First Year Experience (FYE)
FALL 2024 COURSE OFFERINGS
ADMISSION TO HONORS COURSES

Honors courses are designed, first of all, for Honors College members; however, any TTU student with a GPA of 3.0 or better is eligible to enroll in Honors courses as space permits.

For more information, contact: Honors College, McClellan Hall Room 101, (806) 742-1828; honors.advising@ttu.edu

GRADUATION WITH HONORS DESIGNATIONS

Students must complete 24 hours in Honors courses to graduate from Texas Tech University with the transcript designation “with Honors from the Honors College.” See the Honors College Student Handbook on the web for more details.

A student who wishes to graduate with the transcript designation “with Highest Honors from the Honors College” must complete an Honors Thesis and 30 hours of Honors coursework. Permission from the Honors College is required before beginning the Honors Thesis.

Students entering the Honors College in Fall 2017 or later must maintain a TTU GPA of 3.5 to remain in the Honors College and graduate with either of the above Honors designations.

Students intending to graduate with either designation must file an “Intent to Graduate” form with the Honors College about one year prior to the graduation date. Honors College designations are listed on the transcript and the diploma. These are in addition to other distinctions graduates may earn, such as Magna Cum Laude.
Honors First-Year Experience (FYE) courses are specially created and structured to be the perfect beginning courses for Honors students. Enrollments are kept small, excellent faculty are invested in the classroom experience, and students are encouraged to take part in discussion and to explore the new intellectual spaces opened up to them in the university setting. The attached Learning Community Group (LCG) sections (HONS 1101) offer one credit hour and aim to integrate our new students into the close-knit and vibrant Honors community by informing them of opportunities to become involved in the Honors College and by providing them with the personal guidance of knowledgeable and supportive Honors student Mentors. In addition to building community within the Honors College and providing our first year students with the skills and tools they’ll need to transition successfully into the university (such as creating professional resumes and exploring opportunities for academic enrichment and leadership), our LCG sections will work toward helping students hone their communication skills as it relates to workplace readiness.

FULL/CLOSED courses are listed in red text.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1311-H01</td>
<td>Design, Environment, &amp; Society</td>
<td>Prof. A. Cricchio</td>
<td>1</td>
<td>MW 5:00 – 6:20 PM</td>
</tr>
<tr>
<td>HONS 1101-H29</td>
<td>LCG Group (Co-requisite)</td>
<td>Student Mentors</td>
<td></td>
<td>M 3:30-4:50 PM</td>
</tr>
</tbody>
</table>

Introduction to architecture as an integral component of a complex world. Examination of societal and environmental contexts and appropriate design responses.

ARCHITECTURE MAJORS ONLY.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 1301-H01</td>
<td>Foundations of Business</td>
<td>Prof. N. Bergfeld</td>
<td>1</td>
<td>TR 2:00-3:20 PM</td>
</tr>
<tr>
<td>HONS 1101-H02</td>
<td>LCG Group (Co-requisite)</td>
<td>Student Mentors</td>
<td></td>
<td>W 4:00-5:20 PM</td>
</tr>
<tr>
<td>BA 1301-H02</td>
<td>Foundations of Business</td>
<td>Prof. N. Bergfeld</td>
<td>1</td>
<td>TR 3:30-4:50 PM</td>
</tr>
<tr>
<td>HONS 1101-H06</td>
<td>LCG Group (Co-requisite)</td>
<td>Student Mentors</td>
<td></td>
<td>W 4:00-5:20 PM</td>
</tr>
</tbody>
</table>

Provides students with a basic understanding of modern business concepts through the framework of sustainable development. Relevant for students interested in traditional business, non-profit, and hybrid social enterprises like B-Corps. Students learn how to create business models in team-based competitions using the National Science Foundation’s I-Corps pedagogy. In-class participation and exercises are core components of the course.

This course and its instructor have been awarded the Jerry S. Rawls Undergraduate Teaching Excellence Award, the Rawls College of Business’ highest undergraduate teaching award.

THIS COURSE DOES NOT FULFILL UNIVERSITY CORE CURRICULUM REQUIREMENTS BUT IS REQUIRED FOR ALL RCBOA STUDENTS.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 2300-H01</td>
<td>Public Speaking</td>
<td>Prof. N. Punyanunt-Carter</td>
<td>1</td>
<td>MWF 11:00-11:50 AM</td>
</tr>
<tr>
<td>HONS 1101-H05</td>
<td>LCG Group (Co-requisite)</td>
<td>Student Mentors</td>
<td></td>
<td>T 4:00-5:20 PM</td>
</tr>
</tbody>
</table>

COMS 2300 Public Speaking is an immersive course emphasizing crafting compelling content, dynamic delivery techniques, adapting to diverse audiences, navigating different speaking contexts, and applying theory in action. Through interactive exercises and real-world applications, students learn to captivate audiences, tailor messages effectively, and thrive in various speaking situations. With a culminating showcase and reflective exercises, students will gain confidence and skills essential for successful communication in both professional and personal settings.

