Honors Course Listing

Fall 2018
Welcome Honors College students!

This booklet contains a list of Honors course offerings for Fall 2018:

**Required Honors courses only for entering freshmen who are International Honors students:**
- Honors Colloquium
- 100-Level Honors Seminar

**Honors courses open to all Honors students (International Honors and Disciplinary Honors):**
- 200-Level Honors Seminars
- Honors versions of regular UNCG courses

For more detailed information about specific courses, please contact the instructor of the course. For information about the requirements for the International Honors and the Disciplinary Honors programs, or information about our co-curricular and extra-curricular opportunities, please see our website or speak with one of the Honors Academic Advisors:

Ms. Julie Boyer: j_boyer@uncg.edu
Ms. Portia Harris: plharris@uncg.edu
Ms. Maria Hayden: m_hayden@uncg.edu
Mr. Chris Kirkman: cjkirkma@uncg.edu

**Have a great semester!**

Dr. Omar H. Ali
Dean & Professor
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 (e.g., ATY = Anthropology, ENG = English)

DAYS OF THE WEEK
- M – Monday
- T – Tuesday
- W – Wednesday
- R – Thursday
- F – Friday

*Course information subject to change.
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Types of Honors Courses

**HSS 100-LEVEL COURSES**
100-Level Honors courses are offered during the fall semester for new first-year students to UNCG and the Honors College. These courses cover both Honors credits and General Education Credits (GEC) for the university. International Honors first-year students must take one 100-level Honors course.

**HSS 200-LEVEL COURSES**
200-Level Honors courses are offered fall and spring semesters for second-semester first-year students to seniors. These courses cover both Honors credits and General Education Credits (GEC) for the university.

**DEPARTMENTAL HONORS COURSES**
Departmental Honors courses are often offered to all Honors students. These courses are listed with a departmental prefix and carry the HSS (Honors) marker. Departmental Honors courses may satisfy General Education Credits but may not. Some courses are open only to students in the major.

**EMBEDDED HONORS COURSES**
These courses meet in lecture with a larger non-Honors course but have additional honors requirements for further explorations of the material. They have a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

**HONORS CONTRACT COURSES**
Honors contract courses are completed at the 300-level or higher within a student’s major and apply only towards Disciplinary Honors. Be sure to talk with the Honors Liaison for the department and the Honors Adviser to ensure the appropriate guidelines are followed.

**HONORS INDEPENDENT STUDIES**
Honors independent studies are typically taken as HSS 330 but may have another course prefix and number. Independent studies apply only to Disciplinary Honors and may range between 1-3 credit hours. Students identify and work directly with a faculty member in the major department (or one approved by the Honors Liaison from the major).
Statement on Liberal Learning

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to specific fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively; the capacity to understand ideas and issues in context; the commitment to live in society; and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society’s best investment in our shared future.

Adopted by the Board of Directors of the Association of American Colleges & Universities, October 1998
HONORS COURSES
Fall 2018
100-LEVEL HONORS SEMINARS

HSS 102-01H
Greensboro: The World through a City
GEC: GHP, GMO, HSS
TR 9:30-10:45
Instructor: Virginia Summey
CRN: 80362
Course Limited to Freshmen

This course is an experiential learning course that explores Greensboro as part of the wider world. Home to indigenous peoples, migrants, and refugees from across the nation and the globe, Greensboro encompasses a vibrant mix of people and traditions. We will look at the history, politics, and cultures of Greensboro as a reflection and microcosm of both the United States and the world. There will be a series of guest lectures and presentations by experts in specific areas—from environmental studies and ethnomusicology to law, medicine, and government administration. Among the places we will visit: Greensboro Historical Museum; Guilford College Woods (home to Native Americans and later a safe haven for fugitive slaves and escaping Confederate soldiers); Guilford Courthouse National Military Park; local restaurants; downtown artist co-operatives; historical Warnersville; sister colleges; and the UNCG campus itself.

Virginia Summey received her Ph.D. in History at UNCG in December 2017. At UNCG she also received a post-baccalaureate certificate in African American and Diaspora Studies. She received her MA in History and a post-baccalaureate certificate in Women’s and Gender Studies from the University of Montana. Her current research focuses on gender and race during the civil rights movement.
HSS 105-01H
Swords, Sandals, and the Silver Screen
GEC: GFA, HSS
TR 12:30-1:45
Instructor: Rebecca Muich
CRN: 80410
Course Limited to Freshmen

While the ancient world was a favorite topic of Hollywood and foreign filmmakers from the beginning of the genre through the 1970s, the popularity of ancient Greece and Rome eventually waned as audiences interested in historical epics turned their attention to other cultures. The commercial success of *Gladiator* in 2000, with its big-budget depiction of the height of the Roman Empire and megawatt star power, led to a resurgence of interest in presenting the ancient world in film, especially as summer blockbusters. This course will examine the representation of ancient Greek myth and ancient Greek history in the Hollywood films of the 2000’s including: *Clash of the Titans* (2010), *Immortals* (2011), *The Legend of Hercules* (2014), *Hercules* (2014), *Alexander* (2004), *300* (2006), and *300: Rise of an Empire* (2014), among others. As part of the course, students will learn how to “read” a film as a distinct narrative genre and will understand the history of the interest of Hollywood in the ancient world. The course will investigate the process of adapting ancient mythological and historical texts for consumption on the big screen. By reading ancient mythographers and historians on the legends of Perseus, Theseus, and Hercules and the battles of Thermopylae, Salamis, and the campaigns of Alexander the Great, students will be able to analyze the films from ancient and modern perspectives.

