HNRS - Honors

Courses numbered 100 to 299 = lower-division; 300 to 499 = upper-division; 500 to 799 = undergraduate/graduate.

HNRS 101. Introduction to the University (3).
Designed especially for first-year students, with the goal of preparing students to succeed in college, including graduating in a timely fashion. Provides students with information about: college expectations; academic major, career and life planning; study skills; teaching and learning styles; respecting diversity of thought and culture; critical thinking; leadership training; campus resources; university policies and procedures; personal finances; health and fitness; and the benefits of engagement in student organizations. Students are introduced to faculty and staff from across the campus, and create an individualized graduation plan through a process of developmental advising.

HNRS 104. Seminar I: Fine Arts (3-4).
General education fine arts introductory course. Topics vary. Prerequisite: beginning honors student or permission of the Cohen Honors College.

HNRS 104B. Art of Theater (3).
General education fine arts introductory course. Seminar examines theatre as an art form, and explores its value in our lives. It approaches these topics through readings, discussions and attendances at performances. Actors, designers, and directors in the Wichita area bring their expertise to class through presentations and talk-backs. In addition to readings and discussions, the course includes several experiential opportunities outside of the classroom. Creative projects for the class are also a strong component.

HNRS 105. Seminar I: Humanities (3-4).
General education humanities introductory course. Topics vary. Prerequisite: beginning honors student or permission of the Cohen Honors College.

HNRS 105G. War: Strategic Studies (3).
General education humanities introductory course. Conflict and warfare are about as normal as anything in human affairs. Many find this shameful and disgusting and like to think of warfare as aberrant. Many of the same people who feel this way admire and respect soldiers, are stirred by military displays, and spend hours each week playing combat-based video games (or chess). This seminar is not about whether war is a good thing, a bad thing, or a necessary evil. It is about how it works. At the center of this theme lies the concept of strategy. Effective strategic thinking is one of the highest level forms of applied intelligence. It requires a synoptic grasp of many variables and is inherently interactive — great commanders know how to get inside the heads of their enemies. War is perhaps the most demanding field in which strategic thinking is employed, but not the only one. Almost all the great students of strategy approach it historically and so will we.

HNRS 106. Seminar I: Social and Behavioral Sciences (3-4).
General education social and behavioral sciences introductory course. Topics vary. Prerequisite: Beginning honors student or permission of the Cohen Honors College.

HNRS 107. Seminar I: Mathematics and Natural Sciences (1-5).
1-3 Classroom hours; 2-4 Lab hours. General education math and natural sciences introductory course. Topics vary. Prerequisite: Beginning honors student or permission of the Cohen Honors College.

HNRS 150. Seminar II: Fine Arts (3-4).
General education fine arts introductory course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 151. Seminar II: Humanities (3-4).
General education humanities introductory course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 152. Seminar II: Social and Behavioral Sciences (3-4).
General education social and behavioral sciences introductory course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 152F. Leadership Challenge (3).
General education social and behavioral sciences introductory course. Course takes the perspective of Astin and Astin (2000) that... “an important leadership development challenge for higher education is to empower students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents.” Course embraces adaptive challenges and creates conditions for students to exercise leadership in real time. Uses experiential methods so that the classroom serves as a learning laboratory for leadership development. In the end, this experience is about developing the capacity to serve as effective social change agents.

HNRS 153. Seminar II: Mathematics and Natural Sciences (3-5).
1-3 Classroom hours; 2-4 Lab hours. General education math and natural sciences introductory course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 153B. The Dynamic Universe (3).
General education math and natural sciences introductory course. Designed to introduce students to the fascinating subject of astronomy. Focuses heavily on current space missions and astronomical events. Covers a variety of topics, including the solar system, the sun, the stars, stellar evolution (birth, life and death of stars), galaxies and cosmology (the origin and fate of the universe).

