### Automatic Honors Class Options – Spring 2016

All courses listed here carry the ! or H designation (at the lecture- or section-level) and are being offered during the spring 2016 term (list generated October, 2015 – subject to change). If available, more robust course descriptions are provided in the document via hyperlinks. We advise paying close attention to prerequisites.

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Course Descriptions

Humanities

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 had PoliSci 185

Art History 227 – The Ends of Modernism

Level: Elementary
General Education: Comm B (optional by section; cannot be taken with Honors)

This course considers the end of Modernist art as it gives way to what is called, problematically, contemporary art. While the term modern may generally mean what is vanguard or current, Modernism indicates a period of art (and the humanities) ranging from, arguably, 1880-1950. By considering its end, one can study four pivotal aspects of the movement: its origins, themes, and afterlives, as well as the art and histories that challenge its coherence. In this thematic survey, then, Modernism will emerge as a heterogeneous set of images and attendant discourses which, negatively or positively, continue to work within the contemporary artistic and cultural moment.

How did modernist movements in painting, sculpture, and photography originate; whom did they include and exclude; how can they be related to the intellectual, social, technological, and aesthetic contexts in which they flourished; and to what extent were they superseded by the art now known as contemporary? This thematic survey raises these and other questions as it considers the rich variety of European and American modernism from 1880 to 1950, directions from Impressionism and Post-Impressionism to Cubism, Suprematism, Surrealism, and Abstract Expressionism, and artists from Edgar Degas, Vincent van Gogh, and Edvard Munch to Georgia O'Keeffe, Claude Cahun, Jackson Pollock, and Barnett Neuman. By studying how artists functioned singly and in groups, their invention and appropriation of new artistic ideas and practices, patronage and professional fates, and responses to the world around them, this course explores both modernist form and content. The lectures and discussion sections’ emphases on visual and contextual analysis and contemporary source readings help you master skills of visual and comparative analysis. Practice in oral and written interpretation and research enable you to hone strengths in critical thinking and understanding that are also ultimately applicable to any major or career.

Although the Comm B and Honors sections are more devoted to writing and oral presentation than the others, all students will make frequent use of art in the Chazen Museum and other local collections. No prior knowledge of art or art history is required. The course has three main aims. First, you will become acquainted with the discipline of art history as you learn to deal with the complexities of artistic form and meaning in the process of attempting to understand art in its historical context. Second, you will learn how intimately art and the humanities are connected to the larger general culture, and see the degree to which art is intertwined with the political, social,
and economic spheres. Finally, with continued work on reading, writing, oral communication, and group collaboration, you will develop skills crucial for your entire college career regardless of your final choice of major.

Prerequisites: Open to freshmen

History 283 – Intermediate Honors Seminar-Studies in History (choose from 2 topics, listed below)

Level: Intermediate

Studies in History, topics will vary.

Prerequisites: Open to freshman or sophomore students with consent of instructor.

History 283 Lecture 1 – Ho-Chunk History
Before there was Madison, there was Dejope. Native people have lived in what is now Wisconsin for thousands of years, and they continued to live here through the centuries of European colonization and settlement. They are still here today. This course will explore the history of one of those groups, the Ho-Chunk people, whose ancestral homeland covers the area that is now Madison and the UW campus. This seminar, organized around reading, writing, and discussion, will introduce you to a remarkable human story that helped shape the world you live in.

History 283 Lecture 2 – Russia’s Great War, 1914-1917
This seminar will introduce students to reading and research in the history of the Russian Empire’s involvement in the First World War. This part of the Great War has long gone overlooked by Anglophone historians, who have focused almost all of their attention on the Western front and the conflict pitting the English-speaking states and France against the German Empire. Historians of Russia long ignored this war as well, turning their attention to the revolutions of either 1905 or 1917. This seminar will remind students that the Great War in Eastern Europe and Russia proved far more cataclysmic than its western counterpart, killing millions and bringing an end to four empires, including that ruled by the 300-year Romanov dynasty. During the semester, students will explore the war and its impact on Russia through a consideration of political/diplomatic, social, gender and cultural approaches to this historical period.


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

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 407 – Creative Writing: Nonfiction Workshop

Level: Intermediate

"Telling True Stories": What kind of true story can you tell about your world? In memoir, literary journalism, or a lyrical essay, how do writers use personal experience to connect with compelling concerns about growing up? About family, inequality, music, or art? What kind of true story could you tell about a cloud, a car, a book – or something else -- that takes readers beyond the facts? How can you join research with narrative strategies used by fiction writers to encourage new or deeper understandings of a place, event, or person? In this workshop, we’ll explore such questions as writers and readers, inhabiting the territory called creative nonfiction, an expansive “fourth genre” that has been evolving for centuries. Besides students’ own work, we’ll read mainly from Touchstone Anthology of Contemporary Creative Nonfiction. Students in this course will develop as writers of creative nonfiction, while gaining fluency in its demands, possibilities, and scope. A final portfolio of work produced during the course will include writing exercises, drafts, and two revised essays.
Prerequisites: 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.