Rebecca Muich is an Assistant Dean in Lloyd International Honors College. She holds a Ph.D. in Classical Philology from the University of Illinois in Urbana-Champaign, an M.A. in Classics from the University of Florida, and an Honors Bachelor of Arts in Classics and History from Xavier University. Her research interests include relationships and gender in the *Iliad*, warfare as depicted in Greek epic and tragedy, women in antiquity, narrative theory, and classical reception.
HSS 105-02H  
Creativity and the Arts  
GEC: GFA, HSS, SI  
TR 2:00-3:15  
Instructor: Larry Lavender  
CRN: 80423  
Course Limited to Freshmen

We all want and need to be creative—especially in the arts, but also in other domains of work, and in our everyday lives. Despite its importance to our success, however, creativity is elusive. There are many different conceptions and definitions of creativity, and a great variety of contexts in which it is needed. There are many ways to awaken, unleash and focus creative thought and action, and in our class we will seek to do just that. Through readings, discussions, and hands-on experiments with an array of creative tools we will strengthen our abilities to see things in new ways, to overcome perceived obstacles, and to generate and harvest new and useful ideas. Above all, we will have fun as we explore this mysterious force: creativity.

Larry Lavender is Professor of Interdisciplinary Arts in the College of Visual and Performing Arts, and a Faculty Fellow in Lloyd International Honors College. His primary areas of teaching are creativity theories and practices, performance art, human/animal relations in the arts, and dance theories and practices.
HSS 106-01H
Philosophy Goes to the Movies
GEC: GPR, HSS
MW 2:00 – 3:15
Instructor: Angele Bolte
CRN: 80424
Course Limited to Freshmen

Not every movie is a popcorn flick aimed at dazzling you with the latest in special effects and wowing you with the biggest Hollywood stars of the moment. Some films are true works of art, exploring abstract philosophical questions and setting the stage for both long-lived debates and contemporary questions. And, interestingly, some movies can be both, mixing popcorn and philosophy. The goal of this class will be to utilize film as an accessible and entertaining way of asking some of life's most difficult, and important, questions. Questions like: What is real and how do we know? Who am I? What does it mean to have a mind? Do I have free will or are all of my actions predetermined? Why should I be a moral person? Do I have an obligation to obey society’s laws? These movies will provide a set of examples which we, as a class, will use to frame our discussions of these important questions. Thus, students are required, first and foremost, to see these films as philosophical texts in themselves and not solely as entertainment.

Angela Bolte is an Assistant Dean in Lloyd International Honors College. She earned her PhD in Philosophy and Graduate Certificate in Women’s Studies from Washington University in Saint Louis. She also earned a MA in Philosophy from the University of Wisconsin- Milwaukee and an Honors BA in Philosophy from Kansas State University. Her research interests include issues in ethical theory such as autonomy, philosophy of emotions, philosophy of law, applied ethics, and feminist philosophy.
HSS 108-01H
Unfit for Reproduction: The Global History of Eugenics and Neo-Eugenics
GEC: GSB, HSS
T 3:00 – 5:50
Instructor: Justina Licata
CRN: 80512
Course Limited to Freshmen

While the Nazis’ use of eugenics during the Holocaust destroyed the discipline’s reputation, the practice of eugenics persisted long after the end of the Second World War. This course will examine the global history of eugenics from its origins in the 1880s to the 1990s, when a birth control device was used to limit minority women’s reproductive rights. Using both primary and secondary sources, students will explore the development of eugenics, neo-eugenics, and the population control movement, and how these concepts were used to justify stripping individuals’ of their reproductive rights. Additionally, students will be exposed to the organizations and people who struggled to shed light on unlawful sterilizations and end eugenic practices. In this class, students will learn how to read, use, and evaluate a wide range of historical sources. They will identify different methods of historical inquiry and gain an appreciation for how history structures our daily lives.

Justina Licata is a Ph.D. candidate in the UNCG History Department. Her dissertation examines the history of the birth control implant, Norplant, and its connections to the expansion of feminism, the politicization of class action lawyers, and the rise of neoliberalism in the 1990s. For the history department, she has taught courses on U.S. and Women’s History, and she won the 2016-2017 Outstanding Graduate Teaching Assistant from the College of the Arts and Sciences.
Welcome to college! The American university predates the founding of America, so what is it about these institutions that is so valued? We know that college graduates will have higher salaries than those without college degrees, so the value of a degree is not just theoretical, it can be quantified. What happens while you’re in college that makes you a better employee? Is it just the knowledge you gain? Does a diploma prove that you learned what you were taught? Could someone else gain the same knowledge but never earn a diploma? In this course we will examine what the university claims to offer, how it attempts to provide that, and if it is successful. We will explore the messages sent by educational policy makers, historically and currently, and compare them to what universities are actually providing to students. We will use educational sociology to study the history of higher education in America and analyze how the modern university supports student learning and development.

Maria Hayden is the Coordinator of Data and Student Records and Academic Advisor in Lloyd International Honors College. She earned an Honors BA in Philosophy and Political Science from Guilford College with departmental honors in Philosophy and a MEd in Student Personnel Administration in Higher Education from UNCG. Before her employment at UNCG, Maria worked for many years as an academic advisor for Continuing Education students at Guilford College. She then transferred to a position as the Housing Coordinator, where she also served as a mentor and instructor for first-year students.
HSS 122-01H
War, Crimes Against Humanity, and Global Justice
GEC: GHP, GL, GMO, HSS
MWF 10:00-10:50
Instructor: Joseph Ross
CRN: 81852
Course Limited to Freshmen

This course examines the devastation of war and conflict throughout the
nineteenth and twentieth centuries, the development of human rights and
the creation of the term “Crimes against Humanity” in international law,
and the various attempts to use legal trials to bring about peace and justice
in a chaotic world. We will explore the challenges facing international
institutions and agreements, such as the United Nations and the Universal
Declaration of Human Rights, in maintaining peace without violating the
rights of individual nations to govern themselves.

