
The Robert Donald Clark Honors College

NEWSLETTER

University of Oregon

VOLUME THIRTY NUMBER TWO, WINTER 2002

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WINTER 2002 - IMPORTANT DATES

November 12 - 30

Winter Term registration

November 15 - Thursday

Thesis Meeting, mandatory for juniors
4:00 pm, Chapman 207

November 20 - Tuesday

Mentorship information Session
5:30 pm, CHC Library

November 21 - Wednesday

Fall Term graduates' last day for oral thesis defense

November 22 - 23

Thanksgiving Vacation

November 30 - Friday

Fall Term last day of classes

December 3 - 7

Fall Term finals week

December 6 - Thursday

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

January 7 - Wednesday

Winter Term classes begin

January 18 - Friday

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

January 21 - Monday

Martin Luther King Holiday

March 15 - Friday

Winter Term last day of classes

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 - 31

Spring Vacation

November 2001

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MENTORSHIPS & INTERNSHIPS

Are you anxious about life after college? Whether you are graduating in June or eager to get a head start on the planning process, the Clark Honors College Mentorship and Internship Programs can help! Obtaining an internship and finding a mentor will help you to excel in college and succeed after graduation.

The best way to discover the hidden rules and culture of a particular field is to have a mentor in that field. We have a large network of enthusiastic CHC graduates ready to help you gain an orientation to the career areas that interest you. Find out the secrets to success in your field.

Now that the job market is tightening, it is increasingly important to have applied experience

in your field. Internships can give you experience in professional areas relevant to your major and professional interests, while also developing valuable relationships with people who have experience in the careers you want to explore.

Internships and mentorships with CHC alumni are available in a wide variety of areas, including law, medicine, journalism, psychology, public service, and computer science. For a complete list of professional areas, and for information about finding an internship and working with a mentor, contact Jessica Best, Director of the Honors College Mentorship and Internship Programs. Email bestje@oregon.uoregon.edu or call 346-7033. To participate, you must attend the Mentorship Information Session on Tuesday, November 20, 5:30 pm, in the CHC library.

2001-2001 SCHOLARSHIP AND AWARD RECIPIENTS

Anna Barnett has received the Jean Wittemyer Memorial Scholarship for exceptional promise.

Serene J. Khader has received the Andrea Gellatly Memorial Scholarship for academic excellence, breadth of interest, and social concern.

Margaret Maffai has been awarded a Clark Honors College Service Scholarship for service within the CHC community and academic excellence.

Amanda Stout has been selected to receive the Willma Wittemyer Memorial Scholastic Achievement Prize for demonstrating academic progress and promise of further outstanding achievement.

Veronica Sunderland-Perez has won the Edward C. Sargent III Award as a pre-med student who combines the qualities of idealism, commitment to humanity, openness to alternatives, and an interest in preserving and protecting the environment.

Rose Whitmore has been awarded the Wigham Family Prize for outstanding academic promise.

HONORS COLLEGE STUDENT ASSOCIATION

The Honors College Student Association wants to hear from you! Throughout the year, the HCSA will plan a variety of events for the whole community, including panel discussions, a film series, trips to the beach, and a *Sunday of Shakespeare* in Ashland. The HCSA will make the student voice heard when the Honors College hires a new tenure-track history professor, and we are committed to helping students express themselves artistically by planning performance showcases and displaying art by Honors College students on the second floor of Chapman Hall. Visit us online at <http://honors.uoregon.edu/students/hcsa> or email us at hcsa@gladstone.uoregon.edu.

All students are welcome to attend HCSA meetings and events, and we are eager to hear *your* ideas about new events and projects!

Robin MillerChair
 Martha Steele and
 Berkeley Williamson.....Art Committee
 Jen Schroeder and
 Rachel Koroloff.....Speakers & Events
 Cori BeyerStudent Hiring Process
 (SHiP) Committee

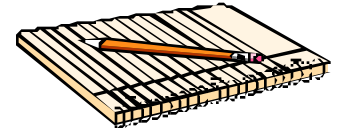
2001 LITERATURE ESSAY PRIZES

Winners (in alphabetical order):

- **Katie Howard**, "Symbolism of Cars in *Mrs. Dalloway*"
- **Lynelle Smith**, "Bovary in Your Eye"

Honorable Mention:

- **Beth Murrill**, "Things Can't Change in a Day"



2001 HISTORY ESSAY PRIZES

Winners (in alphabetical order):

