



cum laude

“E” Z as II

In order to enroll in an honors course, you need to pick up a special electronic permission. This electronic permission will enable you to enroll in the Honors class at the same time you enroll on-line in your other classes.

Enrollment Guidelines

Check the following schedule and mark on your calendar when you can pick up electronic special permission for the Spring 2002 Honors designated courses. Review the enclosed course descriptions carefully as you decide on your course schedule for spring.

Remember that you can come by the Honors College office any time after the appointed day and time to check on course availability or check the web page, which is updated constantly (www.ou.edu/honors). The electronic special permission will still have an expiration date (void after Monday, December 3.) Starting Tuesday, December 4, you can check with the Honors office for possible open spaces in any honors-designated course that had previously appeared filled.

-Only Honors College members in good standing will be issued special permission cards for the Spring 2002 courses.

-You may pick up electronic special permission only for yourself.

-Students must be juniors or seniors in order to enroll in colloquia. Only students whose majors require that they transfer from the Norman campus to the OU Health Sciences Center after two years are eligible to enroll in colloquia when they are sophomores.

-Students are limited to **two** honors courses per semester, not including honors reading and research or any HON 2970 course.

-Remember to bring your student ID. Be sure you know the prefix and the section number of the courses you plan to take.

Wednesday , October 17th

Seniors and Juniors can pick up electronic permission according to the time schedule below.

Thursday, October 18th

Sophomores can pick up electronic permission according to the time schedule below.

Friday, October 19th

Freshmen can pick up electronic permission according to the time schedule below.

- A - D 8 a.m. - 10 a.m.**
- E - L 10 a.m. - Noon**
- Closed Noon - 1 p.m.**
- M - R 1 p.m. - 3 p.m.**
- S - Z 3 p.m. - 5 p.m.**

Please note - You are allowed to get electronic permission anytime after your time slot. Permission will not be issued during the noon hour.

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Honors College Staff
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 (405)325-7109(fax)
<http://www.ou.edu/honors/>
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Two New Courses at Honors

Honors College is proud to offer a new course for the Spring 2002 semester. HIST 3120 002, World @ War 1940-1945, explores the single most important event of the 20th Century, World War II. This class explores the roots of the conflict, the role of great power diplomacy in fighting and winning the war, and examines the long-term consequences of the conflict.

The class will feature Professor David Reynolds, a distinguished scholar of International Relations at Cambridge University. Additional lectures will come from faculty members of the OU Department of History. Professor Rob Griswold is the Professor of Record.

New Classrooms

Construction was completed this fall on the expansion of the Honors College. The new facility houses two additional classrooms as well as faculty offices.

To access the classrooms, go to the Herrick entrance of Cate Center, room 174 or 180. The classrooms will be designated as CCD1 in course catalogs.

December Intersession

Honors College is offering a December Intersession course for the first time this year. This course, "Disasters of the Third Kind", will be team taught by Dr. Harold Conner and Dr. Iver Wahl. The course will focus on natural disasters caused by earthquakes, tornadoes, typhoons, floods, fires, volcanoes and other physical phenomena, and their effect on the built environment.

Online enrollment (by classification) for December Intersession will be from November 5th through December 15th. You must have an Honors special permission for this class. Classes will be Dec. 17-Jan. 12.

Cost Disclosure Statement
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Honors at Oxford 2002

For the Summer 2002 program, students will choose one of three courses: "London in Literature," taught by Dr. Melanie Wright; "Shakespeare in Film," taught by Dr. Alan Velie; "Oxford and Archaeology," taught by Dr. Tyler Jo Smith. The London and Shakespeare courses are six-hour credit courses and take place in Norman (June) and Oxford (July). The Archaeology course is three credit hours and takes places entirely at Oxford in July.

The six-credit hour courses will begin on the OU campus in Norman June 3 and run through June 28. Each class will meet M-F, 9:20-11:30. The Oxford program will begin Saturday, July 6 and continue through Saturday July 27. Each week, students will attend a one-hour tutorial with either Dr. Sylvia Vance or Mr. Mark Allen, both professors at Oxford.

Students in the Archaeology course will meet only at Oxford and through the week will attend lectures and tutorials, have access to museums, and perhaps participate in excavations.

All students will be housed and take their meals at Brasenose College.

Honors Research Assistant Program

Limited listings are available for this semester's Research Assistant Program. This program provides an opportunity for students to work with professors on specific projects. Students with at least 15 hours of college credit and at least a 3.40 GPA are eligible to apply.

Faculty descriptions of projects are available on our web page at <http://www.ou.edu/honors>, click on Honors Research Assistant Program, and then "See Projects Posted by Faculty." Fill out an application for a specific project and the professor for the project will choose whom to hire. Student assistants are expected to work 10 hours a week for six weeks; at \$6.00 an hour, the total for a six-week period is \$360.00.

Honors Writing Assistantship Program

How would you like to earn money for helping fellow honor students with their papers? The Honors Writing Assistantship Program offers just this opportunity. Assistantships consist of taking a required training course, HON 3970 Writing Workshop taught by Dr. Karen Sheriff LeVan, during the Spring 2002 semester and participating as a paid writing assistant in the Honors Writing Center during the 2002-2003 academic year. The deadline for applications is October 10, 2001. Applications are available at the Honors Writing Assistant website, www.honors.ou.edu/honors, as well as the Honors College office room 160. Please contact Karen Sheriff LeVan, ksheriff@ou.edu.

Undergraduate Research Day

Undergraduate Research Day is a competitive program offering financial assistance to talented undergraduates for research, scholarly or creative projects under the mentorship of a faculty member. The Undergraduate Research Opportunities Program (UROP) is funded by Dr. Nancy Mergler, Provost & Senior Vice President - Norman Campus. The competition, open to all OU undergraduate students, will award approximately \$12,000 to support these projects for presentation during Undergraduate Research Day,

There will be approximately 20-35 awards each with a maximum budget of \$500 during the fall competition. The deadline for receipt of proposals is Friday, October 19, 2001 for projects currently being undertaken this Fall 2001 or to be undertaken in Spring 2002.

OSLEP Seminars

The Intellectual Foundations of Political Economy -- The connection between politics and economics

Gordon Lloyd, Professor of Public Policy, Pepperdine University.

October 24-28, 2001, The University of Tulsa

The Role of the Military in a Changing World: U.S. Foreign Policy and National Military Strategy in the 21st Century.

Charles Neimeyer, Dean of Academics, U.S. Naval War College.

October 31-November 4, 2001, The University of Central Oklahoma

China -- Revolution and Reform.

Orville Schell, Dean, Graduate School of Journalism, University of California, Berkeley.

February 6-10, 2002, The University of Oklahoma

Poetry Like Bread: Poetry and the Political Imagination

Demetria Martinez, novelist, poet, and social activist.

February 27-March 3, 2002, The University of Oklahoma

Diet, Science and the Pleasure of Eating

Paul Rozin, Professor of Psychology, University of Pennsylvania

March 13-17, 2002, The University of Oklahoma

Biotechnology, Nature and Society.

Sheldon Krimsky, Professor of Urban Environmental Policy, Tufts University.

March 20-24, 2002, The University of Oklahoma

Medical Humanities Program

This is an exciting time for the new Medical Humanities Program at the University of Oklahoma Honors College. This spring an outstanding group of five young men and women were chosen from OU's most academically talented and extracurricularly accomplished applicants to become the first class of medical humanities scholars:

Major Cunningham graduated from Tulsa Memorial High School.

Mark (Byron) Jennings graduated from Jenks High School in Tulsa.

Kevin Lai is also a graduate of Jenks High School in Tulsa.

Kaustubh Sagdeo graduated from Loy Norrix High School in Portage, Michigan.

Heather Wolfe graduated from Saint James School in Montgomery, Alabama.

These incoming freshmen will complete a course of study in anthropology, history, literature, and sociology as they pertain to medicine. They will also intern with various traditional and complementary care givers in the greater Norman/Oklahoma City area. Other elements of the program include additional work in foreign languages, the completion of an honors thesis, and one hundred hours of community service. The arrival of this class marks the beginning of the Honors College and the College of Medicine's joint commitment to training exceptional physicians through the study of the humanities, as well as the sciences.

National Scholarships

Following is a list of national scholarships with web addresses and basic information. Please note that all but two (marked with an asterisk) are for graduate school. Even if you are not planning to graduate in 2002, you may wish to research these scholarships now and think about them for the future. If you plan to apply for the Goldwater or Truman this year, call 325-9428 or e-mail mwright@ou.edu to set up an appointment.

Program Application Deadlines

Gates Cambridge: Enables study at Cambridge University of one, two, three, or four years. Applicants must apply to Cambridge by mid-October. www.gates.scholarships.cam.ac.uk.

Marshall: Enables study for two years at any university in the United Kingdom. <http://www.acu.ac.uk/marshall>.

George J. Mitchell: Enables study for one year at any of the seven universities in the Republic of Ireland or the two in Northern Ireland. www.MitchellScholar.org.

Rhodes Scholarship: Enables study for two years at Oxford University, England. Campus deadline: September 14, 2001. <http://www.rhodesscholar.org>

Fulbright Grants: Sponsors approximately 650 awards for overseas study annually. Deadline: September. <http://www.iie.org>. Contact Dr. Karl Rambo, 325-1999, krambo@ou.edu.

***Goldwater Scholarship:** Students apply their sophomore or junior year; for those who intend to pursue careers in mathematics, the natural sciences, or engineering (not medical school students who plan to work in private practice). Campus deadline: November 20. <http://www.act.org/goldwater>

Mellon Fellowship in Humanistic Studies: For those seeking a Ph.D. in the traditional humanities disciplines. Deadline: December: Applicants must take the GRE. <http://www.woodrow.org/mellon/>

Rotary Ambassadorial Scholarships: Rotary provides several different kinds of scholarships for study abroad. Students must be sponsored by a local Rotary Club. Deadlines vary. http://www.rotary.org/programs/amb_scho/index.htm.

The Paul and Daisy Soros Fellowship for New Americans: For up to two years of graduate study in the United States. Resident aliens (holds a Green Card), naturalized U.S. citizens or children of two parents who are both naturalized citizens are eligible. Deadline: November. <http://www.pdsoros.org>.

Truman: For students who plan careers in government or elsewhere in public service. Students apply their junior year, or the year before they graduate, but the scholarship is for graduate school. Campus deadline: November 20. <http://www.truman.gov>.

***Udall:** For students who plan careers in environmental public policy, or Native Americans or Alaska Natives who plan to pursue a career in healthcare or tribal public policy. Students apply their sophomore or junior years. Deadline: March. <http://www.udall.gov>.

Attention Graduating Seniors!!!

Steps for Graduating Cum Laude

If you wish to graduate Cum Laude, here are the steps you must follow:

1. Be admitted to the Honors College.
- *2. Take at least 12 hours of Honors credit which must include HON 2973 Perspectives (3 hrs).
3. Take an Honors Colloquium (three hours) your junior or senior year.
4. Do your Honors reading and research (probably in your junior and senior year). Note: If your senior capstone is research-oriented, it may count as two hours of reading toward this five hour requirement. (Zoology majors must complete seven hours of Reading and Research).
5. **Submit the Honors College Graduation Form to the Honors office.**
6. Submit an Honors Thesis (generally, your reading and research project) to the Honors College office prior to graduation.
7. Maintain an OU retention GPA and a combined retention GPA of 3.40 or above.

3.40 - 3.59 = *cum laude*

3.60 - 3.79 = *magna cum laude*

3.80 - 4.00 = *summa cum laude*

*Rules changed slightly for students entering Honors College in August 2000.

December Graduates

If you are planning on graduating in December, **NOW** is the time to turn in your graduation form. This form can be downloaded and filled out on line. The Honors College website is www.ou.edu/honors. You can also pick up the form or turn in a completed form at the Honors College office. The office is located at 1300 Asp room 160. If you have any questions, please call Mindy Jones at 325-5291.