**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.

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

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

Level: Intermediate

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

**English 410 – Creative Writing: Playwriting Workshop**

Level: Advanced

This workshop explores the art and craft of writing for the stage. The course examines strategies that writers can use to tell stories and communicate ideas both theatrically and dramatically. Some time is spent on theory and technique; some time is spent reading the world 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.

**Prerequisites:** English 207 or English 307 required. 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 695 – Directed Creative Writing**

Level: Advanced

Individually directed writing of a poetry or fiction manuscript.

**Prerequisites:** Senior creative writing majors with 9 credits of 300-level writing (English 300, 301, 302, 303, 305, 307), or consent of director of Creative Writing program.
Literature

English 182 – Introduction to Literature for Honors

Level: Elementary

Introductory honors course in discussion format. Topic and material will vary.

Prerequisites: Open to Freshmen. Admission to L&S Honors or above 654 on EPT or AP in English score of 4 or above. Others admitted only with consent of dept honors coordinator. May not receive credit for both 182 & 181.

Integrated Liberal Studies 204 – Western Culture: Literature and the Arts II – Renaissance to Remix

Level: Elementary

Selected by the “Daily Cardinal” as a “Class Most Likely to Change Your Life,” ILS 204 is the continuation of ILS 203, but may be taken independently. The course does not presume special background in the arts and literature, and is introductory in scope and method. Course objectives include, first and foremost, providing students with a broad overview of major trends in the arts and literature, as well as in the history of ideas, from the early modern period (or Renaissance) to the present. Examples of painting, sculpture, architecture, drama, scientific thought, poetry, fiction, and music will be placed in the context of prevailing cultural history, values and ideas. Therefore, given the tremendous scope of the material to be covered, the readings and examples of visual art are intended to be broadly representative rather than exhaustive. The class thus differs from an art history or literature course, and no attempt is made to cover all developments in the arts in a sequential order.

To bring focus to our trek across so long a historical period and so wide a field of artistic and cultural forms, we will sometimes feature a specific major thinker or artist, and at other times larger movements and schools of thought or art. As well, we will keep several themes before us during the term around which we will try to gather readings and discussion. They may include the following:

1. The idea of "culture" as an ongoing site of struggle, conflict and contested meanings and values, rather than established great works.
2. Evolving attitudes and constructions of what is meant by "nature," and the human relationship to it.
3. The manner by which Western culture measures the world in order to have knowledge and power over it.
4. The discovery of "Others" (that which is different, strange and exotic from [in this case] Western norms and expectations), both within and external to the individual, and the social, cultural and psychological effects these may produce.
5. The creation of a peculiarly "Western" sense of Self/Identity based in particular ways of seeing. The focus of the course is on how cultural context--the ideas and values regarding religion, philosophy, political views, social practices, aesthetics and so on--shape and make possible the various expressions found in the arts and literature of the period. As well, students are asked to
look critically at the results of Western civilization even as they are invited to admire its achievements.

*Prerequisites: students considering the course are strongly encouraged to complete the University Communication A requirement before enrolling in this Communication B section*

**Classics 322 – The Romans**

Level: Elementary  
Gen-Ed: Communication B

Latin literature in translation with emphasis on its social background.

*Prerequisites: Open to Freshmen*

**Classics 370 – Classical Mythology**

Level: Elementary

Classical myths and their influence on later literature and art.

*Prerequisites: Open to Freshmen*

**Humanities or Social Science**

**Philosophy 104 – Special Topics in Philosophy for Freshmen: Big Questions from the Perspectives of Science and Religion**

Level: Elementary

Big questions are those that address central aspects of human experience: Do we have free will? What makes us conscious? Where does morality come from? Why are we here? These questions are fundamentally philosophical, although that has not prevented both secular scientists and religious authorities from offering answers that reflect their own perspectives. In this course we will examine a number of the Big Questions and consider the answers that both science and religion seek to provide.

*Prerequisites: Open to freshmen with no previous college level coursework in philosophy*

**Asian American Studies/History/Languages and Cultures of Asia 246 – Southeast Asian Refugees of the “Cold” War**

Level: Elementary  
Gen-Ed: Ethnic Studies

In-depth study of the peoples, conflicts, and wars in Cambodia, Laos, and Vietnam, with emphasis on the Cold War era (1945-1990) and on the resulting migration and resettlement of over one million Hmong, Khmer, Lao, and Vietnamese in the United States.
Prerequisites: Open to Freshmen

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: Great Moral Philosophers
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: Language and Meaning
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

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 Lecture 1 – Topics in Wisconsin History
This undergraduate research seminar will look at various topics in Wisconsin history. Following a period in which the group meets together, each student will select an area of research for in depth analysis. The final "product" for the semester will be a research paper (25 – 30 pages) of publishable quality.

