



Welcome!

This booklet contains a list of Honors courses to be offered in Spring 2010:

- Required Honors Courses for Entering Freshmen
 - Honors Proseminar I
- Honors Courses Open to All Honors Students
 - Honors Seminars and Other Special Honors Courses
 - Honors Versions of Regular UNCG Courses
 - Honors Independent Studies in the Disciplines

For more detailed information about courses offerings, you are encouraged to contact the instructor. For information about the requirements for the International Honors Program and the Disciplinary Honors Program as well as information about our various co-curricular and extra-curricular opportunities, you are encouraged to check out our website:

<http://honorscollege.uncg.edu>

or talk to the Honors Academic Adviser, Mr. Ryan Radford.

With best of luck for the coming semester,

Jerry Pubantz, Director
Lloyd International Honors College
The University of North Carolina at Greensboro



KEY TO ABBREVIATIONS

- CAS – College of Arts and Sciences
- GEC – UNCG general education categories
- GFA – fine arts GEC
- GFL – foreign language GEC
- GHP – historical perspectives GEC
- GL – global perspectives GEC
- GLS – natural sciences GEC – life science (for CAS students)
- GLT – literature GEC
- GMO – historical perspectives GEC – modern (for CAS students)
- GMT – mathematics GEC
- GN – global non-western perspectives GEC
- GNS – natural sciences GEC
- GPM – historical perspectives GEC – premodern (for CAS students)
- GPR – philosophical/religious/ethical perspectives GEC
- GPS – natural sciences GEC – physical science (for CAS students)
- GRD – reasoning and discourse GEC
- GSB – social and behavioral sciences GEC
- HSS – the course prefix for courses offered by Lloyd International Honors College
- SI – speaking intensive GEC
- WI – writing intensive GEC
- XXX – the course prefix for courses offered by the Department of XXX



HONORS COURSES Spring 2010

REQUIRED HONORS COURSES FOR CURRENT FRESHMEN

Freshmen Honors students in the International Honors Program are required in their first semester in the program to take **HSS 198: Honors Proseminar**.

HSS 198-01

Honors Proseminar

T 9:30 – 10:45

Instructor: Sarah Krive

***Limited to freshmen in the International Honors Program**

Dr. Sarah Krive, Assistant Director in the Lloyd International Honors College—PhD in Slavic Languages and Literatures, University of Chicago; B.A. in Russian, Carleton College. Her work focuses on the intersection of poetry, emotion, and nationalism in the Russian context. Awards received include a Fellowship from the National Endowment for the Humanities. She is currently working on the politics of cultural appropriation of the twentieth-century Russian poet Anna Akhmatova. She believes in the transformative power of travel, and can recommend Russia, Nepal, and Singapore as great places to go.



OTHER HONORS COURSES

HONORS SEMINARS & OTHER SPECIAL HONORS COURSES

HSS 202-02

Seminar in Historical Perspectives—Modern (The Reel World: Contemporary History on Screen—Part II)

GEC: GHP, GMO

R 3:30 – 6:20

Instructor: Jeffrey Jones

This class is Part II of a two part course that began in the fall, although each part **can be taken separately**. The second part of the course in the spring will examine global issues in the contemporary world, focusing on the Middle East, Africa, and Latin America mainly in the post-World War II period. We will view this history through both films and texts and as much as possible from the point of view of those living it, including students in the class themselves. Everyone has an “historical consciousness,” an understanding of the way the world became what it is today, and the main purpose of this class is to introduce students to alternative ways of interpreting history by weighing the merits of differing points of view. We will examine world history with a number of themes in mind: the Cold War; the rise & fall of communism; nationalism; the rise of terrorism; de-colonization/neo-colonialism; the international economy; racial, ethnic, & religious conflict; gender; class; & environmental issues.

The instructor for the course is Dr. Jeffrey W. Jones. Born in the mountains of North Carolina (Jefferson), Jones grew up in Liberty, N. C. He attended the University of North Carolina at Chapel Hill for a B. A., M. A., and Ph. D., all in history. His specific area of study is Russian/Soviet history, and his book, Everyday Life in the 'Reconstruction' of Soviet Russia During and After the Great Patriotic War, 1943-1948, was published by Slavica Publishers, which is associated with Indiana University Press, in 2008. Jones is also interested in modern world history, which he has taught for over a decade. He has been teaching at UNCG since 2000 and is currently an Associate Professor. Jones



won the 2006 University Continuing Education Association's Faculty Award for Continuing Education; the 2007 US Distance Learning Association's Gold Award for Distance Learning Teaching Online; and **UNCG's Lloyd International Honors College Chancellor's Resident Fellowship for 2009-2010.**