HNRS 153T. Big Bang, Black Holes, the Fate of the Universe (3).
General education math and natural sciences introductory course. Nonmathematical introduction to the theory of the Big Bang. Examines the history of the universe from its beginning through the most recent spacecraft missions. Students learn concepts that tie many different subjects together, contributing a valuable piece to their comprehensive education.

HNRS 300. Introduction to the University for Transfer Students (1-2).
Designed especially for students who have recently transferred to WSU from another institution, with the goal of preparing students to succeed, including graduating in a timely fashion. Provides students with information about: expectations of WSU professors; academic major, career and life planning; study skills; teaching and learning styles; respecting diversity of thought and culture; critical thinking; leadership training; campus resources; university policies and procedures; personal finances; health and fitness; and the benefits of engagement in student organizations. Students are introduced to faculty and staff from across the campus, and create an individualized graduation plan through a process of developmental advising.

HNRS 304. Seminar III: Fine Arts (3-4).
General education humanities and fine arts advanced issues and perspectives course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 304E. The Arts in Wichita (3).
General education humanities and fine arts advanced issues and perspectives course. Hybrid course (part of the course interaction is online) looks at the role of the arts (music, dance, art and theatre) in the Wichita community. Explores the role of the audience and patronage, the impact of the arts in the local community, arts management and
marketing by meeting at various art events or venues in Wichita and meeting with local arts managers and artists in class. Because this is a hybrid course, part of it is delivered online. Students are expected to participate in discussion forums and online activities to earn full credit.

**HNRS 304F. Discovering Creativity (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* Based on the concept that all humans are creative beings who are involved in the creative process. Explores this concept through creative exercises inspired by the core text, Discovering the Creative Impulse by Harold Popp. Students review creative processes and products and discuss the uniqueness of human needs, drives and activities. Diverse perspectives are integral to the creative endeavor not only in art and in science, but across disciplines, cultures, ages and experiences.

**HNRS 305. Seminar III: Humanities (3-4).**  
*General education humanities and fine arts advanced issues and perspectives course.* Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

**HNRS 305E. Video Games and Philosophy (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* Uses video games from their earliest days to the present as a launching pad for discussion of a host of mind-bending philosophical issues in ethics, metaphysics, epistemology and logic. The coverage of specific video games and philosophical topics are determined in part by student interest and may include such questions as: What is the value in playing video games? Can you do something “morally wrong” in the context of a video game, or does anything go? Is killing in a video game bad for your moral character in real life? Is time travel really possible? Could an artificial intelligence really exist? Is faster-than-light travel possible? Is teleportation really possible (and desirable)? Video games sometimes involve supernatural beings, magic and other occult ideas — what can be learned about the philosophy of religion from such games? What kinds of beings do (or could) count as “persons” in the strict sense? Where is the line between simulation and reality? How do we know we aren’t characters in a video game right now? What, if anything, do game-theoretical concepts such as The Prisoner’s Dilemma teach about real decision making? Why are video games predominantly played by males? Is it okay that your Kinnect is watching you? Who “owns” extremely popular games — the players or the creators? In addition to the main focus on video games themselves, students discuss some books and movies that touch on related issues: The Last Starfighter, Tron, Ender’s Game, The Matrix, Lara Croft, Star Trek, and more. Grades are based on several shorter plus one longer written assignment, a group project and related in-class presentation, and class participation.

**HNRS 305F. Epidemics in World History (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* focusses on the history of the impacts and human responses to a specific epidemic outbreak or outbreaks. Begins with an overview of epidemics and human response and focuses in depth on legionella and Legionnaires’ disease. This examination situates current events into the history of the bacteria and traces the public health, scientific and popular responses to the infectious organism. Course is conducted seminar style with student discussion and participation forming a portion of the grade. Students are also graded on both a written project and an oral presentation of their research. If enrollment merits, the final research project may be a collaborative effort. Course objective is to get the students digging into the history of Legionnaires’ disease and applying a critical eye to contemporary events and approaches to the disease.

