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HONORS COLLEGE SPRING 2014 COURSES

A wide variety of course topics are available to Honors College students in spring 2014. Please check back often, as changes may occur until the semester begins.

Need an appointment with your Honors advisor? Stop by the office in Honors Hall or phone 509-335-4505. Advice by email is available only to students currently studying abroad.

BIOLOGY 298.1 – 4 units

Class: TuTh 9:10–10:25, Todd 202

Lab Th 1:25–4:15, Abelson 421

Non-Majors Biology for Honors Students

Instructor: Lisa Carloye

This course is designed for non-science majors in the Honors College. This semester we will focus on understanding the natural world from a biological perspective. We will explore foundational theories and will follow the scientific inquiry process through case studies. You will interpret data and draw conclusions; you will see how understanding natural process has led to innovative diagnostic tools; you will evaluate arguments and evidence supporting different sides of controversial issues such as evolution and biological creationism. Our curriculum will include study of molecular biology (DNA, proteins, and molecular tools); organismal biology (plant and animal diversity); evolutionary biology (Darwin, natural selection, common descent, and speciation); and ecology (community and ecosystem dynamics).

Required text:

TBA

ECONS 198.1 – 3 units

MWF 10:10–11:00, CUE 412

Principles of Economics

Instructor: Pat Kuzyk

Satisfies HONORS 270 (UH 270) for engineering, business, and economic science majors only.

This is an introductory course that covers principles of both micro and macroeconomics. My goal is for the student to learn, rigorously, the concepts that are crucial for her to understand how our political-economic system works. An organizing theme of the course is the question 'under what circumstances are individual self-interest and the public good aligned, and when are they in conflict?' Economic theory offers numerous insights into these important questions.

Students will be introduced to the methodology of economic research, and they will learn to apply economic principles to real-world examples.

Required text:

TBA

ENGLISH 298.1 – 3 units

TuTh 1:25–2:40, Daggy 226

Honors English

Instructor: Robert Eddy

Prerequisite: Appropriate Honors College Writing Diagnostic score

Engaging cross-cultural rhetorics is crucial to our work as professionals. The course focuses on the writing of academic discourse. A "discourse" is the official or formal conversation of a group. Academic writing is "rhetorical" in that it cannot be objective or unbiased because writers are not machines. Writers have points of view; we have world views that influence our perceptions and judgments. William Coles Jr. says that college writing involves acts of learning that include a "change in language, a shift in terminology or definition, the replacement of one vocabulary (or syntax) with another." Kenneth Burke insists that to construct a self in a given rhetorical situation, "only those voices from without are effective which can speak in the language of a voice from within." To be successful writers, students need to identify rhetorics, to move within them and across them. College writing involves multiple contact zones where students have to deal with changing selves "being formed and reformed" (Min-Zhan Lu) in response to changes in language and definitions. Doing research is entering a new culture by considering a different argument. If we finish the research project – finish our time in the new community – we will have been changed by the experience, however subtly. If we listen to "others" with engagement, with points of view different from ours as equals in a contact zone, exciting possibilities for change and growth are opened. It is true that in our digital age cross-cultural communication is always global in its full audience and full setting.

Required text:

TBA

ENGLISH 298.2 – 3 units
 TuTh 10:35–11:50, Avery 102
 Honors English
 Instructor: William Condon

Prerequisite: Appropriate Honors College Writing Diagnostic score

For at least two decades, psychologists have known that what rhetoricians think of as rhetorical invention techniques can have positive effects on writers' well-being. James Pennebaker has demonstrated (without referencing Peter Elbow or anyone else from rhetoric and composition) that a limited amount of freewriting about trauma actually improves the health of the writer. Similarly, Robert Emmons, Christopher Peterson, Sonia Lyubomirsky, and others have connected a small set of invention techniques (again, without being aware that these ARE invention techniques) with improving both the levels of happiness and physical well-being of their subjects. This course makes an effort to close the circle, engaging students in active research on themselves, their classmates, and fellow students outside the class. The co-teachers (Bill Condon and guest teacher, Beth Waddel) are, respectively, a rhetoric and composition specialist and a PhD-level psychologist and life coach. They will lead the class in a collaborative exploration of the effects of practicing rhetorical invention techniques, from Aristotle to Burke to Elbow, on the health, well-being, and life practices (e.g., regular exercise, time management, study habits, etc.) of college students. The study will track existing research on the topic and extend that research to cover a full range of invention techniques. We will connect rhetoric with psychology in ways that have not yet been attempted. We expect not only to identify an expanded notion of the role rhetoric can play as an important part of a healthy lifestyle, but also to explore the implications of this research for the composition curriculum and for engaging students in interdisciplinary research projects.