HSS 205-01

Design Thinking: Thinking and Doing through Transformative Innovation

GEC: GFA

TR 9:30 – 10:45

Instructor: Patrick Lee Lucas

In this course, students explore the opportunities that arise from being a “design thinker,” a new age, empathic team player exploring a landscape of innovation with many others by thinking out loud through design. Drawing on the important work of the design firm IDEO to analyze inspiration, ideation and implementation within the design process, students work simultaneously as anthropologists and psychologists in “building to think” for socially oriented design problems that reach far beyond Greensboro. This course explores the rise of design as a paradigm for everyday life – looking at the various processes and players who assume much of the responsibility for shaping the world.

*Patrick Lee Lucas, Associate Professor of Interior Architecture at the University of North Carolina Greensboro – Ph.D. American Studies, B.Arch. University of Cincinnati (1988), M.S. Interior Design, University of Kentucky (1998), Michigan State University (2002). He is the recipient of a number of grants relating to the preparation of a manuscript entitled Athens on the Frontier: Grecian Style Architecture in the Valley of the West, 1820-1860. His current work includes the development of a book manuscript on the architect Edward Loewenstein and the mid-century modern design aesthetic. Active in history, American studies, and design organizations, Lucas has given numerous papers at conferences throughout the United States and abroad. An award-winning instructor at UNCG and MSU, Lucas teaches the two-course history and theory of design sequence as well as design studio at all levels of the Interior Architecture program. **In 2009-2010, Lucas serves as a Chancellor's Resident Fellow in the Lloyd International Honors College.***

**HSS 212-01****Reacting to the Past**

GEC: GHP, GMO, GN

MW 3:30 – 4:45

Instructor: Jeffrey Jones

Focusing on two key events in contemporary world history, the 1947 Independence and Partition of India and the 1994 end of Apartheid in South Africa, this class will be taught in the Reacting to the Past (RTTP) teaching style. Pioneered by Barnard College in 1996, the RTTP teaching style seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. This innovative teaching style consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run by students; instructors advise and guide students and grade their oral and written work.

HSS 215-01**The Mask Maker's Sacred Quest**

GEC: WI, SI, GFA, GN

MWF 1:00 – 1:50

Instructor: Deborah Bell

This course will compare and contrast contemporary traditional mask styles used in performance rituals and carnival celebrations represented by cultural communities spanning several continents: Africa, Asia, Europe, South America, and North America (Northwest Canada, New Mexico, and Mexico). The course will identify and survey archetypal sacred myths associated with these masked performance events using Joseph Campbell's seminal work, *Primitive Mythology: The Masks of God* as preliminary exploration. We will broadly define key terms: *art, design, theatre, ritual, sublime beauty, and sacred*. These terms will be used in context when describing and analyzing the mask styles as well as when exploring various spiritual motivations reflected by these masks and masked ritual performances. Finally, using earlier course exploration as inspiration, each student will create an individual mask that expresses personal spiritual values or group values identified as part of a final group masked performance ritual initiated by members of the class.



Deborah Bell has designed costumes for over one hundred musicals, staged plays, operas, and ballets. A number of these productions have required masks. Currently she is writing about the creative process of several mask makers worldwide and how their masks are evolving with increased inter-cultural influences.

HSS 216-01

Islam, Gender, and the Politics of Dress

GEC: GN, GPR

TR 12:30 – 1:45

Instructor: Elizabeth Bucar

Discrimination against women in Muslim communities is often associated with *hijab*. At the same time, national laws restricting veiling in public places have been interpreted as violations of religious freedom. This course will use *hijab* to explore the relationship between Islam, gender, and the politics of dress. The course comprises two units. First, we consider the theological grounds for a Muslim form of gendered dress in the Quranic and Hadith injunctions to veil, and how these injunctions are interpreted or critiqued by contemporary religious and feminist thinkers. Second, through text-based sources (including ethnographies and court cases), we consider how Muslim women and men perform *hijab* in a variety of countries. In this unit we will be concerned with understanding what wearing *hijab* “can do,” that is, its political power. Case studies to be considered include women’s practice of “bad *hijab*” within the context of compulsory veiling in the Islamic Republic of Iran; the new veiling movements among middle class women in Egypt; the unveiling of school girls in France; and the wearing of *hijab* by men such as *warias* in Indonesia and *hijras* in India.

