

SPRING 2002 – IMPORTANT DATES

February 25 – March 15

Spring Term registration

March 15 – Friday

Winter Term last day of class

March 18 – 22

Winter Term finals week

March 21 – Thursday

Winter Term graduates' last day to submit final thesis copies to the CHC Office

March 25 – 29

Spring Vacation

April 1 – Monday

Spring Term first day of class

April 12 – Friday

Spring Term graduates' deadline for graduation – apply at the Registrar's Office

May 6 – 10

Summer Term registration

May 27 – Monday

Memorial Day holiday

June 7 – Friday

Spring Term last day of class

June 10 – 14

Spring Term finals week

June 11 – Tuesday

Spring Term graduates' last day to submit final thesis copies to the CHC Office

June 14 – Friday

CHC Commencement

June 15 – Saturday

UO Commencement

June 24 – Monday

Summer Term first day of class

February 2002									March 2002									April 2002													May 2002											June 2002									
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CLARK HONORS COLLEGE GRADUATION CEREMONY



Spring, Summer and Fall 2002 graduates, their families and thesis advisors, CHC faculty and staff are invited to attend the Clark Honors College Commencement on Friday, June 14, 2002 in the EMU Ballroom, 7:00—8:30 p.m. A reception in the Fountain Courtyard will immediately follow the Commencement ceremony. A number of awards, including several honorary fellowships, will be presented to outstanding graduating seniors. Seniors should



come to the CHC Office in May to pick up invitations and to let the staff know how many people will be attending. Contact the CHC Office for more details. **If you do not let the CHC Office know that you will be attending, your name will not be read at the ceremony.**

GRADE POINT AVERAGE

Students must have at least a 3.0 grade point average in order to graduate from Clark Honors College. Students whose cumulative GPA falls below 3.0 will have two terms to raise it. If this does not occur, students may petition to remain in Clark Honors College. If you have concerns about your GPA, please contact your CHC advisor.

IMPORTANT INFORMATION FOR STUDENTS PLANNING TO GRADUATE IN 2002 OR 2003

Senior Thesis Seminar

Senior Thesis Seminar must be taken at least two terms before graduation. Therefore, all students planning to graduate in Spring 2003 should take Senior Seminar during the Fall Term 2002. Those who wish to enroll in Senior Seminar must file an *Application for Enrollment in Senior Seminar* with Jody Green in the CHC Office before they can enroll. Be aware that space is limited.

Graduation Analysis

Seniors, please see your CHC Advisor for a formal graduation analysis as early as possible and have Professor Dennis Todd check your file to be certain that no other analysis will be needed. Also, have a graduation analysis done in your major department.

Oral Defense Scheduling

Seniors, please see Jody Green to select a CHC professor to be on your thesis committee, and to schedule the date of your defense. CHC faculty are limited to one defense per week, so don't delay and don't assume that you will be able to get the CHC faculty member of your choice.

No Oral Defense will be scheduled during or after the final two weeks of the term nor during the vacation breaks within the academic year.

Once you have scheduled your oral defense date, please submit a *Final Thesis Information* form to Jody Green no later than three weeks prior to your defense.

Fellowships

CHC Senior Research Fellowships are available for 2001-02. Because the senior thesis and an oral examination are mandatory for graduation from Clark Honors College, it is important to be able to count on financial help with the expense of producing a thesis. Typical expenses are: required books that are unavailable in libraries, copying, lab equipment, long distance telephone charges or postage.

To request fellowship support, please submit a *Senior Fellowship Application* form, with receipts attached, to Janice Marshall in the CHC Office. This should be done after you have submitted your final thesis copies to Jody Green.

Prior to thesis completion you may submit a written request for emergency funds to the CHC

Office, after you have submitted the senior thesis prospectus, signed by your CHC Advisor.

CHC Graduate Information

Spring 2002 graduates, please complete and submit a *CHC Graduate Information* form to Jody Green no later than June 11, 2002. Thank you.

CLARK HONORS COLLEGE SCHOLARSHIPS

Clark Honors College will award scholarships to continuing students. To qualify, you must have completed at least one year at CHC, have a minimum cumulative GPA of 3.7, and remain enrolled full-time (minimum 12 credits per term) during the 2002-03 academic year. Additional criteria for each of the scholarships are listed below.

