emphasized throughout. Big issues in the field affecting conceptualization of psychopathology and the practice of psychotherapy are the focus. This includes 1) debunking psychomythology, 2) models of training in clinical psychology, 3) theoretical orientations, professional activities, and employment settings of clinical psychologists, 4) professional ethics in clinical psychology, 5) multicultural competence in clinical psychology, 5) evaluating and understanding research-world and real-world psychotherapy effectiveness, 6) reliability and validity of psychological assessment methods, 7) theoretical and political issues regarding the DSM5 and the “nuts and bolts” of making a diagnosis (including diagnostic dilemmas) 8) scientific and clinical significance of comorbidity, 9) assessment and treatment of suicidality, 10) taking care of the clinician (“burn-out syndrome”), 11) boundary crossings in therapist-client relationships, 12) proper case conceptualization as a guide to treatment, 13) factors affecting clinical judgment and decision-making, 14) handling psychological emergencies and crises, 15) trends in the use of medication compared to psychotherapy, 16) future training and technology trends in clinical psychology, 17) psychotherapy in a real world setting (guest speakers from Mendota Mental Health Institute).

Prerequisites: Psych 225; Psych 509, 511 or 512 strongly recommended.

Psychology 581 – Human Emotions: From Biology to Culture

Level: Intermediate

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 intervention.

Prerequisites: Psych 201, 202, 281, or equivalent; and other relevant course(s) depending on topic and instructor preference.
Psychology 582 – Honors Cognitive Development

Level: Intermediate

Covers the basics of cognitive development during childhood. Topics include theoretical approaches to cognitive development; perceptual, language, memory, and conceptual development; social cognition; problem solving, and academic performance.

*Pre-Reqs: Psych 201, 202, 281, or equiv; and either Psych 406, 413, 414 or 560.*

Psychology 586 – Honors seminar: The Criminal Mind: Forensic and Psychobiological Perspectives

Level: Intermediate

Criminal behavior is an extremely common and costly problem for society. The goal of the course is to provide an indepth understanding of criminal psychology and the relevant forensic and psychobiological processes in the field.

*Prerequisites: One of the following: Psych 507, Psych 509, Psych 511, Psych 512, or Psych/Soc 530.*

Sociology 125 – American Society: How it Really Works

Level: Elementary

Explanation of US performance in realizing the values of freedom, fairness, and democracy. Topics include markets, capitalism, democracy, capitalist democracy; class, race, and gender inequalities; militarism and US international role; and US electoral politics, media, and social mobilization.

*Prerequisites: None.*

Sociology 138 – The Sociology of Gender

Level: Elementary

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.

*Prerequisites: None.*

Sociology 475 – Classical Sociological Theory

Level: Advanced

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

*Prerequisites: Introductory Sociology course (Soc 140, 181, 210, or 211).*
Biological Sciences

Biocore 381 – Evolution, Ecology, and Genetics

Level: Intermediate
Gen-Ed: Com B

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.

Prerequisites: Math 221, Chem 104 or 109, previous or concurrent registration in Chem 341 or 343; or consent of instructor.

Biocore 382 – Evolution, Ecology, and Genetics Laboratory

Level: Intermediate
Gen-Ed: Com B

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.

Prerequisites: Completion of or concurrent registration in Biocore 381 (or Biocore 301 previous to Fall 2014).

Biocore 485– Organismal Biology

Level: Intermediate

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.

Prerequisites: Biocore 381 & 383 (or Biocore 301 & 303 previous to Spring 2014); or consent of instructor.

Biocore 486 – Organismal Biology Laboratory

Level: Intermediate

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.

Prerequisites: Biocore 485 (or Biocore 323 previous to Fall 2014) or concurrent registration.
Psychology 285 – Honors Course – Research Methods

Level: Intermediate
Gen-Ed: Com B

The course with its complementary lecture & lab material is designed to provide you with an appreciation and understanding of psychology as a scientific discipline. We expect that you will notice that the development of your scientific thinking skills parallels the development of your scientific writing skills. You will become familiar with the collaborative, ongoing process by which knowledge accumulates. You will learn how to conduct research with scientific and ethical integrity, following the principles of the American Psychological Association. You will engage in all phases of the research process -- from searching for and critically evaluating research presented in primary sources through the presentation of it in oral & written forms. Your oral communicative & critical reasoning skills will be enhanced through participation in lecture & lab.

