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HUMAN SITUATION II: MODERNITY

Liberal education, it is sometimes said, is education in culture or toward culture. As a part of their liberal education, all Honors College students at the University of Houston take a two semester course called "The Human Situation" during their freshman year. In "The Human Situation: Modernity," we continue our study and interpretation of western cultural tradition in the second semester. We remain guided by the careful readings of what others have written, and we attempt to discover our own ideas and commitments by speaking and writing about these texts. By reading, speaking and writing, we continue our participation in The Great Conversation. Many topics naturally emerge as important to our reflection on the texts in the "Modernity" course; in a recent semester we paid particular attention to the concept of authority. Questions of authority often lead us to take up again questions about the body

and the soul, for example, and about families, communities of faith, and political congregations; about violence, suppression and punishment; about the individual and society; about the king and the prophet; about laws and the Law; about the gods and God.

The reading list varies from year to year, and the omission of works by important writers of antiquity or modernity does not testify to their inferiority but rather to our conviction that the study of the great books, with our continuing pursuit of liberal education, does not come to a close with the final examination.

Registration information for "Human Situation: Modernity" is available in the Honors College office.

HONORS POLITICAL SCIENCE REQUIREMENT

Students needing to fulfill the second half of the Honors Political Science requirement for Spring 2002:

If you have already taken POLS 1336H or have received credit for POLS 1336-1337 via the CLEP exam, any of the following courses taken during the Spring 2002 semester will fulfill the second half of your POLS requirement for the Honors College and the University Core Curriculum. ***Please remember: Honors students do not take POLS 1337.***

If you wish to take one of these courses for Honors credit and the course is not offered in the Honors Coursebook, you can still petition the course for Honors credit. Honors Credit Registration Forms are available in the Honors Lounge. For more information see the Coordinator of Academic Services.

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|-----------|------------------------------------|
| POLS 3331 | American Foreign Policy |
| POLS 3349 | American Political Thought |
| POLS 3353 | Policy and Administration |
| POLS 3357 | Constitutional Law—Civil Liberties |
| POLS 3364 | Legislative Processes |
| POLS 3366 | Political Parties |
| POLS 3369 | The Presidency |
| POLS 3380 | The Policy Making Process |
| POLS 3383 | Railroads and American Politics |
| POLS 3384 | American Political Development |
| POLS 4366 | Constitutional Design |

GENERAL REGISTRATION INFORMATION

BEFORE PARTICIPATING IN ANY REGISTRATION ACTIVITIES THROUGH THE HONORS COLLEGE, PLEASE CONSIDER THE FOLLOWING:

- 1) Does the Honors College have your most recent permanent and local mailing addresses? An address update through the University does not automatically update your address with the Honors College. Please contact the Honors office for a change of address form.
- 2) If you are not participating in the upcoming registration cycle because either: a) you will be studying abroad; or b) you will not attend the University, please notify the Honors College in writing, immediately.
- 3) Students who are withdrawing from the University must complete an Honors College Withdrawal Form (available in the Honors Office) and return it to Andrew Curry's mailbox in the Honors Office.
- 4) If you do not intend to continue in the Honors College but will continue studies at the University, you must complete an Honors College Withdrawal Form and return it to Andrew Curry *prior* to Honors VIP Registration.
- 5) Prior to registering for your final semester, you are required to make an appointment with the Honors Graduation Advisor, Andrew Curry. It is to your benefit to make the appointment as soon as possible in the first semester of your senior year.

Honors advising days will be Monday, Nov. 5 through Friday, Nov. 9 from 8:00 a.m. to 5:00 p.m. Honors College faculty and other University faculty members will be available on those days, by appointment, to approve your Spring 2002 course schedule. To schedule an appointment, students should sign up on an advising sheet in the Honors Center. Advising sign-up sheets will be posted Monday, Oct. 29, on the glass wall outside the Honors College office.

All students are responsible for registering themselves by phone using VIP. (How to use VIP is discussed in detail in the Spring 2002 University Class Schedule.) Honors students will retain their priority status by registering via VIP on Friday, Nov. 9, and Saturday, Nov. 10. VIP will open for general student access on Monday, Nov. 12. After Nov. 12, Honors students can still access VIP in accordance with the times listed in the University Class Schedule, but will not enjoy priority.

Also, please take note of the following:

- 1) Several of the courses listed within are reserved for Honors students and are not listed in the University schedule of courses; the course section numbers are available only from this Coursebook.
- 2) Every Honors student is required to take at least one Honors course each semester. There are five ways to satisfy this requirement:
 - a) You may enroll in any one of the courses listed here with an "H" designation.

- b) You may enroll in any one of the courses listed here without an "H" designation, then **fill out an Honors Credit Registration Form** (available in the Honors office); have it signed by the instructor; and turn it in to the Honors office during the *first three weeks* of the semester. Individual instructors may require extra work from Honors students in these classes.
 - c) You may petition to convert a course not listed here into an Honors course by making an agreement with the instructor to do extra (or different) work in the course, describing that agreement on an Honors Credit Registration Form (available in the Honors office), having the professor sign it, and turning it in to the Honors office during the *first three weeks* of the semester. Courses petitioned for Honors credit must receive final approval from the Associate Dean. Honors credit will not be approved for regular sections of a course if an Honors section of that course is being offered in the same semester. **A student may petition *no more than two courses* for Honors credit unless he or she receives approval from the Dean or Associate Dean.**
 - d) You may be enrolled in, and working on, a Senior Honors Thesis. Those in good standing in the Honors College should secure permission to begin a Senior Honors Thesis project by the time classes begin for the first semester of their senior year, and before enrolling in a Senior Honors Thesis course. Students with junior-level standing should begin thinking about this process by reading the "Guidelines for the Senior Honors Thesis/Project," available in the Honors office. Also, please review the Honors website (www.uh.edu/honors) for other relevant information.
 - e) You may be enrolled in a graduate course; permission must first be secured from the instructor and the Associate Dean of the Honors College.
- 3) Honors College students who wish to remain active members should ensure their eligibility by meeting the following criteria:
 - a) Achieve at least a 3.25 grade point average.
 - b) Complete approximately thirty-six hours of Honors class work during one's undergraduate career. Transfer students and students who enter the College after the freshman year must complete about one-third of their courses at UH for honors credit. Actual Honors courses required are determined by the Coordinator of Academic Services.
 - 4) First-year and upper-class Honors students who have completed "The Human Situation I: Antiquity" are required to register for "The Human Situation II: Modernity" unless they have been specifically advised not to do so by the Coordinator of Academic Services.

UNIVERSITY AND HONORS COLLEGE CORE CURRICULUM REQUIREMENTS

For Honors Students Entering in the Spring of 2002

The Honors College curriculum has been planned to coordinate with University-wide core curriculum requirements. Honors students, therefore, are typically not asked to take more course work, but they are asked to fulfill some of their University core requirements through Honors courses. Students who complete all of the following requirements and who fulfill the requirements of their chosen major will graduate with "University Honors and Honors in Major." Students who do not complete a thesis but fulfill the other honors requirements graduate with "Membership in The Honors College."

1. English and Humanities Requirement

- a. Complete the six-hour course "The Human Situation I: Antiquity".
- b. Complete the four-hour sequel, "The Human Situation II: Modernity."
- c. By successfully completing both semesters of The Human Situation, students fulfill the University's Communication requirements.

2. American Studies Requirement

- a. Complete six hours satisfying the University requirement in American history, including at least three hours in an Honors section (HIST 1377H, HIST 1378H, or an approved 3000- or 4000-level honors course in American history).
- b. Complete six hours satisfying the University requirement in political science by successfully completing POLS 1336H and three hours of advanced political science credit from the subfields of public administration, public law, and American politics, or from POLS 3331, 3349, 4361, and 4366. (*see page 2 for further information*)

3. Natural Sciences and Mathematics Requirement

- a. Complete six hours in courses that count toward the University core requirement in natural science, plus at least one hour of laboratory with these courses.
- b. Complete six hours satisfying the University core requirement in Mathematics/Reasoning courses. Honors students must demonstrate a proficiency in mathematics at the "elementary functions" level or higher. (Elementary functions courses include MATH 1314, 1330, and 2311.) This proficiency may be demonstrated by testing or by course work.

4. Social Sciences Requirement

Complete six hours of Social Sciences in courses approved for the University core curriculum. At least three hours must be in an Honors section.

5. **Foreign Language Requirement:** Complete six hours at the 2000-level or above in a foreign language, either modern or classical, with a 3.00 grade point average. Majors in the colleges of Architecture, Engineering, Hotel and Restaurant Management, Optometry, Technology, as well as students pursuing a B.B.A in Accounting or a B.S. in the College of Natural Sciences and Mathematics, should complete this requirement to the extent possible without adding hours into the degree plan.

