



TEXAS TECH UNIVERSITY
Honors College™

First Year Experience (FYE)
FALL 2022 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 103, (806) 742-1828; honors@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.

FALL 2022 FIRST-YEAR EXPERIENCE (FYE) COURSE OFFERINGS

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 giving students the vocabulary needed to deal with issues they will face in a diverse and nuanced global society with courage and integrity.

FULL/CLOSED courses are listed in red text.

BA 1301-H01	<i>Foundations of Business</i>	(CRN# 41686)	Prof. N. Bergfeld	MWF 8:00-8:50 AM
HONS 1101-H05	<i>LCG Group (Co-requisite)</i>	(CRN# 35851)	Student Mentors	T 4:00-5:20 PM
BA 1301-H02	<i>Foundations of Business</i>	(CRN# 45661)	Prof. N. Bergfeld	MWF 9:00-9:50 AM
HONS 1101-H06	<i>LCG Group (Co-requisite)</i>	(CRN# 35852)	Student Mentors	W 4:00-5:20 PM

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.

ECO 2305-H01	<i>Principles of Economics</i>	(CRN# 38849)	Prof. R. Al-Hmoud	TR 9:30-10:50 AM
HONS 1101-H03	<i>LCG Group (Co-requisite)</i>	(CRN# 35849)	Student Mentors	W 4:00-5:20 PM

An abridged course for students not majoring in economics. Covers the most significant portions of ECO 2301 and ECO 2302 (micro- and macro-economics), with emphasis upon monetary and fiscal policy. Credit will not be given for both ECO 2305 and ECO 2302.

THIS COURSE FULFILLS 3 HOURS OF THE CORE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT.

ENGL 2391-H01	<i>Introduction to Literary Studies</i>	(CRN# 24990)	Prof. K. Caswell	TR 2:00-3:20 PM
HONS 1101-H04	<i>LCG Group (Co-requisite)</i>	(CRN# 35850)	Student Mentors	W 4:00-5:20 PM

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

Bears are cool. In autumn in the Rocky Mountains, grizzly bears can subsist primarily on cutworm moths, little winged snacks for a big bear. A mother black bear will sometimes send her cubs up a tree while she goes out to search for food; such trees are called "babysitter trees." Polar bears cubs are so small, writes Barry Lopez in *Arctic Dreams*, that "the female can hide one in the rolled toes of her front paw." Bears are wanderers, too, traveling miles and miles, out of curiosity, and without tiring. And bears have long been regarded as kin to humans, some indigenous cultures even centering their ceremonial and religious life around bears (the Ainu of northern Japan, for example).

And so, because bears are cool, in this course we are going to learn to write by reading and writing about bears. We will explore how and why human beings both fear and love bears; they appear in our literature and movies most often as either ferocious "maneaters," or innocent and cuddly friends. We'll ask why some humans have wandered off to live with bears, instead of living with other humans. We'll ask: what do we need from bears, and what do bears need from us? Through our inquiry, perhaps we'll come to know ourselves better as an animal, and come to know something of what we lost when we moved from nomadic and agrarian life, in which animals (wild and domestic) were part of everything we did, to urban life devoid and even hostile toward animals.

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.

HDFS 2322-H01	<i>Partnering: The Development of Intimate Relationships</i>	(CRN# 30114)	Prof. D. Weiser	MWF 9:00-9:50 AM
HONS 1101-H09	<i>LCG Group (Co-requisite)</i>	(CRN# 35855)	Student Mentors	W 4:00-5:20 PM

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.

HIST 2300-H01	<i>History of the U.S. to 1877</i>	(CRN# 14852)	Prof. R. Verrone	TR 9:30-10:50 AM
HONS 1101-H08	<i>LCG Group (Co-requisite)</i>	(CRN# 35854)	Student Mentors	W 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	<i>History of the U.S. Since 1877</i>	(CRN# 14859)	Prof. R. Milam	TR 2:00-3:20 PM
HONS 1101-H07	<i>LCG Group (Co-requisite)</i>	(CRN# 35853)	Student Mentors	W 4:00-5:20 PM
HIST 2301-H02	<i>History of the U.S. Since 1877</i>	(CRN# 28390)	Prof. J. Willett	TR 11:00 AM-12:20 PM
HONS 1101-H14	<i>LCG Group (Co-requisite)</i>	(CRN# 35860)	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.