Assessment will be by course portfolio, using a grading rubric developed and field tested by the class members.

Required texts:

The Bedford Researcher, by Michael Palmquist
 The How of Happiness, by Sonja Lyubomirsky

ENGLISH 298.3 – 3 units
 MWF 11:10–12:00, Thompson 105
 Examining the American West
 Instructor: Bryan Fry

Prerequisite: Appropriate Honors College Writing Diagnostic score

This is a research-based course that focuses on a variety of themes including environmental, political, historical and literary studies of the American West. We will begin the course looking at the current trend of research that redefines pre-Columbian America. This research has granted scholars a new, valuable lens; re-examining the discourse of "discovery" allows for more clarity of the encounters of diverse groups in the American frontier. Articles and books are coming out every which way with fascinating stories to explore: the ship of orphans and nuns who brought small pox inoculations, body by body, across the Atlantic; the migration of the horse; the pre-Lewis and Clark West; the nature of native nutrition, and the chance to explore it right in our own backyard, at an uncultivated 30-acre prairie slope (Virgin Palouse Prairie) just south of Pullman.

In addition, we will study the major literary and critical essays of the American west and visit the library archives to view the original frontier photographs of Edward Curtis and Frank Matsura, as well as the artifacts of L.V. McWhorter.

By the end of this course, each student will comprehend academic, exploratory research—using primary and secondary sources—as well as analyzing texts and synthesizing information. They will also demonstrate effective academic prose—with attention to structure, critical thinking, rules of citation and correctness—by providing a portfolio of thoroughly revised work.

Required texts:

Literature of the American West by Greg Lyons

A Pocket Guide To Writing in History by Mary Lynn Rampolla

HONORS 270.1 – 3 units

MWF 10:10–11:00, CUE 216

Honors Psychology

Instructor: Brendan Walker

The objectives of this course are to familiarize the students with both an historical and contemporary perspective on the field of psychology. This will be achieved by evaluating the genetic, biological, and environmental contributors to the behavior of both humans and animals in a manner designed to promote critical/creative thinking, quantitative/symbolic reasoning, information literacy, communication, and a sense of self in society. By striving to embrace these course goals, the students should depart with an enhanced level of disciplinary knowledge that should translate into effective long-term strategies for the evaluation of information over their life span. The course will begin by identifying important historical ideologies and theories that have been instrumental in shaping the way we now view the field of psychology and introducing the concept of psychology as a science. This will be followed by an exploration of the various sub-domains of psychology that will provide a solid understanding of the many systems designed to assist us in navigating through the trials and tribulations of our daily existence. The course will also have a generalized sub-theme in which different aspects of the substance abuse research field will be applied to different sub-fields of psychology that are presented during the course as a means to enrich the learning experience and allow for a more in-depth exposure to experiment-based methodologies.

Required texts:

Introduction to Psychology, by Wayne Weiten, 8th ed., ISBN978-0-495-60197-5

HONORS 270.2 – 3 units

TuTh 10:35–11:50, CUE 412

Powerful Women in Chinese History

Instructor: Lydia Gerber

To this day, few women have played a significant role in Chinese public life. Yet stories abound in Chinese history and literature of women who caused the ruin of individual men, families and entire states through their powers of seduction. Evil empress dowagers, goddesses and women immortals, female fox-spirits, beautiful concubines, women moralists and talented poets and artists – Chinese culture offers a wealth of intriguing female subjects. Moreover, Chinese traditions, such as Confucianism, Daoism and Buddhism had often surprising views of women and their roles and options in life.