6. Upper Division Requirement

- a. Complete three hours in an approved Honors Colloquium at the 3000- or 4000- level (see Colloquium selection).
- b. For students wishing to graduate with "University Honors and Honors in Major": complete a Senior Honors Thesis, which is the culmination of a student's work in his/her major field of study. The thesis typically carries six hours of honors credit and may fulfill the degree requirement of a minor for some majors.

Note: With prior approval of the Dean or Associate Dean of the Honors College and the Undergraduate Advisor or Chair of the major department, a student may, under certain circumstances, take two graduate courses to fulfill the Thesis Requirements. These courses must involve substantial research and writing. This work must be submitted to the Honors College before University Honors credit will be granted.

7. Eligibility Requirement

- a. Achieve a 3.25 grade point average.
- b. Take at least one Honors course each semester.

Note: Students are normally expected to take at least one regularly scheduled Honors course or section each semester if one is available in the required area of study. In special circumstances, however, it is possible to convert a regular course into an Honors course by arranging with the instructor to do extra (or different) work. To receive approval to convert a regular course into an Honors course, please submit an Honors Credit Registration form during the first three weeks of the semester.

- c. Complete approximately thirty-six hours of Honors course work during one's undergraduate career.
- d. Transfer students and students who enter the College after the freshman year must complete about one-third of their courses at UH for Honors credit. Actual Honors courses required are determined by the Coordinator of Academic Services.

SPRING 2002 COURSE OFFERINGS

ACCOUNTING

Accounting Principles II - Managerial

Course & Section: ACCT 2332H, 00235
 Time & Location: TTH 11:30-1:00, 122 MH
 Instructor: Simms

The principle objective is to provide insight into the methods used to accumulate cost information and use it in the process of managing an organization, whether it be a business or governmental unit. There is no such thing as "the true cost" of an item or activity—there are only costs calculated under a selected set of assumptions. Investigation of the impact and validity of differing assumptions is an integral part of the course. Use of specific situations through problem and case studies is the methodology used. The examinations will be of the same nature as the problems and cases used in class.

ART HISTORY

History of 19th-Century Photography

(*petition for Honors credit*)

Course & Section: ARTH 3378, 03858
 Time & Location: T 5:30-8:30, 110 FA
 Instructor: Jacobs

This course will survey the development of photography in the 19th-century and the revolution of seeing and knowledge that the medium initiated. The course will begin with a discussion about pre-1839 intellectual, scientific and cultural conditions that bred interest in photography and continue to study the work of major 19th century photographers.

ANTHROPOLOGY

Introduction to Cultural Anthropology

Course & Section: ANTH 2302H, 03576
 Time & Location: TTH 1:00-2:30, 106 AH
 Instructor: Lang

This course will survey the basic concepts and data in cultural anthropology, focusing on contemporary and recent human groups. Topics include the study of family organizations, politics, economics, and world religions. Students will compare the functions of these systems on various levels and explore the fields from a global perspective. Another focus is the contrast between hunting and gathering people and those designated by a modern perspective on current world problems.

CHEMISTRY

Fundamentals of Chemistry II

(*there are two lab sections available*)

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|-------------------|------------------------|
| Course & Section: | CHEM 1332H, 08103 |
| Time & Location: | TTH 10:00-11:30, 162 F |
| Instructor: | Halasyamani |
| Lab Information: | CHEM 1112H, 08083 |
| Time & Location: | M 2:00-6:00, 11 F |
| Instructor: | Bott |
| Lab Information: | CHEM 1112H, 08062 |
| Time & Location: | F 2:00-6:00, 11 F |
| Instructor: | Bott |

This is the continuation of the Honors Freshman Chemistry Program. Co-registration in the Honors Laboratory course, CHEM 1112H, is required. Students achieving a "C" or better in all three courses (CHEM 1331H, 1332H and 1112H) will receive one extra semester-hour credit of advanced placement past CHEM 1111.

CHINESE

Elementary Chinese II *(three sections of this course are available)*

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|-------------------|------------------------|
| Course & Section: | CHNS 1502H, 05160 |
| Time & Location: | MW 9:00-11:00, E218 D3 |
| Lab Information: | CHNS 1502H, 05161 |
| | F 10:00-11:00, E218 D3 |
| Instructor: | Zhang |
| Course & Section: | CHNS 1502H, 05162 |
| Time & Location: | MW 11:00-1:00, E220 D3 |
| Lab Information: | CHNS 1502H, 05163 |
| | F 11:00-12:00, E220 D3 |
| Instructor: | Zhang |
| Course & Section: | CHNS 1502H, 12162 |
| Time & Location: | MW 1:00-3:00, 113 MH |
| Lab Information: | CHNS 1502H, 12163 |
| | F 1:00-2:00, 113 MH |
| Instructor: | Wen |

The goal of this course is to develop four skill areas: listening, speaking, reading, and writing Mandarin Chinese. Chinese is one of the most challenging foreign languages to English-speaking learners. For students with little or no background in Chinese, a minimum of two hours of study each day is necessary. The Chinese program at the University of Houston provides a multi-cultural component to the curriculum, for it broadens the students' world view by providing information on the ways of thinking and living in Asian societies as well as on the resources available in the local Chinese community. Students also become acquainted with career opportunities in China, Taiwan and Hong Kong.

Class performance is evaluated on a daily basis. Active participation, accurate pronunciation and the ability to understand and respond in Chinese are the criteria. Students must pass tests and a final exam (oral and written). This Honors course is a continuation of the fall sections in CHNS 1501H.

Intermediate Chinese II

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| Course & Section: | CHNS 2302H, 05167 |
| Time & Location: | TTH 10:00-11:30, 204 AH |
| Instructor: | Wang |

This course provides students the opportunity to develop four skills of listening, speaking, reading, and writing Mandarin Chinese. It concentrates on paragraph level Chinese, such as factual descriptions and narrations in various content areas, and how to handle complex and complicated situations.

This course, which is a continuation of the fall semester CHNS 2301H, provides a multicultural component to the curriculum and broadens the students' world view by providing information on ways of thinking and living in Asian societies as well as on the resources available to the local Chinese community. This course will also help students become acquainted with international business career opportunities in China.

Advanced Chinese Conversation

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| Course Number: | CHNS 3302H, 05171 |
| Days & Time: | TH 11:30-2:30, 613 AH |
| Instructor: | Wen |

Mandarin Chinese conversational skills appropriate for a variety of everyday situations. The goal of this course is to utilize the Chinese language by improving the students' listening, speaking, reading, and writing skills even further.

COMMUNICATION

Advanced Writing and Reporting *How to Become a Professional Reporter*

(petition for Honors credit)

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| Course & Section: | COMM 3314, 11758 |
| Time & Location: | TTH 11:30-12:30, 243 COM |
| Lab information: | COMM 3314, 11759 |
| Time & Location: | Arrange, 243 COM |
| Instructor: | Schiff |

The goal for the semester is for you to become a competent, entry-level reporter. You will cover actual people and real events that happen during the semester, and you'll gain enough practical experience to work as a professional in the news media. This class is your apprenticeship. You will learn by doing and by

repetition. On average, you'll write one story a week. Students may have stories published in the *The Daily Cougar* or in a community news weekly. You will also work in more than one medium. To succeed, you'll need a multi-media "tool set" of skills. All students will be published online on a news website that we are now creating. Sometimes you will be given a "general assignment"; otherwise you'll be assigned to cover a "beat" (which means an institution, subject or issue area). "Reporting" means doing research for a story, and it usually takes more time than writing. The "lab" is the time scheduled for reporting during the normal business day between Monday and Thursday from 8 a.m. to 5 p.m. To finish a story will take about four hours to report and another two hours to write.

You must have earned at least a "C" grade in COMM 2310, Media Writing, to enroll in COMM 3314, or have the consent of instructor. There will be three major exams but no final.

The required texts will include: McChesney, Robert. 1997. *Corporate Media and the Threat to Democracy* (74 pgs.) Mencher, Melvin. 2000. *News Reporting and Writing, 8th ed.* (240 pgs.) Metzler, Ken. 1997. *Creative Interviewing* (150 pgs.)

course. Thus, in a way, it is a capstone as it relates technical material covered in the computer science curriculum to questions of ethics and professionally responsible behavior as computer scientists. These cases will vary and are intended to respond to issues of current interest and concern.

DECISION AND INFORMATION SCIENCES

Introduction to Operations Management

Course & Section: DISC 3301H, 00334
 Time & Location: MW 1:00-2:30, 126 MH
 Instructor: Gardner

This is a practical course in production and operation management in both service and manufacturing industries. Topics include quality assurance, demand forecasting, choosing business locations, inventory control, production planning, and project management. The course is taught using case studies, lectures, and computer models. The case studies are descriptions of real business problems that allow students to practice decision-making. Companies featured in the case studies include Benihana of Tokyo, Federal Express, Dell Computers, Amazon, and New Balance Athletic Shoes. Students assume the role of managers and develop solutions to the cases. During class discussions, we compare solutions to those of company managers.