We will meet one day a week for two hours for the first six weeks of the term. We will use this time to gain general "background" knowledge of the state’s history. Then, in the months
that follow (March, April & May) each student will research a topic in Wisconsin history using both primary and secondary sources. The final two weeks of the term are research for paper presentations. All aspects of the course will be graded.

I want to be absolutely clear about the attendance requirement: Attendance is required in the seminar sessions at the opening of the course and the presentations sessions at the end of the course. When you make an appointment to discuss the progress of your paper, I will expect you to be there, on time – no excuses. Recognizing that “bad things happen to good people,” one excused absence will be allowed; notice must be given at least two days before class or within 24 hours of an appointment. Failure to attend regularly and meet ALL the basic obligations of the course will result in a grade of “F,” regardless of your performance on the various assignments over the term.

For the opening six weeks, each (and every) week there will be a short written assignment to insure that the reading is completed on time. The assignments will vary in length from short summaries of the readings (2-3 pages) to short analytical essays (5-10 pages) to the very occasional longer paper (8-10 pages) requiring some outside research. These short written assignments must be completed by class-time. No exceptions.

The seminar situation requires that everyone be prepared to participate in the discussion. Although it is not mandatory that each student has something to contribute each week, regular participation is assumed to be a minimum prerequisite for a good grade.

Students interested in this course should make arrangements to talk with Professor Sharpless in person. He can be reached via e-mail at jbsharpless@wisc.edu. His office hours are on Wednesdays from 11:00am-12:00pm.)

**History 600 Lecture 2 – Gender & the Second World War**

This is a research seminar about the Second World War in Europe and the United States. In particular, we will focus on the ways in which gender figures in the experience of war. Some questions we will ask include: How do men and women experience the Second World War differently? Why are women not allowed on the front lines? Why are men who don’t want to fight denigrated as traitors and cowards? What does it mean to be a male “warrior” or “hero?” How are violence and aggression connected to normative “manly behaviors?” What special vulnerabilities, such as rape, do women suffer in wartime? What special opportunities do they enjoy? In other words, how do gender identities shape war and are shaped by it?

The major purpose of this seminar is to offer students the opportunity to do a primary-source research paper on some gendered aspect of the Second World War. Students will be encouraged to explore local archives at the Wisconsin Historical Society as well as use Memorial Library. During the first half of the course, we will examine various aspects of the problem of gender and war. In the second half, we will work together on students’ research papers, learning how to write a proposal, go to archives, formulate a research question, and write a paper.

**History 600 Lecture 3 – Sparta**

The ancient Greek city-state of Sparta is well known for its austere (“laconic”) lifestyle devoted to military training. Its citizen-warriors were famous across the Greek world (and beyond) for their bravery, devotion to war, and military success (see Zack Snyder’s 300 for example). In this seminar we will investigate this image: How did this picture of Sparta
emerge and is there any truth behind it? What kind of society was Sparta and how did the views of other Greeks shape what we know about this place? To answer these questions we will examine the structures which shaped Spartan society: their unusual political system, their relationship with dependent populations (helots and periōikoi) and the problems this caused and Sparta’s place in the archaic and classical Greek world (8th-4th centuries BCE). Throughout, using a combination of literary and archaeological sources, we will explore how the 'Spartan mirage' (the mythologizing representation of the Spartans) has shaped the creation of Spartan history in both the ancient and modern periods.

History 600 Lecture 5 – CIA’s Covert Wars & US Foreign Policy
Designed for undergraduates with some background in U.S. diplomatic history and international relations, the course will probe the dynamics of CIA covert wars through comparative case histories over the past 60 years. Through a focus on world regions such as Southeast Asia, the seminar will explore the central role these covert wars played in international history during the Cold War and its aftermath. Sometimes these clandestine interventions have ended successfully from a U.S. perspective. But sometimes they left behind ruined battlegrounds and ravaged societies that became geopolitical black holes of international instability.

After several sessions reviewing the origins of the CIA and its distinctive patterns of its covert warfare, the seminar will apply a case-study approach to covert wars in Europe, Asia, Africa, and Latin America—including, the anti-Mossadeq coup in Iran, Sukarno’s overthrow in Indonesia, Lumumba’s murder in the Congo, and the ongoing covert war in Afghanistan.

Reflecting the significance of Southeast Asia to CIA operations, the seminar will devote four sessions to this region, including the Huk communist revolt in the Philippines, destabilization of the Sukarno regime in Indonesia, counter-guerrilla operations in South Vietnam, and the secret war in Laos—arguing that the latter two operations are central to understanding contemporary conflicts in Afghanistan and Iraq.

Note from the instructor: 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 Lecture 6 – Islam & Politics in the 20th Century
This seminar will look at the recent historical development of Islamist politics in two dimensions. The first will be to survey and critique scholarship on specific movements, from nineteenth-century reformist thinkers to the Islamic revolution of Iran and the Muslim Brotherhood. The second will attempt to come to grips with a more vexing issue: is there anything intrinsically or specifically Islamic about Islamist politics? That is to say, can we look at Islamist social, political, or intellectual movements using the same approaches that have worked for such developments elsewhere? Rather than focus in depth on specific cases – though you will learn more about some than others - we will discuss the most influential recent scholarship on major problems in the field.