Joseph A. Ross has taught a wide range of courses at UNCG over the past 10
years, including American, European, Asian, and World History, as well as a
brief stint teaching the History and Philosophy of Sport and Physical
Education. His research and teaching focus on the history of human rights,
genocide, international law, American foreign relations, and the globalization
of the United States. Dr. Ross earned his M.A. in European History from UNCG
and his Ph.D. in American History from UNCG.
HSS 138-01H  
**Introduction to Cultural Anthropology**  
GEC: ENV, GN, GSB, HSS  
MW 3:30-4:45  
Instructor: Susan Andreatta  
CRN: 80520  
*Course Limited to Freshmen*

Introduction to Cultural Anthropology - This course provides an overview of cultural anthropology. We will use cultural anthropology to examine humans’ relationship to their environment, political and economic systems, religion, and social organization. Through this exploration we will study cultural similarities and differences in contemporary societies. By drawing upon lectures, readings, ethnographic films, and group discussions you will be exposed to a wide range of topics in the study of comparative cultures. These foci include language, means of livelihood, marriage, family, kinship, gender relationships, social stratification, social control mechanisms, belief systems, and culture change. *This course, however, goes beyond the basic outline of introductory materials by asking you to apply the insights, theories and methods of the disciplines to the solution of societal problems.*

**Susan Andreatta** is a Professor in the Department of Anthropology at the University of North Carolin Greensboro (UNCG) where she maintains an active research program working with small-scale farmers and fishermen in North Carolina and Peru. She is also co-director of UNCG Campus Gardens where there are 50 raised beds for vegetable, herb and flower production.

*Dr. Andreatta mentors undergraduate students in research and study abroad experiences which provide opportunities for hands-on experiences in cultural anthropology.*
200-LEVEL HONORS SEMINARS
Open to all Honors students

HSS 202-01H
History of Evolutionary Thought
GEC: GHP, GMO, HSS, WI
MW 2:00-3:15
Instructor: Timothy D. Johnston
CRN: 80521

Evolution is the idea that the natural world has not always existed in its present form, but has come into being through the operation of natural processes. This course examines the history of evolutionary accounts of physical, biological, and social systems from the late 17th century to the present. Darwin’s theory of biological evolution by means of natural selection provides an important focus for the course, but we will also examine pre-Darwinian accounts of both physical and biological evolution, the intellectual and scientific context for Darwin’s work, reactions (both pro and con) to his writing, the assimilation of Darwinian theory into 20th-century scientific thinking, and the creationist opposition to evolution.

Timothy Johnston is a Professor in the Department of Psychology. He has published numerous articles and book chapters focusing on the development and evolution of behavior, and on the history of scientific inquiry into those topics during the 19th and 20th centuries.
HSS 204-01H  
**How to Win a Nobel Prize**  
GEC: GLS, GNS, HSS  
MW 2:00-3:15  
Instructor: Robert Cannon  
CRN: 80535

Nobel Prizes in Physiology and Medicine and Chemistry are often awarded for research that has transformed both biology and our world. Nobel prize winning scientists have written their autobiographies, and there are excellent biographical accounts of their lives and their work. The goal of this course will be to explore some fundamental biological topics in disciplines such as genetics, microbiology, molecular biology, immunology, and virology. This exploration will employ the writings by and about Nobel Prize winners.

**Rob Cannon** is a Professor Emeritus in the Department of Biology. Emeritus means that I have retired, but for some strange reason, I still teach (part time). Why? Because it keeps my mind active and I enjoy working with young, enthusiastic students, such as those found in the Honors Program. I am married (for 47+ wonderful years) to Dr. Janne Cannon, Professor Emerita, in the Department of Microbiology and Immunology at the School of Medicine at UNC-Chapel Hill. She also now teaches at UNCG for the Honors Program.

I am a microbiologist. My most recent research project involved a small study of bacteria in used cars. Janne and I have no children, but we do have 3 cats – Gus, Mini, and Rosie. We are both trained mediators. We mediate disputes for the District Court in Alamance County, and we are also contract mediators for the Greensboro Police Department where we mediate complaints between citizen and GPD officers. For fun, I love to read, and I work out 2x per week at a local gym, play tennis, golf occasionally, play bridge, and have recently learned how to play pickleball. I also have a pilot’s license and try to go flying on nice days about once a month. After living for 35 years in Alamance County, we now live in Greensboro where we enjoy socializing with friends and going to the theater and concerts.

*May The Force Be With You.*
HSS 206-01H
Playing Doctor: Rights, Responsibilities, and Medicine
GEC: GPR, HSS
TR 11:00-12:15
Instructor: Angela Bolte
CRN: 80331

Issues within Biomedical Ethics are some of the most hotly debated topics within American society today: the nature of the Doctor-Patient Relationship, arguments for Euthanasia and Physician-Assisted Suicide, Reproductive Issues (including abortion, contraception, and artificial reproductive technologies), principles of Patient Decision-Making (including informed consent), and Research Ethics. The aim of this course is to carefully explore a variety of issues within Biomedical Ethics, working through the ethical dilemmas that are inherent within health care. While this course will be valuable for those considering a career in the health professions who will be regularly confronted with these dilemmas, it should also be valuable for those who are not, because it will foster a critical awareness with respect to health, sickness, and death, events that impact everyone.

Angela Bolte is an Assistant Dean in Lloyd International Honors College. She earned her PhD in Philosophy and Graduate Certificate in Women’s Studies from Washington University in Saint Louis. She also earned a MA in Philosophy from the University of Wisconsin- Milwaukee and an Honors BA in Philosophy from Kansas State University. Her research interests include issues in ethical theory such as autonomy, philosophy of emotions, philosophy of law, applied ethics, and feminist philosophy.
HSS 208-01H
Autism Spectrum Disorder: Science and Culture
GEC: GSB, HSS
TR 2:00-3:15
Instructor: Sara Estle
CRN:TBD

Autism Spectrum Disorder (ASD) is a developmental disorder characterized in part, by difficulty in communication and social interaction. This course will explore how our scientific understanding of, and cultural attitudes toward, ASD have changed since Leo Kanner first defined the disorder in 1943. Through lecture and discussion, students will examine the evolution of ASD from the early years of mystery and isolation, to the current views of inclusion and neurodiversity.