Some Notes on Final Records

Graduation Date. The official graduation date appearing on diplomas and transcripts "is the last day of examination in the Fall, the date of commencement in the Spring, and the last day of classes in the Summer." This date appears on the student's permanent academic record. For students graduating in Spring, an official transcript with the posted, dated degree should be available by mid-June of that same year.

Transcript. While many students never bother to see their final official transcript, we recommend that you obtain a copy for your files. Official transcripts are released by the Office of Academic Records upon written request of the student, *except* when a student has financial indebtedness to the University. Your final official transcript, with your degree posted, should be available approximately one month after your official graduation date.

Diplomas. Your long-awaited diploma is printed after all degree clearances are completed. Academic Records then mails the diplomas to the **address you indicated on your Application for Graduation form**. Many undergraduates, who may be moving shortly after commencement to unknown addresses, will use the address of a family member for this purpose. Diplomas for May graduates usually are sent out in July.

The University of Oklahoma now has new rules about completion of coursework for graduation. Incompletes must be completed by the last day of finals for May graduation. Please keep this in mind when making your graduation plans.

Honors Reading and Research Credit

Students have more questions about Honors reading and research than about any other aspect of the Honors curriculum. The following information should help you prepare for the reading and research experience.

Honors students are urged to make an appointment with Dr. Carolyn Morgan early in their junior year to ensure successful planning for this project.

Honors reading and research provides an opportunity for honors students to engage in a project of scholarly research or creative activity in a mentoring relationship discipline. This project, generally spread over two semesters, is letter graded by the faculty member and the final report is filed with the Honors College Office (as your senior thesis).

There are two ways to complete the reading and research requirement:

1) Enroll in honors reading for two or three hours in one semester, and in honors research with the same professor for the remaining two or three hours the next semester.

2) Waive your honors reading class and count your required **research-oriented** senior capstone course as two hours of your reading requirement. Combine that course with an additional three hours of honors research enrollment to complete the honors requirement. Honors students who are not taking a research-oriented senior capstone course are required to complete a total of five hours of enrollment in reading and research.

The approval form for Honors reading and research is available in the Honors College Office. This form is completed in consultation with the professor and returned to the Honors College by the end of the add/drop period. The form must be signed by the student, the professor, either the department chair or honors coordinator, and by the Associate Dean of the Honors College. Following the Director's approval, **the Honors College Office will issue the student a special permission card to enroll.** At the end of each semester, the professor will receive a grade sheet and report the letter grade earned.

The best time frame for accomplishing the honors project varies across disciplines, depending in part on the scheduling of any senior capstone courses within this discipline. We have found that honors students benefit from beginning the honors project in the spring or summer of their junior year and completing the project in the fall of their senior year. This allows students to use the honors project as part of their resume, portfolio, or application packet when they seek admission to graduate or professional schools or when they interview for jobs.

PLEASE NOTE: HONORS STUDENTS IN ZOOLOGY ARE REQUIRED TO COMPLETE THREE HOURS OF ZOO 3960 AND FOUR HOURS OF ZOO 3980, DEFEND THE HONORS PROJECT BEFORE THREE FACULTY, AND BE QUIZZED ON KNOWLEDGE OF THE MAJOR.

SPRING 2002

| Course | Title | Instructor | Day/Time | Bldg/Room | Gen Ed |
|-----------------------|--|-----------------------------|---------------------------------|----------------------|--------|
| LOWER DIVISION | | | | | |
| ACCT 2123 002 | Managerial Accounting | H. C. Lin | M W F 10:30-11:20 | AH 311 | |
| CL C 2383 001 | Classical Mythology | Ralph Doty | M W F 12:30-1:20 | GIH 332 | Yes |
| COMM 1113 001 | Prin-Communication | Sandra Ragan | T R 9:00-10:15 | PHSC 360 | Yes |
| COMM 2613 001 | Public Speaking | | T R 3:00-4:15 | BURT 201 | Yes |
| DRAM 1713 020 | Understanding Theatre | Lisa Bernd | MW 12:30-1:20 | GLCH 123 | Yes |
| DRAM 1713 021 | Discussion/Drama | Lisa Bernd | W 2:30-3:20 | RJones 319 | Yes |
| ECON 1113 001 | Prin of Econ-MACRO | William Clark | M W 11:30-12:20; W 1:30-2:20 | DAH 200 HEST 213A | Yes |
| ECON 1123 001 | Prin of Econ-MICRO | A. Holmes | T R 1:30-2:45 | HEST 213B | Yes |
| ENGL 1213 070 | Prin of Engl Comp | Steven Salaita | T R 1:30-2:45 | DAHT 607 | Yes |
| HIST 1223 002 | Europe 1500-1815 | Judith Lewis | T R 10:30-11:45 | DAHT 408 | Yes |
| HIST 1493 001 | US 1865 to Present | David Levy | M W F 9:30-10:20 | DAHT 408 | Yes |
| HON 2970 001 | Washington Center | Carolyn Morgan | contact department | | |
| HON 2970 002 | Pre-Natl Competitions | Nancy Mergler | R 3:30-4:20 | Evans Hall 104 | |
| HON 2970 003 | Methods of Inquiry | Ralph Doty | W 10:30-11:20 | CCD5 182 | |
| HON 2970 900 | Campus Culture | Karen Levan | M 4:30-5:20 | CCD5 180 | |
| HON 2970 901 | Community Citizen | Karen Levan | W 4:30-5:20 | CCD5 180 | |
| HON 2973 010 | Perspect-Amer Exper Religion | J. Bennett, M. Alexander | MW 10:30-11:20 | CCD5 180 | Yes |
| HON 2973 011 | Disc-HON 2973-010 | | W 3:30-4:20 | CCD5 182 | Yes |
| HON 2973 012 | Disc Hon 2973-010 | | M 1:30-2:20 | CCD5 182 | Yes |
| HON 2973 013 | Disc-HON 2973-010 | | W 4:30-5:20 | CCD5 182 | Yes |
| HON 2973-020 | Perspect-Amer Exper Native America | James Treat | T R 1:30-2:20 | CCD5 180 | Yes |
| HON 2973-021 | Dics-Hon 2973 020 | James Treat | R 2:30-3:20 | CCD5 182 | Yes |
| HON 2973-022 | Disc-HON 2973-020 | James Treat | R 3:30-4:20 | CCD5 182 | Yes |
| HON 2973-030 | Persp-American Exper Business Culture/Am. | J. Ehrhardt, C. Gudis | T R 10:30-11:20 | CCD5 180 | Yes |
| HON 2973-031 | Disc-HON 2973-030 | Julia Ehrhardt | R 3:00-3:50 | CCD5 181 | Yes |
| HON 2973-032 | Disc.-HON 2973-030 | Catherine Gudis | R 3:00-3:50 | CCD1 174 | Yes |
| HON 2973-033 | Disc.-HON 2973-030 | Julia Ehrhardt | R 4:30-5:20 | CCD1 174 | Yes |
| HON 2973-040 | Persp- Amer Exper Amer. Social Thought | B. Alpers, R. Lewis | TR 12:00-12:50 | CCD5 180 | Yes |
| HON 2973-041 | Disc-HON 2973-040 | Ben Alpers | R 2:30-3:20 | CCD5 180 | Yes |
| HON 2973-042 | Disc-HON 2973-040 | Randy Lewis | R 3:30-4:20 | CCD5 180 | Yes |
| HON 2973-043 | Disc-HON 2973-040 | Randy Lewis | R 1:30-2:20 | CCD5 182 | Yes |
| LAT 1315 001 | Intens Intro Latin | P. Chambers | MW 9:30-10:20 TR 9:00-10:15 | KH 136 | Yes |
| MATH 2423 001 | Calc/Analyt Geom II | John Albert | T R 12:00-1:15 | PHSC 416 | Yes |
| MATH 2433 006 | Cal/Anly Geom III | Andrew Miller | M W F 8:30-9:20 | PHSC 116 | |
| MATH 2443 006 | Calc/Analyt Geom IV | D. Mc Cullough | T R 10:30-11:45 | BURT 208 | |
| METR 1004 020 | Intro-Meteorology | Michael Richman | M W F 9:30-10:30 | SEC 1243 | Yes |
| METR 1004 021 | Lab-Metr 1004-020 | | M 3:30-5:20 | SEC P0201 | Yes |
| MUNM 1113 002 | Understanding Music | A. Ambrosini | M W F 8:30-9:20 | CMC 101 | Yes |
| MUNM 1113 003 | Understanding Music | Sally Faulconer | MWF 11:30-12:20 | CMC 014 | Yes |
| MUTH 1522 001 | Music Structures II | K. Stephenson | M W F 8:30-9:20 | CMC 128 | |

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|---------------|----------------------|----------------|-------------------|----------|-----|
| MUTH 1622 001 | Aural Skills II | K. Stephenson | T R 8:30-9:20 | CMC 6D | |
| P SC 1113 013 | Amer Federal Govt | David Ray | M W 2:30-3:45 | ARM 103 | Yes |
| PHIL 1013 007 | Intro to Philosophy | Chris Stephens | T R 12:00-1:15 | DAHT 607 | Yes |
| PHYS 1215 010 | Phys II for Majors | Kieran Mullen | M WRF 9:30-10:20 | NH 209 | |
| PHYS 1215 011 | Lab-Phys 1215-010 | | T 1:30-4:20 | NH 318 | |
| PHYS 1215 012 | Lab-PHYS 1215-010 | | F 1:30-4:20 | NH 318 | |
| PHYS 2514 020 | Gen Phys for Engrs | P. Skubic | M W F 11:30-12:20 | NH A0204 | Yes |
| PHYS 2514 021 | Disc-PHYS 2514 020 | | R 11:30-12:20 | NH 209 | Yes |
| PSY 1113 003 | Elements of Psy | J. Bosson | M W F 3:30-4:20 | PHSC 117 | Yes |
| SOC 2003 002 | Intro Women Studies | C Rodrigues | T R 9:00-10:15 | PHSC 530 | Yes |
| SPAN 2113 900 | Intermediate Spanish | | T R 6:00-7:15 | BURT 229 | |
| W S 2003 002 | Intro-Womens Studies | C Rodrigues | T R 9:00-10:15 | PHSC 530 | Yes |

UPPER DIVISION

| | | | | | |
|---------------|------------------------|------------------|-------------------|-----------|-----|
| ANTH 3333 001 | The Aztec World | Ross Hassig | T R 1:30-2:45 | GIH 326 | Yes |
| ANTH 4103 001 | People & Plants | P. Minnis | T R 10:30-11:45 | DH 31 | |
| BOT 4812 021 | Appli Mol Biol Lab | Tyrell Conway | T R 9:30-12:20 | GLCH 606 | |
| CHEM 3053 002 | Organic Chemistry | CANCELLED | | | |
| CHEM 3153 003 | Organic Chemistry | Roland Lehr | MWF 1:30-2:20 | PHSC 102 | |
| CL C 3123 001 | Greek Tragedy in Engl. | E. Greene | T R 1:30-2:45 | KH 319 | |
| COMM 3513 001 | Intercultural Comm | C. Rodrigues | MW 1:30-2:45 | BURT 119 | Yes |
| ECON 3113 003 | Intrmd Price Theory | Aprana Mitra | TR 9:00-10:15 | DAHT 906 | Yes |
| ENGR 3293 002 | App Engineering Stats | Teri Rhoads | T R 10:30-11:45 | CEC 119 | |
| GEOG 3853 001 | Geography of Africa | Aondovr Tarhule | MW 1:30-2:45 | SEC P0203 | |
| HIST 3120 002 | World @War 1940-45 | Rob Griswold | MW 3:00-4:15 | DH 218 | Yes |
| HON 3970-001 | Writing Workshop | Karen Levan | MW 12:00-1:15 | CCD5 182 | |
| HON 3970 002 | Ulysses | Melanie Wright | TR 10:30-11:45 | CCD1 180 | |
| HSCI 3023 002 | HSCI since 17th cen | Crowther-Heyc | TR 1:30-2:45 | BLI 521 | Yes |
| MATH 3970 001 | Honors Seminar | Marilyn Breen | M W F 10:30-11:20 | PHSC 223 | |
| MBIO 4812 021 | Appli Mol Biol Lab | Tyrell Conway | T R 9:30-12:20 | GLCH 606 | |
| P SC 3970 001 | Honors Seminar | Mitchell Smith | T R 1:30-2:45 | PHSC 116 | |
| SOC 3733 001 | Sociology of Gender | Ann Beutel | T R 9:00-10:15 | JFH 102 | |