THIS COURSE FULFILLS 3 HOURS OF THE CORE AMERICAN HISTORY REQUIREMENT.

HONS 1301-H01	<i>War, Machine, Culture & Society: History And Engineering in the Second World War</i>	(CRN# 33065)	Prof. J. Carrell Prof. R. Lutjens	MWF 1:00-1:50 PM
HONS 1101-H12	<i>LCG Group (Co-requisite)</i>	(CRN# 35858)	Student Mentors	W 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.

HONS 1301-H02	<i>Medical Humanities: Global Health and World Literature</i>	(CRN# 33945)	Prof. S. LaLonde	TR 12:30-1:50 PM
HONS 1101-H13	<i>LCG Group (Co-requisite)</i>	(CRN# 35859)	Student Mentors	T 4:00-5:20 PM

This course responds to a prevalent neurological trend to understand human existence. For instance, brain sciences are defining human behavior in reductionist ways from “neuropsychology” to “neuroaesthetics” and even “neurotheology”. Although neuroscience certainly provides insight into the complex nature of the human brain, the field “can often answer the obvious questions but rarely the interesting ones,” as the writer Adam Gopnik claims in *The New Yorker*. Worse still, a neuro-perspective seems to “medicalize” “normal” human emotions and experiences. Considering these trends, we will study in this course short stories from World Literature that feature characters who suffer from illnesses, while employing the humanistic lenses of psychoanalysis, trauma theory, and eco-criticism, among others. The motivation for taking this dual approach is that literature has the power to stimulate intense emotional responses such as empathy, hence rendering a portrait of a “case” or “condition” more moving. Furthermore, World Literature often portrays the human mind and behavior from non-Western perspectives, thus acting as a counterforce to the biologically oriented perspective of health and medicine in the West. If there has been an export of Western health theories and practices throughout the world, then World Literature may very well offer a unique form of “research” about the mind and provoke a modified view of both best health practices and the human condition.

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

HONS 1301-H03	<i>Grand Challenges and Creative Process</i>	(CRN# 21978)	Prof. A. Wilkinson Prof. J. Opperman	TR 2:00-3:20 PM
HONS 1101-H15	<i>LCG Group (Co-requisite)</i>	(CRN# 35861)	Student Mentors	T 4:00-5:20 PM

Disruptive technologies are developing at an accelerating rate. In this course we will examine their social, political, and economic impacts — historically and in today’s world. From there we’ll look to their relationship to the grand challenges of our time, among them threats to democracy, intransigent economic inequality, food insecurity, and climate change. But in our course we will neither equate *challenge* with *fate*, nor *disruption* with *doom*. Instead, we will consider how to meet these challenges through the general and fundamental way of working what we call *the creative process*, a process that also encompasses the future direction of both technology and innovation.

Finally, this course includes a hands-on community engagement project attending to the challenges of food deserts and food insecurity right here in Lubbock, including field trips to relevant local organizations.

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

HONS 1301-H05	<i>Exploring the Human Mind Through Video Games</i>	(CRN# 35846)	Prof. E. Bisanz	TR 2:00-3:20 PM
HONS 1101-H26	<i>LCG Group (Co-requisite)</i>	(CRN# 39118)	Student Mentors	T 4:00-5:20 PM

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.

HONS 1301-H06	<i>Fake News, Biased News, and All That Endless Stuff on the Web: Training Future Leaders to Learn Discernment through Media Literacy</i>	(CRN# 38991)	Prof. T. Greenberg	MWF 10:00-10:50 AM
HONS 1101-H19	<i>LCG Group (Co-requisite)</i>	(CRN# 35865)	Student Mentors	T 4:00-5:20 PM

The primary aim of this course is to empower students to become proactive media consumers who are not inaccurately influenced by the glut of content streaming past society so they can make informed decisions about their personal and professional lives, a cultivated skill which is increasingly important for leaders. You’ll learn how media has evolved, how it’s supposed to work and how that’s changed. You’ll learn how to understand and recognize bias ... yours and others’. By the end of the semester, the entire class will present their rankings of the most reliable to least reliable news sources.