- **Andrew Eickmann**, "The Spirit of Ecumenism and the Premature *Joint Declaration on the Doctrine of Religion*"
- **Zach Mull**, "Economic, Political and Cultural Causes of the Opium War"

Honorable Mention (in alphabetical order):

- **Jenelle Bray**, "The Sensationalist and Mechanistic Atheism of d'Holbach's *System of Nature*"
- **Peter Hallinan**, "Artificial Lighting in the Nineteenth Century"
- **Kat Ortlund**, "Sex in Plato and Early Christian Texts"
- **Nicolar Viles**, "White but not White Enough: British Policy of the Irish Potato Famine"
- **Renee Woodruff**, "The Fiend of Whitechapel: A Look at the Ripple Effect of Jack the Ripper Murders and Victorian Society"

THE CREATIVE ARTS JOURNAL GOES DIGITAL!

Honors College Students Submit!

...to the Creative Arts Journal, 2001-2002! Not only will you be able to submit your poetry, stories, dialogues, drawings, and photographs, but audio and video submissions will also be considered. Complete a submission form in the CHC Office and leave the form and your masterpiece with Jody Green. The deadline is Monday, December 3rd. For more information, contact Lindsay Henning, editor, at hcarts@darkwing.

ANNUAL ADVISING

Students are required to see their advisers at least once a year to make sure that they are fulfilling all of the CHC core requirements. One of the most important aspects of the Clark Honors College experience is the close faculty advising available to our students. If you don't know who your adviser is, please come to the CHC Office.



MANDATORY THESIS MEETING

The thesis meeting is on Thursday, November 15th in Chapman 207 and it is *mandatory* for

- **Sophomores** who plan to study abroad next year,
- **Juniors** – all of you, and
- **Seniors** who missed the meeting last year.

If you absolutely cannot make this meeting, you must contact Janice Marshall at 346-2514 or email: jmarshall@oregon.uoregon.edu.

IMPORTANT INFORMATION FOR SENIORS

1. Senior Thesis Seminar

Senior Thesis Seminar must be taken at least two terms before graduation. All seniors planning to graduate Summer 2002 should take Senior Seminar this Winter Term. Those who have not yet enrolled in Senior Seminar must file a pink *Application for Enrollment in Senior Seminar* form with Jody Green before they can enroll or get on the wait list to enroll. Be forewarned that spaces may be limited.

2. Graduation Analysis

Seniors should see their CHC advisors for a formal graduation analysis as early as possible and then have Janice Marshall check their file to be sure that no other analysis will be needed. Seniors should also have a graduation analysis done in their major department.

3. Scheduling Oral Defense

Seniors need to schedule their oral defenses through Janice Marshall. Be prepared with several options for both dates and CHC professors for your committee. There is a limit of one oral per week for each CHC professor, so don't delay – the weeks get booked very quickly – and don't assume you can get the CHC faculty member of your choice.

No Oral Defense of Thesis will be scheduled during or after the final two weeks of the term (Dead Week and finals week) nor during the vacation breaks during the nine-month academic year.

Once the oral defense has been scheduled, the student must submit the purple *Final Thesis Information* form to Jody Green no later than three weeks before the defense.

4. Fellowships

CHC Senior Research Fellowships are available for 2000-2001. Because the senior thesis and an oral examination are mandatory for graduation from the Honors College, it is important to be able to count on financial help with the expenses of producing a thesis. Typical expenses reimbursed are: costs of required books that are unavailable in libraries, copying expenses, lab equipment and long distance phone calls connected with research.

In order to receive fellowship support, students must submit receipts and a Senior Research Fellowship Application form to the CHC office *after* the final two copies of the thesis have been turned in. Emergency requests for funds in advance of completion of the thesis may be submitted for special review anytime after the senior thesis prospectus, signed by the faculty advisor, has been submitted to CHC.

WINTER 2002 COURSE DESCRIPTIONS

LITERATURE

HC 102H			4 Credits
CRN 22069	9:00-9:50	MWF	CHA 307
CRN 22070	10:00-10:50	MWF	CHA 307

Professor Henry Alley

HONORS COLLEGE LITERATURE

“Suppressed Voices in the Renaissance and the Neoclassic Age”

The texts are Chaucer’s Canterbury Tales, Shakespeare’s Measure for Measure and King Lear, Behn’s The Rover, Milton’s Paradise Lost, Pope’s “Essay on Man,” and Austen’s Pride and Prejudice.