COLLOQUIA

| | | | | | |
|--------------|---------------------|-----------------|-----------------|----------|-----|
| HON 3993 001 | Ballyhoo to Spin | Catherine Gudis | T 2:30-5:20 | CCD5 180 | Yes |
| HON 3993 002 | Ex. in Science | Richard Hamerla | T R 10:30-11:45 | CCD5 182 | |
| HON 3993 003 | Hist/Memry/Conflict | Ben Alpers | T R 9:00-10:15 | CCD5 182 | |
| HON 3993 004 | Rethinking the 60's | Steve Gillon | M 3:00-5:50 | CCD5 182 | |
| HON 3993 005 | Cities | Andrew Wood | MW 2:30-3:45 | CCD5 180 | |
| HON 3993 006 | Tech Role | A. Porter | T 2:30-5:20 | CEC 100 | |

DECEMBER INTERSESSION

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|--------------|---------------------------|-------------|---------------|--|--|
| HON 3993 850 | Disasters of the 3rd Kind | Wahl/Conner | Dec 17-Jan 12 | | |
|--------------|---------------------------|-------------|---------------|--|--|

See website for further information-- www.intersession.ou.edu

Course Descriptions for Spring 2002

Lower Division

ACCT 2123 002

Managerial Accounting

Cecilia Lin

Prerequisites:

Introductory Financial Accounting

Course Description:

Managerial accounting measures and reports financial and non-financial information that helps managers make decisions to fulfill the goals of an organization. Managerial accounting provides key data to managers for planning and controlling, as well as costing products, services, and customers. This course will focus on basic concepts, analyses, uses and procedures that can be used as managerial tools for any student interested in business management.

Requirements:

Students are expected to be prepared for each class and to actively participate. Students should try to "stay current" and to complete the homework before class so that you will be prepared to ask questions, answer questions, make comments and gain valuable practice in preparation for the exams.

Reading List:

Managerial Accounting (9th edition) by Garrison and Noreen. Ramblewood Manufacturing In. a CD-ROM practice set by Mansuetti and Weidkamp is required.

How does this section differ from a non-honors section?

Students in the honors class will

work on a practice set to integrate a broad variety of topics covered throughout the semester. Students are also expected to actively participate in class discussion and activities.

CLC 2388 001

Classical Mythology

Ralph Doty

Course Description:

The class will examine the myths and legends of classical Greece, both from the standpoint of literature and as an expression of Greek cultural attitudes and values.

Reading List:

Morford & Lenardon, Classical Mythology
Hadas, Greek Drama
Homer, Iliad, trans Fagles
Odyssey, trans. Lattimore

How does this section differ from a non-honors section?

This class will deal with the Greek literary tradition in greater depth than the non-honors course, reading both the Iliad and Odyssey as well as a wider assortment of dramas.

COMM 1113 001

Principles of Comm.

Sandra Ragan

Course Description:

This course is designed as an introduction to the social scientific study of human communication. It provides an overview of the communication discipline by introducing students to both theoretical and pragmatic elements of the communication process.

Through exploration of several subareas of the communication discipline, including interpersonal, health, organizational, political and intercultural communication, students will be exposed to key theories of human communication and current communication research. Students majoring in other social sciences - in particular, psychology, sociology, anthropology, political science - may find this course a helpful cognate to their major course work.

The primary objectives of the course are to help students: (1) develop and apply a systematic, analytic understanding of the communication process; (2) understand how communication choices affect communicators; (3) test personal theories of communication against social scientific theories of communication scholars; and (4) develop critical thinking and writing skills.

Requirements:

Students will be asked to write several brief critical response papers (2-3 pages each) on various readings/topics. One

lengthier final paper (10-15 pages) also will be required. There will be one or two oral presentations and a final examination. The class format will be structured around student dialogue and small group activities as well as the occasional lecture.

Reading List:

To be determined

COMM 2613 001
Public Speaking

Course Description:

This course is designed to give the student speaking experience in a variety of settings. Basic skills are taught and polished through the use of lecture, small group activities, and individual performance. Students will be involved in research and rhetorical analysis of various speeches, development of critical listening/thinking skills, and the evaluation of various types of messages. Students will be required to learn and incorporate PowerPoint technology in their presentations.

Requirements:

Performance of various types of public speaking inside and outside the classroom. A basic understanding of communication theories and research presented in the course materials.

Reading List:

Text, Student Workbook, and other articles assigned by instructor.

*See course syllabus or contact instructor for specifics

DRAM 1713 020/021
Understanding Theatre/Disc
Lisa Bernd

Course Description:

DRAM 1713 is designed to increase your understanding, appreciation, and awareness of theatrical art. Through lecture, discussion, videos, demonstrations, and live performance, it will introduce you to onstage and behind-the-scenes operation of the theatre, in addition to the major genres of dramatic literature and the basic principles of dramatic criticism. The theatre as an art form will also be viewed in the larger context of the role of art in our lives and as a part of public policy and the arts.

Honors students must register for both Lecture (1713-020) and Discussion/Lab (1713-021) Sections.

Requirements:

TBA (course syllabus handed out at beginning of semester).

Reading List:

TBA

ECON 1113 001
Prin of Econ-MACRO
William Clark

Course Description:

The course covers: price determination in competitive markets; the concept of elasticity; the determinants of aggregate consumption and investment expenditure; the Keynesian model of national income determination; the quantity theory of money and the operation of the Federal Reserve; the conduct of federal fiscal policy; stagflation and supply-side eco-

nomics.

Requirements:

Two midterm essay exams, one comprehensive final, and one research paper.

Reading List:

Michael Parkin, Macroeconomics, and William Clark, Macroeconomic Theory Workbook (suggested).

ECON 1123 001
Prin of Econ-MICRO
A. Holmes

Course Descriptions:

Principles of Microeconomics Theory is an introductory survey course studying individual decision-makers in a market environment, hence the title Microeconomic Theory. The cornerstone of the course is the consumer behavior choice model that is developed, leading to the empirically testable demand curve.

From this foundation, production and cost theory are developed from an economic perspective rather than an accounting perspective. The production and cost analysis is then combined with demand analysis to develop models of competitive market behavior, monopoly market behavior, oligopoly behavior and monopolistically competitive behavior.

The course relies upon interaction among the students to develop the principles of Microeconomic Theory. A premium is placed on student participation in order that principles "develop themselves" in class rather than having them propounded by the professor or memorized from the pages of the textbook.

Requirements:

Two examinations plus a final. Class participation is expected.

Reading List:

Robert Heilbroner, "Introduction," Is Economics Relevant?; R. Choate, "Seduction of the Innocent;" Consumer Reports, "The Peculiar Success of Chlormycatin;" R. Sherrill, "The Real Villains;" C. Mueller, "Monopoly;" J. Cross, "Groceries, Gas and Games."

In addition, handouts will be distributed in class.

ENGL 1213 070

Prin of Engl Comp

Steven Salaita

Course Description:

This course will examine and analyze Indigenous fiction from three continents: North America, Asia (The Middle East), and Africa. We will discuss competing definitions of Indigeneity; determine what common traits position diverse Indigenous societies in opposition to the industrial world; and investigate Western social traits from the viewpoint of tribal peoples across the world. A crude working definition of Indigeneity, which will be broadened throughout the semester, might be: a tribal people indigenous to a particular and usually sacred territory that embodies the mythological origins of that people; an Indigenous society is generally predicated on some form of egalitarianism and can be identified as a discrete ethnic group by a shared language, culture, and/or religion, and as Indigenous by its communal worldview.

Our goal is to ultimately construct a viable framework to debate relevant social issues vis-à-vis literary texts, which will occur through discussion and writing. We will be both theoretical and pragmatic, and engage philosophical material from our readings that is relevant to us all as twenty-first-century Americans.

The three novels we will study invoke a variety of perful concepts. Students, therefore, will have a surfeit of issues from which to choose in conceptualizing essay topics, which will range from philosophical treatises to research-based arguments.

Requirements:

Students will write four essays approximately 3-6 pages. Our semester will consist of four units, each worth a possible 250 points. A final essay will constitute the majority of each unit, though points will also be earned via quizzes, in-class work, and peer reviews.

Reading List:

Ceremoy by Leslie Marmon Silko. Silko is a Laguna Pueblo from New Mexico, and will provide students the opportunity to study the Indigenous peoples of the Americas.

Pillars of Salt by Fadia Faqir. Faqir is a member of the Ajarimah tribe, and will provide students the opportunity to study the bedouin in the Balqa region of Jordan.

Seasons of Migration to the North by Tayeb Salih. Salih is a Nubian (culturally Arab and Islamic) from central Sudan, and will provide students the opportunity to study tribal Africa in relation to the Arab world, Europe, and North America.

How does this section differ from a non-honors section?

This course offers students a broader analytical and philosophical arena than English 1213. We will approach argumentation and rhetoric in similar ways, but explore these concepts with more thoroughness and sophistication. The work is more demanding and the results will be more rewarding.

HIST 1223 002

Europe 1500-1815

Judith Lewis

Course Description:

Europe 1500-1815, often referred to as the Early Modern period, was an exciting and glamorous period which helped shape the modern world. Beginning with the Reformation and ending with Napoleon's defeat at Waterloo, this class will cover such topics as the Religious Wars, the Age of Exploration, the Scientific Revolution, and the Enlightenment, as well as the French Revolution. Most of all, this was an era of great contrasts, when great Queens ruled powerful Empires, while most women toiled in the fields, and yet others were persecuted as witches. The arts flourished while the 30 years war devastated central Europe presents a varied and turbulent picture. Nevertheless, it was during the Early Modern period that Europe established its intellectual, political, and economic dominance of the rest of the world, a hegemony that would persist into the late twentieth century.

Requirements:

To be announced

Reading List:

To be announced

HIST 1493 001
US 1865 to Present
David Levy

Prerequisites:

None.

Course Description:

This course will examine the main developments in American political, economic, social, and intellectual history since the end of the Civil War.

Requirements:

There will be a good deal of reading required of students, most of it in novels written at various times during the period we are studying. There will be weekly quizzes over the required readings. In addition to the reading, students will be required to complete two papers--the first will require research of some kind and the second will be a substantial essay over the required readings. The second paper will constitute the course's final examination. It is also expected that students will be active participants in class discussions.

Reading List:

The books are not entirely chosen, but they will include a number of novels such as Upton Sinclair's THE JUNGLE, Sinclair Lewis's BABBITT, and Ken Kesey's ONE FLEW OVER THE CUCKOO'S NEST. In all, there should be about ten or eleven required books.

How does this section differ from a non-honors section?

There will be more reading, more writing, and greater student participation than is permissible in non-Honors sections of this course.

HON 2970 001
Washington Center
Carolyn Morgan

Course Description:

The Washington D.C. Center offers internships in all majors in the public, private and nonprofit sectors. See Dr. Morgan for more details.