Students interested in the seminar should email Professor Chamberlain at mchamber@wisc.edu.
History 600 Lecture 8 – Stalin and Hitler
This course looks at the development of the Stalinist Soviet Union and Nazi Germany, and at the changing relationship between these two states and their leaders in the 1930s and 1940s. We will compare Stalinism and Nazism, and investigate the ways in which Adolf Hitler and Joseph Stalin influenced and learned from one another. We will look at collaboration between the two regimes, focusing in part on the politics and outcomes of the Hitler-Stalin Non-Aggression Pact of 1939. We will also look in depth at the Second World War—and at the genocidal policies pursued by each regime. The course will end with the Nuremberg Trials, examining how the Soviet Union came to sit in judgment of Nazi Germany and its leaders.

Themes will include: comparative biographies; ideology and politics; mass politics and propaganda; everyday life under Stalin and Hitler; terror as a political tool; comparative genocide; the idea of totalitarianism; and the Nuremberg moment.

Students will work on research papers over the course of the semester on themes chosen in consultation with the professor.

Students interested in this course should contact Professor Hirsch at fhirsch@wisc.edu.

History 600 Lecture 9 – Political Thought: Europe 1500-1700
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.

The course has two main aims:
(1) to introduce students to the most important and influential ideas about the nature, purposes, and objectives of the state and society which were current in Europe from about 1500 to 1800 (and which have decisively shaped how people have thought about these questions ever since), and to show how these ideas developed in response to social, economic and political forces (and not just as attempts to give detached and objective answers to timeless and abstract questions); (2) to improve students’ skills in analyzing and criticizing political arguments and theories, both in discussion and on paper.

Students will attend classes and contribute to discussion (this will count for 30% of the grade); write two papers of 10-15 pages (inclusive of bibliography and notes; topics to be arranged with me; each paper will count for 25% of the grade); due dates: 3/14; 5/2; give one classroom presentation (lasting for about 20 minutes) to introduce a week’s discussion (this will count for 20% of the grade).
History 600 Lecture 10 – Cannibals & Cannibalism in History
The seminar will look at cannibals and cannibalism as an essential product of Western modernity. From contemporary times, it will guide students in the early history of cannibals and cannibalism, from the coining of the term in the Caribbean by Diego Alvarez Chanca, companion of Christopher Columbus, to nineteenth century usages of cannibals. We will travel to Africa, Australia and Eastern Europe to think about the imperial figure of cannibals and the bio-medical and Christian character of the vampire. We will then move to cannibal formations in the late twentieth century, in their ambivalent connection with serial killers, popular heroes (Hannibal Lecter in The Silence of the Lambs, 1991) and media culture. For the first 8 to 10 weeks, we will read on cannibals and vampires, and discuss research and writings methodologies. The remaining weeks will be devoted to wrapping up research for and writing a final paper. Students will present their research in class on weeks 14 and 15.

Student interested in this course should email Professor Bernault at bernault@wisc.edu.

History 600 Lecture 11 – Slavery & Freedom in Early America
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.

Note from the instructor: As I do not have office hours this semester, the best way to reach me is by email: gwhiting@wisc.edu. Please explain in your email why you are interested in taking this course and what you hope to get out of this experience.)

History 600 Lecture 12 – Baseball & Society Since WWII
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. In the latter stages of the seminar, students will “lead” the seminar in cooperation with Commissioner Emeritus Selig. 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.

Note from the instructor: If you are interested in applying for this seminar, please send a 250-word 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.

Social Science

Psychology 281 – Honors Course – Introduction to Psychology

Level: Elementary

The honors version of introductory psychology, covering topics related to behavior, including its development, motivation, frustrations, emotion, intelligence, learning, forgetting, personality, language, thinking, and social behavior.

Prerequisites: Open to Freshmen

Economics 312 – Intermediate Macroeconomic Theory – Advanced Treatment

Level: Intermediate

A mathematical approach to the principles and theories of national income determination, analysis of savings, consumption, investment and other aggregates in the national and international economy and relation to employment, inflation, and stabilization
Prerequisites: Math 222, Econ 101 & 102 or Econ 111; or instructor’s consent. Not open to students who have taken Econ 302

Integrated Liberal Studies 372 – Interdisciplinary Studies in the Social Sciences: The Science, Politics and Poetics of Intelligence

Level: Intermediate

We live in a world in which competing notions of intelligence are implicitly being tested and displayed. From IQ tests to artificial intelligence, the intellectual faculty seems to dominate and administer vast aspects of the modern world. But what does it mean to be intelligent? Who or what constitutes intelligence and who decides? Are all humans equally intelligent? Is intelligence uniquely human? Such questions have received many conflicting and contradictory responses in the history of ideas. Indeed, the very lack of consensus about ‘intelligence’ makes the study of faculty such an intriguing topic today.