In this class, we will engage with Chinese history and culture by exploring rules and expectations for appropriate female behavior from ancient times to today, and by investigating the record of those women who defied both rules and norms of womanly conduct. Among such exceptional women were some who received high praise for their contributions, and others who have been vilified.

Required texts:

The Cambridge Illustrated History of China, by Patricia B. Ebrey, Cambridge University Press. ISBN: 0-521-66991X

Wu Zhao: China's only Woman Emperor, by Harry N. Rothschild, Longman. ISBN: 0321394267

Doing History: Research and Writing in the Digital Age, by Michael Galgano, J. Chris Arndt and Raymond M Hyser, 2008, Wadsworth, Cengage Learning. ISBN: 13:978-0-534-61953-4

HONORS 270.3 – 3 units

TuTh 12:00–1:15, CUE 407

Honors 270

Instructor: Joe Huseby

This course examines cases of genocide and mass violence since World War II. Students will be exposed to theories that seek to explain and understand genocide and mass violence. Students will also be exposed to the historical context of these cases and will learn to apply the theories to the cases. The course will highlight the process of accumulating knowledge and information on cases of genocide and mass violence and the process of deconstructing information and facts in order to understand historical events. Emphasis is placed on understanding

origins of knowledge in these cases and comparing different sources of information as they apply to historical and theoretical analysis, and criminal investigations of crimes of genocide and crimes against humanity.

Required text:

TBD

HONORS 280.1 – 3 units

TuTh 2:50–4:05, Honors 142

Pursuits of Happiness: The Hollywood Comedy of Remarriage

Instructor: Nathaniel Nicol

There was a time when most of our big ideas came from books. Sometime early last century this changed: a lot of our big ideas now come from films. This is perhaps most evident in our ideas of romance, marriage, love. Accordingly, we will watch and examine some of the first (and the funniest) Hollywood romances, focusing especially on the so-called Hollywood Comedies of Remarriage. We will work through several issues in philosophy and film. And in particular we will work through the films and the arguments in Stanley Cavell's book, Pursuits of Happiness: The Hollywood Comedy of Remarriage.

Required texts:

Pursuits of Happiness: The Hollywood Comedy of Remarriage, by Stanley Cavell. Harvard University Press, 1981.

HONORS 280.2 – 3 units

MWF 1:10–2:00, Honors 142

Art & Theory of Art

Instructor: Kim Andersen

For a good 30,000 years humans have produced images, tales, spectacles, and much more which we now call art. Cave paintings, graffiti, murals, fetishes, drama, sitcoms, literature, performance, pottery, painting, architecture, jewelry, carvings, music, country, western, medieval cathedrals, tattoos, rap, twist, hip, funk, bop, American Idol, video games, computer generated art, and The Blue Heart—we call it all art, we call them all artists! Does it make sense?

In this course we will seek enlightenment on what we mean by 'art.' We will investigate theories of art (a selection, from Plato onwards) to try to determine what it is we have appreciated about art since about the beginning of human culture on earth. We will discuss art theories that offer particular discriminating viewpoints on the nature of art as we assess the possibilities for obtaining an all-encompassing perspective on art. Simultaneously we will actively experience, review, evaluate, discuss, and present artworks, in particular painting. We will make use of videos and excursions to local museums and exhibits.

As we develop our contextual understanding of the arts – as art is created in the flux of individual human creativity and social norms – we will also develop an appreciation for the function, methods and value of research and scholarship in the Humanities.

Final grade to be determined by active participation, written assignments, and an in-class presentation.

Required text:

But Is It Art? by Cynthia Freeland, Oxford University Press, ISBN:10-0192853678

Other texts handled in class.

HONORS 280.3 – 3 units

TuTh 1:25,2:40, Honors 142

Writing the Short Story

Instructor: Rita Rud

In this course we will explore and develop the craft elements of the short story including characterization, point-of-view, dialogue, plot, scene and summary, setting, and the use of metaphorical language. Craft exercises for each of these elements, reading and close analysis of award-winning stories, plus class discussion and presentations will help prepare you to write your own stories. During the course you will also complete one 12–15 page short story which we will workshop in class to provide each writer with constructive feedback for revision. Your final portfolio will include a revision of your short story, and an essay detailing your writing experience and growth in this class.