The course will explore major debatable literary topics, as proposed by classic texts. We will look at the gain and loss of ideal worlds proposed by the Renaissance and Restoration (Aphra Behn, Shakespeare, Milton), and the subsequent equilibrium attained by the 18th century (Pope and Austen). The class will also study the forms of tragedy (King Lear), comedy (Measure for Measure, The Rover, Pride and Prejudice), and epic (Paradise Lost). We will be particularly interested in how previously marginalized voices – in women, in political rebels, in people in underprivileged classes, in artists – actually acquire a voice in these texts.

Class will consist of discussion, lecture, and semi-formal debate. In lecture, particular emphasis will be given to recent scholarship, which calls for a new focus on great women authors, such as Aphra Behn, as well as a revision of how we view such classic writers as Milton, Austen, and Shakespeare.

Writing assignments will emphasize close readings to the texts. There will be papers, plus a journal. The course will be a balance of lecture and discussion.

HC 102H			4 Credits
CRN 22073	10:00-11:20	UH	CHA 307
CRN 22074	12:00-13:20	UH	CHA 307

Professor Louise Bishop

HONORS COLLEGE LITERATURE

“What’s love got to do with it? Literature from the High Middle Ages to the Enlightenment”

Continuing Fall’s survey of western literature, we will begin with Dante (*La Vita Nuova*) and Chaucer (*The Wife of Bath*) in order to assess the invention of love. From there, through Castiglione’s *The Book of the Courtier*, we will consider how the writing, production, and even the definition of literary works changes in the Early Modern period. Reading Shakespeare’s *Tempest* will bring us to questions about dramatic representation, family, and the colonial enterprise. We’ll look at Madame de Lafayette’s *Princess of Cleves*, a novel about the French court, and Swift’s *Gulliver’s Travels*, a parody of travel literature, to help us discuss the advent of the novel and its relationship to science, class, and the meaning(s) of love.

Requirements include response papers, articles summaries, formal papers, and a final exam.

HC 102H			4 Credits
CRN 22071	14:00-14:50	MWF	CHA 307
CRN 22072	8:00-9:20	UH	CHA 307

Professor Helen Southworth

HONORS COLLEGE LITERATURE

“Spaces of Literature and Literary Spaces”

In this course we’ll study texts dating from the high middle ages through to the Enlightenment. We’ll explore the cultural and historical developments that accompanied the composition of these works. We’ll ask what makes a text great or classic. Particular focus will be paid to issues of space and place in the works studied: utopias and dystopias, real and imagined spaces and places. Texts will include: Christine de Pisan’s Book of the City of Women, Milton’s Paradise Lost, Swift’s Gulliver’s Travels, Voltaire’s Candide, Shakespeare’s “The Tempest,” and More’s Utopia.

In class we will do close readings of the texts, semi-formal debates and group work. I require two formal papers and midterm and final exams. Students will also be asked to keep a reading journal.



HISTORY

<u>HC 108H</u>			<u>4 Credits</u>
<u>CRN 22075</u>	<u>9:00-9:50</u>	<u>MWF</u>	<u>GRAY 240B</u>

Professor Alex Dracobly, 346-5910, Grayson 329

HONORS COLLEGE HISTORY

This course is an introductory survey of European history from the middle of the 14th to the end of the 18th century. We will focus on major developments and changes in the political institutions, forms of social and economic organization, and attitudes and beliefs that characterized European "civilization" during these years, and in particular the Renaissance, the Reformation, the Scientific Revolution, European expansionism, the rise of the state, the Enlightenment, and, finally, the crisis of the Old Regime. This course will thus center on the decline of medieval civilization and the emergence of recognizably "modern" beliefs and institutions in Europe. But we will also be concerned with how these larger processes affected everyday life, and the ways in which these changes can be seen in the art and literature of the period.

Readings include (in addition to the textbook) a large variety of texts from the Renaissance and the Enlightenment, a book on "the Atlantic World in the Age of Empire," and a selection of Galileo's writings.

<u>HC 108H</u>			<u>4 Credits</u>
<u>CRN 22076</u>	<u>11:00-11:50</u>	<u>MWF</u>	<u>CHA 307</u>
<u>CRN 22077</u>	<u>13:00-13:50</u>	<u>MWF</u>	<u>CHA 307</u>

Professor Joseph Fracchia

HONORS COLLEGE HISTORY

This course will focus on the fundamental changes that occurred in European society from the Renaissance to the French Revolution. The changes during this period transformed Europe from the provincial backwater it was at the waning of the Middle Ages into the dominant military and economic power in the world. We will analyze developments within Europe including: the slow dissolution of feudal society; the erratic but inexorable growth of the capitalist market economy; the centralization of political power and the origins of the modern nation-state; the emergence of a new social order divided in new ways by class and gender; and the social and cultural movements accompanying these developments (Renaissance, Reformation, Enlightenment). In this study of developments within Europe, we will analyze social forms and attempt to reconstruct modes of behavior and the

tone of daily life; we will also study art and literature, religion and philosophy as means of understanding how contemporaries perceived their world and attempted to solve its problems.