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

HONS 1301-H07	<i>Hip Hop Therapy and Critical Musings</i>	(CRN# 39119)	Prof. B. Hotchkins	MW 1:00-2:20 PM
HONS 1101-H20	<i>LCG Group (Co-requisite)</i>	(CRN# 35866)	Student Mentors	T 4:00-5:20 PM

The term Hip Hop is an inclusive universal word that describes how art, music, dance, literature, identity, style, and politics intersect to explain the lived experiences of those who exist within the culture. In this course we broadly broach the history of Hip Hop from inception to present day, discuss political happenings that influenced artists' discographies and unpack our understandings of lyrical meanings. Furthermore, we will examine the application of Hip Hop as therapy, used as an instruction tool to understand how it can be applied to mitigate the racism, sexism, and homophobia occurring on college campuses in America. Subsequently, students will create a piece of art or music inspired by Hip Hop that addresses current forms of oppression, violence, identity, and/or culture in order to express their connectedness to the artform.

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

HONS 1302-H02	<i>Emotionally Effective Leadership: How Future Health Care Providers Can Get it Right</i>	(CRN# 37052)	Prof. L. Sullivan	TR 4:00-5:20 PM
HONS 1101-H17	<i>LCG Group (Co-requisite)</i>	(CRN# 35863)	Student Mentors	W 4:00-5:20 PM

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.

HONS 1303-H01	<i>Influencers, Consumers, & Behaviors In the Era of Big Data</i>	(CRN# 45776)	Prof. C. Jai	TR 11:00 AM-12:20 PM
HONS 1101-H25	<i>LCG Group (Co-requisite)</i>	(CRN# 37970)	Student Mentors	T 4:00-5:20 PM

"Consumer data is the new gold in the big data era." Have you ever wondered why you see the ads on your social media feed? Heard of #TikTokmademebuy? Or had the experience that you check up on something on a website, and the same product shows on the banner of the websites you visit the next day? Technology and social media platforms have made tremendous impacts in shaping consumers' consumption patterns and new marketing practices. In this class, we will examine consumer behaviors, influencer marketing, behavioral advertising, and their relationships through the lens of consumer data. Course topics will include both external and internal influences on consumer behavior and the consumer decision process, as well as the ethical, social, and legal issues involved in modern consumption behaviors.

THIS COURSE FULFILLS 3 HOURS OF THE CORE SOCIAL AND BEHAVIORAL SCIENCES REQUIREMENT.

HONS 1304-H02	<i>Understanding Hollywood</i>	(CRN# 24835)	Prof. R. Peaslee	MW 2:00-3:20 PM
HONS 1101-H18	<i>LCG Group (Co-requisite)</i>	(CRN# 35864)	Student Mentors	T 4:00-5:20 PM

Hollywood is among the oldest and most powerful commercial and cultural forces in the United States, and its global impact and influence have been immense – but what are we talking about when we use the term "Hollywood"? Is it a place, an idea, or an industry? Something more? Something less? In this course, we will explore the historical evolution of this term and the many ways it might be defined in the past, in today's evolving context, and, importantly, in a very uncertain future.

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

HONS 1304-H03	<i>Stop-Motion Animation in Health and Social Care: Animation as Tool</i>	(CRN# 35907)	Prof. J. Orfila Prof. F. Ortega	MW 3:00-4:20 PM
HONS 1101-H11	<i>LCG Group (Co-requisite)</i>	(CRN# 35857)	Student Mentors	T 4:00-5:20 PM

This theoretical-practical course will explore the use of stop-motion animation as a didactic and therapeutic tool for assisting vulnerable or disadvantaged populations as well as a coping strategy and self-reflexive method for research and education. Stop-motion's wide popularity derives from its adaptableness, affordability, and the minimal technical and craft skills that the practice requires. These are the characteristics that make this technique ideal for an innovative approach to knowledge that associates material production—making things—with concept elaboration.