Required texts:

Fiction Writer's Workshop (paperback), by Josip Novakovich, 1995, Story Press, Cincinnati, Ohio. ISBN-10: 1884910-39--4 or ISBN-13: 1-884910-39-4

The Contemporary American Short Story (paperback), edited by B. Minh Nguyen and Porter Shreve, 2003, Longman,

ISBN-10: 0321117271 or ISBN-13: 978-0321117274

HONORS 290.1 – 3 units
 MWF 2:10–3:00, Wilson–Short 5
 Science as a Way of Knowing
 Instructor: Michael L. Allen

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment.

In this course we will trace the development of the scientific method as manifest in the history of western astronomy from the ancient Greeks to the time of Sir Isaac Newton. The course is in three sections: (i) motion in the sky, (ii) history of astronomy, and (iii) a dramatic reading of the play, "Life of Galileo" by Bertolt Brecht. Student grades will be based upon seminars, quizzes, assignments, and one essay.

Required text:
 Life of Galileo, Brecht. Penguin Books 2008. ISBN-978-0-14-310538-1

HONORS 290.2 – 3 units
 MWF 9:10–10:00, Honors 142
 Science as a Way of Knowing
 Instructor: Ray W. Lee

Course Prerequisite: Any B, BSCI, P, PSCI, or SCI lab or concurrent enrollment. Science or Engineering major preferred.

In U H 290, students will learn to view the world from a scientific perspective and make connections between biology and their everyday lives. Modern approaches to understanding the natural world have become increasingly interdisciplinary. Consequently, the course will emphasize how science today integrates information from molecules and cells to natural history to global cycles. The ocean world and animal biology is fertile ground for discovery and student investigation, and will serve as a springboard for scientific exploration in this course.

In addition, students will learn how to use resources for gathering scientific information including researching the primary literature.

Required texts:
 Marine Biology by Castro & Huber (2010) 8th edition
 The Devil's Teeth by Susan Casey
 Never Cry Wolf by Farley Mowat
 King Solomon's Ring by Konrad Lorenz

HONORS 370.1 – 3 units
 TuTh 2:50–4:05, Thompson 209
 Representations of Childhood and Adolescence in Peninsular Spanish Film
 Instructor: Vilma Navarro–Daniels
 Course Prerequisite: HONORS 270 or ECONS 198

This course focuses on a number of films produced in Spain from the second half of 20th century until nowadays. Students will be introduced to a variety of films, which will allow them to learn and understand the complexities of social, cultural, and political changes experienced by Spain during Francisco Franco's dictatorship (1939–1975), the transition to democracy (1975–1992), and the new so-called "Post-Olympic Spain" (1992 until today). Through the eyes of a bundle of children and adolescents, we will look at Spanish society in a totally new way, letting our young protagonists lead us to their homes, schools, neighborhoods, towns, and cities, places where we will meet their families and friends, but also the potential enemies and dangers that surround them. Through these children we will

be introduced to political propaganda promoted by Francisco Franco in order to spread his ideology, we will learn about domestic violence and also about discrimination and lack of freedom based on age and gender. We will see how what adults do—for good or bad—affects the lives of our youngsters forever. We will be invited to witness that special time in the life of any adolescent when the first love calls and when sexual awakening takes place making teenagers wonder and search for a sexual identity. This course includes comedy as well as historical, political, religious, gender, and coming of age films, among other genres.

Students will become active participants in the film viewing experience, rather than mere spectators, by developing the skills to achieve a more discerning “reading” of films produced outside their own cultural context, exploring the familiar in otherness (and vice versa). Students will be able to differentiate and value the cultural diversity represented in these films, and, therefore, re-interpret the place of the self as an identity culturally situated. They will study and analyze representative films from different stages of development of Peninsular Spanish cinematic tradition, taking into account the historical, social, and political context in which they were produced, and how this context is represented in these films. They will be also exposed to innovative films, which illustrate current trends in Peninsular Spanish filmmaking. Questions? Please, e-mail me at: navarro@wsu.edu.