Written case reports count as one-third of the final grade. There are two exams, a mid-term and final, each weighted at one-third. We will devote at least one class to a discussion of job opportunities in operations management. Continental Airlines will also provide a guest speaker to discuss flight scheduling, an important problem area in Operations Management.

COMPUTER SCIENCE

Computer Scientists & Society (petition for Honors credit) (two sections of this course are available)

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|-------------------|----------------------|
| Course & Section: | COSC 4111, 08769 |
| Time & Location: | F 1:00-2:00, 347 PGH |
| Instructor: | Goll |
| Course & Section: | COSC 4111, 08770 |
| Time & Location: | F 3:00-4:00, 347 PGH |
| Instructor: | Goll |

This course was developed in response to demands by the accreditation board of computer science programs (CSAB) that students be exposed to questions related to ethics and professional responsibility pertaining to the use of computers. This aspect of computing is becoming increasingly crucial in the aftermath of many incidents related to ethical and professional behavior.

Students will explore various discipline-specific cases, and therefore this course becomes more than a traditional ethics

Forecasting for Operations*(petition for Honors credit)*

Course & Section: DISC 4365, 00354
Time & Location: MW 2:30-4:00, 130 MH
Instructor: Gardner

This course consists of two parts: eight weeks of classroom work followed by a six-week internship project. The classroom work provides a set of tools that can be used in any business to develop forecasts for sales, budgeting, inventory control, and production planning. All forecasting is done with the aid of Excel worksheets, which are applied in a series of four case studies drawn from local companies. Written case reports count as one-third of the final grade. At the conclusion of the classroom work, there is one exam, weighted at one-third of the course grade. During the internship project, students work in five-person teams on forecasting problems submitted by local companies. There are no class meetings during the project work; instead, teams meet individually with the instructor to discuss progress. On the final exam date, each team submits a written report and gives an oral presentation to complete the course grade. Companies attend the presentations and assist the instructor in evaluating the work.

ECONOMICS**Introductory Microeconomics**

Course & Section: ECON 2304H, 04116
Time & Location: TTH 10:00-11:30, 116 M
Instructor: Ruffin

This course introduces Honors students to the behavior of individual consumers and firms, how they interact to determine supply and demand, and the market determination of prices, production, and income. Discussion topics include government price ceilings, monopoly and antitrust, market failures and environmental pollution. What distinguishes this Honors course from the standard course is emphasis on a special topic of the student's choosing. In the past special concentrations of this kind included: studied decision making within the family, the environment, and experimental economics.

Students' work is graded on the same basis as regular introductory courses to every extent possible. Written assignments consist of a series of shorter papers.

Intermediate Microeconomics

Course & Section: ECON 3332H, 12491
Time & Location: MW 1:00-2:30, 120 M
Instructor: Dechert

The purpose of this course is to advance your technical understanding of economic theory concerning individual behavior, the behavior of firms, and about how firms and consumers interact in the marketplace. Specialized topics covered include variation in the competitive environment faced by firms, the role of information and uncertainty, and particular attributes of input markets. Honors students will write a paper exploring a particular market in depth.

ELECTRICAL AND COMPUTER ENGINEERING**Computing in Electrical Engineering***(petition for Honors credit)*

Course & Section: ECE 1331, 11431
Time & Location: TTH 1:00-2:30, W122 D3
Instructor: Barr

This first course in electrical and computer engineering is designed to introduce students to the increasing variety of computer-based tools available and how they might be applied to solve engineering problems.

To address these important topics, the course includes an introduction to graphical and command line interfaces. In addition, the standards for computer networks including the Internet, and the use of spreadsheets and symbolic math introduction to functional and procedural programming will also be addressed.

Numerical Methods for Engineering (petition for Honors credit)

Course & Section: ECE 2331, 02136
 Time & Location: TTH 10:00-11:30, W122 D3
 Instructor: Barr

This course provides students with an introduction to linear algebra and numerical methods. The emphasis is on engineering applications and computational techniques. Topics include solution of nonlinear equations, numerical, integration and differentiation, interpolation, matrix and vector arithmetic, systems of linear equations, matrix inverses, determinants, approximate solutions of linear and nonlinear systems, least squares, eigen values, diagonalization, and numerical solution of initial value problems. In addition, the use of standard numerical and symbolic software packages is discussed and assignments using these tools are made.

There are two major exams (given on Saturday), seven homework assignments, three computer projects, and a final exam. Students petitioning for Honors credit will meet with Dr. Barr to discuss appropriate enrichment material.

ENGLISH

City of Dreams (petition for Honors credit)

Course & Section: ENGL 2397, 11258
 Time & Location: TTH 2:30-4:00, 322 AH
 Instructors: Armstrong & Mikics

We will examine visions of Utopia and Distopia, the perfect society and the nightmarish, evil society from Plato's *Republic* to Terry Gilliam's film *Brazil*/with stops along the way for Dante, Kafka, Ursula Leguin, and others. Throughout, we will view political, social, economic, sexual, and aesthetic concerns from the new angle provided by the fictional "City of Dreams."

Introduction to Literary Studies (petition for Honors credit)

Course & Section: ENGL 3301, 04519
 Time & Location: TTH 11:30-1:00, 113 C
 Instructor: Pipkin

This section is designed to be an introduction to literary studies in several different respects. The works we will study have been chosen to offer historical range and context. We will begin with the seventeenth century poet John Donne and proceed to the Victorian Age as it is mirrored in Charles Dickens's novel *Great Expectations* and twentieth-century Modernism with its desire to "make it new" as it is illustrated by James Joyce's novel *A Portrait of the Artist as a Young Man*. The second half of the course will emphasize modern and contemporary American poetry and Postmodernism. In addition to reading selected poems, we will focus on Toni Morrison's novel *Song of Solomon* and Quentin Tarantino's film *Pulp Fiction*.

The course will also introduce the students to a variety of critical approaches. For the week on Donne's poetry, we will use the close textual analysis favored by New Criticism. I have chosen the Bedford Case Studies editions of the Dickens and Joyce novels because they include essays that represent five important contemporary literary theories: psychoanalytic criticism, reader-response criticism, feminist criticism, deconstruction, and new historicism. We will spend three weeks on each of these novels so that the students can study the works from the perspective of several of these models of interpretation. The classes devoted to film analysis will provide an opportunity to consider the critical issues raised by this popular form of the visual arts.

The course will also emphasize that literature is a living art. We will attend a local performance of a modern play (in the fall we saw Jasmina Reza's play *Art* at the Alley Theatre), and students will also attend one of the many poetry or fiction readings held on campus or around the city.

Requirements: active participation in class discussion, three papers (3-5 pages each), a group presentation, response papers (1-2 pages each) on the two live performances, and a final examination.

Shakespeare's Comedies

Course & Section: ENGL 3306H, 04525
Time & Location: MW 2:30-4:00, 127 MH
Instructor: Bernard

Although in popular esteem it is the roaring thunder of Shakespeare's major tragedies that make him the world's playwright, arguably his best and most consistent work for the theatre lies in the crackling lightning of his comedies. Here both the range of his talent and the variety of his theatrical moods manifest themselves across the whole gamut of his production, from the Roman ("new") comedy of *Comedy of Errors* to the ambiguous romances, sexual and colonial, of *The Tempest*, with intervening detours into such un-characteristically Shakespearean genres as the bourgeois comedy ("Falstaff in love") of *The Merry Wives of Windsor*.

In this survey of his comedies, we will sample the signature comic subgenres that distinguish Shakespearean comedy from all others. Beginning with the surprisingly unresolved courtly *jeu d'esprit*, *Love's Labor's Lost*, and ending with his quintessential tragicomedy or "romance," *The Winter's Tale*, the core of the course will focus on four of Shakespeare's romantic or "green world" Elizabethan comedies of light-hearted escape from the everyday—*A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, and *Twelfth Night*—and two of his Jacobean "dark" or "problem" comedies, *Measure for Measure* and *All's Well That Ends Well*.

In all of these our main focus will be on Shakespeare's stagecraft, his creation of character, and his sparkling language. Thematically, we will see him repeatedly exploiting classic comedy's chief theme: the struggles of young people to overcome obstacles placed by their elders between them and their desires; or, conversely, the efforts of older and more powerful adults to thwart and channel youthful desires to recognized social ends.

In addition to reading and discussing the plays, there will be two papers, a final exam, and some group presentations entailing the reading aloud and critical analysis of scenes from the plays. Students taking the course for Honors credit will also write a short study of Shakespeare's adaptation of his sources in one of the comedies.