The course will address the affordances of stop motion animation while teaching students methodologies to use this process for care and social work. In this way, the course will provide students in STEM disciplines and Health and social service with theoretical and practical skills that will allow them to apply this technique in their own fields. The course will be taught by the animationduo scholars (animationduo.com) based on the experiences and method developed in the Animation Making Workshops (animationmaking.org)

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

HONS 1304-H04	<i>The Choreography of Presenters: Building Essential Abilities of Effective Presentation and Presence</i>	(CRN# 24835)	Prof. Anthony “YNOT” De Naro	TR 12:30-1:50 PM
HONS 1101-H02	<i>LCG Group (Co-requisite)</i>	(CRN# 35848)	Student Mentors	W 4:00-5:20 PM

This studio-based course will offer a unique experience and empower students to explore realities, relationships, and ideas through movement. This discipline will engage and motivate all students through active learning, critical thinking, and innovative problem solving. Students will recognize their bodies as tools for the creation of character, enabling competent ensemble movement and conveyance of emotion through physicality. Combining a regimen of physical activity with the higher-level thinking skills already available through the arts will add another facet to students wishing to acquire confidence in their physical presence leading to a healthier mind/body entity. Students will leave this course with concepts about self, human relationships, and the environment using elements of theatre, dance, and physical education. This will lead to a great range of communication skills that can be applied in a variety of settings, and in particular, directly to presentations and public speaking.

Students will be expected to demonstrate key concepts and movement principles in class exercises, as well as to create short scenes/compositions that demonstrate a high level of personal engagement and a sophisticated understanding of new ideas learned in this course.

Please note: Though no prior dance experience is required, students will be expected to learn dance basics and perform in class.

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

HONS 1304-H05	<i>Botanical Illustrations</i>	(CRN# 37431)	Prof. S. Tomlinson	TR 3:30-4:50 PM
HONS 1101-H28	<i>LCG Group (Co-requisite)</i>	(CRN# 45810)	Student Mentors	W 4:00-5:20 PM

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 you 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.

HONS 1304-H06	<i>Creative Processes</i>	(CRN# 33972)	Prof. A. Wilkinson	M 2:00-4:50 PM
HONS 1101-H21	<i>LCG Group (Co-requisite)</i>	(CRN# 35867)	Student Mentors	T 4:00-5:20 PM

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.

HONS 1304-H09	<i>Music and Your Mind</i>	(CRN# 40575)	Prof. P. Martens	MWF 10:00-10:50 AM
HONS 1101-H10	<i>LCG Group (Co-requisite)</i>	(CRN# 35856)	Student Mentors	T 4:00-5:20 PM

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.

HONS 2406-H02	<i>Honors Integrated Science II: Why Chemistry Matters</i>	(CRN# 34410)	Prof. D. Pappas	MWF 10:00-10:50 AM
HONS 2406-H52	<i>No-Credit Lab*</i>	(CRN# 34411)	Prof. D. Pappas	W 5:30-7:20 PM
HONS 1101-H23	<i>LCG Group (Co-requisite)</i>	(CRN# 35869)	Student Mentors	T 4:00-5:20 PM

This course covers the role chemistry plays as a central science in modern society as well as its historical context. Students will learn how chemistry impacts all aspects of nature, from the cosmos, to everyday consumer goods, to works of art and war. The course covers fundamental chemical concepts and theories necessary to provide an understanding and appreciation for the chemical processes and products that drive society and nature alike. Students will learn from primary texts—including works of literature—and will gain an understanding of chemical concepts and their applications.

**Students will complete lab coursework outside of class, on their own time, so attendance for the lab portion of the class is not mandatory.*

THIS COURSE FULFILLS 4 HOURS OF THE CORE LIFE AND PHYSICAL SCIENCES REQUIREMENT.