Required text:

A set of photocopied articles posted on our Moodle course web page.

Film Availability:

- 1) There will be two group shows for each film discussed in class
- 2) Films will be also available at: A) The Language Lab (Thompson 210.), and B) the Holland and Terrell Libraries.

HONORS 370.2 – 3 units

TuTh 1:25–2:40, Thompson 209

Self and Family in East Asian Culture

Instructor: Christopher Lupke

Course Prerequisite: HONORS 270 or ECONS 198

This course examines the transnational issue of the individual in contemporary East Asian societies with particular respect to the status and structure of the family. In the modern era, two social institutions have undergone total and irrevocable transformation in East Asia: the governmental and the familial structure. This course focuses on the family and the emergence of the individual in modern society. The course lays the groundwork for individual research projects that students conduct by focusing on an interdisciplinary range of texts including literature, films, and scholarly works from Sociology, Anthropology, History, Philosophy, Demographics, Gender Studies, and Cultural Studies. By focusing on a theme that cuts across both disciplinary and national boundaries, this course enables students to select from a variety of approaches, to concentrate on particular original texts either from one national tradition or across borders, and gather together to compare their findings on a specific topic that is important and relevant to global studies. The course is configured so that there will be several weeks of reading, film viewing, and group discussions that establish the basis of the subject matter for the class. Students then develop their own research projects in stages by generating a proposal of two pages, conducting archival research, producing an annotated bibliography, drafting a research paper, constructing a Powerpoint presentation that outlines their project, discussing their own and their classmates' projects in class, and submitting a final research paper of a minimum of fifteen pages.

Required texts:

The Classic of Family Reverence, by Harry Rosemone and Roger Ames. University of Hawai'i Press

Kokoro, by Natsume Soseki. Penguin

The Naked Tree, by Pak Wan-so. Cornell East Asia Press

Memoirs, Lady Hyegyong. University of California Press

Dairy of a Madman and Other Stories, by Lu Xun. University of Hawai'i Press

HONORS 380.1 – 3 units

TuTh 12:00–1:15, Honors 142
 Writing Your Heritage
 Instructor: Rita Rud

Course Prerequisite: HONORS 280

This course will combine research and writing to discover your heritage. How often do we hear and read that “America is a melting pot?” What does this mean exactly? To answer this question, you will conduct various methods of research to learn about your family heritage, and then choose which country of your heritage to explore. Research reports, journals, and class presentations will document your journey, and your final portfolio will include a substantial piece of writing (15–20 pages) that can be in the form of a scholarly article, a non-fiction article or essay, or a piece of creative non-fiction or fiction that you feel best represents the heritage and culture you have explored throughout the course.

Class presentations will highlight aspects of the cultures you are exploring and may include examples of the culture’s philosophy, art, music, stories, dance, literature, or other art forms unique to the culture. We will also explore and use various technologies to enhance both your research and presentations.

Required text:

Research and Documentation in the Electronic Age, 5th edition, by Hacker, ISBN 9780312566722

HONORS 380.2 – 3 units

MWF 10:10–11:00, Honors 142

Pearls of Global History

Instructor: Pamela Lee

Course Prerequisite: HONORS 280

Visual art reflects an individual sensibility of existence. Yet as individuals, we are rooted to societal mooring, influenced by time, place, cultural, and political forces.

We will explore visual art as a springboard to cultural history. With our first case study during the early weeks of spring semester, we will examine Johannes Vermeer’s deliciously realistic 17th century paintings. Through lecture, reading, and discussion, we will explore Vermeer in the contrasting context of Dutch domesticity and of global expansion. If you thought that globalism was a new phenomenon, you will learn otherwise. Through Vermeer’s pictures, we will approach art historical research and unravel a tale of 17th century global interconnectedness.