In order to understand European developments in world-historical perspective, we will analyze European conquest of the non-Western world as a conflict of cultures. We will focus on the motives behind European expansion, and on the cultural values that Europeans confronted and tried to supplant with their own. Since so many current conflicts, both within the West and around the world have their origins in this period, an understanding of Europe's rise to dominance and the origins of its relations with the rest of the world is crucial to understanding the present.

Assignments include a group project, two medium length papers, and a final exam.

<u>HC 108H</u>			<u>4 Credits</u>
<u>CRN 22078</u>	<u>10:00-11:20</u>	<u>UH</u>	<u>CHA 303</u>

Professor Daniel Rosenberg

HONORS COLLEGE HISTORY

"Worlds Old and New: The Early Modern Period"

Traditionally, Western Civilization has been taught as a "roots" curriculum. In the United States, educational institutions taught a "Western Tradition" that was supposed to have led directly from Greece and Rome to Western Europe and finally to North America. It was also understood to represent the highest of history's cultural and intellectual achievements. In recent years, critics have argued that this story excludes the many other building blocks of the modern world, be they the stories of the historically silenced or those outside of the "West" entirely. These critiques have inspired new ways of studying history and new fields of study. In this course, we will set out to understand what has been called the "Western Tradition" in different terms. On the one hand, we will try to ground ourselves in some of the historical and literary foundations for modern institutions and ideas. On the other hand, we will constantly observe and examine, divisions, conflicts, contacts, multiplicities, and hybrids. And we will treat the study of early modern European history as an opportunity to understand historical difference as well as historical continuity. In this course, we will examine the history of Europe from the Renaissance to the French Revolution. Topics of special interest include the idea of the modern, cultural contact and conflict, scientific rationality, political revolution, and the history of sexuality.

<u>HC 108H</u>		<u>4 Credits</u>	
CRN 22079	12:00-13:20	UH	GRAY 121
CRN 22080	14:00-15:20	UH	CHA 307

Professor Elizabeth McCartney

HONORS COLLEGE HISTORY

This course examines, through lecture and discussion, the major developments in European culture between the late Middle Ages and the opening salvo of the French Revolution (1789). Subjects of special interest include the late-medieval monarchies, the Italian Renaissance and city-states, the Reformation and Counter-Reformation cultures of the 16th and 17th centuries, and the 18th century as an “age of enlightenment.” The reading selections have been chosen to highlight the unique contributions of each culture in the contexts of art, architecture, politics, and religion (including the violence of Wars of Religion). A special feature of the course is the frequent recourse to images found in contemporary manuscript and print-culture.



SCIENCE

<u>HC 211H</u>		<u>4 Credits</u>	
CRN 22084	12:00-13:20	UH	CHA 303
Lab	16:00-16:50	W	CHA 303

Professor Michael Anderson

HONORS COLLEGE INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY

An honors level introduction to experimental psychology. We will focus on topics in cognition, including sensation, perception, learning, memory, thinking, language and creativity. Research methods will also be covered. The course will consider both behavioral and neuroscientific approaches to human (and where relevant, animal) cognition.

SPECIAL STUDIES

<u>HC 199H</u>		<u>3 Credits</u>	
CRN 25033	15:00-15:50	MWF	CON 203

Professor David Frank

SPECIAL STUDIES

“Moral Reasoning and Public Speaking”

Through careful examination of famous public speeches by Martin Luther King, Jr., Malcolm X, Jessie Jackson, Barbara Jordan, and others, we will identify the principles of moral reasoning and effective public speaking. Students will write one three-page paper on one famous speech and will take a short examination on the principles of moral public speaking. Once these principles are identified and understood, students will present three speeches and engage in two debates on race relations in America. These exercises will be designed to help in the development of habits of mind and speech needed to wed knowledge to eloquence.

<u>HC 399H</u>		<u>1-5 Credits</u>	
CRN 22087	16:00-17:20	MW	CON 201

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 habits of mind and speech through intercollegiate 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). Two debate topics are debated each academic year. Novice and experienced student debaters are welcome.