This course examines leading discourses and representations of intelligence in various fields—from philosophy (Descartes, Bergson, Heidegger, Ryle, Rancière), psychology (William James, H. Taine, Alfred Binet, Piaget), and the history of science (Darwin, Galton, Gould), to political theory (Arendt, Landemore), literature (Balzac, Hawthorne, Conrad, Proust, Borges) and cinema (Epstein).

These classic and contemporary texts will present us with evolutionary, anthropological, political, national, linguistic, and metaphorical definitions of intelligence, allowing us to explore the nature and the limits of the faculty both for individual subjects and political communities across history.

Requirements: One 3-5 page paper, one longer research paper (10-15 pages) and an in class presentation.

Learning outcomes:
- an understanding of competing theories of intelligence and their representation in literary and philosophical works.
- a critical understanding of various questions essential for becoming a responsible citizen in a liberal society.
- skills in close reading and expository writing.
- the ability to carry out research and express original theses while engaging with secondary sources.
- knowledge of European socio-political changes, especially in the 19th and early 20th century.

Prerequisites: none

Psychology 386 – Topics in Psychology for Honors Students

Level: Intermediate

Current topics for honors students in psychology. Faculty will lead lecture/discussions about a wide range of topics such as child development, clinical psychology, perception, physiological psychology, and human learning.

Prerequisites: Sophomore standing, 6 credits in psychology including Psychology 201, 202 or 281
American Indian Studies 450 – Issues in American Indian Studies: American Indian Natural Resources Law

Level: Intermediate/Advanced
Gen-Ed: Ethnic Studies

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

Prerequisites: Consent of instructor.

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)

Psychology 528 – Introduction to Cultural Psychology

Level: Intermediate

Cultural underpinning of psychological processes. The course will cover cultural influences on a wide range of psychological processes, including self-perception, motivation, relationship, cognition and perception, and will also deal with acculturation, within-cultural differences and cultural stability and change.

Prerequisites: Psych 201, 202 or 281

Psychology/Sociology 530 – Introductory Social Psychology

Level: Advanced

The systematic study of the individual in a social context, including social interaction, motivation, attitudes, conformity, communication, leadership, personal relationships, and behavior in small groups.

Prerequisites: Sophomore standing and one of the following: Introductory Sociology course (Soc 140, 181, 210, or 211), Psych 201, Psych 202, Psych 281, or Anthro 100

Psychology 560 – Child Psychology

Level: Intermediate

Learning principles, motor, language, perceptual, and social development. Experimentation and systematic investigation of development in both human and sub-human species stressed.
Prerequisites: Psych 201, 202, or 281

Psychology 580 – Honors Seminar in Child Psychology

Level: Intermediate

One-credit honors-only discussion associated with Psychology 560.

Prerequisites: Psych 201, 202, or 281 & consent of instructor; concurrent registration in Psych 560

Psychology 581 – Honors Depth Topic (choose from 1 of 3 topics, listed below)

Level: Intermediate

Provides an in-depth treatment of a specific topic in psychology, in a format that includes both lecture and discussion.

Prerequisites: Psych 201, 202, 281, or equivalent; and other relevant course(s) depending on topic and instructor preference

Psychology 581 Lecture 1 – Human Thought: Concepts, Language, Culture

This class will take students 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 proceed to discuss how abilities that humans share with non-human animals (e.g. perception, categorization, memory) are influenced by the learning and use of language. We will 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: In what ways does language change what humans can think about? 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/developmental psychology and neuroscience.

Prerequisites: Psychology 201, 202, 281, or equiv; and must have completed either Psych 402 OR 413 OR 414 OR 560

Psychology 581 Lecture 2 – Cognitive Neuroscience: Bridging Mind and Brain

This course explores how infants and children perceive, think about, and interact with the social world. For example: When and how do children come to appreciate the contents of others’ minds? How do early social relationships influence later ones? What are the origins of prejudice and stereotyping? Why do some children act aggressively toward others, and what policies reduce bullying behaviors in school? How do peers and parents contribute to personality development? We will consider these questions and others with an eye toward understanding the mechanisms that underlie various aspects of children’s social development. We will meet as a large group two times a week for lectures, and break into smaller groups once a week for discussion sections. The goal of lectures is to teach you
about questions, theories, and empirical findings in the field of social development. The aim of discussion sections is to provide you with an opportunity to talk about the lecture material, engage with primary sources, and debate “hot topics” in social development.

Prerequisites: Intro Psych 201, 202, or 281 & one of the following: Psych 414, Psych 449, Psych 450, Psych 560, Psych 528, or Psych 530

Psychology 581 Lecture 3 – Behavioral Neuroendocrinology

This course is an introduction to the effects of hormones on brain and behavior in nonhuman and human models. We will review current molecular methodologies in behavioral neuroendocrinology, sexual differentiation of the brain and behavior, and the role of hormones in governing social behavior, stress and mental health disorders throughout the lifespan. Additional topics include epigenetic programming of neuroendocrine systems and behavior, mechanisms of hormone action, neural and behavioral plasticity, neuroendocrine control of female and male sexual behavior, parental behavior, aggressive behavior, stress, and sexual orientation.