CHC Service Award

This scholarship is awarded to a student with an excellent academic record who has made significant contributions to the CHC community. It is possible for more than one student to win this award. Applications are available in the CHC Office.

Andrea Gellatly Memorial Scholarship

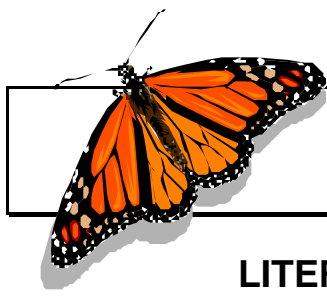
This scholarship is awarded to a woman going into her final year in CHC who has demonstrated breadth of interest and social concern along with academic excellence. Applicants must submit a resume detailing their activities in the area of social concern, with a cover letter indicating why they believe they are qualified for this scholarship.

Edward C. Sargent III Scholarship

This scholarship is awarded to a CHC student majoring in a pre-health care field or a natural science who combines the qualities of idealism, commitment to humanity, openness to alternatives, and love of nature that characterized Ed Sargent, M.D. Applicants must submit evidence of volunteer work and a 500-word essay that addresses their perspective on idealism and/or nature.

There are three additional scholarships for academic excellence — the Wigham Family, Wilma Wittemyer and Jean Wittemyer scholarships — that are awarded based on faculty nominations. No application is required.

Application materials must be submitted to the CHC Office by 5:00 p.m. on Friday, March 15. Winners of all scholarships will be announced in May.



SPRING 2002 COURSE DESCRIPTIONS

LITERATURE

HC 103H			4 Credits
CRN 32028	9:00-9:50	MWF	CHA 307

Professor Henry Alley

HONORS COLLEGE LITERATURE

"The Suppressed Voice Gets a Voice"

The texts are Goethe's Faust, Keats's "The Eve of St. Agnes," Eliot's Adam Bede, Tolstoy's "The Death of Ivan Ilych," Woolf's Mrs. Dalloway, Walker's You Can't Keep a Good Woman Down, and a collection of verse.

We will be studying the breakdown of the old heroic model (Goethe) and the rise of a new one, which applies to both men and women (Eliot, Woolf, and Walker). In addition, there will be an emphasis on the invention of new tragic forms (Tolstoy, Woolf and Walker), new epic forms (Goethe, Keats, and Eliot), with a look at Adam, Eve, Satan, and Ulysses (Eliot, Goethe, and Tennyson) in their new nineteenth- and twentieth-century embodiments. Approximately half the course will be given to two novels, Adam Bede and Mrs. Dalloway. We will close with a study of Alice Walker's stories, focusing on the entire sequence's theme of the emergence of long-silenced voices.

Writing assignments will continue to emphasize the close reading of fiction and poetry. There will be short papers, a research paper, and a journal. Once again, we will have in-class debates, including one concerning censorship.

HC 103H			4 Credits
CRN 32029	10:00-10:50	MWF	CHA 307
CRN 32030	13:00-13:50	MWF	CHA 307

Professor Sharon Schuman

HONORS COLLEGE LITERATURE

"The Good Life III"

In 2001 we are almost too cynical even to ask "how should we live and what should we value?" Although we crave answers to this question no less than others have over the centuries, we face major obstacles to the asking, let alone the answering, of it. This course will explore some of these obstacles as presented, resisted, or surmounted by some of

the finest writers of the nineteenth and twentieth centuries.

Texts will include the "Ode on a Grecian Urn" (John Keats), "My Last Duchess" (Robert Browning), *Frankenstein* (Mary Shelley), "Dover Beach" (Matthew Arnold), "The Second Coming" (W.B. Yeats), "The Love-Song of J. Alfred Prufrock" (T.S. Eliot), "The Windhover" (Gerard Manley Hopkins), three short stories (Franz Kafka), *Benito Cereno* (Herman Melville), "The Grand Inquisitor" (Dostoevsky), *Beloved* (Toni Morrison), and *White Teeth* (Zadie Smith).

Class time will focus on discussion based on careful reading. There will be two short papers (2-5 pages), one research paper (8-10 pages), ungraded exercises and group work, both in and out of class, a mid-term, and a final exam.