THIS COURSE FULFILLS 3 HOURS OF THE CORE ORAL COMMUNICATION REQUIREMENT.
This course is designed to ground first-year students in the reading, writing, and rhetorical demands and practices necessary for engaging in civic discourse and for success in college and beyond. This class teaches students to be both critical readers of complex texts and critical writers and creators of effective texts. This course assumes that the key to critical reading and effective writing is rhetorical knowledge. Rhetoric is foundational for this course because it helps you to understand how other people's texts work and have effects on audiences and helps you to compose effective and purposeful texts yourself. Rhetorical knowledge prepares you to participate in and respond to a variety of writing situations, whether it be in public arenas, professional settings, personal situations, or future college courses. This course teaches you how to identify other writers' choices and how to make your own choices across a variety of writing situations.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE WRITTEN COMMUNICATION REQUIREMENT.**

**ENGL 1301-H01**  
Essentials of College Rhetoric  
(CG# 44608)  
Prof. J. Weston  
MW 10:00-11:20 AM

**HONS 1101-H20**  
LCG Group (Co-requisite)  
(CG# 35866)  
Student Mentors  
T 4:00-5:20 PM

Prerequisite: B- or better in ENGL 1301 and ENGL 1302.

“This is an island and therefore/Unreal,” writes W.H. Auden in his poem “Journey to Iceland.” And islands are like that, places cut off from the rest of the world by vast waters and oceans, where time and meaning are tenuous and magic is possible. Travelers flee to islands from the work-a-day world, an escape into an alternate reality in pursuit of rest and happiness. While happiness is often associated with islands, they can be places of darkness and tragedy too, where strange beasts rise from the edge of the forest or emerge from the shallow waters of the sea. From the convergence of these opposites—happiness and tragedy, water and earth, the natural and supernatural—islands are places of personal transformation, where the traveler comes face-to-face with herself/himself, and may confront the universal questions: Who am I? Where am I going? How am I going to get there?

In this course we are going to learn to write by reading and writing about islands. We will explore why people travel to islands, and what is possible in these “Unreal” places. We'll ask why some people go to islands and never return, and what you must give up if you do return. We'll ask what we need from islands, and what islands need from us? Through our inquiry, perhaps we'll come to know ourselves better, and come to know something of what we lost when we transitioned from nomadic and agrarian life to urban life ruled by what the writer George Woodcock calls the “tyranny of the clock.”

Ultimately, this is a course in argumentative writing, and so we will focus our efforts on mastery of the argumentative essay. We will learn and study the form, and we will practice writing the form. Repetition is the path to our goal. To this end, we'll write our essays in response to four major literary genres—drama, poetry, nonfiction, and fiction. This course is reading and writing intensive.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.**

**ENGL 2391-H01**  
Introduction to Literary Studies  
(CG# 24990)  
Prof. K. Caswell  
TR 12:30-1:50 PM

**HONS 1101-H04**  
LCG Group (Co-requisite)  
(CG# 35850)  
Student Mentors  
W 4:00-5:20 PM

Prerequisite: B- or better in ENGL 1301 and ENGL 1302.

**ENGR 1320-H02**  
Bio-Inspired Design for Engineers  
(CG# 46673)  
Prof. T. Hailu  
TR 12:30-1:50 PM

**HONS 1101-H09**  
LCG Group (Co-requisite)  
(CG# 35855)  
Student Mentors  
W 4:00-5:20 PM

Prerequisites: A score of at least 4000 on the STA2, 530 on the SATM and composite score of 1010 or a score of at least 19 on the ACTM and composite score of 23.

Designed to introduce students to and give a basis for bio-inspired design (innovation inspired by Nature). Students will become familiar with the widespread use of bio-inspired design in engineering practices, across material science, structural engineering, automated systems, software engineering, computer hardware design, industrial engineering, medical innovation, and more. Students will also learn the biomimicry methodology to explore, notice, extract and analyze different ideas from biological forms, processes, and systems. They will apply this inspiration while creating and improving engineering products and systems through student-led engineering design projects.