HON 2970 002
Pre-Natl Competitions
Nancy Mergler

Course Description:

OU Honors Students should be competitive for many of the prestigious national and international scholarship/fellowship programs. Such programs as the Truman Scholarship Program for students interested in careers in public service, the Goldwater Scholarship program for students interested in graduate work in math and natural science, and the Rhodes Scholarship are extremely competitive, and interested students should be preparing themselves early in their undergraduate career to be successful competitors for these honors.

OU Honors Students who have completed an excellent freshman year are invited to enroll in this class to start pursuing a goal of becoming a national or international winner. I particularly encourage juniors and seniors who will be applying for these scholarships in the fall to take the course. There will be guest lectures by OU faculty who serve as campus representatives for such competitions and who

will recommend extracurricular reading and summer activities to build toward successful application. Students will select and complete an application to the program which best fits their career goals. Students will also be given mock interviews by their peers.

HON 2970 003
Methods of Inquiry
Ralph Doty

Prerequisites:

Opposable thumbs.

Course Description:

Since you began school, you have been taught the things that other people thought it was important for you to know. Nobody ever asked you what YOU thought was worth knowing. This course will attempt to do just that: to ask you what things you have not yet learned that you think it might become important for you to know, and to help you develop a strategy for answering these questions yourself. We will consider what kind of questions can be discussed and what kind cannot. Most of the class will consist of discussion of questions you yourself raise, focusing on the use of language as a tool to help you know:

- *what you are talking about,
- *what sort of information you want,
- *whether or not a given question can be answered, and, if it can,
- *what you must do to find an answer.

This will not be a lecture course. I will not answer questions, but I might pose some from time to time. The impetus will come from the students, and the subject

matter will be whatever the students want to consider. The purpose of the course is to assist your future efforts at research, as well as improving your abilities to think critically and express yourself clearly.

Requirements:

Attendance and class participation.

Reading List:

None

How does this section differ from a non-honors section?

There IS no non-honors section of this course.

HON 2970 900

Campus Culture

Karen Levan

Course Description:

"You can observe a lot by watching"

--Yogi Berra

Students will attend the same public lecture, art exhibit, play, and film, and write critical responses to them. The class will meet the Monday before each event to discuss analysis strategies and the Monday after each event to discuss how to write about it.

The objectives of the course are for students to experience various activities on campus, analyze events critically, and sharpen their writing skills.

The course is graded S/U.

Requirements:

1. Four 2-page critical response papers.
2. Participation in an informal discussion on a web board.
3. 9 class meetings
4. Attend 4 events throughout the

semester. Events will be announced the first day of class.

HON 2970 901

Community Citizen

K. Sheriff-Levan

Course Description:

This course allows you to earn one hour of honors credit by doing volunteer service at an agency of your choice. Class meetings will include discussions of volunteer work and presentations about the agencies at which students volunteer. Class activities and individual assignments ask you to analyze the communities in which you participate and reflect on the significance of your volunteer experiences. Any student is eligible to take this course, but non-honors students will need pink cards to enroll. The course is S/U Graded.

Requirements:

There are four required meetings for this course: January 16, February 13, March 13, and April 24. Additional requirements include completing 30 volunteer hours, writing two (2-3 page) papers, creating a volunteer notebook/journal, and making a short presentation about your volunteer experience and organization.

Students are expected to begin volunteer service by the third week of the semester. Nanette Shadid, Coordinator for Volunteer Programs at Student Affairs, is available to help students find an agency, if necessary (325-2894). The first class meeting will also include information about volunteer

opportunities in the Norman/OKC area.

HON 2973 010-013

Persp. Amer. Exp./Disc.

Religion

J. Bennett, M. Alexander

Course Description:

The United States currently claims the highest rate of religious belief and practice among the traditionally Christian nations of the West. Contrary to popular assumption, religiosity is at a higher level now than at almost any period in American history. How did this extraordinary level of religious belief and practice come about? What forms have Americans utilized to express their spirituality? How has religion affected the development of American culture and what is the role of religion in the creation of American identity? What constitutes religion in America? "Under God" will use a variety of sources, including film, music and written texts, to explore these questions and unravel the complicated and contested meanings of religion in the American nation

HON 2973 020-022

Persp. Amer. Exp./Disc.

Native American

James Treat

Prerequisites:

None

Course Description:

This course is an interdisciplinary

exploration of American life, emphasizing American Indian perspectives on our collective history. Class lectures and discussions focus on contemporary issues and are supplemented by guest speakers and audiovisual presentations. Course readings include archival documents, historical narratives, cultural criticism, autobiography, short fiction, drama, and poetry; these written texts are supplemented by visual media including art, photography, film, and museum objects. Students have the opportunity to deepen their appreciation for the Native American experience, to broaden their understanding of responsible citizenship in the context of an emerging global society, and to develop their critical skills for use in academic, professional, and personal settings.

Requirements:

Course grades will be assigned on the basis of class participation, several short writing projects, brief oral presentations, and a final examination.

Reading List:

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History* (1999).
Philip Deloria, *Playing Indian* (1999).
Leslie Marmon Silko, *Storyteller* (1981).
Gerald Vizenor, *The People Named the Chippewa: Narrative Histories* (1984).
N. Scott Momaday, *The Way to Rainy Mountain* (1969).
Greg Sarris, *Mabel McKay: Weaving the Dream* (1994).
Linda Griffiths and Maria Campbell, *The Book of Jessica: A Theatrical Transformation* (1989).

HON 2973 030-033

Persp. Amer. Exp./Disc
Business Culture in Amer.

J. Ehrhardt, C. Gudis

Prerequisites:

The course is an option for the perspectives requirement for honors college students. It will be run as a lecture/discussion class.

Course Description:

"The business of the American people is business," declared President Calvin Coolidge. This class examines representations of business culture in America from the era of the derby hat and gray flannel suit to casual Fridays. Through fiction, film, advertisements, and other cultural artifacts, we will uncover the ways in which Americans have created and critiqued popular notions of the business world from the turn of the century to the present. We will discuss topics including: icons of industry such as the skyscraper, the promise and perils of conformity in mass consumer society, the history of business attire, the history of America's cosmetics industry, masculinity and femininity in worker-boss relations, the rise of information technology and the globalization of American commerce.

Requirements:

Weekly quizzes, midterm exam, final exam, and two short papers.

Reading List:

Films: *Skyscraper Souls* (1932)
The Man in the Gray Flannel Suit (1956), *Imitation of Life* (1959), *Wall Street* (1987), *Roger and Me* (1989)
Books: Edna Ferber, *The Business Adventures of Emma McChesney* (1910)
Sinclair Lewis, *Babbitt* (1922)
William Whyte Jr., *The Organiza-*

tion Man (1956)
Arthur Miller, *Death of a Salesman* (1949)
Kathy Peiss, *Hope in a Jar: The Making of America's Beauty Culture* (1998)
Gish Jen, *Typical American* (1991)
Ben Hamper, *Rivthead: Tales From the Assembly Line* (1991)
Michael Lewis, *The Future Just Happened* (2001)

How does this section differ from a non-honors section?

There is no non honors section of this course.

HON 2973 040-043

Persp. Amer. Exp./Disc.
American Social Thought

B. Alpers, R. Lewis

Prerequisites:

Course Description:

Stretching chronologically from before the Puritans to the contemporary anxieties of the postmodern America, this introductory honors course will touch upon a wide variety of questions: How much freedom should an individual have? What are our responsibilities to one another? What is the American dream? What keeps us from achieving our dreams? What are the limits of dissent? Underneath all of these concerns is a basic question: *What should America be?* We will delve into these questions by exploring the ways in which American writers and thinkers have addressed them over the last four centuries.

Henry James once claimed that it was a complex fate to be an American. We will see the ways in which John Winthrop, Jane

Addams, W.E.B. DuBois, Alfred Kazin, Martin Luther King, Betty Freidan, and many others have explored these complexities. American social thought has provided both confident visions and devastating critiques of American society, in the form of artful essays, bold manifestos, works of fiction, and even works of poetry. We hope to share with you the challenge and excitement of thinking critically about what American democracy has been as well as what it could be. By examining some of the most profound aspects of social thought--essays, speeches, novels, sermons--we hope you will gain a sense not only of the historic struggle over the soul of America, but also a sense of how that struggle continues today, indelibly marked by the rhetoric and reality of the past.

Requirements:

Regular and constructive class participation; weekly quizzes on the readings; four short papers; final exam.

Reading List:

Possible readings include:

David A. Holliger and Charles Capper, eds. *The American Intellectual Tradition: A Sourcebook*. Volume I and II. (Fourth edition).

John Dos Passos. *The Big Money*.

Nathaniel Hawthorne. *The Blithedale Romance*.

Edward Bellamy. *Looking Backwards*.

Thomas Pynchon. *The Crying of Lot 49*.

Writer's Harbrace Handbook.

Please note that these readings are subject to change before the start of the Spring semester.

Check the Honors College website for the latest information.

LAT 1315 001

Intensive Intro to Latin

P. Chambers

Prerequisites:

Foreign language background of 1 to 2 years

Course description:

This is an accelerated course covering the material presented in Latin 1115 and 1215 in one semester. Successful completion of the course will allow the student to obtain credit for ten semester hours of Latin (five graded, five S/U). This course is an intensive rapid review for those students who have had two years of mid-high or high school Latin in which they were introduced to the Subjunctive Mood but feel they need an intensive grammar review before proceeding to an intermediate reading course. It is also appropriate for the exceptional student with a foreign language background who wishes to move rapidly through both introductory Latin courses in a single semester. Students of the latter category should have an interview with the instructor before enrolling in the course.

Requirements:

There will be daily homework and weekly testing; grades will be based on homework, quizzes and exams.

Reading List:

Latin Alive and Well, Edition 6 by Peggy Chambers

The grammar review and passage translations include:

- * All verb conjugations, Indicative, Subjunctive, and Imperative Moods
- *Active and Passive Voice
- *All declensions of Nouns and

adjectives

*Participles

*Demonstrative Pronouns

*Relative Pronouns

*Personal Pronouns

*Intensive Pronouns

*Reflexive Pronouns

*Interrogative Adjectives

*Interrogative Pronouns

*Major Ablative Usages

*Passive Periphrastic

*Comparative & Superlative Adjectives

*Comparative & Superlative Adverbs

* Infinitives of Indirect Statement

*Deponent Verbs

*Major Subjunctive Usages

*Roman Numerals

*Irregular Verbs

*Gerunds and Gerundives

MATH 2423 001

Calc/Analyt Geom II

J. Albert

Prerequisites:

Math 1823, Calculus and Analytic Geometry I

Course description:

The second semester of calculus is concerned with the theory and practice of integration. Integration can be thought of as the reverse of differentiation, which was studied in Calculus I. The formulas for differentiation which were taught in Calculus I have, as counterparts, various formulas for integration. Unfortunately, the integration formulas are a bit trickier to use than the differentiation formulas. On the other hand, integration is more widely useful than differentiation as a tool for solving problems in science and engineering. The goals of this course are to familiarize students with the use of formulas for integration, and

to illustrate, with a few well-chosen examples, what kind of scientific problems can be solved by integration.

Reading List:

The text used will be *Calculus*, 4th edition by James Stewart.

How does this section differ from a non-honors section?

Students ask more questions, and there is more give-and-take between students than in a large lecture class. There is a larger variety of problems on the homework, with fewer drill problems. Otherwise, the material covered is the same as in a non-Honors section of Calculus II.

MATH 2433 006

Calc/Analyt Geom III

A. Miller

Prerequisites:

Math 2423 (Calculus II)

Course Description:

This course will cover the same material as regular sections of Calculus III (with perhaps some changes in the order in which topics are covered). Part of the course is an introduction to the idea of the sum of an infinite series. In particular, we consider the use of infinite series to represent transcendental functions (such as trigonometric and exponential functions). This sets the stage for the remarkable formula known as Taylor's theorem, which could be said to be the goal towards which all of Calculus I and Calculus II is directed.