Prerequisites: Combined GPA of at least 2.75 in Psych 201, 202, or 281 and Psych 210; must be in an Honors program, or with consent of instructor.

Psychology 449 & 487 – Animal Behavior

Level: Intermediate

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

Prerequisites: Psych 201 or 202 or 281, and either Zool 101 or Zool 151/152 or Biocore 301.
Physical Sciences

Chemistry 109 – Advanced General Chemistry

Level: Elementary
Gen-Ed: Quant Reasoning B

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

Level: Elementary
Gen-Ed: Quant Reasoning B

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

Pre-Reqs: Advanced placement or advanced HS chemistry, credit or concurrent registration in Math 221 or cons inst. Open to Freshmen.

Chemistry 329 – Fundamentals of Analytical Science

Level: Intermediate

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.

Prerequisites: Chemistry 104, 109 or consent of instructor.

Chemistry 343 – Introductory Organic Chemistry

Level: Intermediate

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.

Prerequisites: Chemistry 104, 109 or 116.
Chemistry 547 – Advanced Organic Chemistry

Level: Advanced

A third semester of descriptive organic chemistry.

*Prerequisites: Chemistry 345.*

Chemistry 561 – Physical Chemistry

Level: Advanced

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

Level: Advanced

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

*Prerequisites: Chem 561 or 565 or ChE 211; Physics 202 or 208.*

Chemistry 563 – Physical Chemistry Laboratory

Level: Advanced

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

*Prerequisites: Chem 561 or 565 or ChE 211.*

Chemistry 564 – Physical Chemistry Laboratory

Level: Advanced

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

*Prerequisites: Chem 562 and 563. Not for credit for those who have taken 567.*
Chemistry 565 – Biophysical Chemistry

Level: Advanced

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.

Prerequisites: 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

Level: Intermediate

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

Level: Intermediate

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.

Physics 601 – Scientific Presentation

Level: Advanced

Oral and written reports to give practice in the presentation of scientific papers.

Prerequisites: Grad student or senior standing in the Honors program 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 Course

Level: Elementary
Gen-Ed: Com A

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

Prerequisites: Open to freshmen. Only one of the following courses may be taken for credit: Com Arts 100, 105, 109, 181. Students desiring honors should elect 181. Students may receive degree credit for only one Com A course.

Communication Sciences and Disorders 481 – Undergraduate Junior Honors

Level: Intermediate
Gen-Ed: Com B

A writing-intensive introduction to research methodology in Communication Sciences and Disorders, emphasizing participant selection criteria, experimental design and methodology, data collection, and data analysis, leading to the design and future implementation of an independent research project. Activities include written and oral critiques of published research, written summaries of oral research presentations, and composition of an individual research proposal.

Pre-Reqs: Admission to (or eligibility for) the Honors Program in Communication Sciences and Disorders.

History 500- Chinese Law and Society (topics course)

Level: Advanced

Advanced exploration of selected topics, featuring intensive reading, writing, and small-group discussion. Topics vary.

Pre-Reqs: Junior student and consent of instructor.

Political Science 601 – Proseminar: Topics in Political Science

Level: Advanced

Prerequisites: admission by consent of instructor, only Poli Sci majors: Senior standing and qualified Juniors. Not open to graduate students.

Seminar 002: Election Reform in America
Election administration is one area of public policy where ideas for reform are everywhere. From the campaign finance system to legislative redistricting to voter identification, 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 assumed rather than known. It is not always clear what problem a particular proposal is supposed to cure or what side effects it might have. We will try move beyond tired partisan debates and open ourselves to some surprising conclusions. This seminar immerses students in these issues and provides tools for evaluating the claims made by advocates on each side. It should be of interest to students interested in elections, campaigns, and law and is a useful launching pad for a senior thesis, thinking about graduate or law school, or plans to work in real world politics.