Prerequisites: One of the following courses: Psych 449, Psych 450, Psych 454, Psych 523, or Psych 524

Psychology 588 – Introduction to Cultural Psychology – Honors

Level: Advanced

This honors seminar will serve to supplement the lecture course, Introduction to Cultural Psychology (Psychology 528). It will allow students to delve more deeply into the issues discussed in the lecture by reading and evaluating empirical articles central to cultural psychology.

Prerequisites: Psych 201, 202, or 281 & concurrent registration in Psych 528

Biological Sciences

Psychology 285 – Honors Course – Research Methods

Level: Intermediate

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.

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

Biocore 383 – Cellular Biology

Level: Intermediate
Cellular and molecular basis of life. The main themes are the structure and function of cells and organelles, the flow of energy in cells, and the storage, expression, and regulation of genetic information.

Prerequisites: Biocore 381 (or Biocore 301 previous to Fall 2014), Chem 341 or 343; or consent of instructor

Biocore 384 – Cellular Biology Laboratory

Level: Intermediate
Gen-Ed: Communication B

Writing-intensive course with opportunities for students to generate and test their own questions utilizing concepts and procedures of cell biology. Includes research projects in subcellular fractionation, protein structure and enzyme catalysis, molecular genetics of C.elegans worms, and signal transduction in yeast.

Prerequisites: Completion of or concurrent registration in Biocore 383 (or Biocore 303 previous to Spring 2014) or Biochemistry 501 & Genetics 466. Sophomore or Junior status or consent of instructor

Psychology 406 – Psychology of Perception

Level: Intermediate

Survey the current knowledge about how the brain creates our conscious experience of a surrounding world and of our own bodies. We will consider contributions from various approaches, including neurophysiology, psychophysics, computer simulations, perceptual illusions, and patient studies.

Prerequisites: Psych 201, 202, or 281; and Zoology 101 & 102 or Zoology 151 & 152 or Biocore 301-304

Psychology 486 – Honors: Psychology of Perception

Level: Intermediate

Students will read and discuss the professional literature in selected areas of perceptual sciences. There will be opportunities to conduct library and laboratory research, or construct computer simulations of perceptual processes.

Prerequisites: Instructor consent, enrollment in honors program, concurrent registration in Psych 406

Zoology 504 – Modeling Animal Landscapes

Level: Advanced

This course uses computer and GIS-based modeling to explore how climate, topography, vegetation type, and key animal properties all interact to specify from first principles and the energetics and activity constraints of animals on any landscape. It links individual, population and community variables at landscape scales.
**Prerequisites: Junior standing**

**Biocore 587 – Biological Interactions**

Level: Advanced

This capstone course helps students build on and integrate the knowledge and skills they have gained in the previous three semesters of Biocore lab and lecture coursework through readings and analysis of primary scientific literature. The course is organized such that students work in small groups to analyze current and emerging topics through the lens of scientific research. Topics include signaling pathways, systems biology, genetic disease, and cancer.

*Prerequisites: Biocore 381, 383, and 485 (or Biocore 301, 303, and 323 previous to Spring 2014); or consent of instructor*

**Natural Sciences**

**Mathematics 320 – Linear Algebra and Differential Equations**

Level: Advanced


*Prerequisites: Math 222*

**Mathematics 321 – Applied Mathematical Analysis**

Level: Advanced

Vector analysis: algebra and geometry of vectors, vector differential and integral calculus, theorems of Green, Gauss, and Stokes; complex analysis: analytic functions, complex integrals and residues, Taylor and Laurent series.

*Prerequisites: Math 223 or 234*

**Mathematics 376 – Topics in Multi-Variable Calculus Differential Equations**

Level: Advanced

Topics in multi-variable calculus and introduction to differential equations.

*Prerequisites: Math 375 or consent of instructor. A total of only 10 credits can be received when all three of the courses Math 234, 3375, & 376 are taken. Open to freshmen.*

**Physical Sciences**

**Chemistry 116 – Chemical Principles II**
Continuation of Chemistry 115. Chemistry 115 and 116 satisfy the requirements for general chemistry and introductory analytical chemistry; lecture, lab, and discussion.

*Prerequisites: Chemistry 115 or Consent of the Instructor. Open to Freshmen*

**Environmental Studies/Integrated Liberal Studies 126**

Level: Elementary

This course relates principles of environmental science to our daily activities, with an eye to sustainability, conservation, and systems thinking. It introduces science as a process of inquiry and discovery rather than just a pre-established set of facts. Topics relate to energy, water, and land use, and include food, electric power, materials, buildings, transportation and waste.

*Prerequisites: 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 345 – Intermediate Organic Chemistry**

Level: Intermediate

Chemistry 345 is the second course of a two-semester sequence in organic chemistry. It covers diverse themes in organic reactivity, building on a foundation provided in Chemistry 343.