The remainder of the course consists of an introduction to certain topics which serve as a transition between the calculus of functions of one variable (covered in

Calculus I and II) and the calculus of functions of several variables (covered in Calculus IV). These topics include vector functions, polar coordinates, and analytic geometry in three-dimensional space.

Requirements:

Quizzes and tests, and the standards of grading them, will be same as in a regular Calculus III section. There will be a midterm based on take home projects.

Reading List:

The text used will be the same as in the regular sections of Calculus III. The text will be supplemented by web links.

How does this section differ from a non-honors section?

In an honors section there is more scope for participation by the students: in-class discussions are more extensive, and there are more interesting problems on the assignments. The emphasis throughout is on understanding rather than just manipulation of formulas.

MATH 2443 006

Calc/Analyt Geom IV

D. McCullough

Prerequisites:

Math 2433

Course Description:

Vector calculus; functions of several variables; partial derivatives; gradients, extreme values and differentials of multivariate functions; multiple integrals; line and surface integrals.

Requirements:

The standard Honors College requirements for enrollment in an honors course.

Reading List:

The textbook for this course is

Calculus 4th edition, by James Stewart.

How does this section differ from a non-honors section?

The course will cover the same material as the regular course of engineering/science calculus, but will emphasize underlying concepts somewhat more than in the usual approach. There will be fewer homework problems than in the regular course, but some of them will be more challenging.

METR 1004 020/021

Intro Meteorology/Lab

M. Richman

Prerequisites:

Corequisites--Math 1823 (not required if student has had some calculus)

Course Description:

This course is designed to give students broad insight into the science of weather and climate. Emphasis is placed on the physical processes governing the atmospheric environment. These same physical processes will then be applied to weather forecasting and to speculation on the influence of human activity on so-called global change.

The laboratory portion of this course is intended to deepen understanding of basic physical principles by putting them into practice using observations and models. Laboratory exercises include meteorological measurements, the structure of common weather systems, storms, forecasting and climatology.

Requirements:

Students will be evaluated through examinations (3), a comprehen-

sive final, laboratory exercises and project reports to the class.
Corequisite: METR 1004 021,
Honors Meteorology Lab

Reading List:

To be announced.

How does this section differ from a non-honors section?

The subject material covered in the course will be tailored to the backgrounds and interests of the students enrolled. Basic physical principles will be covered at an accelerated rate leaving more time for application, speculation, individual study and student reports to the class.

MUNM 1113 002

Understanding Music

A. Ambrosini

Course Description:

Offered by the Music In General Studies department of the School of Music, Understanding Music is an introductory course in music listening and appreciation recommended for the general student. No previous experience with, or knowledge of, music is required. This survey course is designed to develop the student's skills in listening to music through the study of the elements of music, the classification and identification of instruments and performing media, musical structures and historical developments as found in the music of the Western European notated tradition. This is a three-hour class with general education requirement credit. You should plan to spend, on a weekly basis, two hours outside of class listening/studying for every hour of credit (i.e. six hours per week).

Goals:

- To develop a perception of aesthetic elements present in all kinds of music.
- To hone listening skills with special attention to the above.
- To gain an understanding of the progression of music from the Western European notated tradition as it evolved and is evolving daily.
- To assimilate all of the above into an increased appreciation of music and its importance to our very existence.

Requirements:

- To complete all assigned readings.
- To be able to identify major composers and representative genres as presented in class and to define musical terms with 60% or better accuracy on short answer and essay exams.
- To recognize musical elements, forms, genres, styles, and specific pieces of music with its composer on the listening portion of each exam with 60% or better accuracy.
- To attend live concerts and to write essays summarizing the musical elements, structural designs and historical styles of the music heard.

MUNM 1113 003

Understanding Music

S. Faulkener

Course Description:

This section will offer an interactive investigation of musical concepts using MIDI technology. The student will have a hands on experience at a MIDI workstation exploring the way music works across a wide variety of musical styles.

Requirements:

The class grade will be determined via the following assignments: written paper, creative project, daily assignments, midterm and final exams. Keyboard experience will be helpful but not essential.

Reading List:

The same text as MUNM 1113 002

MUTH 1522 001

Music Structures II

K. Stephenson

Prerequisites:

MUTH 1511/1611

Course Description:

Musical Structures II introduces the student to the basic harmonic, melodic, and formal practices of traditional tonal music through writing, analysis, aural perception, and keyboard. Topics include diatonic harmony, secondary dominants, modulation, and phrase/period structure. Honors students will do an introductory investigation in musical aesthetics and write an original chorale.

Requirements:

The grade in 1522 is based on approximately 25 homework assignments, chapter quizzes, midterm, final and class attendance.

How does this section differ from a non-honors section?

Honors students in 1522 are given more personalized attention by the coordinating professor during section meetings. They are also given a special final project..

MUTH 1622 001

Aural Skills II

K. Stephenson

Prerequisites:

MUTH 1511/1611

Course Description:

Aural Theory II, the corequisite to MUTH 1522, continues the sequence begun in the Fall. Through dictation and sight-singing, students develop facility in connecting cognitive and aural understanding of music. Topics include modulation, chromaticism, and basic harmony.

Requirements:

The grade in 1622 is based on singing and dictation quizzes and attendance.

How does this section differ from a non-honors section?

Honors students in 1622 meet with other honors and honors-qualified students in a section led by the coordinating professor.

P SC 1113 013

Amer Federal Govt

D. Ray

Course Description:

1. To teach students the structures and mechanics of American national government.

2. To raise questions about how American politics and government actually work, beginning with these:

a. To what extent are the actions of the national government determined by the policy preferences of a majority of the public?

b. In situations and items when this is not the case, then what does determine actions of the government? How can the relative frequency of such situations be described and explained?

3. To show students the importance of being an informed citizen and to suggest ways to acquire relevant information about government policymaking;

4. To familiarize students with the range of issues in four areas of current policy conflict: (a) the relative strength and future direction of the U.S. economy; (b) alternative ways to eliminate the federal budget deficit; health care financing; and (d) inequality in the funding of public schools.

5. To encourage students to read, think, write and speak at an intellectual level appropriate to university education

Requirements:

There will be three exams, containing both short-answer objective questions and short essay questions. There will also be three or four short writing assignments (approximately 3-5 typed pages each)

Reading List:

There will be approximately four paperback texts, including the following:

Ronald Elving, Conflict and Compromise: How Congress Makes the Law (1996)

Theda Skocpol, Boomerang:

Clinton's Health Security Effort and the Turn Against Government in U.S. Politics (1996)

David M. O'Brien, Storm Center:

The Supreme Court in American Politics (4th edition, 1997)

How does this section differ from a non-honors section?

This course will operate on a higher level intellectually, and will attempt to address the questions listed under "course objectives" in a considerably more sophisticated way. There will also be more

opportunities for in-depth class discussion and interaction with the instructor.

PHIL 1013 007

Intro to Philosophy

C. Stephens

Prerequisites:

This section requires permission of the Honor's Office for enrollment.

Course Description:

In this course we will examine some of the major problems of philosophy and try to figure out what their solutions are. These will include: Does God exist? Are human beings wholly material, or do we have a material part (a body) and a nonphysical part (a soul)?

What does it mean for a belief to be rational? Do human beings ever, or could they ever, act freely? Are there facts about right and wrong, or is it just a matter of opinion? What is it to live a good life? This course will help you critically examine other philosophers'

answers to these questions, as well as help you better formulate your own answers. Although we will read essays by a number of historically important philosophers, the main emphasis will be on assessing philosophical theories and arguments for their correctness.

Requirements:

Class meetings will consist of a combination of lecture and discussion. It is expected that each student will attend every meeting and arrive prepared to discuss the material. Grades will be based on a variety of written work, including in class activities, quizzes, exams and papers.

Reading List:

Readings will include: Weston, A Rulebook for Arguments; Descartes, Meditations on First Philosophy; Hume, Dialogues Concerning Natural Religion; Perry, A Dialogue on Personal Identity and Immortality; Huxley, Brave New World; Mill, Utilitarianism; and Unger, Living Hugh and Letting Die as well as selected articles from contemporary philosophers.

How does this section differ from a non-honors section?

The class is much smaller and there will be more opportunity for in class discussion. There will be fewer exams and more papers than a non-Honors course.

PHYS 1215 010/011/012

Phys II for Majors/Lab

K. Mullen

Prerequisites:

PHYS-1205 or the equivalent; Calculus I, (Calculus II is a co-requisite).

Course Description:

The goal of this course is to introduce the students to a wide variety of topics in physics, including thermodynamics, statistical mechanics, electrostatics, magnetostatics and electromagnetism. This will cover a large amount for one semester. The course will require a substantial investment of time, a minimum of eight hours per week outside of class for most students.

I will assume the students have a complete mastery of algebra and trigonometry, a good grasp of differential calculus, and can

perform elementary integrals. We will use Mathematica for calculation and plotting.

How does this section differ from a non-honors section?

Honors students will be expected not only to master the material, but also to understand its context in the history of the development of the field, and its place in modern research.

Those registered for Honors credit have several options to satisfy this requirement:

Read original papers by the physicists who discovered the effects we will study, interpreting them in a modern light.

External reading on a topic related to material covered during the semester i.e. entropy and disorder, experiments to measure fundamental constants and interactions, etc.)

and write a report on it. This would focus on modern physics, and what is currently being studied. Simple book reports will not be accepted for honors credit.

Design a lab experiment and/or a good demonstration for one of the scientific topics we study. The lab or demo must be substantially different from one we do in class, and at least one prototype must be constructed.

A report on the philosophical connections of the topics we study, e.g. the 'reification' of the electric field, or determinism vs. randomness in classical mechanics.

Other projects may be perfectly

acceptable; please see the instructor. In order to formalize the process students will be asked to determine their topic early in the semester, and be asked to complete a written essay before the final. If possible and relevant, students may present their research to the class.

PHYS 2514 020/021

Gen Phys for Engrs/Disc

P. Skubic

Prerequisites:

Math 1823. Other courses may be helpful including Math 2423, 2433, and 2443.

Course Description:

See General catalog.

How does this section differ from a non-honors section?

Professor will conduct the discussion section, rather than a teaching assistant. A short paper will be assigned as part of the coursework.

PSY 1113 003

Elements of Psychology

Jennifer Bosson

Course Description:

This is the general survey course in psychology at the introductory level. Topics include psychological research methods, behavioral neuroscience, sensation and perception, learning, memory, consciousness, development, intelligence, motivation, emotion, social behavior, personality, psychological disorders, and treatment.

Lectures are informal and interactive; every attempt is made to engage in some class discussion every class session.

SOC 2003 002

Intro Womens Studies

C. Rodrigues

Prerequisites:

None

Course Description:

This course introduces students to the field of Women's Studies from three different perspectives: historical, theoretical, and global. The historical perspective exposes students to concepts, issues and ideas central to Women's Studies at different points in time. The theoretical perspective explores the major traditions in feminist theory, such as Marxist Feminism, Existential Feminism, and Liberal Feminism. The global perspective introduces students to cultural and historical differences lived by women in different parts of the world, as well as the diverse agendas of multicultural and global women's movements. Here, the course will expose students to the lives, the social struggles, and the historical experiences of Latinas, African-American women, women in Muslim societies, and Latin American women among others.

Requirements:

Class participation, weekly reading, several response papers (6 or 7) and a 10-12 page research paper.

Reading List:

Burn, Shawn M. Women Across Cultures: A Global Perspective. Mayfield, 2000.
Tong, Rosemary. Feminist Thought. A More Comprehensive Introduction. Westview Press, 1998.
Moraga, Cherie and Anzaldúa, Gloria. This Bridge Called my Back: Writings by Radical Women of Color. Persephone Press, 1981.
Hill Collins, Patricia. Black Femi-

nist Thought. Routledge, 1991.