*Sara Estle* is a Lecturer in the Psychology Department at UNCG. She holds a PhD and an MA in Experimental Psychology from Washington University in St. Louis, and a BA in Psychology from Illinois Wesleyan University. Dr. Estle is also a Board Certified Behavior Analyst with over a decade of experience using evidence-based naturalistic interventions to increase language, listener skills, play, social interaction, and daily functioning skills in children with Autism Spectrum Disorder.
HSS 209-01H  
The Classical Art of Persuasion  
GEC: GL, GRD, HSS, WI  
TR 3:30-4:45  
Instructor: Jonathan Zarecki  
CRN: 80529

This course explores the concepts of rhetoric, oratory, and persuasion and their importance in the cultural and political life of the ancient and the modern world. We will survey ancient theories and techniques for effective speech-making, read Greek and Latin speeches in translation as models for our own rhetorical skills, and evaluate modern speeches according to the ancient rules for public speaking, and practice our own delivery through memorization and performance. A significant portion of this course will be devoted to information literacy, specifically identifying information needs, distinguishing between academic and popular sources, evaluating websites for appropriateness as information sources, and communicating information from sources for specific purposes. As a writing-intensive course, emphasis will be placed on your application of the ancient models to your own ability to write persuasively using reputable sources.

Jonathan Zarecki is an Associate Professor of Classical Studies and co-director of the UNCG in Rome program. His area of specialty is the Late Roman Republic (133-31 BCE), and his current research focuses on theories of political legitimacy and effective leadership, the concept of age in Roman political philosophy, and, oddly enough, forest fires and forest husbandry in Roman Italy. He has published a book on Cicero’s political philosophy, and articles on Roman and Greek poetry, Roman provincial law, and Cicero’s speeches. He is also a member of Legio VI Ferrata Fidelis Constans, a Roman living history group based in South Carolina.
HSS 225-01H
Performing Blackness/ Imagining Africa in Brazil
GEC: GFA, GL, HSS, IGS
TR 3:30-4:45
Instructor: Ana Paula Höfling
CRN: 80561

This course examines the processes through which blackness is performed in Brazil through embodied cultural practices. We will critically examine early twentieth-century theories of Africanity in the Americas—from theories of Yoruba superiority to models based on quantifiable “Africanisms” proposed by Melville Herskovits. We will explore the intersections between “race,” Africanity, and tradition, and analyze how Afro-Brazilian traditions are constructed, performed, and legitimized in reference to Africa. Through readings, discussions, and writing assignments, we will explore the ideas of “purity” and “roots” as they relate to idea(l)s of Africa in Brazil, specifically in candomblé ceremonies, capoeira practice, carnival celebrations, and staged “folk” performances. Focusing on the state of Bahia, the “Afro-Brazilian capital,” we will analyze debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Ana Paula Höfling is Assistant Professor of Dance Studies at UNCG; She holds a PhD in Culture and Performance from the University of California, Los Angeles and she was an Andrew W. Mellon Postdoctoral Fellow at the Center for the Americas at Wesleyan University. She approaches African diaspora studies from an interdisciplinary perspective, drawing from the fields of Dance Studies, Anthropology, Cultural Studies, and Brazilian Studies. Her research focuses on Afro-diasporic embodied practices of Brazil, with an emphasis on the development of capoeira in relationship to mid-twentieth century folkloric shows in the state of Bahia.
HONORS INTERNATIONAL EXPERIENCE, INDEPENDENT STUDY & SENIOR HONORS PROJECT

Honors students studying abroad for a semester or year are required by the Honors College to complete IGS 295, IGS 296, & IGS 297. These three courses provide three (3) credit hours for the study abroad experience.

IGS 297-01
Study Abroad Global Experience Re-Entry
GEC: HSS

This course is required by Honors of all students who have returned from their study abroad experience. Students reflect on their Honors International Experience and participate in re-entry exercises.

HSS 330-01H
Honors Independent Study
GEC: HSS
Instructor: Omar Ali
CRN: 80591

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 with a supervising 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 Approval Form, available at the Lloyd International Honors College website, http://honorscollege.uncg.edu. Honors Independent Study may be repeated once for credit if the topic of study changes. The student must have completed six hours of Honors courses to sign up for HSS 330.
HSS 490-01H
Senior Honors Project
GEC: HSS
Instructor: Omar Ali
CRN: 80630

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. Students must also receive approval from the departmental Honors Liaison. After discussing the project with a faculty member, the student should submit a project proposal and enroll in HSS 490, Senior Honors Project. The proposal should be approved by the appropriate person or committee in the student’s department and submitted to the Dean of the Lloyd International Honors College.
Join us in BIO 111: Principles of Biology I, as you launch your Fall semester at UNCG. Students in BIO 111 will learn about matter, energy transfer, information and genes. Studying the complexity of the molecular and cellular operations of plants and animals might make you wonder how life is even possible! There will be many opportunities for you to engage one another in scientific arguments as a team-based, inquiry-guided problem-solving approach will break up the lectures.

*Enrollment in BIO 111L is a co-requisite of this course.