**THIS COURSE DOES NOT FULFILL UNIVERSITY CORE CURRICULUM REQUIREMENTS BUT IS REQUIRED FOR MOST WCOE STUDENTS.**
Intimate relationships are a part of every person's life. These relationships come in many shapes and sizes (parents, siblings, friends, romantic partners, etc.). All relationships are developed, are sustained or come to an end. Would you like to better understand intimate relationships, how relationships develop, how they can be maintained, difficulties that arise in relationships and how to overcome conflict? Then this course is for you. This course is designed to provide an overview of intimate relationships from adolescence through adulthood, with an emphasis on relationship processes, diversity in types of partnering, and developmental/contextual variations in relationships. The course will review the various phases of relationship development (e.g., attraction, maintenance, dissolution, reconfiguration), and address the ways in which relationships are affected by individual (e.g., cognition, personality), couple (e.g., love, sexuality, conflict, communication), and contextual (e.g., social network) factors.

This course fulfills 3 hours of the core social and behavioral sciences requirement.

HDFS 2322-H01 Partnering: The Development of Intimate Relationships (CRN# 30114) Prof. D. Weiser MWF 9:00-9:50 AM
HONS 1101-H13 LCG Group (Co-requisite) (CRN# 35859) Student Mentors T 4:00-5:20 PM

This course fulfills 3 hours of the core American history requirement.

HIST 2300-H01 History of the U.S. to 1877 (CRN# 14852) Prof. R. Verrone TR 9:30-10:50 AM
HONS 1101-H15 LCG Group (Co-requisite) (CRN# 35861) Student Mentors T 4:00-5:20 PM
Note: HIST 2300 is not required before HIST 2301.

This course lets you answer for yourself some of the thorniest questions in American history: how did this disparate set of British colonies become one nation? Why did the national structure break apart into Civil War less than a century later? Readings, writing assignments, and discussions all provide access to the methods historians use to answer such questions and investigate the human condition. Primary source readings will inform your analysis of debates concerning historical events and processes, while the textbook and secondary sources provide both the necessary narrative spine and many alternative explanations that historians have considered for these claims. This hands-on examination of historical issues requires your active engagement and participation, so come prepared to think!

This course fulfills 3 hours of the core American history requirement.

HIST 2301-H01 History of the U.S. Since 1877 (CRN# 14859) Prof. R. Milam TR 2:00-3:20 PM
HONS 1101-H07 LCG Group (Co-requisite) (CRN# 35853) Student Mentors W 4:00-5:20 PM
Note: HIST 2300 is not required before HIST 2301.

This course will discuss, in an overview format, all of the main currents—political, economic, and social, etc.—of American history since 1877. Of special interest will be such American turning points as the second industrial revolution, imperialism, the two World Wars, the Great Depression, Viet Nam and the current political scene. The course focuses on broad patterns and interpretations rather than a collection of independent facts. Two elements especially distinguish this particular class: an emphasis on discussion over sometimes controversial issues and an awareness of current events, which are nothing more than a continuation of the American story through the present. Note: HIST 2300 is not required before HIST 2301.

This course fulfills 3 hours of the core American history requirement.

HONS 1301-H01 War, Machine, Culture & Society: History And Engineering in the Second World War (CRN# 33065) Profs. J. Carrell & R. Lutjens MWF 1:00-1:50 PM
HONS 1101-H26 LCG Group (Co-requisite) (CRN# 39118) Student Mentors T 4:00-5:20 PM

The Second World War pushed human beings to their ultimate extremes, from their most courageous and hopeful to their most destructive and hateful. How do we negotiate progress, technological advancement, scientific knowledge, and the rhetoric of propaganda with ethical questions of compassion, tolerance, courage, and integrity? How do we, in this war of extremes, begin to understand who we are as human beings, what our responsibilities are to one another, how connected and disconnected we are from one another? This interdisciplinary course explores how very human questions during the Second World War drove and informed the framing and development of scientific, technological, and engineering concepts.

This course fulfills 3 hours of the core language, philosophy, and culture requirement.
“Leadership is the art of getting someone else to do something you want done.” is a famous quote by Dwight D. Eisenhower that underpins the basis of this course. In this class, you’ll be introduced to the principles and practices of effective leadership as well as work to develop a leadership philosophy of your own. Through a combination of theory and practice, you’ll delve into the psychology behind successful leadership, examining traits such as empathy, communication, and humility. Through self-assessment, group discussions, case studies, and shadowing experiences, you will learn how to utilize emotional intelligence to truly inspire others.

THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.

As we evolve, our genuine human desire to express ourselves, connect with others, and discover new worlds and experiences evolve alongside us. The instruments and tools we invent and use for these purposes change as well, leaving their footprints on our perception, behavior, and even our skills.

The course focuses on VIDEO GAMES as a specific form of interaction between humans and their environments. Within this, it studies fascinating features of the human mind and behavior through concepts such as the terms: Reality / Virtuality, Empathy / Sympathy, or even Freedom / Responsibility.

Combining methods from Sciences and Humanities and using real games as examples, we will discuss the practical role of Video Games to understand more about how we think, how we learn, how we perceive and how we engage with each other.

THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.

How do we communicate around one of the pressing issues of our times in a way that calls people in instead of out? What can we do to address divisive communication and have more productive ones? What is the part of AI, misinformation, and synthetic media in partisanship? How does climate change touch on many disciplines—including the sciences, medicine, and humanities? (And since this is fall semester, how do you get ready for those Thanksgiving family talks??) Through a series of immersive creative experiences—writing and practicing dialogue, trying out prosocial theory, and learning how the ancients spotted faulty arguments—we will explore the art of civil conversations.

Students in this course will have unique opportunities for interaction with Creating Livable Futures, a campus-wide, undergraduate-focused initiative that prepares them to communicate, in a fully interdisciplinary and global way, the challenges to our collective wellbeing. Significant components include class discussions, writing, research (including archival research), and possible field trips. Primary texts of the course include Katharine Hayhoe’s *Saving Us*, with additional readings from criticism and literature. This course might be valuable to those interested in STEM fields including biology and pre-med courses of study, as well as entrepreneurship, the environment, literature, humanities, and those who wish to acquire the critical thinking and creative research skills needful for graduate study.

THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.
The Oxford dictionary defines ethnobotany as "the scientific study of the traditional knowledge and customs of a people concerning plants and their medical, religious, and other uses," including, yes, as food. In this introductory ethnobotany class we'll take up questions such as, When is an agave not just an agave, but a cultural and geographical marker? How did hot peppers go from Mexico and what is now New Mexico to every corner of the globe?

Our journey will be to discover what foodways have to teach us about human and natural migrations, resilience, and living well in our time and place. We will strive to go back to so-called beginner mind, the better to see landscapes, people, and food in new ways. You can expect some unique experiences (and tastings), opportunities to get outside, and a chance to apply your knowledge outside of the classroom. Students in this course will have unique opportunities for interaction with Creating Livable Futures, a campus-wide, undergraduate-focused initiative that prepares them to communicate, in an interdisciplinary and global way, the challenges to our collective wellbeing.

This class has a required field experience component to the Chihuahuan Desert Research Institute and Fort Davis State Park that will include one night of camping and require a weekend time commitment (Saturday and Sunday). It requires no special training, equipment will be provided, and any expenses will be minimal.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
<th>Professor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 1302-H02</td>
<td>Emotionally Effective Leadership: How Future Health Care Providers Can Get it Right</td>
<td>37052</td>
<td>L. Sullivan</td>
<td>TR 4:00-5:20 PM</td>
</tr>
<tr>
<td>HONS 1101-H17</td>
<td>LCG Group (Co-requisite)</td>
<td>35863</td>
<td>Student Mentors</td>
<td>W 4:00-5:20 PM</td>
</tr>
</tbody>
</table>

This Honors College First Year Course will introduce future health care professionals to emotionally effective leadership. Emotional intelligence (EQ) is the ability to use one’s own emotions to positively manage high-stress situations and overcome challenges. For future health care professionals, this can translate into the ability to better communicate and empathize with their patients and coworkers, as well as harness their internal stress and approach problems with a clear, open mind. Students will have the unique opportunity to build an action plan to leverage strengths and identify areas to develop further. This course is designed to be an interactive session which includes class instruction, individual work, and both small and large group activities.