Jelin, Elizabeth. Women and Social Change in Latin America.

Zed Books, 1994.

How does this section differ from a non-honors section?

This course will be conducted as a graduate seminar. The readings assigned and the topics discussed will immerse honors students in complex and sophisticated theoretical debates. Through continued discussions and written assignments (response papers) students will be expected to enhance their analytical skills as well as their critical thinking. While Introduction to Women's Studies generally has a North American focus, this Honors course will take a more global and multicultural approach.

SPAN 2113 900

Intermediate Spanish

Prerequisites:

SPAN 1115, SPAN 1225

Course Description:

SPAN 2113 is an intermediate course in Spanish designed to give students professional-level proficiency in the Spanish language and culture.

Requirements:

Each student will be required to take four exams, write three compositions, and complete a research and group project. The research project will center on a Latin American history, literary, or technological theme worked out between the student and the professor. The group project will demonstrate the team's creativity and oral proficiency.

Reading List:

Ozete, Oscar. Recuerdos

How does this section differ from a non-honors section?

This course varies significantly from a non-Honors course in terms of the emphasis on oral proficiency and individualized research. Ideally, each student can use the rich class time and develop a personal goal and vision for language and culture acquisition through the projects.

W S 2003 002

Intro - Womens Studies

C. Rodrigues

Prerequisites:

None

Course Description:

This course introduces students to the field of Women's Studies from three different perspectives: historical, theoretical, and global. The historical perspective exposes students to concepts, issues and ideas central to Women's Studies at different points in time. The theoretical perspective explores the major traditions in feminist theory, such as Marxist Feminism, Existential Feminism, and Liberal Feminism. The global perspective introduces students to cultural and historical differences lived by women in different parts of the world, as well as the diverse agendas of multicultural and global women's movements. Here, the course will expose students to the lives, the social struggles, and the historical experiences of Latinas, African-American women, women in Muslim societies, and Latin American women among others.

Requirements:

Class participation, weekly reading, several response papers

(6 or 7) and a 10-12 page research paper.

Reading List:

Burn, Shawn M. Women Across Cultures: A Global Perspective. Mayfield, 2000.

Tong, Rosemary. Feminist Thought. A More Comprehensive Introduction. Westview Press, 1998.

Moraga, Cherie and Anzaldua, Gloria. This Bridge Called my Back: Writings by Radical Women of Color. Persephone Press, 1981.

Hill Collins, Patricia. Black Feminist Thought. Routledge, 1991.

Jelin, Elizabeth. Women and Social Change in Latin America. Zed Books, 1994.

How does this section differ from a non-honors section?

This course will be conducted as a graduate seminar. The readings assigned and the topics discussed will immerse honors students in complex and sophisticated theoretical debates. Through continued discussions and written assignments (response papers) students will be expected to enhance their analytical skills as well as their critical thinking. While Introduction to Women's Studies generally has a North American focus, this Honors course will take a more global and multicultural approach.

UPPER DIVISION

ANTH 3333 001
The Aztec World
R. Hassig

Prerequisites:

None

Course Description:

A survey of culture and history of the Aztec Empire.

Requirements:

None

Reading List:

To be arranged

How does this section differ from a non-honors section?

This section has more writing and discussion.

BOT 4812 021
Appli Mol Biol Lab
T. Conway

Prerequisites:

Prerequisite: concurrent enrollment in 4822

Course Description:

Current techniques to explore molecular aspects of gene expression and regulation. Experiments include: plasmid and

phage propagation, nucleic acid purification, DNA and protein manipulation, and gene analysis. No student may earn credit for both 4812 and 5812.

Requirements:

Students will have to complete problem sets related to the lecture material and the laboratory exercises. Grading will also involve mid-term and final exams. In lab, the students must keep an accurate lab notebook from which lab reports will be compiled periodically.

Reading List:

Reading material for this course will be derived from several sources. A text containing background readings will be used, as well as additional specialized articles. We have written a course syllabus which will be used both for lecture and laboratory exercises.

How does this section differ from a non-honors section?

In addition to the lecture and laboratory, honors students will participate in weekly tutorial sessions with one of the instructors.

CHEM 3053 002
Organic Chemistry
K. Nicholas

Prerequisites:

CHEM 1415 or 1425 (first year of chemistry)

Course Description:

The first semester of a two-semester sequence covering the fundamental concepts of organic structure and reactions of the principal functional groups and reaction mechanisms. Some effort will be made to relate organic chemistry to biological chemistry to help students prepare for other

classes such as biochemistry or molecular biology and to help students think by analogy.

1. The following concepts are studied in the first semester: bonding, orbitals and orbital hybridization in organic molecules, free and restricted rotation about carbon-carbon bonds, bond dissociation energies, enthalpies of reaction, energies of activation, kinetics of simple reactions, transition state energies and structures, structural, geometric and optical isomerism, conformations and conformational analysis, conjugation, hyper-conjugation, and delocalization of electrons.

2. An introduction to the two most fundamental types of organic reactions, substitution and elimination is presented. E1 and E2 elimination, and SN1 and SN2 substitution reactions are studied.

3. The principles of experimental analysis of organic reactions are discussed, including techniques for the separation of organic compounds (chromatography) and the structural identification of individual compounds (spectroscopy).

Requirements:

Typically: four exams during the semester (usually one will be dropped), a final exam, and a critical outline of reading materials including some homework assignments. The class is given some collective latitude in their choice of evaluation tools.

Reading List:

Organic Chemistry, M.A. Fox and J.K. Whitesell, 2nd Ed. Boston: Jones and Bartlett (1997).

How does this section differ from a non-honors section?

Aside from the normal advantages of small size, this class will differ in several respects from the non-honors courses: 1) The students are given some latitude to "design" the set of options for evaluation of their performance in the class; 2) Exams are held out of class time

so that students can be asked comprehensive questions without time constraints, necessitating a detailed understanding of the material in order to explain it, rather than just choosing from several options, such as on a multiple choice exam; 3) As part of their evaluation, the students generally choose to generate a detailed outline from the reading material, which enhances the ability of students to critically think about what is important in the course text and what is "filler" --this enhances their abilities to "teach themselves" complicated scientific material; and 4) The class is taught at a somewhat faster pace than the normal section and goes into somewhat more depth in certain subject areas such as reaction mechanisms, the energetic demands of reactions, and molecular orbital theory.

CHEM 3153 003

Organic Chemistry

R. Lehr

Prerequisites:

CHEM 1415 or 1425 (first year of chemistry); CHEM 3053

Course Description:

The second semester of a two-semester sequence covering the fundamental concepts of organic structure and reactions of the principal functional groups and reaction mechanisms. Although new material will be emphasized, a good level of understanding of the concepts and chemistry covered in the first semester course in the sequence is needed.

*The following concepts are studied: conjugation, aromaticity, acid-base reactions as they pertain to organic chemistry, applications of molecular orbital theory to the

understanding of pericyclic and other reactions.

*The following reactions and reaction mechanisms are studied: 1,2- and 1,4-additions to dienes; electrophilic and nucleophilic aromatic substitution; addition reactions to carbonyl groups and at the beta position of alpha-beta unsaturated carbonyl groups; reactions at the alpha position to a carbonyl group; substitution reactions at the carbonyl group of carboxylic acids and their derivatives; pericyclic reactions; neighboring group effects.

*The chemistry of the following functional groups is covered: alcohols, ketones, aldehydes, carboxylic acids, esters, anhydrides, amides, acid halides, and amines. The chemistry of polyfunctional compounds such as carbohydrates and peptides will also be explored.

Requirements:

Four hour exams, a comprehensive final exam, homework.

Reading List:

Organic Chemistry, M. Jones, Jr., W.W. Norton and Co. (1997)

How does this section differ from a non-honors section?

More in-depth coverage of selected topics will be provided, particularly molecular-orbital analysis of some reactions. Graded homework assignments will provide feedback, and the instructor will be available for frequent consultation.

COMM 3513 001

Intercultural Comm

C. Rodrigues

Course Description:

Never before did our world re-

seem so closely what Marshall McLuhan called "the global village." The economy functions around transnational corporations and international markets; peoples from different parts of the world migrate--for different reasons--to other parts of the world; the workforce has become diverse in many different ways: people of different ages, genders, ethnicity, race, religions, languages, have to live and work together. All this means that never before has good intercultural communication been so valuable. But what exactly is intercultural communication?

This course has been designed to introduce you to the field of intercultural communication, or the systematic study of communication processes between people from different cultures. We will explore this field at three different levels: (a) cognitive; (b) affective; (c) behavioral. The cognitive level implies becoming familiar with concepts, ideas, and research on the subject. The affective level implies enhancing your sensitivity toward other cultures as well as your own culture. The behavioral level will provide you with skills to become a successful intercultural communicator.

Specific Objectives

- 1) To explore the history of intercultural communication as a field.
- 2) To study the main approaches, concepts, and theories developed within the field of intercultural communication.
- 3) To examine the main research findings developed by intercultural communication scholars.
- 4) To explore and analyze specific cases of communication processes between people of different ethnicities, races, nations, etc.

Reading List:

Martin, Judith and Nakayama, Thomas. 2000. *Intercultural Communication in Contexts*. Mountain View, CA: Mayfield Publishing Co.

Anne Fadiman. 1997. *The Spirit Catches You and You Fall Down*. New York: The Noonday Press.

Ted Conover. 1987. *Coyotes*. New York: Vintage.

Isabel Fonseca. 1995. *Bury me Standing. The Gypsies and their Journey*. New York: Vintage.

How does this section differ from a non-honors section?

More writing. More critical evaluations. More theoretical examination and discussion of intercultural issues.

ECON 3113 003

Intrmd Price Theory

A. Mitra

Prerequisites:

Calculus I or permission of the instructor

Course Description:

This course is designed to give the student a sound foundation in microeconomic theory. An understanding of microeconomics is crucial for anyone interested in business, investing, or public policy. We will analyze how consumers in the marketplace maximize their utility, how business firms combine resources in production to maximize profits and how demand and supply determine the prices of goods and services. Different forms of market structures, such as purely competitive firms, monopolies and oligopolies, and

their impact on the well being of society and consumers will also be analyzed. Current issues and case studies related to the topics will be discussed frequently. Students are expected to actively participate in such discussions.

Requirements:

Two mid-terms, one comprehensive final, informal class presentations, and one term paper.

Reading List:

Microeconomics (second edition) by Jeffrey M. Perloff.

Additional reading materials will be announced in class.

How does this section differ from a non-honors section?

This course will emphasize applications, in addition to covering theoretical concepts. Case studies/public policies will be frequently analyzed and individual as well as group participation will be encouraged.

ENGR 3293 002

App Engineering Stats

T. Rhoads

Prerequisites:

ENGR 1112, 1001 or Computer Science 1313 or 1323; Mathematics 2433.

Course Description:

Introduction to probability, one and higher dimensional random variates, functions of random variables, expectation, discrete and continuous distributions, sampling and descriptive statistics, parameter estimation, use of statistical packages. Not available for graduate credit for students in engineering disciplines.

Requirements:

This is a laptop required course.

Reading List:

Software will be packaged with the

textbook.

How does this section differ from a non-honors section?

This class will emphasize the use and language of statistics through projects.

GEOG 3853 001
Geography of Africa
A. Tarhule

Prerequisites:

None

Course Description:

This course adopts a historical-time-line approach to explore the physical and human geography of Africa. We will trace the evolution of the human geography of the continent from precolonial times to the present, paying particular attention to the role of socio-political systems and resource endowments and valuation in shaping the continent, as we know it today. To achieve this goal, it will be necessary to borrow liberally from history, sociology and political science. The physical component will emphasize environmental processes including climatic fluctuations, drought, and desertification as well as their implications for African development. The goal is to present a holistic image of African geography from the perspective of human-environment relationship.