*Prerequisites: Chemistry 343 with grade of C or better. Chemistry 341 does not satisfy the prerequisite for enrollment in Chemistry 345.*

**Chemistry 511 – Advanced Inorganic Chemistry**

Level: Advanced

Emphasizes the symmetry, structure and bonding of inorganic compounds. Selected topics may include applications in transition metal chemistry, organometallic chemistry, industrial catalysis, advanced bioinorganic chemistry, solid-state chemistry or main group chemistry. Students majoring or intending to major in chemistry should take Chem 311 prior to taking Chem 511.

*Prerequisites: Junior standing; Chem 345 or concurrent enrollment*
Chemistry 524 – Chemical Instrumentation
Level: Advanced
Instrumental methods of measurements, as applied to modern chemical analysis; lecture and lab.

Prerequisites: Chem 343, Chem 327 or Chem 329, Physics 208 or equivalent; or consent of instructor

Chemistry 561 – Physical Chemistry
Level: Advanced
Macroscopic theory; equilibrium thermodynamics, chemical kinetic and transport properties.

Prerequisites: 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 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.

Language

Slavic 182 – Russian Honors Tutorial for Slavic 102

Level: Elementary

An honors discussion component to second semester Russian (Slavic 102).

Prerequisites: concurrent registration for honors credit in Slavic 102. Open to Freshmen.

Spanish 223 – Introduction to Hispanic Cultures

Level: Intermediate/Advanced

Introduction to the issues which shape the national cultures and the cultural practices of the
Hispanic world. Emphasis on diversity, emergence of new imagined communities, cultural
hybridity, and social movements within a historical framework.

Prerequisites: Spanish 226 (or higher language) or concurrent registration. Open to Freshmen.

German 385 – Honors Seminar in German Literature: Lachen ist gesund! Komik in deutscher
Literatur

Level: Advanced

Breadth: Literature

German culture is famously not funny – it is not known for its humor nor for its comic aspects. Yet
there is a humor: comedy, jokes, and fun are all a part of German-language culture. And this side of
German culture is much more elaborate than one might think at first glance. In this course we will
consider texts, theater plays, and films which contribute to the funny, humorous, and comic side of
German culture. Two questions will guide our readings and discussions throughout the entire
semester, first, what is it that constitutes humor – laughter, smiling, having fun – in human cultures,
and in German culture in particular? Is humor an anthropological given? And second, which forms
of humor have been developed from antiquity to the present? Do humor and laughter have a history? Are they therapeutic elements in human culture?

We will read comedies and novels as well as theoretical texts on humor and laughter from Antiquity to the present; we will tell and share jokes and analyze their specific forms and structures; we will watch plays, films and, perhaps, TV shows which represent specific forms of humor. And of course: We will have fun!

Prerequisites: German 284 or one of 302-205 or instructor consent. Students may receive degree credit for no more than one of the following courses: German 375 & 385. Open to Freshmen.

Non-Language, No Breadth

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

Sociology 362 – Statistics for Sociologists III

Level: Advanced

Generalized linear models with selected applications to social science data. Topics: review of multiple regression; properties of estimators; general linear restrictions; instrumental variables; two-stage least squares; panel data; fixed and random effects; logit, probit, and related models.

Prerequisites: Junior standing, Soc 361 or equivalent

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 – Cognitive Behavior Therapy

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.

**Psychology 411 Lecture 2 – Epigenetics, Hormones & Behavior**

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.

**Psychology 411 Lecture 3 – Gestures in Cognition & Communication**

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.

**Psychology 411 Lecture 4 – Legal Psychology: Criminal & Civil Issues**

This class brings together two distinct disciplines – that of empirical and clinical methods found in the area of psychology, and that of substantive and procedural methods found in the legal system when social problems call for decisions and dispositions. The course is intended to provide students with understanding about how one system, founded on empirical results, interplays with another system rooted in pragmatics and rules. The course also focuses on problematic social issues, where we see the combination of psychiatric systems, or psychological processes, organized in overarching legal structures and driven by the rule of law. The class presents legal psychology "in action" as the vehicle
for making the issues more real through actual examples, videotapes, dialogue and debate. We also will be visiting a psychiatric institution that specializes in handling the most complex of forensic and clinical cases. Thus, while there is a very academic aspect to the instruction, the key to a worthwhile learning experience will be in transferring the academic issues to their real world place. In this way, the student can learn about the rich and complex interplay that takes place when the clinical and legal worlds intersect over serious mental health problems. Topic areas typically include: insanity defense, competency to stand trial, civil commitment, confession and eyewitness evidence, jury decision-making, risk assessments, child abuse, child custody, syndrome evidence in court, juvenile offenders and treatment, public mental health systems, and the role of forensic psychologists in court related activities.