**NO CORE CURRICULUM CREDIT.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CRN</th>
<th>Professor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 1303-H01</td>
<td>Tribulation &amp; Triumph: Understanding How People Thrive After Adversity</td>
<td>48765</td>
<td>A. Schmidt</td>
<td>TR 11:00AM – 12:15PM</td>
</tr>
<tr>
<td>HONS 1101-H30</td>
<td>LCG Group (Co-requisite)</td>
<td>48813</td>
<td>Student Mentors</td>
<td>M 3:30-4:50 PM</td>
</tr>
</tbody>
</table>

This course will examine the consequences of adversity and the processes that lead to resilience after hardship. We will first explore the impacts of adverse experiences such as child abuse, interpersonal violence, and natural and manmade disasters. We will then investigate individual, familial, and community factors that help people to, “Bounce back,” and show resilience after trauma.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT.**
### HONS 1304-H01
**The Power of Comics: The Cultural Value of Sequential Art**
(CRN# 48825)
Prof. R. Weiner
R 4:00-6:50 PM

### HONS 1101-H32
**LCG Group (Co-requisite)**
(CRN# 48827)
Student Mentors
M 3:30-4:50 PM

### HONS 1304-H02
**The Power of Comics: The Cultural Value of Sequential Art**
(CRN# 24835)
Prof. R. Weiner
W 4:00-6:50 PM

### HONS 1101-H18
**LCG Group (Co-requisite)**
(CRN# 35864)
Student Mentors
T 4:00-5:20 PM

The combination of visual and textual language to communicate a concept or a story has a long history dating back to the first time someone drew on caves. Comics, as we know them today, date back to the late 1800s and have had a tremendous impact on worldwide culture. Once thought of as a “throwaway” medium harmful to children, comics are now a pop culture staple. Films based on comic book properties abound; graphic novels fill library and bookstore shelves; and digital comics are widespread. Sequential art has truly become a transmedia experience. This course looks at the history and cultural impact of comics in all forms from the early newspaper strips to today’s blockbuster superhero films. Other topics explored include the comic industry, fandom, genre, and how to read comics. This course will also be a primer for your college experience and explore some of the challenges you may encounter.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

### HONS 1304-H03
**Popular Music Survey: Taylor’s Version**
(CRN# 35907)
Prof. S. Brinker
TR 2:00-3:20 PM

### HONS 1101-H03
**LCG Group (Co-requisite)**
(CRN# 35849)
Student Mentors
W 4:00-5:20 PM

Are you "Ready for It"? In this course, we will explore Taylor Swift's influential career, using her music as a lens to examine the human condition, personal identity, and feminist discourse. Together, we will analyze Swift’s albums, lyrics, and music videos, tracing her thematic progression from adolescent heartbreak to self-discovery and feminist empowerment. We will also dive into the intersection of art, gender, and activism, discussing Swift’s evolving stance on women's rights and her impact on contemporary feminist conversations. This interdisciplinary course illuminates the ways Swift's work transcends genre and offers meaningful insights into human emotions and relationships, enriching our understanding of music and culture.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

### HONS 1304-H04
**Craftivism**
(CRN# 35968)
Prof. D. Davis
TR 3:30-4:50 PM

### HONS 1101-H23
**LCG Group (Co-requisite)**
(CRN# 48520)
Student Mentors
W 4:00-5:20 PM

Historically, craftivism has existed for centuries without a proper label: Betsy Ross sewed the first United States flag as part of the revolution; World War I veterans were taught to embroider to combat Post Traumatic Stress Disorder; women knitted hats or made pins to wear at political protests; and still today, artists leave tiny, handcrafted works out on the street to bring unexpected joy to those who find them.

Craftivism is a form of activism using craft projects to advocate for the issues that matter to you. It is one way to improve your mental health by creating things yet also performing a community service. In the course, you’ll learn more about the three types of craftivism: 1) donation (creating items for others who need them), 2) beautification (improving your local environment with handmade items), and 3) notification (making items that bring awareness to a cause, illness, or issue).

The course will explore the history of craftivism, its different forms, application across the globe, and the personal benefits of making things. You will use this knowledge and newly developed crafting skills to choose and effectively support health, justice, and equity-related causes through craftivism - individually and as a group, you’ll research past efforts and create projects, culminating in a public display. No prior crafting experience is necessary.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**
Did you know that some of the most dangerous exploration in the history was in search of plants? Nineteenth century plant hunters and illustrators braved sea voyages, rides on pack mules, inclement weather, regional wars, bandits, sickness, and even death to bring you that *Schlumbergera* you gave your mother for Christmas. Take a walk on the wild side and learn the surprising stories behind some familiar plants as we practice the art of botanical illustration. This course is for artists and non-artists alike and is excellent training for pre-med and engineering majors because of its focus on scientific accuracy and detailed observation.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

No one can teach you to be creative. No one needs to. We are – each and every one of us – creative by virtue of being human. But we can learn to be better at creative work by understanding the creative process. Through readings, group and individual projects, and seminar discussion, you will develop a vision of the creative process, learn to identify blocks to that process, and acquire techniques for getting you unblocked. The course is not just about art but about creative thinking and habits that are applicable to all human endeavors.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