MATH 2300-H01	<i>Statistical Methods</i>	(CRN# 32628)	Prof. L. Ellingson	TR 12:30-1:50 PM
HONS 1101-H24	<i>LCG Group (Co-requisite)</i>	(CRN# 35870)	Student Mentors	W 4:00-5:20 PM

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.

PHIL 2320-H01	<i>Introduction to Ethics</i>	(CRN# 20414)	Prof. J. Schwartz	TR 9:30-10:50 AM
HONS 1101-H16	<i>LCG Group (Co-requisite)</i>	(CRN# 35862)	Student Mentors	T 4:00-5:20 PM

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.

PHIL 2330-H01	<i>Science and Society: Philosophy of Medicine</i>	(CRN# 39570)	Prof. J. Velasco	TR 9:30-10:50 AM
HONS 1101-H22	<i>LCG Group (Co-requisite)</i>	(CRN# 35868)	Student Mentors	T 4:00-5:20 PM

What is the field of modern medicine and how does it work? First, we will look at fundamental concepts in medicine: What exactly is the nature of health and disease? How does medical classification work? What is death? Next, we will look at evidence in medicine: How does causal and statistical reasoning work in medicine? What counts as a good explanation? Finally, we will look at medicine in the broader social context: How do values play a role in the practice of medicine? Is race a medically relevant category? What are the appropriate roles of public health and the specialized treatment of individuals?

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

SOC 1301-H01	<i>Introduction to Sociology</i>	(CRN# 45892)	Prof. J. Koch	W 2:00-4:50 PM
HONS 1101-H01	<i>LCG Group (Co-requisite)</i>	(CRN# 35847)	Student Mentors	T 4:00-5:20 PM

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 awaken 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. See testimonials from PMED students about the course’s relevance to MCAT prep here: <https://drjkoch.org/Intro/Premed.htm>, and find the course’s webpage here: <https://drjkoch.org/Intro/Fall%202022/Honors%201301%20home.htm>.

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

THA 2301-H01	<i>Introduction to Acting</i>	(CRN# 37146)	Prof. R. Nolen	TR 3:30-4:50 PM
HONS 1101-H27	<i>LCG Group (Co-requisite)</i>	(CRN# 39245)	Student Mentors	W 4:00-5:20 PM

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.

FALL 2022 FYE COURSE OFFERINGS BY CORE CREDIT

FULL/CLOSED courses are listed in red text.

Mathematics

MATH 2300-H01 Statistical Methods | Prof. L. Ellingson | TR 12:30-1:50 PM
LCG: HONS 1101-H24 | W 4:00-5:20 PM

Life and Physical Sciences

HONS 2406-H02 Honors Integrated Science II | Prof. D. Pappas | MWF 10:00-10:50 AM
HONS 2406-H52 Honors Integrated Science II Lab | Prof. D. Pappas | W 5:30-7:20 PM (completed outside of scheduled lab time)
LCG: HONS 1101-H23 | T 4:00-5:20 PM

Language, Philosophy, and Culture

ENGL 2391-H01 Intro. to Literary Studies | Prof. K. Caswell | TR 2:00-3:20 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-H12 | W 4:00-5:20 PM

HONS 1301-H02 Medical Humanities: Global Health & World Literature | Prof. S. LaLonde | TR 12:30-1:50 PM
LCG: HONS 1101-H13 | T 4:00-5:20 PM

HONS 1301-H03 Grand Challenges and Creative Process | Profs. A. Wilkinson and J. Opperman | TR 2:00-3:20 PM
LCG: HONS 1101-H15 | T 4:00-5:20 PM

HONS 1301-H05 Exploring the Human Mind Through Video Games | Prof. E. Bisanz | TR 2:00-3:20 PM
LCG: HONS 1101-H26 | T 4:00-5:20 PM

HONS 1301-H06 Fake News, Biased News, & All That Endless Stuff on the Web | Prof. T. Greenberg | MWF 10:00-10:50 AM
LCG: HONS 1101-H19 | T 4:00-5:20 PM