**Psychology 411 Lecture 5 – Psychology of Juvenile Delinquency**

This is an upperlevel undergraduate seminar course focused on forensic psychology of juvenile delinquents. Course material will address social and legal issues related to adolescent development and delinquent behavior. The course will cover issues in the field of juvenile delinquency and violence, criminal prosecution of juvenile cases, and other issues involved in the interface between child psychology and the legal system. The course format emphasizes discussion of current issues in the field of the law and adolescent psychology. Students will be expected to demonstrate a thorough understanding of the material, and to formulate and express their own opinions on relevant issues. The emphasis on class discussion is based on two assumptions. The first is that nearly all professional positions rely on the individual's ability to persuade others either in a one-to-one setting or, more commonly, in group settings. Thus the ability to present a cogent and persuasive explanation of a concept, understand and consider alternative and opposing concepts and deal with questions effectively are fundamental skills. The second assumption is that all aspects forensic psychology, (and in particular juvenile delinquency) involve the skill of understanding a point of view and a way of thinking that is foreign or repugnant to you, and being able to influence that point of view. This is true in the assessment and treatment of delinquents as a psychologist, in the adjudication process as an attorney, and in the public policy arena.

**Psychology 411 Lecture 6 – Neuroeconomics**

We are faced every day with economic decisions that involve some degree of uncertainty. Should I risk buying this stock today when there is some likelihood that it will plummet in price tomorrow? Where in the brain are measures of risk and likelihood computed? This is a fundamental question posed in Neuroeconomics. Neuroeconomics is a new field whose goal is to bridge brain neuroscience with behavioral economics and decision-making. Neuroeconomics is, by its very definition, multidisciplinary, standing at the intersection of economics, neuroscience, mathematics, computer science and social and cognitive psychology. This course will focus on background material in Behavioral Economics, Valuation-based decision-making, ambiguity and risk, and models of learning. Students should have a basic understanding of biology and a reasonable level of comfort with mathematical concepts.

**Psychology 411 Lecture 7 – Fundamentals of Clinical Psychology**
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.

Psychology 411 Lecture 8 – Evolutionary Psychology

This course will provide an overview of how evolutionary theory can be used as a guide to understand agonistic behavior in humans and other animals. Why is aggression such a powerful social force? Is aggression always negative? We will first consider different perspectives on aggression, and then examine in depth how evolutionary psychology can help us to understand issues such as competition for resources, dominance hierarchies, sex differences in aggression, and even violent behavior. We will also consider how aggression doesn’t give us a full picture of social behavior: we will investigate how cooperation and tolerance are equally important to the understanding of social interactions. In what ways do animals use cooperative behavior (such as reconciliation, coalitions, and reciprocal altruism) to navigate the social environment? Using the comparative method, we will examine similarities and differences between humans and other animals, and gain a better understanding of the complexity of animal and human sociality.

Economics 580 – Honors Tutorial for Research Project Design

Level: Advanced
Gen-Ed: Comm B

Students will be required to criticize research by others, to draft a research proposal and to complete a project that requires original research.

Prerequisites: Econ 301 or 311, Econ 302 or 301 and Econ 410

Religious Studies 600 – Religion in Critical Perspective

Level: Advanced

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.

Prerequisites: Junior standing and consent of instructor. Preference given to religious studies majors.

Political Science 601 – Proseminar: Topics in Political Science – The Supreme Court’s 2015-2016 Term
Level: Advanced

This class takes an intensive look at a handful of ongoing Supreme Court cases. Students will examine in detail the facts, legal issues, and policy ramifications of select current disputes before the High Court. The class operates in two-class intervals. In the first week, students will read the lower court decisions in a case before the Supreme Court as well as the briefs filed in the case—and relevant cases cited in those briefs. We will discuss the strengths and weaknesses of each side. In the second week, students will listen to and analyze the oral arguments delivered by the attorneys in the case. We will discuss the quality of the oral arguments. Before the start of the next cycle, students will turn in a paper predicting how the Court will rule in the case and why.

At the end of the class, students will present mock oral arguments in the state Supreme Court.

This class will be most useful for students thinking about attending law school and those with a strong interest in the law and courts.

Students will learn valuable writing and oral communication skills through periodic reports and class discussion. Moreover, final grades will also be a function of how well students present mock oral arguments at the end of the semester on a case selected by the professor.

Prerequisites: admission by consent of instructor, only Poli Sci majors: Senior standing and qualified Juniors

Molecular Biology 686 – Senior Honors Seminar in Molecular Biology

Level: Advanced

A seminar on the origins, present frontiers, and future prospects of molecular biology. Students will read, write about, and discuss papers from the original literature. Social and ethical issues related to technologies based on molecular biology are considered.

Prerequisites: Senior standing; juniors may register with consent of instructor

Sociology 693 – Practicum in Analysis and Research

Level: Advanced

Practical experience in techniques of social research through assignment to a research project for the semester. Lectures, readings, and discussions of the art and practice of research and the writing of research reports. For undergraduate and graduate students participating in the department's Concentration in Analysis and Research (CAR).

Prerequisites: Soc 357, Soc 360, Soc 361, and CAR internship. Open only to students currently enrolled in CAR.