Reading List:

Textbook
Samuel Aryeetey-Attoh (1997).
Geography of Sub-Saharan Africa,
Prentice Hall.

Articles

Hauge, W., 1998. Beyond Environmental Scarcity: Causal Pathways to Conflict. *Journal of Peace Research*, 35(3), 299-317

Herbst, J. 1996. Responding to State Failure in Africa. *International Security*, 21, 120-144.

Homer-Dixon, T.F., 1991. On the Threshold: Environmental Changes as Causes of Acute Conflict. *International Security*, 16(2), 77-116.

Howard, R.E., 1995-96. Civil Conflict in Sub-Saharan Africa: Internally Generated Causes. *International Journal*.

Hulme, Mike, 1996. Climate Change Within the Period of Meteorological Records. In: Adams, W.M.; A.S. Goudie; and A.R. Orme (Eds.), 1996. *The Physical Geography of Africa*. Oxford University Press.

Levy, A.M., 1995. Is the Environment a National Security Issue? *International Security*, 20(2), 35-62.

Nicholson, S.E., 1996. Environmental Change Within the Historical Period. In: Adams, W.M.; A.S. Goudie; and A.R. Orme (Eds.), 1996. *The Physical Geography of Africa*. Oxford University Press.

Percival, V. and T. Homer-Dixon, 1998. Environmental Security and Violent Conflict: The Case of South Africa. *Journal of Peace Research*, 35(3), 279-298.

Recommended Reading
Chinue Achebe: *Things Fall Apart*
James Ngugi Wa Thiongo: *The River Between*

HON 3120 002
World @War 1940-1945
Rob Griswold

Course Description:

World War II was, perhaps, the single most important event of the 20th Century. It transformed the global economy, forged new alliances, and laid the foundation for the modern world.

This class explores the roots of the conflict, the role of great power diplomacy in fighting and winning the war, and the long-term consequences of the conflict.

The class will feature Professor David Reynolds, a distinguished scholar of International Relations at Cambridge University. Additional lectures will be presented by Professors Robert Griswold, Ray Canoy, Judith Lewis, and Melissa Stockdale, all members of the OU Department of History. Professor Rob Griswold is the Professor of Record.

The course will be divided into three parts: (1) the roots of war (2) the impact of war on society and (3) the diplomacy of the war. The first 10 weeks of the course will be taught by OU history department members and will cover the first two parts noted above. The last third of the course on wartime diplomacy will be taught by Professor Reynolds.

Requirements:

All students will be required to attend all lectures. Those students enrolled in the Honors section will also attend discussion sections led for the first 10 weeks by OU professors and for the last 5 weeks by Professor Reynolds. All students will be required to write three papers. Honors students will write two papers 4-6 pages in length and a final paper 8-10 pages in length.

Reading List:

Four to five monographs will be assigned that cover the origins,

social impact, and diplomacy of the war from the perspectives of Germany, Britain, the Soviet Union, and the United States. In addition, a packet of primary documents will be assigned. The exact selection will be made in consultation with Professor Reynolds.

How does this section differ from a non-honors section?

Grades will be based for non-Honors students on the three papers. Honors students' grades will be based on the three papers plus their performance in the discussion meetings.

HON 3970 001

Writing Workshop

K. Levan

Prerequisites:

Freshman Composition 1213 or its equivalent is the course prerequisite.

You must also apply for the course and be accepted into the Honors Writing Assistantship Program to participate in the course.

Application Requirements and Instructions:

To apply for an assistantship, you must have a 3.5 GPA in humanities courses and have completed Freshman Composition II or its equivalent.

Applications are due by Wednesday, Oct. 10, 2001. Please follow the instructions below and submit applications to the Honors College office, Honors House 160. Students selected for the Spring 2002 Writing Workshop course will

need to pick up permission cards from the Honors College before enrolling. The Honors College will let you know if you are accepted into the program by October 17, 2001.

In a manila folder, please include the following items: 1) a page listing your full name, OU I.D. number, phone number, email address, and mailing address; 2) two 3-6 page writing samples from courses you have taken; 3) a 1-2 page statement of interest; and 4) a recommendation worksheet filled out by a professor familiar with your writing ability. Writing samples and the statement of interest must be typed, double-spaced.

Recommendation worksheets are available at the Honors College office, Honors House, rm. 160 and on the Honors College website under Honors Writing Assistantship Program and Writing Center.

Course Description:

This course focuses on the analysis of student writing. We study writing theory, tutoring pedagogy, critical approaches to student writing, and commenting and conferencing strategies. Throughout the semester, we analyze our own and our classmates' writing. Our work will investigate the following questions: What significant relationships exist between the ways we think about student writing, the ways we produce college papers, and the ways writers and readers respond to student writing? What habits do we have as writers and readers? What are the various ways one can respond to student writing? How do paper comments affect the quality of student writing? What kinds of comments lead to meaningful revision or re-writing?

Since this is a course about language and verbal and written communication, we will read not only to understand writers' positions on various issues related to writing instruction, but we will also read to understand how each writer presents his or her ideas. In the course of investigating various approaches to responding to student writing and conducting writing conferences, we will work to develop our own individual methods of responding to writing and organizing conferences.

Improving our own writing and research skills is also a focus of this course. We will study and practice research strategies so that you are prepared to guide student research as well as writing. Conferencing with one another on individual writing projects throughout the semester will allow you to improve our own writing as well as practice what you will do if you are a writing assistant.

Requirements:

Response Papers 20%
Discussion Leader Assignments 5%
Midterm Exam 15%
Paper Comments 15%
Research Project Teams/Conferences 15%
Research Paper 15%
Final Exam 15%

Reading List:

A course packet of articles, student essays, and research project materials.

HON 3970 002

Ulysses

Melanie Wright

Prerequisites:

English 1213 or equivalent; junior

standing

Course Description:

The focus of the course is two-fold: James Joyce's *Ulysses* and the moment when Dr. Wright lost her mind and decided to offer this class. The purpose of the course is to read *Ulysses* in its entirety with a view to its intertextuality, context, and influence. As preparation for *Ulysses*, we will read *A Portrait of the Artist as a Young Man*. If you've wanted to spend a semester with the Number One novel of the 20th century (according to Modern Library) and be one of the few to make it through all 644 pages, then this class is for you. Not for the faint-hearted, but serious students only.

The format of the course will be seminar-style with everyone participating in the presentation of the material. Class size is limited.

Requirements:

Individual research to be shared with the class on a regular basis. Three papers.

Reading List:

Blamires, Harry. *The New Bloomsday Book*. London and New York: Routledge, 1996.

ISBN 0-415-138-582.

Joyce, James. *A Portrait of the Artist as a Young Man*. R. B.

Kershner, ed. Boston: Bedford Books, 1993. ISBN 0-312-06170-6.

---. *Ulysses*. Hans Walter Gabler, ed. New York: Random House, 1986. ISBN 0-394-743-121. We will use only this edition.

HSCI 3023 002

HSCI since 17th Century

Crowther-Hey

Prerequisites:

Junior standing. (But will consider

Fall 2001

admitting qualified sophomores.)

Course Description:

Survey of the history of modern science, focusing on the rise of science to a position of high status and authority. Will explore not only the ideas and institutions of science but also the popularization of science.

Requirements:

Weekly reading and short writing assignments, midterm and final exams, 2-3 short papers (5-7 pages each).

Reading List:

TBA

How does this section differ from a non-honors section?

More reading, more writing, more discussion = more fun!

MATH 3970 001

Honors Seminar

M. Smith

Prerequisites:

Although there are no formal prerequisites, students should be familiar with basic properties of open and closed sets in the plane and in three dimensional space.

Course Description:

We will investigate various interesting properties of convex sets in finite dimensional Euclidean space. Many of the results have a combinatorial flavor, and their proofs will require a little geometric intuition and a little ingenuity. A few colored pencils may help, too.

Requirements:

Certain problems will be assigned for class discussion and for student presentations at the board. A few problems will be written up and turned in.

Reading List:

We will use the first three chapters of Convex Sets and Their Applications by Steven R. Lay.

How does this section differ from a non-honors section?

Students will be encouraged to participate actively in the class, make conjectures, discuss ways to approach various problems, and present solutions at the board.

MBIO 4812 021

Appli Mol Biol Lab

T. Conway

Prerequisites:

Concurrent enrollment in 4822

Course Description:

Current techniques to explore molecular aspects of gene expression and regulation. Experiments include: plasmid and phage propagation, nucleic acid purification, DNA and protein manipulation, and gene analysis. No student may earn credit for both 4812 and 5812.

Requirements:

Students will have to complete problem sets related to the lecture material and the laboratory exercises. Grading will also involve mid-term and final exams. In lab, the students must keep an accurate lab notebook from which lab reports will be compiled periodically.

Reading List:

Reading material for this course will be derived from several sources. A text containing background readings will be used, as well as additional specialized articles. We have written a course syllabus which will be used both for lecture and laboratory exercises.

How does this section differ from a non-honors section?

In addition to the lecture and laboratory, honors students will

participate in weekly tutorial sessions with one of the instructors.

P SC 3970 001
Honors Seminar
M. Smith

Course Description:

Power is all around us, in places obvious and unseen. This course will probe some of the more subtle aspects of power. Accordingly, we'll investigate the ways in which power is organized and how it serves certain interests and defines others. Through our consideration of literature, journalistic, and more theoretical works, we'll evaluate how power is carried in dominant ideas that shape the way citizens perceive social relationships. This in turn will enable us to construct explanations for how social protest is contained, social order preserved, and mass loyalty evoked in various political systems.

We'll organize our examination of power by looking at different layers of the relationship between the dominant and the subordinate. First we'll look at the ways in which domination is established and sustained. We'll consider how the powerlessness of the subordinate is manifested and the consequences of that powerlessness. Then we'll turn to the ways in which the subordinate sometimes exercise substantial power - that is, the power of those who appear powerless. Finally, we'll examine the ways in which the powerful are constrained by the edifice of power they themselves erect -- the powerlessness of the powerful. We'll learn that power is subtle and multifaceted: domination sometimes masquerades as liberty; domination is never total;

wielding power has costs.

Requirements:

Course readings will include the following:

- Benjamin DeMott, *The Imperial Middle: Why Americans Can't Think Straight About Class*.
- Susan Faludi, *Backlash*.
- John Gaventa, *Power and Powerlessness*.
- James Scott, *Domination and the Arts of Resistance*.
- George Orwell, *The Road to Wigan Pier*.
- Vaclav Havel, *Open Letters*.
- Ryszard Kapuscinski, *The Emperor*.
- Robert Darnton, *Berlin Journal*.

SOC 3733 001
Sociology of Gender
A. Beutel

Course Description:

In this course, we will study gender from a sociological perspective. We will examine a range of topics related to gender, including how gender is socially constructed, how race and social class interact with gender, and how social institutions are "gendered." Throughout the course, we will consider the relationship between society and the experiences of individuals.

Requirements:

3 exams, 1 paper, class participation (including in-class assignments).

Reading List:

Women, Men, and Society, Fourth Edition (by Claire M. Renzetti and Daniel J. Curran) and a coursepack. Additional readings may be assigned.

How does this section differ from a non-honors section?

Heavier and more advanced

reading load, advanced writing assignment.

SPRING 2002 COLLOQUIA

HON 3993 001
Ballyhoo to Spin
C. Gudis

Prerequisites:

Advanced standing in the Honors College.