HC 103H			4 Credits
CRN 32031	8:00-9:20	UH	CHA 307
CRN 32033	12:00-13:20	UH	CHA 307

Professor Helen Franks Southworth

HONORS COLLEGE LITERATURE

"Self and Other in 19th and 20th Century Literature"

In this course we'll look at a selection of novels and short stories from the nineteenth and twentieth century. We'll focus on the changing shape of the novel and look at literary periodization: from romanticism and realism, to modernism and postmodernism. We'll also explore themes such as otherness, the foreign and the body in literature. Primary texts will be supplemented by pertinent (short) secondary readings.

Readings will be selected from among the following: Mary Shelley's Frankenstein, Thomas Hardy's Return of the Native, Emily Bronte's Wuthering Heights, Charles Dickens's Great Expectations, Virginia Woolf's Orlando, Colette's The Break of Day, short stories by Angela Carter, Cristina Peri Rossi, Salman Rushdie and Gabriel Garcia Marquez, V. S. Naipaul's A Bend in the River, and Pat Barker's Union Street.

Requirements: Students will be required to write three papers and take a final exam. There will also be other in-class writing assignments. Class will consist of some lecture, large and small discussion groups, with an emphasis on close textual analysis.

HC 103H			4 Credits
CRN 32032	10:00-11:20	UH	CHA 307

Professor Frances Cogan

HONORS COLLEGE
LITERATURE

This term we will be discussing the struggle between the individual and society. Does the individual have the right to refuse to follow society's rules, and if so, under what circumstances? Does Society have the right to protect itself from aberrant individuals who wish to cause the breakdown of society and the growth of chaos? How do the rights of the one and the many find a balance which is neither societally repressive or individually destructive? To do this we will study authors from a variety of races, nationalities, ethnicities. We will study as well both male and female authors.

During this term, this theme will be studied primarily in the genre of fiction, and students will learn to analyze the work using the elements of that genre, such as point of view, characterization, plot, setting, and theme. We will also explore the theme outside fiction in handouts which offer examples of both the Pre-Romantic and the Romantic poets in England, France, Germany, and the U.S. and in one modern play as well.

Texts will include Remarque's All Quiet on the Western Front, Dumas's (pere) The Count of Monte Cristo (abridged), Lee's Farewell My Concubine, Orwell's 1984, S. Lewis's Babbitt, Mamet-Oleanna Thurber-"The Secret Life of Walter Mitty" & "The Catbird Seat" [in packet], Bedford Handbook

Handouts in this class will be examples of poetry from among most of the following poets: Burns, Blake, Shelley, Keats, Byron, Wordsworth, Hugo, Lamartine, Emerson, Dickinson, and Goethe.

Two papers using research, bibliography and notecards are required as well as an essay final. The two research papers are really part of one paper. The assignment is a "spiral" assignment of which the first half of the longer paper will be turned in and graded as "Paper 1" and the completed paper for Paper 2--these averaged will be worth 60% of the grade; there will also be research assignments, worth 10% of the grade and a take-home essay final worth 30%.

Class will be a combination of lecture and large group discussion, with small group discussion alternating.

HISTORY

HC 109H			4 Credits
CRN 32034	11:00-11:50	MWF	CHA 307
CRN 32038	12:00-13:20	UH	MCK 121

Professor Ian Rush

HONORS COLLEGE HISTORY

In this course, we will survey the essential historical developments (social, political, economic and cultural) of 19th and 20th-century Europe.



While we will consider the rise of new ideologies (e.g., liberalism, nationalism, socialism and Darwinism) and various political trends (e.g., imperialism, democracy and totalitarianism), we will be sure not to lose sight of what life was like for the masses. Thus, we will pay particular attention to women and workers, looking at the rise of the Women's Rights Movement and the life of workers during the Industrial Revolution and the Depression. Keeping in mind that these two centuries were filled with wars and revolutions, we will also address the plight of the common soldier. To this end, we will read Christopher Browning's *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. In addition, we will read *The Communist Manifesto* by Marx and Engels, as well as numerous selections by a variety of authors, including Thomas Carlyle, John Stuart Mill, Charles Darwin, Romain Rolland, Vladimir Lenin, Emmeline Pankhurst and Simone de Beauvoir.

The class meetings will usually include both lecture and discussion. The discussions will focus mainly on primary source documents that will be available as a course packet and partly on the internet. Writing assignments will include daily reading summaries, two short papers and one longer research paper.