The remainder of the semester will be research oriented. Within small groups, you will actively engage in humanities case study research, probing a pocket of history linked to period art. Perhaps your team will investigate the finely crafted samurai swords, art of the Mughal Empire, Goya’s art during the Napoleonic wars, fresco painting and the Mexican revolution, or Zambian Masquerades. Art is the pearl. Through research, you will strive to understand the structural cultural clamshell and the historical machinations that produced the visual pearl.

Your grade will be based on active class participation, research reports, the team presentation and paper.

Selected readings will be provided from: *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World* by Timothy Brook, *The Cambridge Companion to Vermeer* edited by Wayne E. Franits, and *Vermeer’s Women, Secrets an Silence* by Marjorie E. Wieseman.

HONORS 380.3 – 3 units

TuTh 9:10–10:25, Honors 142

Music and Your Brain

Instructor: Sheila Converse

Course Prerequisite: HONORS 280

In this class we will examine music from a number of different perspectives. We will begin with the science by reading *This is Your Brain on Music* by Daniel J. Levin in which he explains the elements of music in scientific terms, investigates the role of music in human evolution, and the neuroscience of perception of music in the human brain. The second area will explore *The Myths of Creativity: The Truth About How Innovative Companies and People Generate Great Ideas* by David Burkus. We will look at how creativity is critical in science and business as well as in the arts. Finally, we will examine how music is integral to different cultures and can be a vehicle through which we can learn about people in this global community. *The Healing Drum* by Yaya Diallo and Michael Hall will introduce us to the Minianka tribe of West Africa. We will choose other cultures to investigate based on the interests of the class. The final section of the class will look at the therapeutic aspects of music in institutional settings such as hospitals as well as its use by individuals for relaxation and stress relief.

Required texts:

This is Your Brain on Music by Daniel J. Levitin. Dutton, 2006, ISBN 0-525-94969-0

The Myths of Creativity: The Truth About How Innovative Companies and People Generate Great Ideas by David Burkus, 978-1-118-61114-2

The Healing Drum: African Wisdom Teachings by Yaya Diallo & Michael Hall. Destiny Books, 1989, ISBN 0-89281-256-7

HONORS 380.4 – 3 units

MWF 12:10-1:00, Honors 142

Being Human: An Introduction to Greek Literature and Culture

Instructor: Robin Bond

Course Prerequisite: HONORS 280

This course is an introduction to the literature and culture of archaic and Classical Greece that focuses on the question of what it means to be human. Greek poets depicted the human condition as an existence apart from, and contrary to, the leisure enjoyed by the gods. Human life, in the Greek mind, was at its core suffering, toil, and death. Yet, being human also meant being civilized, which for the Greeks meant being Greek: honoring Greek gods and observing Greek customs. Overtime the literature, poetry, and philosophy of the ancient Greeks reflect how some of their most basic cultural assumptions about the human experience were challenged often as a result of their interactions with other peoples through travel, colonization, and warfare.

Required texts:

The Iliad of Homer, translated by Richmond Lattimore

Homer's Odyssey, translated by Robert Fagles

The Poems of Hesiod, translated with Introduction and Comments by R. M. Frazer

Herodotus' History, translated by David Grene

Plato. *The Last Days of Socrates*, translated by Hugh Tredennick

HONORS 390.1 – 3 units

TuTh 9:10-10:25, Murrow 242

Energy and Society

Instructor: Cill Richards

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

Is there enough oil? Will the discovery of an abundance of natural gas solve our problems? Can we just go nuclear?

Why don't we use more solar? UH 390 will address these questions and others to help students develop the capability to critically assess energy strategies. First we will take a brief look at the history of energy use by human societies. We will then develop a basic understanding of how energy is produced and distributed. We will explore the 'alternatives' to oil such as, solar, wind, nuclear, and biofuels. In addition to technical issues, we will consider the economic, cultural, social, and political impacts of energy options. Students will work in interdisciplinary groups and apply basic analysis tools to critically examine the impact of energy choices in a holistic sense.