John Lepri is a Professor in the Department of Biology. Long ago, halfway through a century long complete, he was puppy #3 in a “basket of nine puppies,” originating in Detroit, Michigan. He studied zoology and psychology at the University of Michigan and completed a Ph. D. in zoology at North Carolina State University. His research on hormones, pheromones and endocrine disruptors that affect mammalian reproduction has taken him to the Monell Chemical Senses Center, Princeton University and the National Institute of Environmental Health Sciences. He has served as Chief Faculty Consultant for College Board’s Advanced Placement Biology program and, at UNCG, he teaches general biology, physiology, biological clocks, and reproduction. He also works closely with UNCG’s future high-school science teachers, and directs General Biology Education at UNCG. Outdoors is where you’ll find him in his free time, golfing, hiking, canoeing, and engaged in the never-ending chores of raising chickens and vegetables.
ECO 201-02H  
**Principles of Microeconomics**  
GEC: ENV, GSB, HSS, SUS  
TR 12:30-1:45  
Instructor: Jeff Sarbaum  
CRN: 83234

This course is an introductory microeconomic analysis of how individuals and firms cope with the fact that they have unlimited wants but limited resources. Explores the role markets play in efficiently addressing the scarcity problem and evaluates how alternative policies can impact their functioning. Examines conditions within which markets fail and solutions to correct for such.

**Jeff Sarbaum** (Ph.D., SUNY Binghamton, 1997), Senior Lecturer of Economics, has over twenty years of university teaching experience. He has developed numerous innovative graduate and undergraduate courses, integrating traditional pedagogy with new modalities and technologies. He has won the Bryan School Teaching Excellence Award, the UNCG Excellence Award for Student Learning Enhancement, and been nominated for the UNCG Excellence Award in Online Education as well as the UNCG Teaching Excellence Award. Dr. Sarbaum has been invited to speak about his teaching and research at numerous conferences, including a keynote presentation at the Duke University Instructional Technology Showcase. He has served on the UNCG Faculty Senate Online Learning Committee, the UNCG BLS Online Steering Committee, and the Economics Department and Bryan School Undergraduate Program Committees. Dr. Sarbaum also served as a Co-PI on a project funded by the National Science Foundation to develop online modules that teach mathematics skills in the context of economics to promote economic literacy.
ELC 375-02H
Philosophy of Education: A Philosophical Exploration into the Origin of Western Education for Today’s World
GEC: GPR, HSS
TR 12:30-1:45
Instructor: Glenn Hudak
CRN: 80695

This course explores the philosophic origins of western education as it pertains to contemporary society. Indeed, while education is related to learning and schooling there is something quite distinctive about “education.” For it is neither about acquiring coping skills for living, per se (learning), nor is it about institutional and societal expectations, per se (schooling), rather education for Plato and others is the craft (techne) of turning the soul towards The Good, The Truth. What does it mean to pursue the truth, especially today where we live in a world saturated by opinion? Is it really the case that if we seek the truth it will set us free? And free from what? To address these and other issues we will critically explore the “spirit” of truth seeking by following the origins of education found in Plato’s Republic through and to contemporary educational thinking. We will explore that in its inception there is a strange marriage between philosophy & education, as both are linked to truth seeking, unraveling the implications for current pedagogical practices. From Plato we are transported to the 21st century and explore how this scholastic tradition is manifested today in issues revolving around public schooling, the nature or role of Study, and the educational possibilities for Human emancipation.

Glenn M. Hudak is a Professor in the Department of Educational Leadership & Cultural Foundations of Education (ELC). He received his PhD from the University of Wisconsin, Madison in Curriculum Theory, his M.A. from Wisconsin, Madison in Philosophy of Education, and his A.B. at University of California, Berkeley in Philosophy. He taught at several universities, and while a Professor of Education at Pace University, NYC he enrolled at Union Theological Seminary, NYC to study the philosophic and religious foundations of education, where he earned a M.Div. While at Union and later at UNCG, he earned a Diploma in psychoanalytic psychotherapy at the Harlem Family Institute, NYC, working with children in economically poor neighborhoods in NYC. He returned to school to study how education enhances the human condition. As such, his research interests revolve around an interdisciplinary approach to philosophy of education exploring such issues as: Autism, Buddhist thought, Modern Continental Philosophers such as Arendt, Heidegger, Psychoanalytic Thought, and the essence of technology all as they pertain to education.
GEO 103-02H
Introduction to Earth Science
GEC: ENV, GNS, GPS, HSS
TR 9:30-10:45
Instructor: Jeffrey Patton
CRN: 82179

This course looks at both what we know of the origin and evolutionary development of the planet Earth and also how we know it. Three major aspects of our planet will be explored. First, the geophysical behavior of the solid earth, including volcanism, tectonics, and mountain building. Secondly, the modification of the surface by running water, glaciers and wave action; and finally, the processes and dynamics of the atmosphere including the causes of climatic regions, weather patterns and prediction, and extreme weather events (hurricanes, tornadoes, droughts and floods). The course also investigates the role people play as agents of environmental change, including hydrologic and coastal engineering, deforestation, and human modification of the atmosphere and climatic change.

Jeffrey Patton is a Professor in the Department of Geography at UNCG and Co-Director of the National Science Foundation-funded Science Technology and Mathematics Preparation program (STAMPS) at UNCG. He teaches classes in earth science, cartography, and in the summer a field course during which students travel to various national and state parks in the western U.S. His research interests include cartographic communication, the physical geography of the U.S. and Canada, and science education. He is the author or co-author of 4 books and numerous articles, and was named the “Educator of the Year” by the North Carolina Geographical Society.
DEPARTMENTAL EMBEDDED
HONORS COURSES

These courses meet in lecture with a larger non-Honors course but have additional honors requirements for further explorations of the material. They have a different syllabus and may have different texts, other readings, and assignments than the non-Honors course.

ADS 306-02H
Afro-Latin America: Africa, Iberia, and the Americas
GEC: HSS
TR 9:30-10:45
Instructor: Omar Ali
CRN:

The course explores the intersection of Africans, Iberians, and Native Americans across Latin America, including Brazil, Peru, Colombia, Ecuador, Cuba, Honduras, and Mexico, as well as people of Afro-Latin American descent in the United States. We begin by looking at the history of Iberia, and West and Central West Africa, and the spread of Christianity and Islam across these regions. Drawing upon archival records, ethnographic accounts, oral history, material culture, and music, we look at how enslavement and resistance to slavery shaped the creation and ongoing development of Afro-Latin American cultures and people.