SCIENCE

HC 109H			4 Credits
CRN 32035	12:00-12:50	MWF	CHA 307
CRN 32036	14:00-14:50	MWF	CHA 307

Professor Elizabeth McCartney

HONORS COLLEGE HISTORY "Modern European History, 1789-1977"

This course is the final term of a three-course sequence on the history of Western European thought and institutions. The topics combine the study of political, religious, and cultural texts with study of the major events that influenced the subsequent development of modern culture, foremost the changing perception of human rights. Subjects of special interest include the historical development of concepts pertaining to liberty, citizenship, socialism, the violence of communal life, and the emergence of social Darwinism as a political construct of nationalism.

HC 109H			4 Credits
CRN 32037	10:00-11:20	UH	CHA 303
CRN 32039	14:00-15:20	UH	MCK 240B

Professor Alex Dracobly

HONORS COLLEGE HISTORY

This course surveys the history of Europe from the French Revolution to the present. It centers on the cultural, social and political changes of the period. We will read Darwin, Freud, and a novel by Ivan Turgenev; a book on the question of European imperialism; and a series of documents addressing the cataclysmic events of the twentieth century: the First World War, the Russian Revolution, and World War II, and their impact on "western civilization." The quarter will end with the Revolutions of 1989, European unification, and a brief consideration of the future of Europe and Europe's place in the world.

HC 209H			4 Credits
CRN 32042	10:00-10:50	MWF	WIL 112
Lab	10:00-11:20	U	WIL 17

Professor Jim Schombert

HONORS COLLEGE SCIENCE "21st Century Science"

The 21st century will be a golden age for scientific knowledge and technological progress. During this last century, our view of Nature shifted from a Cartesian-Newtonian view of a clockwork Universe to an expanding Universe ruled by chaos, complexity and quantum uncertainty. This course will explore scientific topics concerning the macroscopic world, microscopic world and cosmology (dynamics, elementary particles, galaxies, Big Bang) in the context of the philosophy of science that we use to apply meaning to reality (reductionism, emergence, holism and creation).

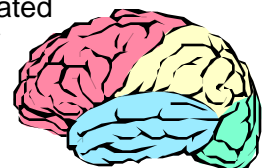


HC 212H			4 Credits
CRN 32043	12:00-13:20	UH	CON 203
Lab	16:00-16:50	W	CHA 307

Professor Anne Simons

HONORS COLLEGE INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY

An integrated two-quarter honors introduction to psychology. Winter quarter concentrated on brain mechanisms related to thought and behavior with an emphasis upon perception, attention, learning language and reasoning. Spring quarter will emphasize the social and cultural context for the development of individuals. Winter quarter included a structured laboratory of simulations and experiments that allowed students to study various psychological phenomena related to the course content. Similar laboratory demonstrations, projects and discussions will be held. There will be a midterm and a final exam.



SPECIAL STUDIES

HC 399H			1-5 Credits
CRN 32046	16:00-17:20	MW	MCK 240B

Professor David Frank

SPECIAL STUDIES "Forensics"

Clark Honors College hosts the nationally ranked University of Oregon Forensics Program. The program is designed to teach rhetorical debate and individual events. The program travels to about 13 tournaments, hosts two on-campus tournaments, and engages in some on-campus speaking activities. Two graduate teaching fellows are assigned to the program.

Debate students will be paired with partners and will be expected to conduct extensive research on the debate topics selected by the Cross Examination Debate Association (CEDA) or the various Parliamentary Debate Associations. Novice and experienced student debaters are welcome. You do not need to be an Honors College student to enroll.

Individual events students select from among ten to fifteen public speaking and oral interpretation events designed to persuade, entertain and move.

Students are graded on their contribution to the program and their performances.

COLLOQUIA

COLLOQUIA ARE LIMITED TO STUDENTS WITH SOPHOMORE STANDING AND ABOVE

HC 408H			4 Credits
CRN 35496	8:00-9:20	UH	CHA 303

Professor Dennis Todd

HONORS COLLEGE COLLOQUIUM "The Human Genome Project"

Just over a decade ago, the biggest coordinated research program in the history of biological science began: the Human Genome Project. In February, 2001, two independent research groups published their results, the sequence of the (almost) complete human genome. This historic achievement marks not the end of a project but the beginning of huge changes in science, technology, medicine, and other fields, changes that we can barely begin to imagine.