Required text:

None

HONORS 390.2 – 3 units
 MWF 11:10–12:00, Honors 142
 Drug Abuse: A Global Perspective
 Instructor: Ray Quock

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

The 2013 World Drug Report notes stability in use of traditional drugs but also points to an alarming rise in prescription drug abuse and the use of new psychoactive substances. The use of traditional drugs such as heroin and cocaine appears to be declining in some parts of the world but on the rise in other regions. For the first time, the number of new psychoactive substances exceeded the total number of substances under international control. The topics in this course will 1) provide a scientific background in the psychopharmacology of drugs of abuse; 2) analyze trends in global illicit drug use; and 3) discuss the societal impact of drug abuse.

Required text:

Journal articles and materials as distributed by the instructor.

HONORS 390.3 – 3 units
 TuTh 10:35–11:50, Honors 110 (Lounge)
 DNA as a language of information
 Instructor: Gregory M. K. Poon

Course Prerequisite: HONORS 290, SCIENCE 299, CHEM 116, MATH 182, PHYSICS 205, or PHYSICS 206

DNA is nature's information molecule. Modern science's ability to manipulate DNA, essentially at will, at the molecular level is the single greatest achievement that powers the advances in biotechnology today. At the societal level, DNA biotechnology has unleashed economic, social, cultural, and political ramifications. The overall goal of this course is to cultivate literacy in global issues related to DNA biotechnology. We will study how we interpret DNA as a rational system for storing and processing information, how this knowledge is applied in various technologies, and how these technologies impact modern society. The course caters to students from diverse academic backgrounds and encourages students to tailor their learning according to their own interests.

The topics in this course are sequenced to provide a background of the scientific history and nature of DNA biotechnology before applying this knowledge to global issues affecting the environment and society. They include economic (e.g. trends in the pharmaceutical industry), legal (e.g. genetic information as intellectual property), ethical (e.g. embryonic testing), political (e.g. stem cell research), biodefensive (e.g. biological weapons), and humanitarian (e.g. genetically modified foods as a solution for malnutrition) issues.

Since a major goal of this course is to integrate the core material with students' individual academic interest, 50% of the final grade will derive from a tailored research project. The remainder of the grade will come from attendance and active participation in class discussion.

Required text:

Biotechnology by David P. Clark and Nanette J. Pazdernik. Academic Press, 2012. ISBN: 978-0-12-385063-8.

Journal articles as distributed by the instructor.

HONORS 398.1 – 1 unit

Tuesday 1:10–2:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This is a seminar-style course with the purpose of assisting and supporting each participant in completing his/her Honors thesis proposal. By the end of the course you will be ready to submit your Honors thesis proposal for approval and to initiate your thesis research. In the course, you will learn how to generate an Honors thesis topic, how to formulate a thesis question, how to identify a thesis advisor, and how to prepare the thesis proposal. In addition, we will discuss ways to structure your thesis, how to perform a literature search, and how to evaluate the information you obtain in relation to your chosen topic. During the course we will discuss and constructively support and critique projects as they develop in the proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, as a final product. S/F grading.

Required text:

Writing A Successful Research Paper: A Simple Approach by Stanley Chodorow. Indianapolis/Cambridge: Hackett Publishing Co., ISBN: 978-1-60384-440-6

HONORS 398.2 – 1 unit

Tuesday 12:10–1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Robin Bond

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This seminar-style course is designed to assist and support each participant in the development and completion of his/her Honors College senior thesis proposal. This course will prepare you to complete the thesis research and presentation requirements of the Honors College. In this course, you will learn how to formulate an achievable thesis question around a topic or issue about which you are curious, identify a thesis advisor, conduct literature research, develop methodologies to address your research question, and critically analyze and interpret information. During the course, students will discuss and provide constructive feedback on other projects through peer review sessions. At the end of the class, you will (1) submit a final thesis proposal including title, introduction, research question, methodology, expected results and possible conclusions, and an annotated bibliography and (2) give a 10-minute presentation on your proposal in class. S/F grading.

Recommended text:

How to Write a BA Thesis, by Charles Lipson

HONORS 398.3 – 1 unit

Wednesday, 12:00–1:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Cathy Elstad

Course Prerequisite: 45 semester hours. Students in science, math, and other technical majors are encouraged to enroll in this section.