**HNRS 305G. Governing Women’s Bodies in the 20th Century (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* Examines the legal, medical, and media-driven cultural attempts to govern women’s bodies throughout the 20th century in the United States. Historically marginalized, American women often found the battle to secure greater legal rights; access to political, economic, and social power; and ability to make basic choices about their lives centered on a fight to control their bodies. Course covers such topics as property and wage rights, suffrage and legal access, medical authority and consent, as well as the television and movie images of the female ideal that attempt to govern women’s bodies in the 20th century and shape the way contemporary Americans think about women today.

**HNRS 305L. Science, Religion & Philosophy (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* Scientific inquiry and religious belief have a complicated, intertwined history. One influential view argues that religion partly inspired the rise of science and certainly the church often supported it. But some of the most dramatic and defining moments in modern history center on science-religion conflict, and many secularists and religious define the modern era as the age of anti-religion secularism. This seminar explores the relation of science and religion through case studies of some of the most dramatic conflicts and debates seemingly pitting them against one another. The primary case studies are the famous trial of Galileo by the Inquisition in the 1630s, and the reception of Darwin’s theory of evolution in the later 19th century. Also examines cosmology and debates about the origins of the universe. In each case, students study the conflicting views in their own terms before considering how disputes between them can best be understood and perhaps resolved. Students do several mini-research projects to develop information on each topic. Students stage debates, mock trials, etc., to focus and sharpen the points of conflict. One outcome is guaranteed: what everyone thinks they “know” about these famous conflicts and debates is, in fact, often false or badly distorted.

**HNRS 305J. Minds and Machines (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* People have constructed machines designed to imitate living creatures in some way long before there were electronic computers. When is a machine’s behavior appropriately called “intelligent?” Must it be capable of using a language? Must a machine be capable of learning in order to be regarded as intelligent? Must it be able to communicate with humans? What criteria are appropriate for judging that an animal’s behavior is intelligent; should the same criteria be used for machine intelligence? What lessons about machine intelligence should be taken from debates over recent studies of intelligence in animals with nervous systems very different from humans (e.g., corvids, cephalopods)? Students consider these and other, related questions. Course takes a historical and interdisciplinary approach, drawing on works in philosophy, literature, science and history of science.

**HNRS 305K. The Rise and Fall of Athens (3).**  
*General education humanities and fine arts advanced issues and perspectives course.* Who were the men and women of Athens, what were they like and how did they see themselves? Students read Homer’s Odyssey and parts of the Iliad (how they saw themselves), then track the Athenians as a developing sea power (the Rise), an empire, and then a city conquered by plague, constant war, politics, and the scarcity of wheat (the Fall). Students also try seeing Athens from other angles: Plutarch’s Lives (of famous Greeks) for example, and Mary Renault’s historical novels. Students investigate the Spartans, a contrasting culture and always a potential enemy of Athens. They read Brian Doerries’s
recent The Theater of War. He uses Greek plays (in readers' theater) to help returning veterans confront their memories. The Greeks, too, fought a very long war; their plays are full of it. Students read some of them, too, and then look at Barry Posen's Restraint (2015). He proposes for the U.S. military a grand strategy of sea power, the same strategy Perikles designed for Athens. Students finish the course with a brief look at Philip, then Alexander of Macedon, who subdued both Sparta and Athens, then united the Greeks in a years-long conquest of Persia that spread Hellenism as far as India. Great powers rise, then fall. What that entails is what this course is about.

HNRS 305M. Science Fiction and Human Destiny (3).
General education humanities and fine arts advanced issues and perspectives course. Science fiction is chameleon-like. Although a well-defined niche in publishing, no standard definition captures its variety and scope. Even science can be an afterthought in mainstream works of science fiction. The audience for it tends to be male, but many of the most admired and successful writers in the field are women. Some classic science fiction fits narrow stereotypes (“scientists save the world,” or “mad scientist threatens the world”), while other classics explode those same stereotypes. All of this, coupled with the genre's popularity, says something about where our imaginations live in the 21st century. Seminar examines a wide range of contemporary science fiction — novels, stories and films — with a view to both the methods and ideas that make science fiction what it is. Is science fiction prophetic, or more a mirror for our contemporary hopes and fears? Is it escapist literature, or a special kind of “realistic” fiction? Assignments include interpretative essays and a semester project: the creation of an invented world that could be a setting for science fiction stories.