The research raises more questions than it answers. What are the scientific, ethical, commercial, medical, and legal implications of the map of the human genome? What does it say about human evolution? How can the information be used for good or ill in commerce, employment, law enforcement, insurance, warfare, medical care, and a host of other human concerns?

This class will feature lectures, student presentations, guest speakers, and class discussions covering basic and advanced genetics, inherited diseases, genetic engineering, ethics, politics, evolution, and a host of other topics. Students will be required to write weekly reading summaries and two term papers and give an oral presentation. Attendance and punctuality are required. There will be no exams.

HC 408H			4 Credits
CRN 35497	14:00-15:20	UH	CHA 307

Professor Frances Cogan

HONORS COLLEGE COLLOQUIUM "Utopias and Dystopias"

This special seminar will deal with human being's desire for the perfect society and its ideas of how that might be achieved as well as the inherent problems that such societal planing may involve. Class will also study some of the subtle ways utopias especially can--and do--turn dystopic or nightmarish. Several issues we will study during the term include: freedom vs. order; perfection of the human being vs. perfection of the outside system of distribution; the role of music in dystopia; the problems of history in dystopia. What does utopia do with free speech, especially if it leads to communal disruption? What place, if any, does individuality have in utopia. For there to be peace, can humans beings be anything except communal? We will be studying these questions in the context of literature, including such literary questions as how and why protagonists find Utopia; the nature of criminality in dystopia; methods of "instructing" the reader.

Texts we will study include: T. More's Utopia, Voltaire's Candide, (in packet) F. Bacon's The New Atlantis, Bellamy's Looking Backward, Gilman's Herland, Atwood's Handmaid's Tale, Orwell 's 1984, and A. Huxley's Island.

Two 5-8 page critical papers will be required for the term and a Utopian Project OR a take-home essay final. Class will be discussion-oriented with sections of lecture when necessary.

HC 408H 4 Credits
CRN 35498 14:00-15:20 UH CHA 303

Professor John Orbell

HONORS COLLEGE COLLOQUIUM
"Evolution, Cooperation and Ethics"

What is the relevance of modern evolutionary psychology for the roots of human political and social behavior in particular, cooperative and ethically-bound behaviors? Classic and modern political and ethical theories (e.g., Hobbes, Locke, Rousseau, Rawls, as well as Modern Political Economy and much Feminist theory) are, characteristically, founded on assumptions about human behavior. Evolutionary psychology lets us evaluate those assumptions and, therefore, provides a basis from which such theories can be reassessed---at the same time providing a bridge between the life sciences and the social sciences. There are major but often isolated literatures relevant to this issue in Decision Theory, Biology, Experimental and Cognitive Psychology, Economics, Anthropology, Sociology, Ethics and Political Science. We will look at some literature from all of those fields.

HC 408H 4 Credits
CRN 35499 15:00-17:50 W CHA 303

Professor George Moore

HONORS COLLEGE COLLOQUIUM
"Rebellion and Revolution"

What is it to rebel? Is rebellion only authentic when considering literal oppression, or slavery; or is it the essence of all creativity? Is it a youthful rite or lifelong obligation? When should we cross from private conscience to public action, when should we compromise and when mortally resist? Following the Greeks, Albert Camus maintained that we can, when pursuing ideals of justice or freedom, cross a line wherein we negate the origin of our rebellion, duplicate the oppression we oppose, pass from heroism to hubris (from rebels to fanatics) and end up complicit in murder. Are there connections, for instance, between Rousseau and the Reign of Terror? De Sade and police torture? Marx and the crimes of a Stalin or Mao? Must revolutions betray the protests of a free people, sacrificing generations, in the name of an ever-receding "end of history?" Or is it as Camus maintains, all in the origins, the incept-flame of our creative solidarity, by which we should read every action, moment in history, or work of art?

Following what Camus calls "metaphysical rebellion" we will first concentrate on Rimbaud and

Nietzsche with reference to Surrealism, dandyism, deicide and nihilism. Studying political revolution we will read Rousseau and Marx while considering the Jacobins, Anarchists, and Communists, ending with the novel "Farewell my Concubine." Integrating films on the French, Russian and Chinese revolutions we will both amplify and critique Camus's ethical meditations on the absurdity and value of human life, while challenging our own.