This course seeks to develop a set of analytical and contemplative tools that will enable us to not only to watch film moving images but to listen, read, speak, think, and write analytically and accurately about film-music, and also to develop awareness and sensitivity to the ways which music – along with sound design – acts as a film’s “aural architecture.” This course will be valuable for any student with a strong commitment to the enhancement and development of their musical, cinematic, and cultural literacy.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

When Ali G asked Donald Trump “What is the most popular thing in the world?” his one-word answer was, “Music.” Trump was correct in thinking that music is, and always has been, pervasive in human culture. Moreover, there are few individuals who lack a strong connection to something musical, be it a favorite band, a meaningful song, or a melody that we hope to never hear again. This course will introduce students to the social, physiological, and psychological reasons behind these connections, shuttling back and forth between the universal and personal manifestations of music and our minds.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.**

This course integrates material from many of the areas of the humanities. Intended to orient beginning students to humanities content, theories, and approaches.

**THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.**
Prerequisite: Score of at least 500 on the SATM and composite score of at least 1070; or score of at least 19 on the ACTM and composite score of at least 23; or grade of B- or better in MATH 0302 or TSI 0302.

Methods of analyzing data, statistical concepts and models, estimation, tests of significance, introduction to analysis of variance, linear regression, and correlation.

THIS COURSE FULFILLS 3 HOURS OF THE CORE MATHEMATICS REQUIREMENT.

The primary aim of this course is to empower students to become proactive media consumers who can make informed decisions in their media use. You'll learn how media has evolved, how the industry works, and how what we consume affects us and society at large. We will address topics of bias in the news, representation in the media, the effects of sexual and violent media content, how to mitigate effects, and how to use media to connect and share.

THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.

So how ought persons behave toward one another? And does it even make any sense to reason about moral questions in the first place? After all, perhaps morality is just an individual subjective response, like one's taste in ice cream. Or maybe it's just a matter of religious dogma, so that one needn't think for oneself or bother trying to reason about it at all. Or perhaps all behavior boils down to self-interest anyway, so that talk of "moral obligation" is merely empty rhetoric. And, if it is not empty talk, what could possibly ground moral obligation? Imagine having one of those heavy late-night dorm discussions, but with Plato, Thomas Hobbes, John Stuart Mill, and Immanuel Kant chiming in. You will find that, even though those folks are long dead, it turns out that they had a lot to say about matters of morality that still concern us deeply today. In this course, we will explore the potential of thinking carefully and creatively about morality, and we will do so in the company of some of the giants of Western moral philosophy. (Did you know that the 17th Century philosopher, Thomas Hobbes, even came up with a theory to explain why people stay late at parties?)

THIS COURSE FULFILLS 3 HOURS OF THE CORE LANGUAGE, PHILOSOPHY, AND CULTURE REQUIREMENT.

Psychology is defined as the scientific study of human behavior and mental processes. So as human beings who behave and have mental processes, I can at least promise you'll find the topics in this course personally relevant. But how can we study something as abstract as mental processes using something as concrete as the scientific method? In this course, we'll learn how psychological scientists investigate topics such as perception, attention, memory, learning, personality, social influence, prejudice, and psychology disorders. We'll discuss the neurobiology that underlies behaviors and mental processes and discuss the evolutionary forces that shaped the human brain. And we'll see that you really have not just one mind, but two – and we'll learn how these two minds work together (and sometimes against one another) to make you who you are.

THIS COURSE FULFILLS 3 HOURS OF THE CORE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT.
Sociology is the study of social diversity. We tend to think first—and often think only—of diversity in terms of race, sex, gender, age, ethnicity, and social class. All true enough. But there is amazing social diversity across our society, within social groups, and even among those in our families. Consider diversity in American politics, or the multi-faceted forms of religion in the US and abroad. Think of the varied groups to which you belong. Who are you "just like" in your family? Or not? Our relationships take on new meaning as we grow and develop. Our personal interests and aptitudes evolve and change. Some of that actually helps change the world. We will examine, experience, discuss, and write up the many forms of diversity as we awake and use our sociological imagination. Much of our work together explores research questions generated by students, both individually and collaboratively. Readings and reflective assignments form the basis of extensive class and small group discussion. Thus, the class is a sociology laboratory. We have fascinating stories. It's fun—and challenging—to act and interact together. P.S. No textbook; free readings.