HNRS 305P. Epics and Identities: The Emergence of European Nationhood (3).
General education humanities and fine arts advanced issues and perspectives course. Studies early western European long poems to examine social justice, cultural patterns and world views. Epics are core expressions of national identities. Heroes, acting or reacting in difficult situations, model social behavior within a matrix of communal values. Tribes, bands, armies, towns and kingdoms demonstrate the hunger for justice guided by cultural goals and taboos. Each poem is finally an expression of nationhood, the common view of self and others acquired by dealing with adversity over time within a particular historical context.

HNRS 305Q. Dystopian Literature & the Modern Era (3).
General education humanities and fine arts advanced issues and perspectives course. Examines some of the well-known, contemporary works of dystopian literature and explores the questions -- Are things really as bad as they seem? and “What is the purpose of dystopian literature?” Both utopias and dystopias can be found as far back as ancient Greece. Critic Warren Wagar argues that the modern dystopian novel is preoccupied with “isolation, spiritual and emotional emptiness, alienation,” and focuses more than mainstream novels do on “the alienating effects of science and technology.” To test Wagar’s ideas, students read works from modern English-language literature including: H.G. Wells’s “The War of the Worlds,” Aldous Huxley’s “Brave New World,” Anthony Burgess’ “The Wanting Seed,” Doris Lessing’s “Memoirs of a Survivor,” P.D. James’ “The Children of Men,” and Angela Carter’s “The Infernal Desire Machines of Doctor Hoffman.”

HNRS 305R. Philosophy of Space Exploration (3).
General education humanities and fine arts advanced issues and perspectives course. Explores a number of issues related to the philosophy, ethics and policy of space exploration. Begins with foundational questions: Are expenditures on spaceflight ethically justifiable? What varieties of missions should be prioritized? Moves to issues pertaining to environmentalism in space, using discussions of theories of natural value to address issues such as orbital debris, planetary protection and terraforming. Examines issues related to near-term space policy, including legal and ethical issues raised by commercial space development and by space resource exploitation (e.g., asteroid mining and lunar mining). Reading list and topics vary based on class interests.

HNRS 305S. American Law and Film (3).
General education humanities and fine arts advanced issues and perspectives course. Focuses on the portrayal of the legal system in films. Students use film as a lens through which to examine the American criminal and civil justice systems, lawyers and legal education, and social and civil rights. Considers how film helps shape public perception of lawyers, creates viewer expectations regarding law and justice, and may even influence the conduct of practicing attorneys and judges.

HNRS 305T. The Invention of Latin America (3).
General education humanities and fine arts advanced issues and perspectives course. Cross-listed as PHIL 590AC. Engages the writings of contemporary and 20th century Latin American thinkers emphasizing questions concerning the historical origins of Latin American identity. Focuses on the ways in which social-political oppression has shaped Latin American identity, and on the nature of philosophical reflection conducted from the ‘margin’ of the Western tradition. Course also emphasizes the social-political aspects of U.S. immigration policy, both its genesis and its impacts on Latin American communities. Examines more traditional philosophical topics concerning liberty, equality and security — and brings those topics to bear on current discussions of immigration and Latin American identity.

HNRS 305U. The Power of Storytelling (3).
General education humanities and fine arts advanced issues and perspectives course. Seminar introduces students to the research in narrative and storytelling, familiarizes them with elements of effective narrative structure, and explores examples of narratives and their use to persuade through history. Students work throughout the semester to each complete a narrative account of their own life, developing story-telling techniques while also self-reflecting on key events that have been transformative. In addition, as a class, students complete a literature review on the topic and share information.

HNRS 305V. Language and Community (3).
General education humanities and fine arts advanced issues and perspectives course. This is an interdisciplinary course that addresses topics within the fields of linguistics, communication studies, anthropology, sociology, education, and public health. Topics include: Language, interaction, and identity in multilingual community contexts; the meaning and value of language within specific communities; how societal language ideologies are reflected in community language practices and institutional policies; health and educational disparities in minority language communities; language maintenance within minority language communities; creative and innovative ways in which individuals use language to transform communities. Through an applied learning assignments, students will consider what it means to be a scholar of language engaged in the community; gain practical experience through service to address community language needs; and engage in community-based research.

HNRS 305W. Women in Tech: Historical, Social and Philosophical Perspectives (3).
General education humanities and fine arts advanced issues and perspectives course. Examines the rise of computing and information technology from the perspective of women in the profession, up through and including the present, and including intersection of racial and gender discrimination in the field. Course includes historical studies, effects of lack of diversity on quality of computing technology.
including bias in algorithms and machine learning, and issue of gender and the culture of "tech." Papers and discussion will require students to formulate their own critique of readings. For a final research assignment, students will identify where issues of bias and discrimination might be playing a role via AI, Big Data, or computing technology, or in a computer-related STEM profession, and make suggestions as to what could be done to improve the situation, modeled on the successful programs examined in readings and reports.

General education social and behavioral sciences advanced issues and perspectives course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 306B. Social Problems and Solutions (3).
General education social and behavioral sciences advanced issues and perspectives course. Students identify a social problem, assess why it is not being solved currently by public or private action, and then propose a solution. The definition of "social problem" is expansive, and can include issues of health, the environment, infrastructure, economics, applied science or technology, and the arts. Course begins with analysis of the contemporary politics of health insurance reform and immigration, but most student work consists of a self-directed social solution project. Examples of possible topics: FAA regulations and airline safety, global warming, support/lack of support for basic science research, arts education in schools, child and adult illiteracy.

HNRS 306C. The Art of Criminal Investigation (3).
General education social and behavioral sciences advanced issues and perspectives course. Introduces students to the philosophical principles underlying criminal investigation, as opposed to the procedures. Students learn the basics about crime and investigation, but the emphasis is on applying the principles to daily life. Critical thinking is required to examine the difference between evidence and personal belief. Students are challenged to justify their beliefs when confronted with conflicting evidence. Instead of investigating a crime, students investigate social issues with the detective mentality.

HNRS 306D. Law and Public Policy (3).
General education social and behavioral sciences advanced issues and perspectives course. The required introductory course for the Honors Law and Public Policy track. Focuses on how law and politics shapes the lives of citizens. Subjects covered include criminal law, drug courts, race and incarceration, free speech, freedom of religion, and judicial politics. Students complete a collaborative research project with the instructor. While this course may be of interest to students interested in going to law school, it is designed for all Honors students who are interested in how people organize their political and social lives through the law.

HNRS 306E. Hunger in NYC: Service and Leadership Needed (3).
General education social and behavioral sciences advanced issues and perspectives course. Student Involvement’s Alternative Spring Break program exposes WSU students to complex social and cultural issues through community visits and direct service. This experiential course uses an applied learning method of service-learning to explore food and shelter insecurities in New York City. Students travel to NYC during spring break to serve a variety of community-based organizations with the goal of fighting hunger and homelessness. Class explores social justice issues related to service through readings, discussion, writing, reorientation service in Wichita and research-based reflection.

HNRS 306F. Media Innovation, and Entrepreneurship (3).
General education social and behavioral sciences advanced issues and perspectives course. It is the early stage of an information revolution. In the course of an 18-year-old’s lifetime, communications has become increasingly social, mobile, visual and global. This course is intended to expand students’ knowledge about how digital communication and entrepreneurship have transformed society, business and lives. It is meant to inspire thinking about innovation, and what roles students may play in the future of communication. The course contributes to their media and business literacy. It may even launch them on a new path in their lives and careers. Uses reading, research, class discussion, guest speakers and blogs to broaden their understanding of what it all means to those in communication careers. Students complete a digital entrepreneurship project to conceptualize and present a website, blog, game or app they pitch to potential investors.