This seminar-style course is designed to assist and support each participant in the development and completion of his/her Honors College senior thesis proposal. This course will prepare you to successfully complete the thesis

research and presentation requirements of the Honors College. In this course, you will learn how to formulate an achievable thesis question around a topic or issue about which you are curious, identify a thesis advisor, conduct literature research, develop methodologies to address your research question, and critically analyze and interpret information. During the course, each thesis proposal will be constructively criticized during peer review sessions. At the end of the class, you will (1) submit a final thesis proposal including title, introduction, research question, methodology, expected results and possible conclusions, and an annotated bibliography and (2) give a 10-minute presentation on your proposal in class. S/F grading.

Recommended text:

How to Write a BA Thesis, by Charles Lipson

Electronically available at WSU: <http://griffin.wsu.edu/search-S12/?searchtype=t&searcharg=How+to+Write+a+BA+Thesis&searchscope=12&SORT=D&extended=0&SUBMIT=Search&searchlimits=&sea>

HONORS 398.4 – 1 unit

Wednesday, 4:10–5:00, Honors 141

Honors Thesis Proposal Seminar

Instructor: Kim Andersen

Course Prerequisite: 45 semester hours. Students majoring in the social sciences, arts, or humanities are encouraged to enroll in this section.

This is a seminar-style course with the purpose of assisting and supporting each participant in completing his/her Honors thesis proposal. By the end of the course you will be ready to submit your Honors thesis proposal for approval and to initiate your thesis research. In the course, you will learn how to generate an Honors thesis topic, how to formulate a thesis question, how to identify a thesis advisor, and how to prepare the thesis proposal. In addition, we will discuss ways to structure your thesis, how to perform a literature search, and how to evaluate the information you obtain in relation to your chosen topic. During the course we will discuss and constructively support and critique projects as they develop in the proposals. Each student will submit a complete proposal including title, introduction, research question, methodology, preliminary annotated bibliography, as a final product. S/F grading.

Required text:

Writing A Successful Research Paper: A Simple Approach by Stanley Chodorow. Indianapolis/Cambridge: Hackett Publishing Co., ISBN: 978-1-60384-440-6

HONORS 430 – units vary

Foreign Study Practicum

By Arrangement

Special assignments and research related to education abroad. Read about The Certificate of Global Competencies on this website: </studyabroad/index.html>

Students interested in completing Honors 430 should meet with an Honors advisor. An approved contract is required before Honors staff can register you for this course.

HONORS 450 – units vary

Honors Thesis

By Arrangement

All students are required to complete a 3-unit Honors Thesis in order to fulfill their Honors requirements. The

Honors thesis is an in-depth reading and writing project directed by a student's major department. Students can choose to complete original research or a creative project. Detailed guidelines on the thesis and the proposal approval process are available on the Honors College website. Final grades for Honors 450 are entered by the Honors College when the thesis is satisfactorily completed and an oral presentation has been given. Oral presentation dates vary throughout the year; please check with the Honors College or watch the FLASH for dates.

An approved Honors Thesis Proposal is required before Honors staff can register you for this course.

HONORS 499 – units vary

Honors Independent Study

By Arrangement

Students interested in completing an independent study requirement should meet with an Honors advisor.

An approved contract is required before Honors staff can register you for this course.

MATH 230.1 – 3 units

TuTh 1:25–2:40, CUE 407

Honors Introductory Linear Algebra

Instructor: Bill Webb

Required text:

MATH 283.1 – 2 units

TuTh 2:50–4:05, College 235

Math for Honors Students

Instructor: Matt Hudelson

Required text:

PHYSICS 205.1 – 5 units

MWF 11:10–12:00, CUE 216

Tu 5:40–8:30, Webster 422

Th 5:40–7:30, Webster 11

Honors Physics

Instructor: Fred Gittes

Course Prerequisite: Departmental permission

Please consult with the Physics Department if you are interested in taking this course. They will handle the details.

Required text:

