

HONORS FORUM COURSES

Spring 2024

CS 275H.002-007

Computer Science Research

Credit 1

M. Eckmann

T. O'Connell

D. Read

C. Reilly

N. Dellis

An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. Prerequisites: Permission of instructor. (Students may only take four CS 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. CS 275H may not be counted toward the CS major. Must be taken S/U.)

EN 105H.001

Writing On Demand

Credits 4

L. Hall

Writing on Demand- When the essayist Joan Didion was in her twenties, she wrote editorial copy for Vogue magazine on a wide range of subjects. In her forties, she noted that it is “easy to make light of this kind of ‘writing,’ [but] I do not make light of it at all: it was at Vogue that I learned a kind of ease with words... a way of regarding words not as mirrors of my own inadequacy but as tools, toys, weapons to be deployed strategically on a page.” Inspired by Didion’s on-the-job apprenticeship, this course will ask you to undertake the work of a professional copywriter or ghostwriter. What might you be asked to compose? The introduction to the documentary “extras” for a television series. The “Our Story” blurb for the website of a local restaurant. A capsule biography for a mayoral candidate. A C.E.O.’s response to a request from Forbes: “Tell us about the biggest mistake you ever made as a leader.” The instructor will furnish you with material; with her guidance, you will shape it into publishable or, as the case may be, presentable prose. Expect frequent short assignments, most of them graded.

EN 105.002

Writing as Radical Empathy

Credits 4

O. Dunn

Writing as Radical Empathy- “Language is far from being a closed, self-contained system, and words are deeply intertwined with our ways of engaging with the world. Language in this sense is more like an interface rather than a firewall, an array of devices that connects us to the things that matter to us,” says the scholar, Rita Felski. Good writing can give the reader an emotional experience, a

chance to interact with another person’s mind and heart. But how does it do this? How does language convey emotion? How does a writer make us see what they see, feel what they feel? In this class, we’ll move outside of our comfort zone—away from simply reading works we might enjoy because they are “relatable.” We’ll explore what boundaries writing can cross. We’ll discuss how writing can create change in the world. We’ll look at work from writers and artists who actively work to make us see things their way, from poets to activists to visual artists. We’ll pay special attention to how each artist crafts their work; using these same tools, you’ll create powerful writing of your own. By the end of the semester, after drafting and revision, you’ll have a portfolio of polished writing.

EN 105.003

Unruly Bodies

Credits 4

S. Mintz

Unruly Bodies- What can cultural responses to embodiment in all its many forms—in journalism, public health messaging, political debate, art, theater, dance, film, literature—teach us about our private, and our collective, humanity? Our recent pandemic years have made many of us feel ever more aware of our embodiment, with heightened fears of getting sick. How does this historical moment intersect with social, medical, and personal attitudes about disability? Does a legitimate concern about contracting serious illness also perpetuate discriminatory practices? In investigating the meaning of disability in a variety of contexts, we’ll consider how the language of “underlying conditions” might stigmatize people with disabilities, how so-called mitigation practices (social distancing, face masks) are geared toward normative non-disabled bodies, and also how an appropriate degree of caution about contracting an illness can intersect with respectful ideas about disability. The pandemic will be one point of discussion; we’ll also consider what bodies that deviate from established norms tell us about identity and social value in general. How does disability become a metaphor, and what does it symbolize? Why are some forms considered beautiful, ideal, or simply ordinary, while others are marked as incapable, ugly, or even inhuman? How do literary “freaks” and “monsters” establish the boundaries of “normal,” even as they seem to disrupt the very nature of the “natural”? Students will be encouraged to pursue these questions in paper topics of their own devising, and will write and discuss frequently.