Elizabeth M. Bucar is assistant professor of religious studies at the University of North Carolina at Greensboro. She has published a co-edited volume, Does Human Rights Need God? with Barbra Barnett (Eerdmans, 2005). Her recent publications include “Methodological Invention as a Constructive Project,” in the Journal of Religious Ethics (Sept. 2008) and “Free Speech in Weblogistan?” with Roja Fazaeli in International Journal of Middle Eastern Studies (Aug. 2008). She is completing her first book monograph on the feminist tactics of American Catholic and Iranian Shia women and beginning a new comparative project on the ethics of transsexuality.

**HSS 217-01****Latin American and European Cross-Cultural, Transatlantic Encounters**

GEC: GLT, GN

TR 12:30 – 1:45

Instructor: Veronica Grossi

In this course we will investigate the cross-cultural, transatlantic contacts and exchanges between Latin America and Europe from the early modern to the contemporary periods to come to an understanding of the forging of new, culturally mixed forms of identity in both continents. The encounter, conquest and colonization of the Americas produced an acculturation of European society, impacting its science, art, thought, religion, literature and everyday-life social practices.

The Latin American native societies, on the other hand, some annihilated, some subjugated and made dependent to technologically advanced Western societies, have lived on from the 15th-century til our times, through complex, yet subtle, stratagems of resistance, rebirth and survival. Through a close analysis of audiovisual and written texts, situated in their particular sociohistorical and political contexts, we will recreate the complex network of ethnic, commercial, artistic, linguistic, literary and migratory currents between Europe and America, and within the Americas, across the centuries. At the same time, we will ponder the serious challenges and endurable creations –such as richer, hybrid forms of being-- that result from these on-going continental and transcontinental translations or exchanges.

Verónica Grossi teaches Latin American literature, culture and theory at UNCG. Her interests include international cultures and affairs, particularly Latin American, and the arts, such as photography, film, music, painting, theater, poetry and dance. Her book on the 17th-century Mexican savante, Sor Juana Inés de la Cruz, published by Vervuert-Iberoamericana in 2007, focuses on baroque allegory as an instrument for knowledge. She is currently studying the connection between poetry and philosophy in the long poem of the Spanish-American tradition.

**HSS 218-01****Shamans, Doctors, and Curanderos: Healing the World (Introduction to Medical Anthropology)**

GEC: GN, GSB

TR 9:30 – 10:45

Instructor: Joan Paluzzi

What is health? How is it maintained? And how do the answers to these questions change over time and across different settings? This course examines medical traditions and practices around the world and their international, national, and local contexts. Beginning with an examination of healthcare and concepts of health and illness within our own culture, we will explore similarities and differences around the world and the manner in which these give us important insights into other cultures and the impact of globalization processes.

Dr. Joan Paluzzi is a medical anthropologist. She has worked in American Samoa, Chile, Venezuela, the United States. She also served on a United Nations project and worked with the NGO, Partners In Health. Her research is on topics of healthcare access for underserved populations and the social experience of tuberculosis.

HSS 225-01**Five Cycles: Looking at Change in the World through Architecture and Design Across Time**

GEC: GFA, GL

TR 11:00 – 12:15

Instructor: Patrick Lee Lucas

In this course, students learn about the ever-changing design cycle and the realities of consumer and designer behaviors that complicate the building arts and the objects within.

They also look at the context for buildings and artifacts, questions about who cares for and possesses the material objects and, maybe most importantly, who is included and excluded from the world of objects in considering class, status, race, and gender, alongside definitions of who serves and who is served. The various social signals that emanate as they change over time provide visual and material signs for wealth and power for those who encounter them.

**HSS 226-01****On the Road: Travel in the Western Imagination**

GEC: GL, GPR

MW 2:00 – 3:30

Instructor: Stacey Peebles

In this course, we'll go on the road (imaginatively speaking) and consider how the idea of travel has been depicted across the centuries. To do this, we will read a selection of ancient and modern texts that are considered "classics" because of their great and continued influence on the art, culture, and politics of the Western world—though we will also discuss what makes a text a classic and what might constitute a "Great Book." This road through Western intellectual history will take us to a variety of places—monsters' lairs, Prospero's island, the moon, and hell, to name a few. We will discuss what it means to leave home, the reasons why we do so, and the way we think about those we meet when we are "away." Our journey will also take us through a number of disciplines and disciplinary approaches—philosophy, literature, history, political science, and drama—and the authors we cover will include Homer, Herodotus, Plato, Dante, Machiavelli, and Shakespeare. We will end the semester with Cormac McCarthy's *The Road*, a contemporary novel that takes up these issues in a post-apocalyptic, post-historical context.