Individual events students select from among ten to fifteen public speaking and oral interpretation events and, in addition, work to prepare and perfect speeches designed to persuade, entertain and move.

Students are graded on their performances.

SPECIAL PROBLEMS

HC 406H 2 Credits
CRN 24626 16:00-17:20 MW GRAY 473

Professor David Frank

SPECIAL PROBLEMS

"Judging Speeches and Debates"

This class will provide students with the instruction they will need to evaluate public speeches and debates. Students will learn how to judge oratory, oral interpretation, extemporaneous speaking, impromptu speaking, editorial commentary, expository speaking, debate, and other speaking events. Students will judge high school students competing in these events at the annual University of Oregon High School tournament in February and write critiques. Students will be graded on the quality of their critiques.

COLLOQUIA

COLLOQUIA ARE LIMITED TO STUDENTS WITH SOPHOMORE STANDING AND ABOVE.

HC 408H 4 Credits
CRN 22096 16:00-17:20 MW CHA 307

Professor Robert Kyr

HONORS COLLEGE COLLOQUIUM

"Waging Peace through Text and Music"

Following the tragedy of September 11th and its aftermath, it is more important than ever for individuals to find creative ways to voice their hopes regarding the waging of peace in the world. In this course, students will take three concurrent "journeys of exploration" that prepare them to write several "texts for music" on the theme of peace. Each student will be paired with a composer from the School of Music who will set at least one of his or her texts. The collaborations by the writers and composers (Clark Honors College and School of Music) will be performed in a concert during spring quarter following the completion of the course.

The three "journeys of exploration" are:

- "*The Essayist's Journey: The Art of Writing*"—Readings and discussion of interviews, letters, and essays on the art of writing by Rainer Maria Rilke ("Letters to a Young Poet"), Annie Dillard ("The Writing Life"), Gary Snyder ("The Real Work"), Denise Levertov ("The Poet in the World"), and William Stafford ("Crossing Unmarked Snow").

- "*The Composer's Journey: Setting Text to Music*"—An exploration of the relationship between text and music in art songs by Franz Schubert, Robert Schumann, Johannes Brahms, Hugo Wolf, Charles Ives, Aaron Copland, Samuel Barber, and Benjamin Britten. Students will listen to art songs by these composers in preparation for class discussion. (PLEASE NOTE: There is NO music prerequisite for this course.)

- "*The Poet's Journey: Form, Sound, and Meaning*"—A study and discussion of poetic forms ("The Making of a Poem" by Mark Strand and Eavan Boland) and readings from an anthology ("The Body Electric: America's Best Poetry from the American Poetry Review"). Students will listen to recordings of poetry readings by acclaimed poets, as represented in the collection (with audio materials), "Poetry Speaks."

The three journeys will converge in the final project, for which students will write their own "texts for music" under the guidance of the teacher. As part of this mentorship process, the course will include several workshop sessions and special meetings in focal groups (2-3 students with the teacher). In addition to the final project, two papers (3-5 pages), and a one-hour mid-term exam will be required.

If you intend to take this course, please contact Robert Kyr (rkyr@oregon.uoregon.edu) as soon as possible so that a composer from the School of Music can be selected to collaborate with each Clark Honors College student.

HC 408H 4 Credits
CRN 24629 12:00-13:20 UH GRAY 240B

Professor Daniel Rosenberg

HONORS COLLEGE COLLOQUIUM

"Histories of the Future"

This course examines the diverse ways in which futures have been imagined and made in different historical and cultural settings. We will be especially interested in the narrative, figurative, and practical mechanisms through which the category "future" operates in literature, art, and in everyday life. Topics of discussion will include: exemplarity, repetition, progress, prophesy, apocalypse, utopia, and dystopia. Objects of study will include selections from historiography, philosophy, literature, and film. Students who enroll in this class are asked to come to the first session prepared to discuss William Gibson's short story, "The Gernsback Effect" available in the course packet at the UO

Bookstore. Enrollment open to CHC students and by permission of instructor.