EN 222W.001

Victorian Illustrated Book

Credits 4

C. Golden

Victorian Illustrated Book- The Victorian illustrated book came into being, flourished, and evolved during the long nineteenth century. This writing-intensive Honors Forum course examines how a genre designed for adults found a home in children’s literature at the end of the nineteenth century and gains new expression in our time through the graphic classics, a prescient form of material culture. Students will learn how to evaluate and interpret an illustrated text by “reading” illustrations to decipher meaning, writing three or four analytic papers, engaging in creative practice to become author-illustrators, and mounting an exhibition of Victorian illustrated books through the Collective Organization of Virtual Education (COVE). Illustrated texts include *Oliver Twist*, *Alice’s*

Adventures in Wonderland, King of the Golden River, and Peter Rabbit. COUNTS AS A MIDDLE PERIOD HISTORY REQUIREMENT COUNTS AS A “FORMS OF LANGUAGE AND LITERATURE” COURSE COUNTS AS AN HONORS FORUM COURSE

EN 228H.001

Public Speech

Credits 4

J. Cermatori

Introduction to a selected topic in literature and/or language, with an emphasis on questions of form. (May be repeated with a different topic. EN 228C designates a Cultural Diversity course; EN 228E designates an early period course; EN 228H designates an honors course; EN 228L designates a late period course; EN 228M designates a middle period course; EN 228N designates a non-Western course; EN 228W designates a writing-intensive course. Fulfills Humanities requirement; fulfills Humanistic Inquiry requirement.)

Section information text:

Public Speech- COUNTS AS A “FORMS OF LANGUAGE AND LITERATURE” COURSE
COUNTS AS AN HONORS FORUM COURSE

HF 200.001-004

PLTL for CH 126

Credit 1

M. Raththagala

A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. Prerequisites: As determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

Section information text:

Honors Forum Workshop - A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. Prerequisites: as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

HF 200.005

PLTL in CH 222

Credits 1

A.Turlik

A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. Prerequisites: As determined by the instructor and the Honors Forum

Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

HF 200.006 **Current Events in Microbiology** **Credit 1**

S. McDevitt

A topical workshop, seminar, discussion group, or lab/studio experience sponsored through the Honors Forum. HF 200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. Prerequisites: As determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

Section information text:

An opportunity to explore and discuss current events and developments in Microbiology and how they relate to our understanding of and interaction with microorganisms. Students will discuss microbiology podcasts ranging from climate change to epidemiology, vaccine development and multidrug resistance. Pre-, Corequisite: BI-165 or BI-246. Notes: must be taken S/U

HF 200.007 **Scarcity and Justice** **Credit 1**

R. Overbey

What price do we pay when we try to exceed the limits of our time, energy, and resources? In this one-credit Honors Forum Science & Society course, we will explore the social consequences of scarcity—the limits we encounter in natural and human systems—with particular focus on sleep, ecological resources, and Buddhist perspectives. What is sleep and why do we need it? Why do some people get better or higher quality sleep than others? How can we ameliorate disparities in sleep quality across populations? Why is resource limitation a persistent feature of ecological and human systems, and what are the unintended consequences of overcoming resource limitation in these systems? How do religious traditions like Buddhism approach questions of scarcity and justice, and how can they help us think about contemporary issues? Featuring lecture, discussion, and collaborative research projects, this course invites students to critically and constructively engage with urgent questions through an interdisciplinary lens.

HF 200.008 **A Climate of Hope** **Credit 1**

J. Chohnoky

What does hope in the age of climate change look like? Can we live happy, informed, and productive lives while also making efforts to mitigate the damage humans have done to the planet? Is it possible to learn from science, history, and literature how to leverage our remarkable capacity for adaptation and change? In this one credit Science in Society course we will examine our current fears about the world's climate challenges and consider ways to meet them on a variety of scales. We will address

HF 213.001

PAC Experience

Credit 2

B. Pashley

Peer Academic Coaching Experience is an introduction to concepts, theory, and practice in peer academic support. Coursework prepares students to work in individual and group academic coaching settings, foster leadership skills necessary to address the academic needs of a diverse student population, and explore and initiate collaborations with professional staff and professors. The class operates as an interactive learning community designed to provide students with opportunities to apply and reflect on academic support strategies in scenario-based situations and live Peer Academic Coaching sessions. Prerequisite: Students must be hired as Peer Academic Coaches before registering. Corequisite: Peer Academic Coaching Lab ID 251A (1 credit weekly team meeting/planning session. Not for liberal arts credit.)