Shakespeare's Major Works Some Critical Approaches to the Canon

Course & Section: ENGL 3306H, 04523
Time & Location: TTH 2:30-4:00, 113 C
Instructor: Christensen

This course will sample Shakespeare's writing from the earliest poems and sonnets to his last play (a romance), including a comedy, a tragedy, and a history play in between. It offers four basic approaches to Shakespeare—source study, film adaptation, performance history, and connections between early modern culture and the plays' themes—all the while emphasizing careful close reading. To complement our own reading and discussion, we will explore the resources available on the Internet, from visual art to movie reviews. Students are expected to read all the texts including introductions and notes and to do some video viewing outside of class. Advanced Internet skills are *not* required.

Masterpieces of British Literature from the Eighteenth Century (petition for Honors credit)

Course & Section: ENGL 3328, 04541
Time & Location: TTH 10:00-11:30, 108 C
Instructor: Pipkin

This course will not attempt the usual survey of nineteenth and early twentieth British literature. Instead, it will focus on four poets and four novelists who are representative in certain ways of the Romantic, Victorian, and early modern periods. More specifically, we will pair Lord Byron and Jane Austen, Alfred Tennyson and Charles Dickens, Gerard Manley Hopkins and Thomas Hardy, and T.S. Eliot and James Joyce. The opportunity to study intensively a limited number of writers and works will allow us to consider some of the issues and conflicts that helped to shape the modern world.

Examples of some of the topics we may discuss include artistic responses to a crisis in culture, the conflicting claims of science and religion, the possibilities of individualism in an increasingly mass society, the value of imaginative vision in a utilitarian world, and the viability of myths in a world that is paradoxically seen as both ruled by tradition and marked by chaos.

Course Requirements: active participation in class discussion, three short papers (2-3 pages each), a longer essay (5-7 pages), a take-home midterm examination, and a final examination.

Survey of African American Literature

(petition for Honors credit)

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| Course & Section: | ENGL 3360, 12212 |
| Time & Location: | TTH 10:00-11:30, 105 C |
| Instructor: | Brown-Guillory |

English 3360 is a survey of African American literature from 1747 to the present, including an examination of all genres. The selected works for this course give the reader some idea of what black authors feel about themselves, their people, their country, and the world. A sampling of writers includes Wheatley, Delany, Dunbar, Washington, Du Bois, Johnson, Toomer, Hughes, Hurston, Wright, Ellison, Walker, Morrison, and others. Students are required to take weekly quizzes, a mid-term and final, give an oral report, write one research paper, and an annotated bibliography.

Sociolinguistics

(petition for Honors credit)

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| Course & Section: | ENGL 4315, 04603 |
| Time & Location: | MWF 9:00-10:00, 315 PGH |
| Instructor: | Gingiss |

This course explores the relationship between language and society. Language exists in a social context, and this course deals not only with the internal structure of language but how it is used in its social context. Topics include geographical dialects, social dialects, language and education, language and nation, styles and registers, slang, and jargon.

There will be two exams and two papers in the course. All exams are open book. Several novels and plays will be examined as well as one basic textbook.

Literature & Alienation

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| Course & Section: | ENGL 4398H, 04622 |
| Time & Days: | T 5:30-8:30, 13 L |
| Instructor: | Monroe |

Students who are interested in an Honors Colloquium may want to consider registering for "Literature & Alienation." The class will be offered as a graduate course in the Department of English, but a limited number of honors students may earn undergraduate credit by completing writing requirements appropriate for an upper-division literature course.

Our first task in the course will be developing a common and useful vocabulary as we consider the hypothesis that alienation is a necessary and inescapable condition of human life in society. The topics to be covered include "Comedy," "Education," "Religion," "Boredom," "Civilization," and "Sexuality"; through a discussion of the readings, we will consider whether each "process" simultaneously relieves and engenders alienation.

Readings will include fiction by Franz Kafka, Flannery O'Connor, Samuel Beckett, Willa Cather, J.D. Salinger, Walker Percy, and Donald Barthelme and poetry by Wordsworth, T.S. Eliot, Robinson Jeffers, and Mark Doty. We will also read portions of William Monroe's *Power to Hurt*, an essay by James Kastely on Kenneth Burke, a comic book about Franz Kafka by Robert Crumb, and Freud's *Civilization and Its Discontents*.

There will also be a Sunday evening film series (every other Sunday, for a total of 7 movies) in the Honors Center. Students who cannot attend because of conflicts can rent and view the movies on their own. Students will be encouraged to pursue their own interests in various "performances of alienation"—whether music, art, or literature—through a 5-10 pp. writing project and, if time permits, a class presentation. Requirements of the course will include short weekly response papers, ten in all, a midterm and final exam, and a longer paper. *This course requires instructor approval prior to registration.*

FRENCH

Tale of Two Cities: Paris and Berlin in the 19th and 20th Centuries

(petition for Honors credit)

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| Course & Section: | FREN 3362, 11729 |
| Time & Days: | T 2:30-5:30, 304 AH |
| Instructor: | Zaretsky & Glass |

The German literary critic Walter Benjamin described Paris as the capital of the nineteenth century. But by the end of that same century Benjamin's birthplace, Berlin, was vying for world attention. The capital of an ambitious and restless Germany, Berlin partly measured its power in the mirror, historical and mythical, provided by France in general, and Paris in particular. The century long dynamic between these two cities climaxed in the occupation of Paris by Nazi Germany, and the subsequent destruction of Berlin. The postwar re-establish-

ment of Berlin as the capital of a reunified Germany, and the recasting of Paris as candidate for the capital of the twenty-first century, indicate that this relationship has a future no less than it has a past.

This course will trace across literature, art, architecture and film, the relationship between France and Germany from 1848 to 1945. We shall examine the ways in which these capital cities were refashioned by their rulers, and how these renovations were reflected in the literature and art of the time. The class will consist of lectures, visual presentations and class discussion, and all students will be required to write a ten-page research paper. Though all materials will be in English, students with majors in French and German are required to research and write their papers in their language of study.

Students may petition this class for History credit.

GERMAN

Films of Wim Wenders

(petition for Honors credit)

Course & Section: GERM 3395, 05244
Time & Days: T 7:00-10:00
Location: UH System at Cinco Ranch
Instructor: Frieden

Wings of Desire, Paris Texas, The American Friend, Alice in the Cities, Until the End of the World—these are some of German filmmaker Wim Wenders's films that the American cinema public has made into cult classics. Wenders's wry humor and critical take on contemporary relationships, gender identity and cultural values in cinematic, aesthetic and historical contexts will be the focus of this course.

Students read critiques of the films and the historical period in which they were produced, view them, discuss them in class, and then prepare weekly film evaluations. Grades are based on a mid-term, an end-of-semester exam, class participation, and completion of weekly assignments. Honors students prepare an extra project, generally a film sequence analysis.

To register for this class students must have sophomore standing and have completed ENGL 1303 or equivalent. The course is taught in English. The films are subtitled and shown in class. There is no foreign language prerequisite.

HISTORY

The United States to 1877

(two sections of this course are available)

Course & Section: HIST 1377H, 12721
Time & Location: MWF 10:00-11:00, 13L
Instructor: Jan Rosin

Course & Section: HIST 1377H, 04861
Time & Location: MW 2:00-3:30, 222A FH
Instructor: Moretta

The course will study the American nation from discovery through reconstruction. Emphasis is placed upon principal characters and events of special note or consequence. Interactive lectures, group work, and other assignments will aid the student in developing an interest in this country's past, will promote critical thinking skills and will further students' cultural literacy. Readings will include three monographs and a textbook.

The United States Since 1877

(three sections of this course are available)

Course & Section: HIST 1378H, 12722
Time & Location: MWF 12:00-1:00, 13L
Instructor: Rosin

Course & Section: HIST 1378H, 12725
Time & Location: TTH 11:30-1:00, 3AOB
Instructor: Moretta

Course & Section: HIST 1378H, 12726
Time & Location: TTH 1:00-2:30, 3AOB
Instructor: Patterson

United States since 1877 is the second half of the required U.S. history survey, which spans from the post-Civil War years to the present day. Much of the course is in a traditional lecture format, although several classes are devoted to discussions of reading material.

Ancient Rome
(petition for Honors credit)

Course & Section: HIST 3340, 11733
 Time & Location: TTH 2:30-4:00, 201 AH
 Instructor: Holt

From its mythical founding to its mythical fall, ancient Rome takes center stage in the story of our civilization. This course examines the entire range of the Roman experience from King Romulus to Emperor Constantine; it carries us to the far frontiers of Britain and Babylon. Students will be introduced to the legends, historical literature, and archaeological remains of the Roman world. Some major topics include Roman social values, military expansion into the worlds of Carthage, Greece, Egypt, and northern Europe, the lives and wives of the Roman emperors, the rise of Christianity in its pagan setting, and the legacy of "Eternal Rome" down to our own time.