Dr. Stacey Peebles is Assistant Director of Lloyd International Honors College. She studied for ten years at the University of Texas at Austin, earning her B.A. in English and the Plan II Honors Program with a minor in Spanish, and her M.A. and Ph.D. in English. From 2004 to 2009, she was a professor and administrator in the Honors College of the University of Houston, where she coordinated an Honors minor in Politics and Ethics and taught "The Human Situation," a year-long course covering ancient and modern texts in literature, philosophy, history, and political science. Her research focuses on the representation of war and violence, and she has published a number of articles on Cormac McCarthy, her favorite writer, as well as articles on Flannery O'Connor, Terrence Malick, and Michael Herr. She is working on a book about contemporary American war in literature, film, and new media.

**HSS 227-01****The Western: Visions and Revisions**

GEC: GL, GLT

MW 3:30 – 4:45

Instructor: Stacey Peebles

“Cast a cold eye
 On life, on death.
 Horseman, pass by!”
 --inscribed on Yeats’ grave

“Out here a man settles his own problems.” John Wayne in *The Man Who Shot Liberty Valance*

“Stupid f—king white man!” Gary Farmer in *Dead Man*

The Western is a particularly (and sometimes peculiarly) American genre that has been both immensely popular and of great political and cultural significance. But what makes a Western, and what accounts for that popularity and significance? In this course we will explore a variety of Western stories in literature and film and examine the predecessors of the Western, its “classic” form, and versions that re-vision what the West was—and is—really all about. Doing so will lead us to discussions about place and identity, nature and civilization, justice and the law, race and gender, and conflict, trauma, and resolution. Our course materials will include selections from de Vaca’s *Account* and Mary Rowlandson’s captivity narrative, Willa Cather’s *O Pioneers!*, Jack Schaefer’s *Shane*, as well as the films *Stagecoach* (1939), *Lone Star* (1996), and *Dead Man* (1995).

HSS 228-01**Global Health in Action**

GEC: GL, GSB

MW 3:30 – 4:45

Instructor: Sharon Morrison

How do local Zambians organize to address the HIV stigma and care needs in their community? Which non-governmental organizations and groups are working hard to protect the health and rights of Central African refugees? What is social entrepreneurship and how does it contribute to



preventing blindness in Africa? What is global health advocacy and what does a global health advocate/volunteer do? In this seminar we will explore (through e.g. film, narratives, case studies, guest expert presentations and web-based media) how individuals and groups “*move into action*” for global public health.

We will especially focus on 1) cutting edge strategies being used for dealing with “real life” health crises in developing country regions e.g. Southern Africa, 2) the successes, challenges and important lessons learned and, 3) ways students can themselves become more engaged in and mobilize for global health advocacy.

Sharon D. Morrison, PhD is an Associate Professor in the Department of Public Health Education at the University of North Carolina at Greensboro (UNCG). She is also the Director of the Undergraduate Program in Public Health Education and a member of the International and Global Studies Program Committee at UNCG. Dr. Morrison received a BS in Biology from Barry University, an MSPH from the University of North Carolina at Chapel Hill and a PhD in Health Education and Behavior (minor in Medical Anthropology) at the University of Florida. She also holds a Graduate Certificate in Latina American and Caribbean Studies. She teaches courses in International/Global Health, Disease Processes and Immigrant and Refugee Health. Through a seed grant from the Office of Leadership and Service Learning at UNCG, she established UNCG’s first service-learning course in international health specific to the Africa region. In summer 2009, she led an inaugural group of 10 students in an international service-learning experience in Livingstone, Zambia. The service focus was on home-based care for HIV/AIDS and TB patients and community infrastructure development. She has been instrumental in developing a partnership between Bridge Volunteers in Denver, Colorado and African Impact, an NGO offering volunteer work in public health in Livingstone Zambia

**HSS 228-02****Everyday Lives of Young Children Around the World**

GEC: GL, GSB

TR 8:00 – 9:15

Instructor: Jonathan Tudge

In this class we will focus on how young children spend their time in parts of the United States, Russia, Finland, Estonia, Kenya, and Brazil, through both readings and video. The class will be internationally interactive, with students participating live from Finland, and will feature small- and large-group discussions.