THIS COURSE FULFILLS 3 HOURS OF THE CORE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT AS WELL AS 3 HOURS OF THE TTU MULTICULTURAL REQUIREMENT.

Mathematics

MATH 2300-H01  Statistical Methods | Prof. L. Ellingson | TR 9:30-10:50 PM
LCG: HONS 1101-H24 | M 3:30-4:50 PM

Oral Communication

COMS 2300-H01  Public Speaking | Prof. N. Punyanunt-Carter | MWF 11:00-11:50 AM
LCG: HONS 1101-H05 | T 4:00-5:20 PM

Written Communication

ENGL 1301-H01  Essentials of College Rhetoric | Prof. J. Weston | MW 10:00-11:20 AM
LCG: HONS 1101-H20 | T 4:00-5:20 PM

Language, Philosophy, and Culture

ENGL 2391-H01  Intro. to Literary Studies | Prof. K. Caswell | TR 12:30-1:50 PM
LCG: HONS 1101-H04 | W 4:00-5:20 PM

HONS 1301-H01  War, Machine, Culture, & Society | Profs. J. Carrell and R. Lutjens | MWF 1:00-1:50 PM
LCG: HONS 1101-H26 | T 4:00-5:20 PM

FULL/CLOSED courses are listed in red text.

All people are performers. Every day we “present” a different side of ourselves to the various persons with whom we come in contact. We are all skilled at a kind of “deception” which allows us to transform our voices and our bodies as needed to get what we want. As children, we learn what works and what doesn’t work in our interactions with adults. These become ingrained in us. In this course, we remind ourselves what our different sides consist of, we learn strategies for acquiring our needs, we learn to relate to each other, to sympathize and even empathize with people different from ourselves. We become better citizens in a global society. In the study of acting we learn to be better sociologists, psychologists, public speakers, athletes, managers, anthropologists, parents, children, and friends. In short, we learn much more about the human condition in order to reflect it to others.

THIS COURSE FULFILLS 3 HOURS OF THE CORE CREATIVE ARTS REQUIREMENT.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 1301-H03</td>
<td>Leadership 101: The Art of Inspiring</td>
<td>Prof. L. Harper</td>
<td>MW</td>
<td>2:00-3:20 PM</td>
<td>LCG: HONS 1101-H22</td>
</tr>
<tr>
<td>HONS 1301-H04</td>
<td>Livable Futures: How to Have a Climate Conversation</td>
<td>Profs. B. Giemza and A. Wilkinson</td>
<td>W</td>
<td>5:00-7:50 PM</td>
<td>LCG: HONS 1101-H28</td>
</tr>
<tr>
<td>HONS 1301-H05</td>
<td>Exploring the Human Mind Through Video Games</td>
<td>Prof. E. Bisanz</td>
<td>TR</td>
<td>9:30-10:50 AM</td>
<td>LCG: HONS 1101-H19</td>
</tr>
<tr>
<td>HONS 1301-H07</td>
<td>How to Eat Mesquite: Living Off the Land in Texas</td>
<td>Prof. B. Giemza</td>
<td>T</td>
<td>5:00-7:50 PM</td>
<td>LCG: HONS 1101-H31</td>
</tr>
<tr>
<td>HUM 1300-H01</td>
<td>Humanities in the 21st Century</td>
<td>Prof. L. Miller</td>
<td>MWF</td>
<td>1:00-1:50 PM</td>
<td>LCG: HONS 1101-H31</td>
</tr>
<tr>
<td>MCOM 2330-H01</td>
<td>Media Literacy:</td>
<td>Prof. C. Rasmussen</td>
<td>TR</td>
<td>9:30-10:50 AM</td>
<td>LCG: HONS 1101-H19</td>
</tr>
<tr>
<td>PHIL 2320-H01</td>
<td>Introduction to Ethics</td>
<td>Prof. J. Schwartz</td>
<td>TR</td>
<td>9:30-10:50 AM</td>
<td>LCG: HONS 1101-H16</td>
</tr>
</tbody>
</table>