WORLD PERSPECTIVES

HC 415H 4 Credits
CRN 35500 12:00-13:20 UH CHA 303

Professor Ibrahim J. Gassama (Law)
Professor David Frank



WORLD PERSPECTIVES
"Global Human Rights"

This course is dedicated to an investigation of the philosophical and legal origins and expressions of the global human rights movement. We will survey the evolution and development of human rights since World War II, beginning with the effort by the United Nations to codify an international agreement on the basic characteristics of universal human rights to the more recent attempts to forge a "jurisprudence of reconstruction." We will consider the Enlightenment view of human rights as universal and consider the variety of postmodern critiques that challenge the Enlightenment view.

Accordingly, this course is divided into two sections. First, we will survey the philosophical and legal issues raised by human rights. These issues will be illustrated with legal cases and social movements, with a particular focus on the anti-apartheid movement. Second, the philosophical and legal framework derived from our study of human rights issues will be used in simulations of trials involving the purported violations of global human rights. Students will present arguments, derived from their study of global human rights, designed to persuade an audience of legal scholars.

Students will write two 10-page briefs that will address the issues discussed in the class. These briefs will also provide students with the argumentative framework that will be used in the trial simulations.

Text: Steiner, Henry J., and Philip Alston. International Human Rights in Context: Law, Politics, Morals: Text and Materials. 2nd ed. Oxford: New York, 2000. It is available at Black Sun Books, 2467 Hilyard St., 484-3777.

SEMINARS

HC 407H			2 Credits
CRN 32050	8:00-9:50	W	CHA 303

PASS/NO PASS ATTENDANCE MANDATORY

Professor Sharon Schuman

SENIOR THESIS SEMINAR

This Senior Thesis Seminar is specifically designed for those students who plan to graduate "off-cycle" — Summer, Fall, or Winter term, or who will not be in residence Fall Term. Students will spend a majority of their time in the seminar polishing their prospectuses and then participating in a mock oral examination. Before enrolling in the seminar, students should have done the following:

1. Chosen a primary thesis advisor from your major department or school,
2. Have a rough draft of your prospectus, following the guidelines in the Clark Honors College Thesis Manual (available in the CHC Office),
3. Consulted with your primary thesis advisor on possible second readers from your major department, and
4. Completed the *Application for Enrollment in Senior Seminar* and turn it in to the CHC Office well in advance of the start of the registration period in order to be pre-authorized for the class.

The seminar will begin with two weeks of instructions and aid in polishing prospectuses. The majority of the term will involve oral presentations by all students with the primary thesis advisor present.

OPEN-ENDED COURSES

If you wish to take an open-ended course, as listed below, please follow these steps.

1. Pick up a form from the CHC Office, meet with a CHC faculty member, and determine the number of credits, grading option, and the title of the course as you want it to appear on your transcript. The instructor must sign the form.
2. Submit the completed form to the CHC Office so that you can be pre-authorized.
3. Register for the class.

Please note that the open-ended courses are subject to the same deadlines as all other courses.

HC 403H	CRN 32047	Variable Credits
THESIS		

HC 405H	CRN 32048	Variable Credits
READING		

HC 406H	CRN 32049	Variable Credits
SPECIAL PROBLEMS		

HC 409H	CRN 32053	Variable Credits
PRACTICUM		

SUMMER TERM 2002



HC 311H	4 Credits		
JUN 24 – JUL 19	14:30-16:20	MTWH	CHA 307

HONORS COLLEGE ARTS & LETTERS "American Fiction Since 1960"

We will be studying representative authors from each of the four decades, 1960s, '70s, '80s, and '90s: Ken Kesey (1960s), Alice Walker (1970s, 1980s), Raymond Carver (1980s), Toni Morrison (1990s). The course will define recent literary trends in our country, some of them as they are happening now. There will be discussion, some lecture, along with assigned papers.

This course is open to all students with sophomore standing or above.

WHO IS THAT STRANGE WOMAN IN THE OFFICE?

Clark Honors College welcomes Kate Kevern as our new Office Manager and Executive Assistant to Director David Frank. Kate comes to us from Arizona State University where she earned a B.S. in physics and worked in the College of Education. She likes to exercise both halves of her brain, and can be seen composing music or solving the Grand Unified Theory in her spare time. Kate fears prints, but finds comfort in the mathematical uniformity of plaids. She has one grown son, a poet, one precocious 11-year-old daughter, and one fuzzy orange cat.



SCHEDULE WORKSHEET

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					