Jonathan Tudge, who will be teaching the class, is a professor in the Department of Human Development and Family Studies. He is about as international as one can be, having been born and raised in England, lived for two years in the former Soviet Union, has lived in the United States since 1981 and spends most of his free time in Brazil. He's currently writing this biography in Finland, where tomorrow he'll meet some of the students who'll participate in this class next semester. His research, perhaps not surprisingly, deals with young children's everyday activities and interactions in different parts of the world.

HSS 320-01**Honors Tutorial***Jerry Pubantz*

Up to five students and faculty members get together weekly to explore a set of topics arranged by the students and the faculty member in advance. The faculty member guides the group's program of study. Each member of the group participates in researching and discussing the topics. The courses may carry from one to three hours credit, depending on the types of assignments required. Students or faculty who wish to put together a tutorial should consult with the director of Lloyd International Honors College.

**HSS 330-01**
Honors Independent Study*Jerry Pubantz*

Honors Independent Study is designed to provide students with flexibility in coordinating Honors with the requirements of their majors. The student will develop, in consultation and supervision of a faculty member, a program of concentrated study and investigation within his or her discipline. After discussing an area of study with a faculty member, the student should fill out the HSS 330 Proposal Form, available on the Honors website, <http://honorscollege.uncg.edu>. This course may be repeated once for credit if the topic of study changes.

HSS 490-01
Senior Honors Project*Jerry Pubantz*

The Senior Honors Project is a work of original scholarship (essay, fine art, performance, scientific research, etc.) in which the student develops a thesis or hypothesis, presents background information and evaluates his or her position using methods appropriate to the problem. Though the Senior Honors Project can focus on any topic the student chooses, it must be supervised by a university faculty member with a specialty appropriate to the topic. After discussing the project with a faculty member, the student should submit a project proposal which is available on the Honors website, <http://honorscollege.uncg.edu>, and enroll in the course.

*HSS 490-01 Senior Honors Project is the capstone course for Disciplinary Honors students.



HONORS VERSIONS OF REGULAR UNCG COURSES

AST 209-02

Astronomy: The Solar System

GEC: GNS

MWF 12:00-12:50

Instructor: Stephen Danford

Exploration of our solar system represents one of our civilization's greatest scientific efforts. This exploration began in the 20th century with NASA's human and robotic explorers. During their lifetimes today's college students will see a detailed understanding emerge of climate and geology of the planets, as well as a comprehensive picture of the origins of the family of objects orbiting our Sun and the possibility that life exists (or once existed) among these objects. Honors students in this course will explore these topics along with students in AST 209 (Astronomy: The Solar System). Honors students will study important topics like astrobiology in greater depth, and will work individually with UNCG's 0.8-meter telescope and an astronomical camera.

Stephen Danford teaches in UNCG's Department of Physics and Astronomy. As an observational astronomer he has used telescopes throughout the United States and in South America. He has studied the composition of the oldest stars in our galaxy, as well as the light variations of unstable stars located in distant star clusters. Much of his research makes use of UNCG's Three College Observatory. Danford is a graduate of Dartmouth College with graduate degrees from Yale University in physics and in astronomy. He was Department Head in the Department of Physics and Astronomy at UNCG from 1999 - 2007. Danford is married with three children, and spends his spare time canoeing and bicycling.

Note: This is an embedded Honors Course

It meets in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

**CCI 212-02****Introduction to Roman Archaeology**

GEC: GHP, GL, GPM

TR 11:00 – 12:15

Instructor: Maura Heyn

Introduction to the archaeology of the Roman world, with particular emphasis on Rome and the monumental remains of its vast empire. The students in this honors section will meet an additional hour each week, and there will be a supplementary textbook. In terms of honors-specific course work, the students will take a weekly quiz and make several short presentations.

Maura Heyn teaches archaeology, Latin, and Classical Civilization courses at UNCG. She received her PhD in archaeology from UCLA (she is a California native) in 2002. Dr. Heyn specializes in the archaeology of the Roman empire, and she wrote her dissertation on the funerary sculpture from Palmyra, a city in the Syrian desert. She has worked on a number of excavations in Europe; most recently she was the Finds Director for an excavation in the Roman Forum.

Note: This is an embedded Honors Course

It meets in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

CST 460-08**Health Communication**

MW 2:00 – 3:15

Instructor: Marianne Legreco

This course focuses on current trends in the design of health messages. The course will examine a variety of health promotion efforts including health campaigns, interpersonal interventions, healthcare institutions, and consumer-based and participatory approaches to health. We will also participate in community-based health projects that may include the Edible Schoolyard and Get Healthy Guilford.