HONS 1301-H07 Hip Hop Therapy & Critical Musings | Prof. B. Hotchkins | MW 1:00-2:20 PM
LCG: HONS 1101-H20 | T 4:00-5:20 PM

PHIL 2320-H01 Introduction to Ethics | Prof. J. Schwartz | TR 9:30-10:50 AM
LCG: HONS 1101-H16 | T 4:00-5:20 PM

PHIL 2330-H01 Science and Society: Philosophy of Medicine | Prof. J. Velasco | TR 9:30-10:50 AM
LCG: HONS 1101-H22 | T 4:00-5:20 PM

Creative Arts

HONS 1304-H02 Understanding Hollywood | Prof. R. Peaslee | MW 2:00-3:20 PM
LCG: HONS 1101-H18 | T 4:00-5:20 PM

HONS 1304-H03 Stop-Motion Animation in Health & Social Care | Profs. J. Orfila and F. Ortega | MW 3:00-4:20 PM
LCG: HONS 1101-H11 | T 4:00-5:20 PM

HONS 1304-H04 The Choreography of Presenters | Prof. A. "YNOT" De Naro | TR 12:30-1:50 PM
LCG: HONS 1101-H02 | W 4:00-5:20 PM

HONS 1304-H05 Botanical Illustrations | Prof. S. Tomlinson | TR 3:30-4:50 PM
LCG: HONS 1101-H28 | W 4:00-5:20 PM

HONS 1304-H06 Creative Processes | Prof. A. Wilkinson | M 2:00-4:50 PM
LCG: HONS 1101-H21 | T 4:00-5:20 PM

HONS 1304-H09 Music and Your Mind | Prof. P. Martens | MWF 10:00-10:50 AM
LCG: HONS 1101-H10 | T 4:00-5:20 PM

THA 2301-H01 Intro. to Acting | Prof. R. Nolen | TR 3:30-4:50 PM
LCG: HONS 1101-H27 | W 4:00-5:20 PM

Social and Behavioral Sciences

ECO 2305-H01 Principles of Economics | Prof. R. Al-Hmoud | TR 9:30-10:50 AM
LCG: HONS 1101-H03 | W 4:00-5:20 PM

HDFS 2322-H01 Partnering: The Development of Intimate Relationships | Prof. D. Weiser | MWF 9:00-9:50 AM
LCG: HONS 1101-H09 | W 4:00-5:20 PM

HONS 1303-H01 Influencers, Consumers, & Behaviors in the Era of Big Data | Prof. C. Jai | TR 11:00 AM-12:20 PM
LCG: HONS 1101-H25 | T 4:00-5:20 PM

SOC 1301-H01 Intro to Sociology | Prof. J. Koch | W 2:00-4:50 PM
LCG: HONS 1101-H01 | T 4:00-5:20 PM

American History

HIST 2300-H01 History of the U.S. to 1877 | Prof. R. Verrone | TR 9:30-10:50 AM
LCG: HONS 1101-H08 | W 4:00-5:20 PM

HIST 2301-H01 History of the U.S. Since 1877 | Prof. R. Milam | TR 2:00-3:20 PM
LCG: HONS 1101-H07 | W 4:00-5:20 PM

HIST 2301-H02 History of the U.S. Since 1877 | Prof. J. Willett | TR 11:00 AM-12:20 PM
LCG: HONS 1101-H14 | W 4:00-5:20 PM

No Core Curriculum Credit Provided

BA 1301-H01 Foundations of Business | Prof. N. Bergfeld | MWF 8:00-8:50 AM
LCG: HONS 1101-H05 | T 4:00-5:20 PM

BA 1301-H02 Foundations of Business | Prof. N. Bergfeld | MWF 9:00-9:50 AM
LCG: HONS 1101-H06 | W 4:00-5:20 PM

HONS 1302-H02 Emotionally Effective Leadership in Health Care | Prof. L. Sullivan | TR 4:00-5:20 PM
LCG: HONS 1101-H17 | W 4:00-5:20 PM