Germany 1815-1918
Is Germany Somehow Different?
(petition for Honors credit)

Course & Section: HIST 3357, 11744
 Time & Location: TTH 10:00-11:30, 7 AH
 Instructor: Decker

Twelve years ago, many people in Western society were highly aroused (and some even fearful) when Germany, which had been divided into virtually two separate countries, was united. This course will try to explain the reasons for this arousal and fear. The course starts at a time when "Germany" was just a miscellaneous collection of small and large dukedoms and kingdoms, one of which was Prussia. Then Otto von Bismarck, the Prussian Prime Minister, decided to unite all these states so that Prussia could call the shots in a large, united Germany, which would become a European power. The legacy of Bismarck's rule, however, was to set Germany on a disastrous path, both at home and abroad, culminating in World War I (1914-1918). Germany lost the war, was severely punished by the Allies, and became a democratic but much-hated republic instead of the authoritarian empire it had been.

This course will end with the culmination of World War I, but this is the vital background to understand the rise of Hitler, World War II, and the division of Germany once again.

Students will write two in-class exams, one comprehensive review of two books, and a final exam.

History of the Modern Middle East
(petition for Honors credit)

Course & Section: HIST 3378, 11785
 Time & Location: TTH 2:30-4:00, 211 FH
 Instructor: Al-Sowayel

The course will examine the events and the forces that led to the creation of the modern "Middle East." We will consider how borders and boundaries occurred as we familiarize ourselves with the nation-states that comprise this geographic region. We will also assess the accomplishments and the challenges that the region faces at the turn of the century.

Requirements include three short quizzes (announced in advance), one 8-page research paper on a topic of the student's choosing, and the oral presentation of that paper in the class. It is assumed that students will participate actively in class through the semester.

The Search for Meaning in History
Historical Narrative from the Bible to the Middle Ages
(petition for Honors credit)

Course & Section: HIST 4395H, 12474
 Time & Location: TTH 1:00-2:30, 122 MH
 Instructor: Moore

This seminar examines the history of historical writing, beginning with the Book of Samuel, and continuing with Greek historians such as Herodotus, the Roman historians Tacitus and Suetonius, and moving on to medieval chroniclers, authors of saints' lives, and historians such as Bede. What is the impact of ideology or theology on the writing of history? How reliable are these authors? At the outset we will learn how to read and analyze ancient texts—to identify the sources used by authors of histories, and to understand the principles guiding their histories. We will examine the nature of tradition, as a conscious activity of preservation, but subject to forgetfulness and moments of rediscovery. Discussions and research will address the nature of history and historical time, the difference between myth and history, and the relation between biography and history. Does history have a tragic dimension? Do we have a moral duty to remember the past or to study history? Can a true history be written?

HONORS

20th Century European Thought

Course & Section: HON 3397H, 12739
 Time & Location: MW 2:30-4:00, 110 C
 Instructor: Hass

This course will focus on thinkers from Continental Europe who have helped shaped late twentieth century thought and theory, and who have contributed to the movement from modernism to postmodernism in the fields of philosophy, theology, social theory, literary theory, and cultural studies. As the texts will be largely theory based, and the thinkers themselves heavyweights in their field — Heidegger, the Frankfurt School, Lacan, Foucault, Lyotard, Levinas, Baudrillard, Ricoeur, Derrida, Cixous, Zizeck, et al. — the reading will be demanding, and discussion pitched high. But these challenges promise the great reward of understanding our present world, and all its complexities, in a more rigorous and critical light.

As a colloquium, each class will involve much interactive discussion across interdisciplinary lines. I will set up each thinker at the beginning of each class, but the majority of our time will be in the form of a dialogue involving all. Reading the assigned material before class is therefore imperative. There will be 3 papers (7-10 pages each) and a final exam. There will be no midterm.

Modernity Revisited

Course & Section: HON 4391H, 03546
 Time & Location: Arrange, 17B L
 Instructor: Monroe

This upper-division course provides an opportunity for advanced students to reconsider from a more mature perspective significant literary and intellectual texts and issues from the Renaissance to the present. Under the direction of Honors faculty, students in the course participate in "The Human Situation: Modernity" as both learners and teachers. As learners, students read the works assigned to Modernity students and write one or more papers. As teachers, they will meet with Modernity students to assist them in the writing of papers, discuss texts and lectures, occasionally conduct discussion groups for the professors to whom they are assigned, and perform other pedagogical tasks associated with the larger course.

MATHEMATICS

Honors Calculus II

Course & Section: MATH 1432H, 09448
 Time & Location: TTH 1:00-2:30, 200 PGH
 Lab Information: MATH 1432H, 09449
 Instructor: MW 11:00-12:00, 309 PGH
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In this course, we will strive to cultivate skills in three areas:

- (1) Computational dexterity. These involve the mechanical aspects of calculus. Our goal is to learn to do these calculations correctly, signs and all.

- (2) Using calculus to solve practical problems. These are the so-called 'word-problems' dreaded by some. One begins with a problem stated in plain English, converts it into mathematical lingo, solves it, and then presents the conclusion using complete sentences. Correct usage of both mathematics and English prose will be emphasized.

- (3) Critical thinking. Some pivotal trends of thought will be covered. We will do so in the context of proving (only) three theorems. The actual proofs are the least of our concerns, though we still need to get them right. Instead, we plan to spend more time on logical clarity, the identification of divine inspirations, and most important of all, how to communicate abstract concepts simply.

All students currently earning an "A" in regular Calculus I are encouraged to consider this course.

MECHANICAL ENGINEERING

Mechanical Design I: Design Analysis and Synthesis

(petition for Honors credit)

Course & Section: MECE 2361, 02806
 Time & Location: T 9:30-11:30, E220 D3
 Lab Information: MECE 2361, 02805
 Instructor: TH 8:30-11:30, E220 D3
 Bannerot

This course is an introduction to design in general and engineering design in particular. Topics covered include the design process, communications, manufacturing processes, statistics, codes and standards, working in groups, engineering ethics, intellectual property issues, and creativity. A major theme of the course is that design is an interdisciplinary,

problem-solving activity, and "design skills" are easily extended to many aspects of our lives.

About 40% of the course is devoted to the "major" design project, in which groups of four students work to design and construct a device which must perform a specified function within a given set of constraints. Three or four additional individual projects are also assigned. Students petitioning for Honors credit will meet with Dr. Bannerot to discuss appropriate enrichment activities.

MUSIC

Listening to World Music

(petition for Honors credit)

(two sections of this course are available)

Course & Section: MUSI 3301, 06103
 Time & Location: MW 4:00-5:30, 118 MSM
 Instructor: Lange

Course & Section: MUSI 3301, 06102
 Time & Location: TTH 11:30-1:00, 116 MSM
 Instructor: Lange

This course introduces music from different parts of the world outside of Western Europe, and explores its meaning; it covers musical sound and also the cultural contexts of music-making. Music is selected from four different world areas. The goal of the course is to increase understanding of how different aspects of music are put together to create unique styles. Additionally, we will explore some of the ways in which music is related to the major historical, artistic, and religious forces that shape societies.

No previous background in music is required. The course involves the use of basic musical concepts (which will be taught in the first few lectures). There are three exams. For Honors credit, tests will include additional essay questions that address themes from class lectures and the students' own course readings. For a final project, Honors students will complete a critique/review of one of the musical communities active in Houston.

PHILOSOPHY

Introduction to Ethics

Course & Section: PHIL 1305H, 11668
 Time & Location: TTH 11:30-1:00, 7 AH
 Instructor: Phillips

This course will introduce students to the study of philosophical ethics. We read the works of some of the most important historical figures in the field: Plato, Hobbes, Kant, Bentham and Mill. These readings raise a number of theoretical questions, including: What is the relationship (if any) between morality and religion? Do we have any good reason to act morally? Are there absolute moral rules? Is it always right to act so as to produce the most happiness? In addition to these more theoretical questions, we also consider a number of issues in applied ethics, including abortion, civil disobedience, famine, punishment, and the treatment of animals. Work for the course consists of three two-page papers, four short (fifteen minute) in-class quizzes, and a final.

Introduction to Ethics

Course & Section: PHIL 1305H, 11667
 Time & Location: MWF 11:00-12:00, 12 AH
 Instructor: Nelson

This is a historical introduction to moral philosophy. It will focus especially on differences between the classical Greek tradition of ethical thought and the modern Kantian and Post-Kantian traditions. How, in particular, do these traditions view the problem of justifying moral requirements?

Philosophy and the Arts

(petition for Honors credit)

Course & Section: PHIL 1361, 11672
Time & Location: TTH 10:00-11:30, 304 AH
Instructor: Freeland

This course provides an introduction to aesthetics through consideration of topics in the visual and performing arts, including criticism, interpretation, moral issues, and cultural contexts. Students will explore a variety of topics in aesthetics, such as the assumption that aesthetics is not the study of pretty safe art, but also the discovery of the spontaneous in live art. We shall examine the relation between aesthetic value and other forms of recognition in the art market and the museum, considering aesthetic, commercial, and spiritual value. Students will discuss the meaning of art – and behind the motivation to create art – as a powerful social force prompting either union or dissent in the political scene. As a final cap on our discussions, the class will tour the Louvre on CD-ROM and visit many major museum exhibitions on the Web, asking critically of our experiences: are there differences between the real and the virtual? Honors students must write an additional 2-5 page paper and/or art project with prior approval of the professor.