Seminar 003: Post-Conflict Peacebuilding
Description not posted yet.

Psychology 411 – Current Topics in Psychology (choose from 1 of 8 topics, listed below)
Level: Advanced

Prerequisites: Psych 225 & appropriate content course.

Psychology 411 Lecture 1 – Psychobiology of Stress & Coping
This upper level course in Psychology uses the concept of stress, as well as its biological correlates and health-related consequences, to explore the relationship between mind and body. The topic provides an opportunity to think more broadly about the influence of environmental factors, challenges and demands on the individual. For the first half of the semester, we focus on the physiology of stress, especially as it pertains to stress-related diseases, including cardiovascular and gastrointestinal disorders. The second half of the semester covers the possible effects of stress and other psychological factors at every stage of the life span, from the prenatal period through childhood and adolescence, and onto adulthood and old age. Finally, we review cognitive, emotional, and social processes that enable us to cope better with stress, and discuss some effective strategies to improve stress management. The class is designed to be interactive seminar-style. There is a scholarly term paper in addition to the two exams.

Learning outcomes:
1. to understand the biological basis of health psychology and behavioral medicine
2. to become more cognizant of new research on mind/body relationships.
3. to use the concept of stress as a means of learning more about environmental and psychological influences on health
4. to become more knowledgable the body's major physiological systems, including neural, endocrine and immune
5. to be more comfortable thinking and learning about biological pathways and mechanisms, including how drugs act on the body.

Psychology 411 Lecture 2 – Fundamentals of Clinical Psychology
This course is designed to provide students with the background to determine whether they want to pursue further study in clinical psychology. The course is roughly divided into two segments; during the first half of the class we will read about different elements of clinical psychology, such as ethics and defense mechanisms and emotions, and during the second half
of the class we will read about applications of the different elements, such as family therapy and play therapy.

My primary goal is that students develop a meaningful understanding of the concepts we will study; I want students to be able to understand the basics of mental illness and healthy psychological functioning, interpersonal dynamics, research on psychotherapy efficacy, and each of the weekly topics so that they are exceptionally well-prepared for graduate study and/or bachelor's level work with clinical populations.

My secondary goal is that students become better equipped to function as a graduate student or in a job. Most of the students in my class are seniors in the psychology major who will soon be graduating and moving on to full-time work or graduate studies. In both of those settings students will need to function well independently, completing polished work on time and demonstrating their ability to handle responsibilities effectively. I expect students to use this class as an opportunity to perform at their highest level both in terms of their intellectual engagement and in terms of meeting course requirements.

Classes are a combination of lecture and class discussion; student participation is strongly encouraged in this small-class format. Course requirements include two short answer exams (neither of which is cumulative, and there is no final exam during the finals period), a term paper, a class presentation, several short writing assignments, and daily informal written responses to the class readings. All class readings are available as e-reserves links through the UW libraries so there is no cost for the reading material.

**Psychology 411 Lecture 3 – Culture and Cognition**

This course offers an in-depth exploration of research and theory on cultural psychology and examines how culture is central in understanding many aspects of human psychological processes. We will start from overviewing the general theories and perspectives underlying cultural psychology. We will then turn to cover cultural influences on a wide range of psychological processes, including self, motivation, emotion, cognition, relationship, and mental/physical health. We will also deal with mechanisms underlying cultural differences and cover such topics as multiculturalism, within-cultural differences, cultural transmission, and ecological factors.

Each week, there are two 75-minute classes, which typically include the instructor's overview of the topic, the discussion leader's short presentation, and discussion of the assigned readings. The grades are based on (i) discussion question posting on Learn@UW before each class, (ii) participation in discussion, (iii) quizzes, (iv) discussion leading, (v) group project, (vi) research proposal paper, and (vii) final presentation.