Course Description:

Hucksters. Talking heads. Spinmasters. Such figures of public persuasion and image-shaping are the subject of this class, which examines the influence of the mass media on the formation of social and cultural identity in the United States. The class traces the rise of advertising and mass media from the age of circus-showman P. T. Barnum ("there's a sucker born every minute") and ballyhoo (flamboyant, attention-getting talk) to the internet and the globalization of American culture. It looks at the products and producers of mass culture, such as moviemakers, newspaper publishers, and advertising executives, as well as those who have criticized their practices, including legislators, media activists, artists, and WTO protesters. By exploring the ways mass media shape culture in terms of ongoing conflicts between individuals and institutions, business and the state, we will aim to give shape to frequently fuzzy ideas about the "public." Is the "public" a democratic ideal or a mass-market construction? How

have our modes of communication in a consumer-oriented society altered or defined our ideas about ourselves and others, as individuals, as members of groups, as classes, races, or ethnicities? Have mass media and new technologies altered our notions of the private and the public, the natural and the commercial, the local and the global? How? To get at these questions, we'll look at a variety of sources, from ads, fiction, and film to the words of the people who made them and the people who have criticized them.

Requirements:

Active participation in class discussion; group presentation; three papers; final exam.

Reading List:

Possible Films: Citizen Kane (1941), The Hucksters (1946), Marlon Riggs' Color Adjustments (1991), Network (1976), Fight Club (1999)

Possible texts:

P. T. Barnum, Struggles and Triumphs (1869)
Sinclair Lewis, Babbitt (1922)
Stuart Ewen, PR!: A Social History of Spin (1998)
Selections from David Nasaw, The Chief: The Life of William Randolph Hearst (2000)
Lyn Spigel, Make Room for Television (1992)
Robert Weems, Desegregating the Dollar (1998)
Richard Ohmann, ed., Making and Selling Culture (1996)
Naomi Klein, No Logo (2000)
George Ritzer, The McDonaldization of Society (2000)

How does this section differ from a non-honors section?

It will be run as a discussion seminar, which means that students must come to class having completed the readings and ready to talk.

HON 3993 002

Ex. in Science

R. Hamerla

Prerequisites:

There are no prerequisites for this class.

Course Description:

The goal of the class is to question the objectivity of the scientific experiment and the 'truth' gathered from the results obtained through the scientific method. For doing so we will look at a number of scientific theories and experiments in history, examining their impact on science and society. Were they original with their authors, or were they the product of a long tradition of thought and research? How were they conducted? What was the significance of their conclusions? Do they mean something fundamentally different to us today than they did to the people who lived when they were conducted? How were they received and interpreted by the societies in which they were conducted? In what ways did their reception alter the way people viewed themselves and their place in the world around them? And finally, how has the role of science and experiment in society changed through time? In answering these questions we will gain a better understanding of the role science plays in our lives today.

Requirements:

There are four requirements.
1. Three 4-5 page papers based on the weekly readings. Each student is responsible for three short papers due on various dates during the semester. Your paper must present a thesis based on class readings. But besides presenting

a well thought out thesis, you will need to incorporate the arguments of the authors and make a stand using your interpretation of their work.

2. Three presentations (done individually or as a group depending on class size). Each student is responsible for presenting the week's readings at designated times during the semester.

Depending on the size of the class these presentations may be done by groups of students rather than individuals.

3. Participation

Okay, this is a biggie! Rather than lecture for an hour and fifteen minutes two days a week, I've opted to make this course seminar-like. In other words, IF YOU DON'T DO THE READINGS AND PARTICIPATE IN EVERY CLASS, THE BEST YOU CAN HOPE FOR AS A FINAL GRADE IS A C!!!! Please attend every class ready to engage the subject and participate in the discussions.

4. One final 12-15 page paper based on the topics covered in class. The final 25% of your grade is based on a critical review/research paper. For this final paper you must engage themes that have been presented during the semester. You need to present a thesis that involves the way you view the experimental and scientific process (objective v. subjective for example), and use as evidence the material garnered from the authors and your classmates to support your contention(s).

Reading List:

This is a tentative list!!! Email the professor with questions about specifics.

-Harry Collins and Trevor Pinch, The Golem, What You Should Know about Science.

-Douglas Futuyama, Science on Trial: The Case for Evolution.

-Steven J. Gould, The Mismeasure

of Man.

- James Jones, Bad Blood, The Tuskegee Syphilis Experiment.
- Steven Epstein, Impure Science, AIDS, Activism, and the Politics of Knowledge.
- Gerald Geison, The Private Science of Louis Pasteur.
- Elliot Welsome, The Plutonium Files.

How does this section differ from a non-honors section?

The course is conducted as a seminar. Readings are designed/ chosen to incite controversy and debate and are the objects of critical analysis during class. The quality of this analysis rests on the efforts of the students and their ability to interact with the professor and with each other in an intellectual manner.

HON 3993 003
Hist/Memry/Conflict
B. Alpers

Prerequisites:

Junior or Senior standing; Good standing in the Honors College

Course Description:

This colloquium will deal with the ways in which the societies that took part in the Second World War have understood and dealt with that conflict's legacies since the war's end. From 1939 to 1945, the world was engulfed in the most destructive war in history, a conflict which took 60 million lives and created enormous social, political, and technological change. Since the war's end in 1945, many different groups and individuals have tried to interpret World War II, including historians, novelists, film-

makers, journalists, politicians, lawyers, judges, and veterans. Their interpretations have taken the form of histories and works of fiction, war memorials and policy decisions.

This course will have four units, each dealing with a different aspect of the history and memory of the war. Three of those units will focus on the American combat experience, the Holocaust, and Hiroshima. Our fourth unit will deal with "alternative histories," fictional stories that imagine that the war turned out somehow differently.

In this colloquium, we will explore many of the debates and controversies over the meaning of World War II through both primary documents -- including novels, films, journalism, and works of history -- and secondary works. By studying these controversies we will gain a better understanding not only of the particular legacy of this war, but also more generally of the way in which the memory of major events in the past continues to shape the present.

Requirements:

Regular and constructive class participation; weekly responses to the reading and/or viewings; short unit paper; term paper on a topic of the student's choice.

Reading List:

The readings and viewings for this course have not yet been finalized; please check the Honors College website for the latest information.

Possible readings include:

- Michael C.C. Adams, THE BEST WAR EVER
- Ian Buruma, THE WAGES OF GUILT
- Inga Clendinnen, READING THE HOLOCAUST
- Philip K. Dick, THE MAN IN THE HIGH CASTLE

- Robert Harris, FATHERLAND
- Edward T. Linenthal (ed.), HISTORY WARS
- D.D. Gutenplan, THE HOLOCAUST ON TRIAL
- Joseph Heller, CATCH-22
- John Hersey, HIROSHIMA
- Norman Mailer, THE NAKED AND THE DEAD
- Peter Novick, THE HOLOCAUST IN AMERICAN LIFE
- Art Spiegelman, MAUS
- George Steiner, THE PORTAGE TO SAN CRISTOBAL OF A.H.

Possible Films Include:

- BEST YEARS OF OUR LIVES
- THE BOYS FROM BRAZIL
- LIFE IS BEAUTIFUL
- THE NASTY GIRL
- NIGHT AND FOG
- SAVING PRIVATE RYAN
- SCHINDLER'S LIST
- THE THIN RED LINE
- A WALK IN THE SUN
- ZENTROPA

HON 3993 004
Rethinking the 60's
S. Gillon

Course Description:

The 1960s witnessed a series of events that shook the cultural and political foundation of modern America. This class will examine the decade's key moments, discuss the decisions that shaped the nation's political life, and debate the ambiguous legacy of the social protest movements of the time. Among the topics treated will be: the rise of the New Left and the New Right, the evolution of the civil rights movement, and America's involvement in the Vietnam war and the protest against it. Most of all we will examine how America's political

institutions responded -- or failed to respond -- to the extraordinary demands placed upon it. In addition to assigned readings, the class will make extensive use of audiovisual material.

Requirements:

This will be a demanding class, requiring students to read approximately 250 pages a week, to participate in discussion sections, and to write two 8-10 page essays.

Reading List:

David Farber, [The Age of Great Dreams](#)
Gerald Posner, [Case Closed: Lee Harvey Oswald and the Assassination of JFK](#)
Matthew Dalleck, [The Right Moment: Ronald Reagan's First Victory and the Decisive Turning Point in American Politics](#)
William Rorabaugh, [Berkeley at War: The 1960s](#)
Robert McNamara, [In Retrospect: The Tragedy and Lessons of Vietnam](#)

HON 3993 005
Cities

A. Wood

Course Description:

Think of cities and we are immediately confronted by paradox. Cities are centers of cultural progress and innovation marked by the enormous concentration of economic, political and ideological power and resources (no wonder they continue to attract). Yet simultaneously cities have a dark and repellant side, as sites of disorder, anonymity, inequity, and ecological ruin. This colloquium seeks to unpack our representations of cities. How have we come to understand cities in this way and what are the implica-

tions for how we relate to them?

The course is primarily structured around units that focus on particular cities deemed to be the "shock cities" of their age. The three main sites for our investigations are Manchester (England), Chicago and Los Angeles. The colloquium will examine recent and historical representations of these cities (and other) including novels and films as well as academic writing. The objective is to develop not just a better understanding of these particular cities but of cities, their place in the world and our relation to them.

Requirements:

Active class participation; weekly reaction papers; term paper on a topic of your choice.

Reading List:

The reading for this course have not yet been finalized; please check the Honors College website for the latest information.

Possible readings include:

Mike Davis, [City of Quartz](#)
Ed Soja, [Postmetropolis](#)
Robert Beauregard, [Voices of Decline](#)
Michael Dear, [The Postmodern Urban Condition](#)
William Cronon, [Nature's Metropolis](#)
Mike Davis, [Ecology of Fear](#)
Gray Brechin, [Imperial San Francisco](#)
Robert Park et al, [The City](#)
Friedrich Engels, [The condition of the Working Class in England in 1844](#)

HON 3993 006

Tech Role-Wealth of Nations

A. Porter

Course Description:

This course typically has a number of learning objectives and they are all tied to understanding the development, building, and maintenance of an entrepreneurial "spirit" and environment in the State of Oklahoma in the future. Each objective supports the overall goal of entrepreneurialism. The class will consist of readings to provide students with background knowledge, lectures, guest lectures, films, and extensive class discussion. The purpose of the class is to assist students in integrating the necessary knowledge to understand the role of technology/knowledge in the creation of wealth in the State, Country and in the global economy. The students role in the class is to be an active participant in the learning process.

Requirements:

In past semesters, each students' grade was determined by two group projects. These projects represented 70% of the students' grade and the remaining 30% was derived from participation on a class project.

Reading List:

Assigned readings packet.

Attention All Graduating Honors Students!

Are you planning to graduate with Honors? If so, you need to complete this form and return it to the Honors College office **before the end of the add/drop period of your last semester before graduation**. Many students do not realize that **in addition** to notifying your college office that you plan to graduate, **you need to contact the Honors College** in order to insure that you will graduate Cum Laude, Magna Cum Laude, or Summa Cum Laude. If you do not submit the necessary paperwork to the Honors College, you **will not** be identified as an Honors Graduate on your diploma, in your College, or in the Commencement Program.

TODAY'S DATE _____ DATE OF GRADUATION _____ STUDENT ID/SS# _____

NAME _____ LOCAL PHONE(____) _____ PERM PHONE (____) _____

E-MAIL ADDRESS _____

LOCAL ADDRESS _____ CITY _____ STATE _____ ZIP _____

ADD. AFTER GRAD. _____ CITY _____ STATE _____ ZIP _____

Current OU Retention GPA _____ Current Combined Retention _____

MAJOR 1 _____ EXACT DEGREE _____ COLLEGE _____

MAJOR 2(if any) _____ EXACT DEGREE _____ COLLEGE _____

THESIS SUBMITTED? Y N

THESIS TITLE: _____

The University of Oklahoma
Honors College
1300 Asp Avenue
Norman, OK 73019-6061

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