Note that some students may find the religious, political, or sexual content of some of the art to be discussed offensive.

Theory of Knowledge

(petition for Honors credit)

Course & Section: PHIL 3335, 11665
Time & Location: TTH 11:30-1:00, 2 AH
Instructor: Johnsen

This course will explore the controversial but wide spread impact of Descartes on the philosophical theory of knowledge and its impact over the past three hundred years. Students will be challenged to contrast the notions in David Hume's theory of knowledge and to uncover the Calvinistic inclinations of Alvin Plantinga. The class will also discuss Richard Rorty's writings on epistemology.

Feminist Philosophy

(petition for Honors credit)

Course & Section: PHIL 3356, 11664
Time & Location: TTH 1:00-2:30, 202 AH
Instructor: Freeland

This course is an advanced survey of recent developments in feminist philosophy, focusing on the unique nature of "theory" in feminist thought and on intersections between feminist philosophy and other developing disciplines within feminism. Topics include the definitions of gender and sex, ethical theories, feminist epistemologies, disputes about essentialism, and assessments of the position of women in the history of philosophy. We will study and compare the assumptions and aims of various types of feminism (radical, socialist, liberal, psychoanalytic, French, multicultural, "Third Wave," etc.). No philosophy background is assumed, but readings will typically be fairly long and abstract. The class will involve roughly 60% class discussion in small groups; grading will reflect the requirements of regular reading, writing, and group participation. For details, see below.

Required texts for this course include: *Feminist Thought* by Rosemary Tong, *Feminism and Philosophy* by Rosemary Tong and Nancy Tuana, and *Listen Up: Voices from the Next Feminist Generation* by B. Finlen.

Students must write a short, informal paper each week in reaction to the assigned readings. There will also be a Mid-Term (Units I-III), a Final (IV-VI), and take-home essay exams. Honors students will write a five-page, independent research paper, of variable format, on an author, school, or concept that is of interest to the student.

Classics in the History of Ethics

(petition for Honors credit)

Course & Section: PHIL 3358, 11909
Time & Location: TTH 10:00-11:30, 2 AH
Instructor: Phillips

This course focuses on three seminal writers in the modern history of ethics: Thomas Hobbes (1588-1679); Joseph Butler (1692-1752) and Henry Sidgwick (1838-1900). We will read substantial portions of their most important ethical works (Hobbes' *Leviathan*, Butler's *Sermons* and Sidgwick's *The Methods of Ethics*) to gain a detailed understanding of their views. Students will focus in particular on their approaches to two central ethical issues: what is the correct moral theory?; why should we be moral?

Work for the course will consist of a take-home midterm and a take-home final, each requiring about eight pages of writing, and a paper of about six pages.

Philosophy and the Scientific Revolution

Cosmology, God, the Nature of Science, Probability, Miracles
(petition for Honors credit)

Course & Section: PHIL 3376, 11663
Time & Location: MWF 12:00-1:00, 2 AH
Instructor: Austin

The Scientific Revolution of the 16th to 18th centuries coincided with a period of intense theological controversy and religious reflection in Europe, stemming from the divisions following the Reformation. Modern philosophy takes much of its character from the efforts of a series of thinkers in this period to sort out the relations between science and religious thought. That is one of the primary themes of the course. The other theme is another preoccupation of early modern philosophers: their effort to define the aims and methods of the new sciences, with the hope of generalizing them as a guide to obtaining surer knowledge in all fields.

Readings will include Galileo's *Dialogue on the World Systems*, selections from Descartes and Newton; the Correspondence between G. W. Leibniz and Samuel Clarke (wherein many of the central issues are debated); and selections on miracles and probability from Locke, Spinoza, Hume, and Laplace.

POLITICAL SCIENCE

U.S. Government: United States and Texas Politics

(three sections of this course are available)

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| Course & Section: | POLS 1336H, 06423 |
| Time & Location: | MWF 10:00-11:00, 347 PGH |
| Instructor: | Sharpe |
| Course & Section: | POLS 1336H, 06421 |
| Time & Location: | MW 1:00-2:30, 302 AH |
| Instructor: | TBA |
| Course & Section: | POLS 1336H, 06425 |
| Time & Location: | TTH 1:00-2:30, 304 AH |
| Instructor: | TBA |

The goals of this course are to introduce students to the principles upon which the political institutions of the United States were founded and to understand the historical significance of American democracy. We will study *The Federalist Papers*, Tocqueville's *Democracy in America*, numerous U.S. Supreme Court cases and essays by respected scholars of American political life.

PHYSICS

University Physics I

Skidding Cars and Spinning Eggs

(Students must enroll in both the lecture and the recitation section.)

Course & Section: PHYS 1321H, 11296
Time & Location: MW 1:00- 2:30, 127 SR
Instructor: Chu
Recitation: PHYS 1321H, 11297
Time & Location: Arrange, 416 SR

Mechanics of one- and two-dimensional motion, dynamics, energy, momentum, rotational dynamics and kinematics, statics, oscillations, and waves. The prerequisite is credit for or enrollment in MATH1432.

Renaissance Classics

The Centaur and his Satyr Plays
The Political Comedy of Machiavelli

(petition for Honors credit)

Course & Section: POLS 2341, 06434
Time & Location: MW 1:00-2:30, 138 SR
Instructor: Little

It is perhaps no accident that Machiavelli the playwright has left us only comedies. Machiavelli the political theorist advised that the prince should have no other occupation than the art of war, and as Thucydides demonstrates so lucidly in his account of Corcyra, one of the primary effects of war is that ancient nobility comes to be seen as simplicity, is "laughed down," and disappears. Machiavelli's comedy, thus viewed, might be described as one front in a war upon established morality. The question emerges, however, whether comedy is restricted in its operation to the subversion of an existing order, or is able simultaneously to insinuate new orders. It is certain that Shakespeare, when anticipating the coming commercial liberal democratic order, employed comedy to address it. Perhaps,

then, one (or all) of these comedies stands to *The Prince* as *Merry Wives of Windsor* stands to *Henry V*.

We will undertake an investigation of Machiavelli's *Prince* and his three comedies, *Mandragola*, *Clizia*, and *Woman of Andros*. Supplementary materials will include Livy's account of the rape of Lucretia, and Terence's *Woman of Andros*. There will be five short essays and a final exam.

Politics of the Greek Theatre *(petition for Honors credit)*

Course & Section: POLS 2346, 11503
Time & Location: TTH 10:00-11:30, 343 PGH
Instructor: Lence

We shall begin our journey with a careful reading of what I suppose everyone knows is my favorite book, Thucydides' *History of the Peloponnesian War*. This dramatic account of the 27 year war fought between Sparta and Athens will introduce us to the political events and the leaders of Athens during that fatal war—events and men who form the principal subject matter for most of the plays written during and after the war. Our primary playwright in the maiden-voyage of this course will be Aristophanes. Specifically we shall look at four plays, *The Birds*, *The Wasps*, *The Knights*, and *The Assemblywomen*. In these works we shall see the politics of the ancient world writ large in the raucous life of the democratic polis. This is a course, then, which attempts to analyze the intersection of history, political philosophy, and the politics of the Greek theatre.

While the primary focus of this course is what the Core Curriculum calls Performing/Visual Arts B: Critical, there will also be a small, experimental part of the course which focuses upon an "experiential" component. It is my hope during this opening semester to have the students enrolled in the course perform *The Assemblywomen*, a play designed to show that the politics of human beings is not fundamentally different between men and women.

Russian Politics *Fireworks in the Kremlin* *(petition for Honors credit)*

Course & Section: POLS 3325, 11504
Time & Location: TTH 9:00-10:00, 344 PGH
Instructor: Nogee

This course analyzes the government and politics of Russia and the Commonwealth of Independent States. These political systems which emerged from the collapse of the Soviet Union in 1991 are still in a state of transition. Under the

administration of Boris Yeltsin, Russia committed itself to a democratic policy and a market economy, but neither have yet been firmly established. We will examine the factors which are working for and against political change in Russia. This course also examines the factors that led to the Soviet collapse and will seek to explain Soviet and Russian politics in terms of general theories of politics. There are two examinations and a paper.

American Political Thought *(petition for Honors credit)*

Course & Section: POLS 3349, 06466
Time & Location: TTH 10:00-11:30, 121 SR
Instructor: Lutz

This course will explore the theoretical basis of the American founding, and the implications of that theory for American politics today. In order to understand the American founding the course begins by examining the documentary background to the American Constitution. Students will explore this foundation in order to understand both the theoretical principles underlying them and the evolution of those principles. Because the course emphasizes documents written between 1620 and 1805, there is relatively little secondary literature read during the semester. Instead, students will practice close textual analysis of public political documents in order to decide for themselves the commitments a citizen makes when he or she takes an oath to uphold the U.S. Constitution.