**Psychology 411 Lecture 4 – Cognitive Behavior Therapy**

Cognitive-Behavior Therapy (Course Description): This course is intended to provide students with a deeper understanding of the theoretical and empirical foundation of cognitive-behavior therapy, familiarity with the basic strategies and techniques of cognitive-behavior therapy, and application of those techniques to treating various mental disorders. Topics to be covered include: the theoretical framework of cognitive-behavior therapy; where cognitive therapy fits in
relation to other therapy traditions; 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 effect schema change); a critical look at the efficacy of cognitive-behavior therapy and mechanisms mediating change in cognitive therapy; case management problems (e.g., handling noncollaboration, suicidality, setbacks, termination); applying cognitive therapy to treating depression, anxiety disorders, and marital problems; discussion of how cognitive behavior therapy can be further improved.

Only Abnormal Psychology is a prerequisite.

Although not required, a logical progression of courses (going from general to specific), would be Abnormal Psychology, followed by Intro to Clinical Psychology, followed by Cognitive-Behavior Therapy.

Course readings will consist of various book chapters and journal articles articles to be posted on Learn@UW.

Evaluation will be based on weekly quizzes (based on study questions given beforehand), attendance, participation, and a major paper that incorporates concepts covered across the semester.

**Psychology 411 Lecture 5 – Influences on Child Development**

Nearly everyone is familiar with the nature-nurture debate in child development, but do you know how psychology research addresses it? Do you wonder about what outcomes from education to mental health could be modified through interventions? Are you curious about how different cultures view children of different ages, and whether that changes how they develop? Will you be pursuing a career working with children? No matter what drives your interests, you can benefit from learning more about what causes developmental change to help you understand other people and the implications of choices we make in our society.

Through our exploration of research on causation in child development, you will learn how to gather and evaluate information that relates to mechanisms of change. We will read a variety of sources written for both lay and scientific audiences to achieve two goals: 1) understanding what can be concluded from different research designs and 2) learning how to critically evaluate popular press reports of research findings. The primary objective of the course is to develop intellectual skills, and the scope of the content may be modified to align with students' backgrounds and evolving interests throughout the semester.

**Psychology 411 Lecture 6 – Industrial/Organizational Psychology**

This course will introduce students to the application of psychological principles in the workplace. Students will see how psychological processes influence the success of individuals, teams and organizations within a work context. Topics will include: psychological assessments at work, statistical test validation and employee selection decisions, legal issues in the workplace, training and development, performance management, organizational change, team
effectiveness, employee satisfaction, work-life balance, work motivation, leadership, cross cultural I/O psychology and the impact of social media on I/O psychology.

In class we will create a community of learners by using a seminar format. We will study the field of I/O psychology in a manner consistent with the scientist-practitioner model, which is a hallmark of the field. Each week students will discuss and analyze empirical and theoretical articles that reflect the breadth and depth of the week's topic. For each topic I will provide a brief overview and highlight both research and practical application challenges in that area. The success of the course will depend on everyone coming to class prepared -- having read the assigned readings and crafted thoughtful responses to both core discussion questions we generate on the first day of class and questions specific to the readings. Once we have discussed the existing research we will turn to applications in the workplace.

**Psychology 686 – Honors Seminar in Psychology**

Level: Advanced

This is a seminar that focuses on the process of conducting and communicating psychological research. The seminar also focuses on career preparation issues. Activities will facilitate preparation of a senior or honors thesis in Psychology. We will discuss the process of research, provide guidance and feedback about scientific writing, and offer opportunities to present research issues and findings.

*Prerequisites: Concurrent registration in Psychology 681 or 682 for senior honors candidates, and senior student.*

**Sociology/Community & Environmental Sociology 361 – Statistics for Sociologists II**

Level: Advanced

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

*Prerequisites: Sophomore standing, and Soc/Community & Environmental Soc 360 or equivalent.*

**Spanish 311 – Advanced Language Practice**

Level: Advanced

Advanced language practice, including intensive writing and work in pertinent areas of grammar and stylistics.

*Prerequisites: Spanish 226 or consent of instructor.*