HC 408H 4 Credits
CRN 22094 14:00-15:20 UH GRAY 240B

Professor Cheyney Ryan

HONORS COLLEGE COLLOQUIUM

“Beyond Vengeance and Forgiveness: Responses to the Holocaust and Apartheid as Historical Crimes”

When acts of genocide or inhumanity occur, what should be the response? This question has achieved special urgency in recent years by the efforts of societies – like South Africa – to find new ways of addressing injustices, new ways of creating a more human future. What is the place for punishment in addressing past crimes? What is the place for forgiveness? Who is entitled to forgive, and what does it mean? These are some of the questions that we shall consider in this course. There will be a major focus on the holocaust and its aftermath, but other incidents of genocide/inhumanity will be addressed as well. Our aim will be to explore how we can create a more posi-



tive future from the sufferings of the past.

HC 408H 4 Credits
CRN 22095 9:00-9:50 MWF CHA 303

Professors Paul Engelking and Dennis Todd

HONORS COLLEGE COLLOQUIUM

“Willamette River Pollution”

In the 1970s, the Willamette River achieved international fame as a restoration success story. After more than a century of gross pollution, cleanup efforts by industries, municipalities, and citizens restored the river to apparently healthy conditions throughout its length. But now, a section of the river is listed as an EPA Superfund site, fish suffer from pollution-caused lesions and skeletal deformities, industries dump millions of pounds of

toxic chemicals into the river each year, and runoff from yards, streets, fields, and timber lands carries sediment, petroleum products, pesticides, fertilizers, and other pollutants into the river.

In this class, we will explore the science of freshwater ecology, review the history of the river and watershed, examine the sources, causes, and effects of pollution, and investigate how the river can be cleaned up. Student presentations, guest speakers, and lectures will present varied perspectives. Course requirements include class participation, term papers, presentations, and weekly reading reports, but no exams.

WORLD



PERSPECTIVES

HC 415H 4 Credits
CRN 24630 16:00-18:50 U CHA 307

Professor Carlos Aguirre

WORLD PERSPECTIVES

“Race in Latin America”

In 1977, the authors of a book on inequality in Peru argued that "the problems of 'race'... are of only peripheral significance in Spanish America." Today, very few analysts would agree with such a statement. Recent scholarly trends, as well as current developments in the region, have combined to bring race, ethnicity, and related issues to the forefront of political as well as academic debates. The "problems of race" are far from insignificant, and any attempt to understand contemporary Latin America from a historical perspective should take into account the evolution of racial ideas and forms of interaction in the region. This seminar attempts to examine the social, cultural, and political constructions of race and ethnicity in modern Latin America and their connections with the processes of class, gender, and national formation in the region.

SEMINARS

HC 407H			2 Credits
CRN 22092	14:00-15:50	W	CHA 303
CRN 22093	14:00-15:50	H	CHA 303

PASS/NO PASS ATTENDANCE MANDATORY

Professor Frances Cogan

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 a student in residence Fall Term. Students will spend a majority of their time in the semi-



nar polishing their prospectuses and then participating in a mock oral examination. Before enrolling in the seminar, students should have

1. a primary thesis adviser, chosen from their major department or school,
2. a rough draft of their prospectus, following the guidelines in the yellow *Honors College Thesis Manual* (available in the CHC Office),
3. consulted with their primary thesis adviser on possible second readers from their major department, and
4. filled out the Application for Enrollment in Senior Seminar form and turned it in to the HC office prior to the registration period.

The seminar will begin with several weeks of instruction and aid in polishing prospectuses. The majority of the term will involve oral presentations by all students with the primary thesis adviser 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 the 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 open-ended courses are subject to the same deadlines as all other courses.

HC 403H	CRN 22089	Variable Credits
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THESIS

HC 405H	CRN 22090	Variable Credits
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READING & CONFERENCE

HC 406H	CRN 22091	Variable Credits
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SPECIAL PROBLEMS

HC 409H	CRN 22097	Variable Credits
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PRACTICUM

SPRING TERM 2002

LITERATURE

HC 103H Honors College Literature - 6 sessions

HISTORY

HC 109H Honors College History - 6 sessions

SCIENCE

HC 209H Honors College Science (Schombert)

HC 212H Honors College Introduction to
Experimental Psychology (Simon)

SPECIAL STUDIES

HC 399H Forensics (Frank)

SEMINARS

HC 407H Senior Thesis Seminar (Schuman)

COLLOQUIA

HC 408H Human Genome Project (Todd/Sprague)

HC 408H Utopias and Dystopias (Cogan)

HC 408H Evolution, Cooperation, Ethics (Orbell)

HC 408H Rebellion & Evolution (Moore)

WORLD PERSPECTIVES

HC 415H Global Human Rights (Frank/Gassama)

HC 415H Thinking Through September 11th
(Frank)