Omar Ali is Dean of Lloyd International Honors College and the 2016 Carnegie Foundation North Carolina Professor of the Year. A graduate of the London School of Economics and Political Science, he received his Ph.D. in History from Columbia University.
ARH 210-03H  
The Art of Disney and Pixar  
GEC: HSS  
TR 11:00-12:15  
Instructor: Heather Holian  
CRN: 81501

This class focuses on the art produced for all aspects of the two Studios’ animated shorts and feature-length cartoons, including but not limited to storyboard sketches, concept paintings and drawings, three-dimensional maquettes, and painted or digitally rendered backgrounds and environments. The various media employed by Disney and Pixar artists to create these works, as well as the technological and artistic innovations of these Studios will be addressed. To fully understand and appreciate the achievements of both Studios within the field of animation, the essential processes of animation used by each Studio will also be discussed throughout this survey.

Emphasis will also be placed upon the individual artistic personalities responsible for the pre-production and production art of the Disney and Pixar Studios. Therefore, each artist’s unique contributions to the field and Studios, his/her artistic style, influences, and inspirations will be considered. As a result, the final cartoon will be discussed as an artistic product created through both individual, and collaborative efforts, and set against the relevant contemporary historical, artistic, social and cultural background of its day. This backdrop will demonstrate the often reflective relationship these cartoons and their creators had with American culture. And, this semester we will also have the unique opportunity to consider how Disney fairy tales have impacted artists outside of the studio through artworks featured in the “Dread and Delight” exhibition at the Weatherspoon Art Museum here on campus.

The basic vocabulary of art and animation will be introduced during this course and therefore no prior knowledge of animation or art is required to succeed in this class.

Heather Holian is an Associate Professor of Art History, who teaches classes on the art of early modern Europe, Disney and Pixar. She is currently writing a book focused on the art, artists and collaborative processes of Pixar, where she has conducted research since 2008.
ATY 253-02H
Intro to Biological Anthropology
GEC: ENV, GLS, GNS, HSS, SUS
TR 9:30-10:45
Instructor: Charles Egeland
CRN: 82401

Why are humans, well, human? We have culture and language, we walk upright on two legs, we gather our food in unique ways, we have colonized nearly every habitat on Earth, and we exhibit a bewildering variety of social and sexual behaviors. How did we come to be this way?

Biological (aka physical) anthropology harnesses a wide range of evidence and approaches from the natural and social sciences to explore this question and, in so doing, to understand the human species within an evolutionary framework. Our journey in this course will thus include a survey of evolutionary theory, genetics, non-human primate and human biology and behavior, and human evolution.

Charles Egeland’s research interests revolve around the evolution of human behavior. He directs paleoanthropological excavations at Neandertal sites dating to ~200,000 years ago in the Republic of Armenia and at Homo erectus sites dating to ~1,500,000 years ago in the United Republic of Tanzania.
CCI 211-02H
Intro to Greek Archaeology
GEC: ARC, GHP, GL, GPM, HSS
TR 9:30-10:45
Instructor: Joanne Murphy
CRN: 81952

The aim of this class is to explore the archaeological remains of ancient Greece from the 3,000 BC –31 BC. Through an examination of the artifacts and buildings from these periods and a study of archaeological methods and theories, students will learn how archaeologists reconstruct the past societies and past ideologies. Our examination will cover many aspects of the ancient world including the rise and fall of complex societies, religion, daily life, colonization, and artistic expression.

Joanne Murphy’s research focuses on diverse elements of the Greek Bronze Age, including mortuary and religious activities, production and prestige, and archaeological methods. Currently, she is working on the publication of the Bronze Age tombs around the Palace of Nestor in Southwestern Greece and continues her study of the religious and funerary activities on Minoan Crete. Most recently she has started a field project on the Greek island of Kea, which explores the value of surface survey as an archaeological method.
CCI 228-02H
Comparative Studies in World Drama
GEC: GL, GLT, HSS
MW 2:00-3:15
Instructor: Rebecca Muich
CRN: 81973

When we watch Cleopatra and Mark Antony plot Rome’s destruction, or Troilus realize Cressida’s betrayal, or Brutus eulogize Julius Caesar, we can easily see how Shakespeare was fascinated by the ancient world. Many of his best known plays are about events from Roman history or incorporate stories from Greek mythology. But what about that powerful moment when the ghost of Hamlet’s father appears onstage? Or when the twin Dromios decide to switch places? Or when the “rude mechanicals” bumble through a production of a play about lovers separated by a wall? The truth is, Shakespeare didn’t just adapt stories about the ancient world to appeal to his Elizabethan audience; Shakespeare, like other playwrights of his day, and many other who followed him, was deeply indebted to a rich tradition of storytelling on the stage that started in ancient Greece and continues to this day. Even those memorable moments that, on the surface, have no connection to ancient Greece or Rome, were conceived in antiquity: Hamlet is indebted to Seneca’s Agamemnon; The Comedy of Errors is built on the bones of Plautus’ Menaechmi, and that hilarious scene from A Midsummer Night’s Dream comes straight from Ovid’s Metamorphoses. This class will explore the foundations of that tradition, and its many reinventions and mutations in Italy, Greece, England, and beyond, covering nearly 2,600 years of performance history. Beginning in ancient Greece with the plays of Aeschylus, Sophocles, Euripides, and Menander, we’ll learn how drama developed as a narrative form distinct from other forms of poetry and prose, and consider how the staging conventions and performance contexts helped shape the nature of the story. Then, moving on to ancient Rome, we’ll examine how the tragedies of Seneca and the comedies of Plautus and Terence reimagined Greek classics for the new era. Finally, we’ll reach the early modern era, and appreciate how playwrights from England, France, and America refashioned the stories again and again, updating the performance practices and sensitizing the material to ever-evolving notions about love, philosophy, religion, violence, sex, and power. In comparing and contrasting scenes, works, authors, and performances, we’ll see how a
flexible medium responded to the power of innovation to create some of the greatest stories ever staged.