HNRS 306G. Alternative Break: Service Leadership (3).
General education social and behavioral sciences advanced issues and perspectives course. Student Involvement’s Alternative Spring Break program exposes WSU students to complex social and cultural issues through community visits and direct service. This experiential course uses an applied learning method of service-learning to explore a social justice issue through multiple communities both local and in an immersive travel environment. Students travel during spring break to serve in a variety of community based organizations. Course explores social justice issues related to service through readings, discussion, writing, reorientation service in Wichita and research-based reflection. Open to all students by application to Student Involvement. Repeatable once for credit. Course may only be used to fulfill one honors curriculum requirement.

1-3 Classroom hours; 2-4 Lab hours. General education math and natural sciences advanced issues and perspectives course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 310Q. Honors Tutorial - Engaging Leaders (1).
Offers students the unique opportunity to explore, discuss and analyze various professional fields directed by executive officials from different companies, corporations and industries throughout the Wichita area. Introduces participants to those leadership and transferable skills that rising leaders should possess and consider when choosing a career path. Provides for visits to various city facilities, exposure to different philosophies and styles of leadership, and gives participants a chance to assemble facts, evaluate options and become more comfortable with the transition from the classroom to the boardroom. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations, disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310R. Honors Tutorial - Evolving Leaders (1).
Designed for returning students to WSU who are looking to expand upon their leadership skills and abilities. Program focuses on creating well balanced leaders. Each participant receives a copy of The Well-Balanced Leader by Ron Roberts and is placed in a small group to present a chapter from the book. Each participant also helps plan the Leadership Discovery Summit, a half-day leadership workshop open to any WSU student. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations, disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310S. Honors Tutorial - Emerging Leaders (1).
Unique opportunity for WSU students to get on the fast-track to student leadership, campus, and community involvement. Participants have an opportunity to develop their leadership abilities through workshops, activities and reflection in order to prepare them for future leadership
experience at WSU and beyond. Each participant is paired up with an upperclassman mentor. These mentors are trained by Student Involvement to develop leadership potential on a peer level. They operate as a campus and community resource for their mentees as well as being an observable example of the qualities, character and actions of a student leader. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations, disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310T. Summer Leadership Institute (1).
A 5-day experience that allows each participant to evolve and expand upon leadership skills and abilities. Whether experienced or a novice leader, each individual is guided to develop and reflect upon where they currently are and where they would like to be as a leader. Participants are divided into leadership squads throughout the institute where they have the opportunity to discuss, analyze, and reflect upon the leadership lessons taught. Participants of SLI are guided to apply principles of leadership, develop self-awareness and teambuilding skills, and engage in critical thinking to address real-world leadership challenges.

HNRS 310V. LeaderShape Institute (1).
A six-day experience that challenges participants to lead with integrity and a healthy disregard for the impossible. Facilitates participants through a series of dynamic, challenging and exciting sessions designed to increase, develop and launch their leadership capacity. This experience benefits students individually and professionally, and benefits the communities/organizations they go on to lead and serve in the future. Participants cultivate leadership skills, reflect and discuss leadership lessons within a small cohort or cluster of students. Students attend at Rock Springs 4-H center on Sunday, January 7, and return to campus on Friday, January 12. Includes both large and small group discussion, guest speakers, ropes course, group activities and reflection. Prerequisite: permission from Student Involvement. Contact Kennedy Rogers kennedy.rogers@wichita.edu with any questions.