**Creative Arts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 1304-H01</td>
<td>The Power of Comics: The Cultural Value of Sequential Art</td>
<td>Prof. R. Weiner</td>
<td>R</td>
<td>4:00-6:50 PM</td>
<td>LCG: HONS 1101-H32</td>
</tr>
<tr>
<td>HONS 1304-H02</td>
<td>The Power of Comics: The Cultural Value of Sequential Art</td>
<td>Prof. R. Weiner</td>
<td>W</td>
<td>4:00-6:50 PM</td>
<td>LCG: HONS 1101-H18</td>
</tr>
<tr>
<td>HONS 1304-H03</td>
<td>Popular Music Survey: Taylor's Version</td>
<td>Prof. S. Brinker</td>
<td>TR</td>
<td>2:00-3:20 PM</td>
<td>LCG: HONS 1101-H03</td>
</tr>
<tr>
<td>HONS 1304-H04</td>
<td>Craftivism</td>
<td>Prof. D. Davis</td>
<td>TR</td>
<td>3:30-4:50 PM</td>
<td>LCG: HONS 1101-H23</td>
</tr>
<tr>
<td>HONS 1304-H05</td>
<td>Botanical Illustrations</td>
<td>Prof. S. Tomlinson</td>
<td>TR</td>
<td>3:30-4:50 PM</td>
<td>LCG: HONS 1101-H08</td>
</tr>
<tr>
<td>HONS 1304-H06</td>
<td>Creative Processes</td>
<td>Prof. A. Wilkinson</td>
<td>T</td>
<td>2:00-4:50 PM</td>
<td>LCG: HONS 1101-H21</td>
</tr>
<tr>
<td>HONS 1304-H07</td>
<td>History of Music in Film</td>
<td>Prof. R. Landes</td>
<td>MWF</td>
<td>2:00-2:50 PM</td>
<td>LCG: HONS 1101-H25</td>
</tr>
<tr>
<td>HONS 1304-H09</td>
<td>Music and Your Mind</td>
<td>Prof. P. Martens</td>
<td>TR</td>
<td>9:30-10:50 AM</td>
<td>LCG: HONS 1101-H10</td>
</tr>
<tr>
<td>THA 2301-H01</td>
<td>Intro. to Acting</td>
<td>Prof. R. Nolen</td>
<td>MW</td>
<td>2:00 – 3:20 PM</td>
<td>LCG: HONS 1101-H14</td>
</tr>
</tbody>
</table>

**Social and Behavioral Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 2322-H01</td>
<td>Partnering: The Development of Intimate Relationships</td>
<td>Prof. D. Weiser</td>
<td>MWF</td>
<td>9:00-9:50 AM</td>
<td>LCG: HONS 1101-H13</td>
</tr>
<tr>
<td>HONS 1303-H01</td>
<td>Tribulation &amp; Triumph</td>
<td>Prof. A. Schmidt</td>
<td>TR</td>
<td>11:00AM – 12:15PM</td>
<td>LCG: HONS 1101-H30</td>
</tr>
<tr>
<td>PSY 1300-H02</td>
<td>General Psychology</td>
<td>Prof. W. Crescioni</td>
<td>MWF</td>
<td>10:00-10:50 AM</td>
<td>LCG: HONS 1101-H11</td>
</tr>
</tbody>
</table>
### American History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2300-H01</td>
<td>History of the U.S. to 1877</td>
<td>Prof. R. Verrone</td>
<td>TR</td>
<td>9:30-10:50 AM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 2301-H01</td>
<td>History of the U.S. Since 1877</td>
<td>Prof. R. Milam</td>
<td>TR</td>
<td>2:00-3:20 PM</td>
</tr>
</tbody>
</table>

### No Core Curriculum Credit Provided

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1311-H01</td>
<td>Design, Environment, &amp; Society</td>
<td>Prof. A. Cricchio</td>
<td>MW</td>
<td>5:00-6:20 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>3:30-4:50 PM</td>
</tr>
<tr>
<td>BA 1301-H01</td>
<td>Foundations of Business</td>
<td>Prof. N. Bergfeld</td>
<td>TR</td>
<td>2:00-3:20 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>4:00-5:20 PM</td>
</tr>
<tr>
<td>BA 1301-H02</td>
<td>Foundations of Business</td>
<td>Prof. N. Bergfeld</td>
<td>TR</td>
<td>3:30-4:50 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>4:00-5:20 PM</td>
</tr>
<tr>
<td>ENGR 1320-H02</td>
<td>Bio-Inspired Design for Engineers</td>
<td>Prof. T. Hailu</td>
<td>TR</td>
<td>12:30-1:50 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>4:00-5:20 PM</td>
</tr>
<tr>
<td>HONS 1302-H02</td>
<td>Emotionally Effective Leadership in Health Care</td>
<td>Prof. L. Sullivan</td>
<td>TR</td>
<td>4:00-5:20 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>4:00-5:20 PM</td>
</tr>
</tbody>
</table>