**Dr. Rebecca Muich** is an Assistant Dean in Lloyd International Honors College. She holds a Ph.D. in Classical Philology from the University of Illinois in Urbana-Champaign, an M.A. in Classics from the University of Florida, and an Honors Bachelor of Arts in Classics and History from Xavier University. Her research interests include relationships and gender in the *Iliad*, warfare as depicted in Greek epic and tragedy, women in antiquity, narrative theory, and classical reception.
CSD 308-03H
Language/Speech Development
GEC: HSS
MW 1:00-2:15
Instructor: Alan Kamhi
CRN: 83306

CSD 308 Language and Speech Development (3:3) Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child. Prerequisite: Majors only, or by permission of instructor Corequisite: Must be taken concurrently with CSD 306, CSD 307, and CSD 309. Notes: Not open to freshmen or sophomores.

CSD 550-02H
Diagnostic Procedures: Inquiry, Observation, and Measurement
GEC: HSS
MW 11:00-12:15
Instructor: Terri Ramsey
CRN:

CSD 550 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3) Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders. Prerequisite: Completion of all CSD 300-level courses.
CSD 587
Assessment, Treatment, Quality of Life Issues
GEC: HSS
Days/Time: TBA
Instructor: Kristine Lundgren
CRN: TBA

Assessment, treatment, and quality of life issues associated with acquired cognitive-linguistic disorders in adults will be addressed. The targeted disorders include aphasia, dementia and traumatic brain injury.

Course Objectives: The course is designed to provide undergraduates, in CSD and outside the discipline, as well as graduate students, outside the CSD discipline, with an introduction to adult neurogenics (acquired cognitive-linguistic communication disorders in adults resulting from Traumatic Brain Injury, Stroke, or Dementia).

Dr. Lundgren’s research interests include cognitive-linguistic disorders secondary to traumatic brain injury (TBI) and stroke, intimate partner violence (IPV) related TBI, and the use of Mindfulness Based Stress Reduction (MBSR) to treating communication disorders. In addition, she is interested in how study abroad experiences influence professional growth and development.
ENV 100-02H  
Intro to Environmental Studies  
GEC: ENV, HSS, SUS  
M 3:30-6:20  
Instructor: Jay Lennartson  
CRN: 80426

ENV 100 is designed to provide students with an understanding of key environmental problems and issues—from a natural sciences perspective. In particular, students will be able to describe the nature, causes, and consequences of—as well as possible solutions to—major environmental problems in the United States and around the world. Further, students will be able to discuss the ethical dimensions of the causes and possible solutions to the seminal environmental problems of our time.

Jay Lennartson is a Senior Lecturer in the Department of Geography at UNCG and is also the Director of Undergraduate Studies for the Department. His research specialties include air pollution meteorology, synoptic climatology, synoptic meteorology, environmental planning, atmospheric hazards, micrometeorology, and aviation meteorology.
PCS 309-02H  
Conflict and Culture  
GEC: GN, HSS  
Time: TBA  
Instructor: TBA  
CRN: 80997

Critical multiculturalism provides the framework for exploring multiple dimensions of diversity and its impact on creating and transforming conflicts. The impact of cultural interactions is a core focus.
PSC 200-05H  
American Politics  
GEC: GSB, HSS  
TR 11:00-12:15  
Instructor: David Holian  
CRN: 83126

Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.

David B. Holian is an Associate Professor in the Department of Political Science at UNCG who teaches courses on American institutions, including the presidency, Congress, and the mass media. His research focuses primarily on elections at the local and national levels, as well as the interaction between the president and the media. He is the author (with Charles Prysby) of Candidate Character Traits in Presidential Elections, published by Routledge Press in 2014.
PSC 355j-02H
Middle East Politics
GEC: GCP, HSS
MWF 1:00-1:50
Instructor: Jerry Pubantz
CRN: 82321

This course analyzes contemporary politics in the Middle East. It explores the roles of Islam, regional issues, and the Great Powers in the area. It will assess the significance of the events during the last 70 years, including recent Palestinian-Israeli developments, the conflicts in Iraq and Syria, Iranian Politics, the Arab Spring, and the rise of Islamic radicalism. Honors students will complete and discuss additional interesting readings on the Middle East.

Jerry Pubantz is Professor of Political Science and founding dean of Lloyd International Honors College. He is the co-author or editor of six books on the United Nations, including the current second edition of The New United Nations: International Organization in the Twenty-first Century. Dr. Pubantz is a member of the Middle East Policy Council’s National Advisory Board and former President of the North Carolina Political Science Association. His articles have appeared in Politics and Policy, the International Encyclopedia of Political Science, ArabiesTrends, Social Forces, and the Turkish Journal of International Relations among other periodicals.
TED 250-02H  
**Teaching as a Profession**  
GEC: HSS  
W 8:00-10:30, M 1:00-3:50  
Instructor: Jennifer Mangrum  
CRN: 82189  

This course is a survey of educational topics and issues including, but not limited to, diverse learners, students with disabilities and students who are culturally and linguistically diverse. This section is an extension of the required class for entrance into the elementary and middle grades education programs. Students in the embedded honors section meet for an additional hour each week and are exposed to additional readings and a culminating project in the classroom setting.