Dr. Marianne LeGreco is an Assistant Professor in Health Communication in the Department of Communication Studies. Her teaching, research, and service interests all resolve around issues of healthy eating, nutrition promotion, and community-based health/food projects.

Note: This is an embedded Honors Course

It meets in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

HIS 396-01

Postwar Comparative Reconstruction

T 3:30 – 6:20

Instructor: Jeffrey Jones

This course will be taught in a seminar style format, with students leading weekly discussions on a rotating basis and writing 3-4 book reports on monographs, anthologies, and/or journal articles dealing with a host issues involved in the postwar reconstruction of societies in the 20th century following major conflicts. The bulk of the required readings will focus on the aftermath of World War II in Europe and Japan, but students are free to concentrate on any of the major conflicts of the 20th century for their individual course projects, which will be in the form of historiographical essays. The course is open to all Honors College students and history majors who meet minimum GPA requirements, and is recommended particularly for those students who are considering pursuing graduate-level study in history.

IAR 221-02

History & Theory of Design I

GEC: ENV, GFA, GL

TR 2:00 – 3:15

Instructor: Judith Cushman-Hammer

Interconnections and borrowing buildings and objects forms and decorative systems permeate the history and theory of design. A civilization stretched across geographic and political borders, so too did ideas about building systems, materials, processes, and decorative objects. Because these material items contain essential information about cultures



and artistic achievements, as well as political, social, and cultural systems across time and space, students will encounter and come to terms with manifestations of empire, nationalism, internationalism, spirituality, cultural differences, and cosmetology across the globe. As the building arts impact our everyday experiences, students will connect their current-day physical environment with the many precedent buildings and spaces, attitudes and theories that materialized global human inhibition.

Judith Cushman-Hammer received her B.A. from the University of Wisconsin in 1967 and her M.A. with honors from the University of Chicago in 1970. In addition to regularly published columns, she features and analyses in Furniture/Today, Home Accents Today, Design Today, HFN and Victorian Homes.

IAR 302-03

Interior Architecture II

MWF 1:00 – 3:50

Instructor: Patrick Lee Lucas

* Limited to IAR majors only

IAR 412-03

Interior Architecture IV

MWF 9:00 – 11:50

Instructor: Patrick Lee Lucas

* Limited to IAR majors only

IAR 552-01

Material Culture – Media Culture: Uncovering Embedded Messages and Stories in Objects and Images

R 2:00 – 4:50

Instructor: Patrick Lee Lucas

This multidisciplinary form of cultural study utilizes material artifacts at various scales to interpret human presence on the earth. Media studies similarly bring together divergent areas of study to examine, particularly, mediated images embedded within print, television, and digital sources. Here, scholars construct possible interpretations of images connected to the material world from which they emanate. In this course, students consider the history and theories of material and media culture from



multidisciplinary perspectives through readings, discussions, analysis, and field visits. Students will encounter artifacts and work to critically evaluate them in historical context. They will analyze cultural artifacts and images using several material and media culture approaches.

PSC 260-03 (Cross listed as IGS 223-05)

Intro to Comparative Politics

GEC: GL, GSB

MWF 11:00 – 11:50

Instructor: William Crowther

This course introduces students to the concepts and methods of comparative political analysis. At the same time it will provide an introduction to the political institutions and practices of a variety of developed and developing countries, ranging from Great Britain and France, to China, Russia, India and Nigeria. Students in this course will improve their critical reasoning skills and their research and writing abilities.

William Crowther is a Professor of Political Science and Director of the Center for Legislative Studies. He received his Ph.D. from The University of California at Los Angeles in 1986. He is the author of numerous publications on postcommunist and communist politics, legislative politics and on interethnic relations

Note: This is an embedded Honors Course

It meets in lecture with a larger non-Honors course but have a minimum of 15 hours of additional contact hours with the professor for further explorations of the material. It has a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

SPA 204-14

Intermediate Spanish II

GEC: GFL, GL

MWF 11:00 – 11:50

Instructor: Neyeska Filipski

This course is especially designed for students with a strong interest and a solid background in Spanish. We will use the same textbook and class materials as the regular sections. Students will be challenged to achieve



proficiency goals in a more interactive setting, including several culture-oriented projects. This course is an alternative for students to meet their Foreign Language requirement. Students must show proof of placement (i.e. results from the Placement Exam, AP credit, grade of B or higher in SPA 203).