HF 214.001

PAC Lab

Credit 1

B. Pashley

Peer Academic Coaching Lab offers an opportunity for advanced work as a Peer Academic Coach. Students meet in department-specific groups to coordinate quality peer academic support in Peer Academic Coaching sessions by collaborating with professors, preparing supplemental study materials, planning review sessions, facilitating study sessions, tutoring students, and communicating services and upcoming events with professors and students.(Not for liberal arts credit.)

HF 215.001

Peer Heath Education

Credit 3

K. Golemboski

Peer Health Education An introduction to the concepts, principles, theory, and practice of health education, health promotion, and peer-based education. Students will engage with a variety of topics surrounding health, wellness, community health promotion, theories of behavioral change and leadership skill building through readings, class discussions, and opportunities for experiential learning. Throughout the semester students will research, plan, execute, and evaluate educational outreach materials and programs on various health and wellness topics relevant to college-aged students. (Not for liberal arts credit.)

HF 315.002

Community Building

Credit 1

K. Golemboski

Title: Community Building An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college

health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

HF 315.003 **Sexual Health** **Credit 1**

K. Golemboski

Title: Sexual Health An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

HF 315.004 **Mental Health** **Credit 1**

K. Golemboski

Title: Mental Health An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

HF 315.005 **Public Health** **Credit 1**

K. Golemboski

Title: Public Health An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

HF 315.006 **Nutrition and Fitness** **Credit 1**

K. Golemboski

Title: Nutrition and Fitness An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific

areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

HF 315.007 **ADV PHE: Wellness Center** **Credit 1**

K. Golemboski

Title: Wellness Center An expansion of concepts covered in Peer Health Education by allowing students to fine-tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. (May be repeated for credit. Not for liberal arts credit.)

MA 126H.001 **Hon: Prob Solving (Fr)** **Credit 1**

D. Hurwitz

Introductory level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

MA 226H.001 **Hon: Prob Solving (So)** **Credit 1**

D. Hurwitz

Intermediate level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

MA 275H.003/006-016 **Mathematics Research** **Credit 1**

J. Douglas

D. Hurwitz

L. Oremland

G. Malen

C. Szabo

B. Trousil

D. Vella

K. Hogenson

V. Kejzlar

C. Lemus-Vidales

P. Daniels

Exploration of a research topic in mathematics. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of mathematics which may be related to the faculty member's research program. Prerequisites: Permission of instructor.

MA 326H.001

Hon: Prob Solving (Jr/Sr)

Credit 1

D. Hurwitz

Advanced level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

PL 205H.001

Modern Pol Thought

Credits 3

F. Taylor

Political thought of the Early Modern period to that of the mid-nineteenth century. Selected thinkers include Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, and Marx. Particular emphasis will be placed on the aspirations of classic liberalism and the successive criticism these aspirations inspired. Provides foundation for upper division work in political theory. Prerequisites: PL 102 or permission of instructor. (Fulfills humanistic inquiry.)

SO 221H.001

Hon: Sociologic Imagin

Credits 4

J. Brueggemann

A review of "great works" that have made an impact in the field of sociology. This course will examine a number of classic and contemporary social scientific books. Students will investigate the content and perspective of sociology, the defining questions of the discipline, and the "sociological imagination." This will entail exposure to important sociological ideas and arguments as well as some sense of the intellectual history of the field. This course will emphasize informed and engaged discourse about the big ideas of these great works. Prerequisites: One sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204), and permission of instructor.