Railroads and American Politics

Course & Section: POLS 3383H, 11502
Time & Location: TTH 10:00-11:30, 344 PGH
Instructor: Poole

This course is about the transformation of the economy and politics of the United States by the railroad in the 19th Century. The effects of this transformation echo down to this day and form the backdrop for much of modern American politics. Prior to the steam train, the U.S. was a small agricultural country. By 1892 the U.S. was an economic colossus and the nature of its political system had changed profoundly. Railroads were the first big businesses and they created the modern economy of mass production, mass transportation and mass communication.

This course will explain why modern American transportation is in the state that it is; for example, why there are no high-speed, comfortable, passenger trains and why trucks are favored over trains even though railroad transportation is cleaner and cheaper.

PSYCHOLOGY

Introduction to Psychology

Course & Section: PSYC 1300H, 06595
 Time & Location: TTH 5:00-6:30, 107 M
 Instructor: Geyen

This course will provide students with an in-depth overview of psychology. Students will come to understand the complexity of this field and the relevance of psychology in the study of all human activities. Course requirements will include three in-class examinations, at least one journal critique, and a research paper. Students will be given the opportunity to gain extra credit and hands on experience by participating in available research projects on campus.

Abnormal Psychology *(petition for Honors credit)*

Course & Section: PSYC 4321, 06714
 Time & Location: TTH 11:30-1:00, 108 M
 Instructor: Babcock

The goals of this upper-division, writing intensive psychology class are: a) to familiarize students with diagnosable psychopathologies (mental illnesses); b) to present some theories of etiology and have students come to their own conclusions of the nature and causes of specific psychopathologies; c) to introduce some clinical therapies that have been proven useful in the treatment of specific disorders.

This course will provide the opportunity for students to improve their writing skills through organizing their thoughts on paper and reorganizing based on the feedback they receive.

RELIGIOUS STUDIES

Spiritual Autobiography

Course & Section: RELS 3396H, 12304
 Time & Location: W 2:00-5:00, 13 L
 Instructor: Cole

The class will expose students to the nature and range of spiritual autobiography; it will also ask students to do some personal writing of their own in order to enhance and help discipline the search for meaning.

In recent years, American society has experienced a renaissance of personal writing and the search for meaning. People from all walks of life - all social classes, ethnic groups, religious affiliations, ages, and orientations - have turned to writing as a means of exploring timeless questions. What is the meaning of my life? Why am I here? To whom am I accountable? How should I live? Contemporary interest in spiritual autobiography reflects three basic trends: 1) a new ethnic and religious diversity created by immigration over the last thirty years; 2) a historical tendency of Americans to tell their own stories as a means of establishing their identities; and 3) renewed awareness in our internet era that wisdom and spiritual well-being are not available from fragmented bits of on-line information.

This class will introduce students to spiritual autobiographies (both classic and little known) written from various religious and secular points of view. It will also ask students to reflect in writing about their own spiritual experiences and identities.

Religion and Personality

Course & Section: RELS 4396H, 12361
 Time & Location: TH 3:00-6:00, 13L
 Instructor: McGehee

From his psychiatric experience, C.G. Jung concluded that the psyche has a clear and discernible religious function. This course will look at the Christian religion as a model of the psychological process Jung called individuation, the process to which he devoted much of his writing. Related psychological and religious literature will also be considered.

RUSSIAN

Russian Literature in Translation

(petition for Honors credit)

Course & Section: RUSS 2303, 05317
Time & Location: MWF 10:00-11:00, 111 M
Instructor: Walsh

This course covers the individual and society in classic novels of Russian realism. Readings and class discussions examine the vital questions of life in Tsarist Russia during the pivotal reigns of Nicholas I and Alexander II: free expression or obedience, orderly progress or revolution, faith or nihilism, family happiness or social commitment, East or West.

The common readings for this class include Alexander Pushkin's *Eugene Onegin*, Ivan Turgenev's *Fathers and Children*, Fyodor Dostoevsky's *Crime and Punishment*, and Leo Tolstoy's *Anna Karenina*.

SOCIOLOGY

Introduction to Sociology

Course & Section: SOC 1300H, 07045
Time & Location: TTH 2:30-4:00, 203 AH
Instructor: Chai

At the grandest level, sociology represents a perspective of social reality. This course is designed to introduce you to the sociological perspective. You will be introduced to the various concepts, methodologies, and theories employed by sociologists. No text will be used in the course; rather a number of different books and articles will guide our discussions. Students will be evaluated on the basis of their classroom participation and several writing assignments.

HONORS COLLOQUIA

Honors students will deepen their understanding of particular topics by completing upper-division work in a selected advanced course. Three semester hours in an approved 3000-4000 level Honors Colloquium provide an opportunity to explore a singular subject through various contexts and interpretations. Colloquia are selected for their emphasis on student participation as well as their inherent interdisciplinary approach. For Spring 2002, the following courses have been approved as Honors Colloquia.

Forecasting for Operations

(*petition for Honors credit*)

Course & Section: DISC 4365, 00354
 Time & Location: MW 2:30-4:00, 130 MH
 Instructor: Gardner

This course consists of two parts: eight weeks of class room work followed by a six-week internship project. The classroom work provides a set of tools that can be used in any business to develop forecasts for sales, budgeting, inventory control, and production planning. All forecasting is done with the aid of Excel worksheets, which are applied in a series of four case studies drawn from local companies. Written case reports count as one-third of the final grade. At the conclusion of the classroom work, there is one exam, weighted at one-third of the course grade. During the internship project, students work in five-person teams on forecasting problems submitted by local companies. There are no class meetings during the project work; instead, teams meet individually with the instructor to discuss progress. On the final exam date, each team submits a written report and gives an oral presentation to complete the course grade. Companies attend the presentations and assist the instructor in evaluating the work.

Shakespeare's Comedies

Course & Section: ENGL 3306H, 04525
 Time & Location: MW 2:30-4:00, 127 MH
 Instructor: Bernard

Although in popular esteem it is the roaring thunder of Shakespeare's major tragedies that make him the world's playwright, arguably his best and most consistent work for the theatre lies in the crackling lightning of his comedies. Here both the range of his talent and the variety of his theatrical moods manifest themselves across the whole gamut of his production, from the Roman ("new") comedy of *Comedy of Errors* to the ambiguous romances, sexual and colonial, of *The Tempest*, with intervening detours into such uncharacteristically Shakespearean genres as the bourgeois comedy ("Falstaff in love") of *The Merry Wives of Windsor*.

In this survey of his comedies, we will sample the signature comic subgenres that distinguish Shakespearean comedy from all

others. Beginning with the surprisingly unresolved courtly *jeu d'esprit*, *Love's Labor's Lost*, and ending with his quintessential tragicomedy or "romance," *The Winter's Tale*, the core of the course will focus on four of Shakespeare's romantic or "green world" Elizabethan comedies of light-hearted escape from the everyday—*A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, and *Twelfth Night*—and two of his Jacobean "dark" or "problem" comedies, *Measure for Measure* and *All's Well That Ends Well*.

In all of these our main focus will be on Shakespeare's stagecraft, his creation of character, and his sparkling language. Thematically, we will see him repeatedly exploiting classic comedy's chief theme: the struggles of young people to overcome obstacles placed by their elders between them and their desires; or, conversely, the efforts of older and more powerful adults to thwart and channel youthful desires to recognized social ends.

In addition to reading and discussing the plays, there will be two papers, a final exam, and some group presentations entailing the reading aloud and critical analysis of scenes from the plays. Students taking the course for Honors credit will also write a short study of Shakespeare's adaptation of his sources in one of the comedies.

Literature & Alienation

Course & Section: ENGL 4398H, 04622
 Time & Days: T 5:30-8:30, 13 L
 Instructor: Monroe

Students who are interested in an Honors Colloquium may want to consider registering for "Literature & Alienation." The class will be offered as a graduate course in the Department of English, but a limited number of honors students may earn undergraduate credit by completing writing requirements appropriate for an upper-division literature course.

Our first task in the course will be developing a common and useful vocabulary as we consider the hypothesis that alienation is a necessary and inescapable condition of human life in society. The topics to be covered include "Comedy," "Education," "Religion," "Boredom," "Civilization," and "Sexuality"; through a discussion of the readings, we will consider whether each "process" simultaneously relieves and engenders alienation.

Readings will include fiction by Franz Kafka, Flannery O'Connor, Samuel Beckett, Willa Cather, J.D. Salinger, Walker Percy, and Donald Barthelme and poetry by Wordsworth, T.S. Eliot, Robinson Jeffers, and Mark Doty. We will also read portions of William Monroe's *Power to Hurt*, an essay by James Kastely on Kenneth Burke, a comic book about Franz Kafka by Robert Crumb, and Freud's *Civilization and Its Discontents*.