**Jennifer Mangrum** is a former elementary classroom teacher, literacy facilitator and district office administrator. She received her PhD in 2004 from UNC Greensboro in Curriculum and Instruction. Dr. Mangrum created the Elementary Education program at North Carolina State University and was the first faculty member in the elementary education department, serving from 2004-2008. Dr. Mangrum returned to UNC Greensboro in 2008 and currently teaches, advises and coordinates for the elementary education program in the department of Teacher Education and Higher Education. As a Clinical Associate Professor, Dr. Mangrum provides extensive professional development in literacy and classroom discourse for teachers around the country and collaborates closely with the National Paideia Center. In addition, she is currently working with science educators on a project for Engineering is Elementary. Dr. Mangrum serves as the Honors Liaison for Elementary and Middle Grades Education and serves on the Honors Council.
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<td>HSS 105-01H</td>
<td>Swords, Sandals, and the Silver Screen</td>
<td>Becky Muich</td>
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<td>HSS 105-02H</td>
<td>Creativity and the Arts</td>
<td>Larry Lavender</td>
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<td>HSS 106-01H</td>
<td>Philosophy Goes to the Movies</td>
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<td>HSS 122-01H</td>
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<td>HSS 138-01H</td>
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<td>ECO 201- H</td>
<td>Principles of Microeconomics</td>
<td>Jeff Sarbaum</td>
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<td>History of Evolutionary Thought</td>
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<td>HSS 204-01H</td>
<td>How to Win a Nobel Prize</td>
<td>Rob Cannon</td>
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<td>HSS 206-01H</td>
<td>Playing Doctor: Rights, Responsibilities, and Medicine</td>
<td>Angela Bolte</td>
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<td>HSS 208-01H</td>
<td>Autism Spectrum Disorder: Science and Culture</td>
<td>Sara Estle</td>
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<td>Classical Art of Persuasion</td>
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<td>HSS 225-01H</td>
<td>Performing Blackness/Imagining Africa in Brazil</td>
<td>Ana Paula Hofling</td>
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<td>ELC 375-02H</td>
<td>Philosophy of Education: A Philosophical Exploration into the Origin of Western Education for Today's World</td>
<td>Glenn Hudak</td>
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In red: dedicated Honors courses
LLOYD INTERNATIONAL HONORS COLLEGE
STUDY ABROAD

The Honors College works closely with the International Programs Center (IPC) at UNCG to facilitate and support study abroad experiences for students. Honors students should meet with IPC staff to plan their study abroad experience. Study abroad application deadlines for IPC are generally* as follows:

- Study abroad for a spring semester: September 8th
- Study abroad for a fall semester or year: February 9th

*Check the IPC website for specific dates as these are subject to change.

International Programs Center (IPC)
207 Foust Building
336-334-5404
http://studyabroad.uncg.edu/

The Honors College has approved very limited summer experiences. See the Honors College website for a list of approved summer experiences. Students wishing to propose summer study abroad experiences not on the approved list should provide the completed Honors International Experience form, a written proposal, and specific details about the proposed experience by September 15th of the year before the planned study abroad.

Characteristics of Approved International Experiences
Approved alternative international experiences must have three characteristics, as determined by the Honors Council:

- Sufficient intellectual content so that students engage in critical and reflective thinking before, during, and after the time that they are engaged in cultures different from the cultures that they grew up in. The level of intellectual content should be equivalent to at least 6 semester hours of academic credit and should include an ethnographic study of the cultures in which they are immersed.
- A level of immersion in a culture other their own that gives students culturally transforming experiences. (Those experiences should result in students going beyond culture shock and coming to terms with cultures different from the ones that they grew up in.)
• A transnational character that adds to the cross-cultural nature of the experience almost always requiring the student to travel and spend significant time beyond U.S. borders.

**Honors Travel Grant**
While studying abroad can be as affordable as studying at UNCG, International Honors students can qualify for a travel grant to help offset the expenses of getting to and from their study abroad site. The grant amount is currently $1,100 for a semester or year-long experience and $400 for a summer experience (amounts are subject to change).

**To be considered for the limited number of travel grants currently available, a student must:**
• Be a current member of the International Honors Program or Full University Honors in good standing;
• Have a UNCG cumulative GPA of at least 3.30;
• Have earned at least a B in HSS 198 and at least a B in his or her fall Freshman Honors Seminar
• Have taken an Honors Course within an academic year of your study abroad experience.
• Going on an approved international experience that is affiliated with International Programs Center (IPC) at UNCG. Non-IPC programs may be Honors-approved but will not be eligible for the Honors travel grant.

Your eligibility for this grant will be determined after you submit your International Experience form.

http://lihcdragonblog.blogspot.com/
Established Policies for Honors College Students

Good Standing Policy in Lloyd International Honors College

Good standing in the Honors College is defined as the achievement of a prescribed minimum grade point average (GPA) or higher upon the student’s completion of a specified number of semester hours at UNCG. To be in good standing in the Honors College a student must have a minimum GPA of 3.0 after completion of 15 semester hours, 3.15 after 30 semester hours, and 3.3 after 45 semester hours. An honors student who is not in good standing may be subject to suspension or administrative removal from the Honors College. A student under suspension may continue to take honors courses but must achieve a semester GPA of 3.3 or higher in the semester following suspension to avoid possible administrative removal from the College at that time. A student living in the Honors residence hall and found to be not in good standing at the end of spring semester may be removed from the hall and reassigned to another hall by Housing and Residence Life for the following fall semester.

Housing Policy

Honors students living in an Honors residence hall must successfully complete at least one Honors course per academic year and maintain “good standing” in the Honors College, as described by the LIHC Good Standing Policy, to be eligible to return to Honors housing the following year.
**HONORS ADVISING WORKSHEET**

Use this section with both your Honors Advisor and departmental advisor to plan your Honors courses.

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<th>INTERNATIONAL HONORS</th>
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*See Honors Advisor for Specific Courses Required for Each Department