There will also be a Sunday evening film series (every other Sunday, for a total of 7 movies) in the Honors Center. Students who cannot attend because of conflicts can rent and view the movies on their own. Students will be encouraged to pursue their own interests in various "performances of alienation"—whether music, art, or literature—through a 5-10 pp. writing project and, if time permits, a class presentation. Requirements of the course will include short weekly response papers, ten in all, a midterm and final exam, and a longer paper. *This course requires instructor approval prior to registration.*

Tale of Two Cities: Paris and Berlin in the 19th and 20th Centuries

(petition for Honors credit)

Course & Section: FREN 3362, 11729

Time & Days: T 2:30-5:30, 304 AH

Instructor: Zaretsky & Glass

The German literary critic Walter Benjamin described Paris as the capital of the nineteenth century. But by the end of that same century Benjamin's birthplace, Berlin, was vying for world attention. The capital of an ambitious and restless Germany, Berlin partly measured its power in the mirror, historical and mythical, provided by France in general, and Paris in particular. The century long dynamic between these two cities climaxed in the occupation of Paris by Nazi Germany, and the subsequent destruction of Berlin. The postwar re-establishment of Berlin as the capital of a reunified Germany, and the recasting of Paris as candidate for the capital of the twenty-first century, indicate that this relationship has a future no less than it has a past.

This course will trace across literature, art, architecture and film, the relationship between France and Germany from 1848 to 1945. We shall examine the ways in which these capital cities were refashioned by their rulers, and how these renovations were reflected in the literature and art of the time. The class will consist of lectures, visual presentations and class discussion, and all students will be required to write a ten-page research paper. Though all materials will be in English, students with majors in French and German are required to research and write their papers in their language of study.

Students may petition this class for History credit.

The Search for Meaning in History

Historical Narrative from the Bible to the Middle Ages

(petition for Honors credit)

Course & Section: HIST 4395H, 12474

Time & Location: TTH 1:00-2:30, TBA

Instructor: Moore

This seminar examines the history of historical writing, beginning with the Book of Samuel, and continuing with Greek historians such as Herodotus, the Roman historians Tacitus and Suetonius, and moving on to medieval chroniclers, authors of saints' lives, and historians such as Bede. What is the impact of ideology or theology on the writing of history? How reliable are these authors? At the outset we will learn how to read and analyze ancient texts—to identify the sources used by authors of histories, and to understand the principles guiding their histories. We will examine the nature of tradition, as a conscious activity of preservation, but subject to forgetfulness and moments of rediscovery. Discussions and research will address the nature of history and historical time, the difference between myth and history, and the relation between biography and history. Does history have a tragic dimension? Do we have a moral duty to remember the past or to study history? Can a true history be written?

20th Century European Thought

Course & Section: HON 3397H, 12739

Time & Location: MW 2:30-4:00, 110 C

Instructor: Hass

This course will focus on thinkers from Continental Europe who have helped shaped late twentieth century thought and theory, and who have contributed to the movement from modernism to postmodernism in the fields of philosophy, theology, social theory, literary theory, and cultural studies. As the texts will be largely theory based, and the thinkers themselves heavyweights in their field — Heidegger, the Frankfurt School, Lacan, Foucault, Lyotard, Levinas, Baudrillard, Ricoeur, Derrida, Cixous, Zizeck, et al. — the reading will be demanding, and discussion pitched high. But these challenges promise the great reward of understanding our present world, and all its complexities, in a more rigorous and critical light.

As a colloquium, each class will involve much interactive discussion across interdisciplinary lines. I will set up each thinker at the beginning of each class, but the majority of our time will be in the form of a dialogue involving all. Reading the assigned material before class is therefore imperative. There will be 3 papers (7-10 pages each) and a final exam. There will be no midterm.

Feminist Philosophy

(petition for Honors credit)

Course & Section: PHIL 3356, 11664
 Time & Location: TTH 1:00-2:30, 202 AH
 Instructor: Freeland

This course is an advanced survey of recent developments in feminist philosophy, focusing on the unique nature of "theory" in feminist thought and on intersections between feminist philosophy and other developing disciplines within feminism. Topics include the definitions of gender and sex, ethical theories, feminist epistemologies, disputes about essentialism, and assessments of the position of women in the history of philosophy. We will study and compare the assumptions and aims of various types of feminism (radical, socialist, liberal, psychoanalytic, French, multicultural, "Third Wave," etc.). No philosophy background is assumed, but readings will typically be fairly long and abstract. The class will involve roughly 60% class discussion in small groups; grading will reflect the requirements of regular reading, writing, and group participation. For details, see below.

Required texts for this course include: Feminist Thought by Rosemary Tong, Feminism and Philosophy by Rosemary Tong and Nancy Tuana, and Listen Up: Voices from the Next Feminist Generation by B. Finlen.

Students must write a short, informal paper each week in reaction to the assigned readings. There will also be a Mid-Term (Units I-III), a Final (IV-VI), and take-home essay exams. Honors students will write a five-page, independent research paper, of variable format, on an author, school, or concept that is of interest to the student.

Railroads and American Politics

Course & Section: POLS 3383H, 11502
 Time & Location: TTH 10:00-11:30, 344 PGH
 Instructor: Poole

This course is about the transformation of the economy and politics of the United States by the railroad in the 19th Century. The effects of this transformation echo down to this day and form the backdrop for much of modern American politics. Prior to the steam train, the U.S. was a small agricultural country. By 1892 the U.S. was an economic colossus and the nature of its political system had changed profoundly. Railroads were the first big businesses and they created the modern economy of mass production, mass transportation and mass communication.

This course will explain why modern American transportation is in the state that it is; for example, why there are no high-speed, comfortable, passenger trains and why trucks are favored over trains even though railroad transportation is cleaner and cheaper.

Abnormal Psychology

(petition for Honors credit)

Course & Section: PSYC 4321, 06714
 Time & Location: TTH 11:30-1:00, 108 M
 Instructor: Babcock

The goals of this upper-division, writing intensive psychology class are: a) to familiarize students with diagnosable psychopathologies (mental illnesses); b) to present some theories of etiology and have students come to their own conclusions of the nature and causes of specific psychopathologies; c) to introduce some clinical therapies that have been proven useful in the treatment of specific disorders.

This course will provide the opportunity for students to improve their writing skills through organizing their thoughts on paper and reorganizing based on the feedback they receive.

Spiritual Autobiography

Course & Section: RELS 3396H, 12304
 Time & Location: W 2:00-5:00, 13 L
 Instructor: Cole

The class will expose students to the nature and range of spiritual autobiography; it will also ask students to do some personal writing of their own in order to enhance and help discipline the search for meaning.

In recent years, American society has experienced a renaissance of personal writing and the search for meaning. People from all walks of life have turned to writing as a means of exploring timeless questions. What is the meaning of my life? Why am I here? To whom am I accountable? How should I live? Contemporary interest in spiritual autobiography reflects three basic trends: 1) a new ethnic and religious diversity created by immigration over the last thirty years; 2) a historical tendency of Americans to tell their own stories as a means of establishing their identities; and 3) renewed awareness in our internet era that wisdom and spiritual well-being are not available from fragmented bits of on-line information.

Religion and Personality

Course & Section: RELS 4396H, 12361
 Time & Location: TH 3:00-6:00, 13L
 Instructor: McGehee

From his psychiatric experience, C.G. Jung concluded that the psyche has a clear and discernible religious function. This course will look at the Christian religion as a model of the psychological process Jung called individuation, the process to which he devoted much of his writing. Related psychological and religious literature will also be considered.

SPRING 2002 HONORS ACADEMIC CALENDAR

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| November 5-9, 2001 | Honors Advising Week for Spring Registration |
| November 9-10, 2001 | VIP Priority Registration for Honors Students |
| November 21-24, 2001 | Thanksgiving Holiday (UH Campus Closed) |
| December 6-13, 2001 | Fall 2001 Final Exam Week |
| December 14-January 3, 2002 | Winter Holidays (UH Campus Closed) |
| January 14, 2002 | First Day of Spring 2002 Semester |
| January 21, 2002 | M.L. King Holiday (UH Campus Closed) |
| February 11, 2002 | Last Day to Drop Without Receiving a Grade |
| February 15, 2002 | Graduation Filing Deadline for May Commencement |
| March 4-9, 2002 | Spring Break (No Classes) |
| April 29, 2002 | Last Day of Classes for Spring 2002 Semester |
| May 1-9, 2002 | Spring 2002 Final Examination Week |
| May 10, 2002 | Honors College Scholarship Application Due for Fall Official Closing of the Semester Honors Graduation Banquet UH Commencement Ceremony |
| May 28, 2002 | First Day of Summer I Session |