HNRS 310W. Homer’s Odyssey (1).
This tutorial is dedicated to close reading of Homer’s Odyssey. We will discuss and ponder for 8 weeks. Each student will write a 12 to 15 page essay that is somehow connected with the Odyssey. The instructor will consult with each student throughout the semester about the essay journey as you pass from denial to dream to germination to the flowering of bright pages. Students will give brief presentations of their essays near the end of the course.

HNRS 310X. First Year Research Experience: Introduction to STEM Research (2).
This course is designed for students selected to participate in the First Year Research Experience (FYRE) in STEM and will prepare students for conducting research in STEM fields and to develop a community of scientists among students. This course is an introduction to scientific research through lectures, discussions and readings about the design of projects, the understanding of the scientific literature, and the ethics of research and publication. Each student will be matched with a research mentor and will collaborate with their mentor to identify research questions, methods, and analysis. The course will introduce students to quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and techniques, format and presentation, and data management and analysis informed by commonly used methods in various fields. The course will develop each student’s ability to use this knowledge to become effective researchers in STEM fields. Prerequisite: Special permission from Honors required.

HNRS 351. Survey of Leadership (3).
General education humanities and fine arts advanced issues and perspectives course. The main leadership theories and a history of leadership thought are presented, leadership perspectives are debated, and examples of leadership in various contexts are discussed. After completing the seminar students should be able to recognize the main leadership theories, identify different leadership perspectives, recognize applications of leadership, and understand the benefits and challenges of leadership.

HNRS 352. Survey of Law & Public Policy (3).
General education humanities and fine arts advanced issues and perspectives course. Interdisciplinary introduction to the role of law and public policy in the public and private sectors. Provides a basic framework for understanding the differing rationale and methods associated with developing laws and public policies, and explores the impact of the political and social environment on the development, interpretation and application of both public policy and law.

HNRS 385. Advanced Academic Writing (3).
Course goal is to make honors students excellent academic writers. Going well beyond ENGL 101 and 102, attention is paid to topic selection, thesis construction and refinement, the use of supporting evidence, the evaluation of sources, organizing an argument, appropriate diction, and the conventions of various forms of academic writing (from bibliographies and exam answers to research papers and honors theses). Students develop grammatical competence and hone their abilities to express complex ideas clearly, concisely and precisely. Heavy emphasis on learning by doing, including intense feedback and revision processes. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 398. Travel Seminar (1-4).
Interdisciplinary travel seminar which allows a student travelling abroad to gain credit for the study of culture, art, literature, architecture, political, social, scientific and economic conditions while visiting historic places of interest. Students may enroll under the direction of the dean of the Cohen Honors College, a faculty member in any department, or as part of a travel experience organized through the Cohen Honors College. Prerequisite: permission of the Cohen Honors College.

HNRS 398C. Alternative Break: Africa (1-3).
Student Involvement’s Alternative Summer Break program exposes WSU students to complex social and cultural issues through community visits and direct service. Experiential course uses an applied learning method of service-learning to explore communities in developing rural Africa. Students travel to Africa during summer break to serve with community building through youth education and capacity building. Class explores social justice issues related to service through readings, discussion, writing, reorientation service in Wichita and research-based reflection.

HNRS 398E. Alt Break D.C. (3).
Experiential course uses an applied learning method of service-learning to explore a social justice issue or issues. Students travel during spring break to Washington D.C. to serve in a variety of community-based organizations. Students explore social justice issues related to service through readings, discussion, writing, reorientation service in Wichita and research-based reflection.

HNRS 398F. Corporate Social Responsibility - International Perspective (3).
Travel seminar. Examines corporate responsibility in an international perspective with visits to companies in the United Kingdom and France. Prepare for travel with a spring seminar that engages in close study and discussion of CSR, stakeholders and shareholders, sustainability reports
from leading global companies, and recent developments around the world. This hybrid course requires in-class and online participation and nine days of travel (5/19-5/24) organized through the EP study abroad program. Email Dr. Atul Rai atul.rai@wichita.edu with any questions.

HNRS 398G. Travel Seminar - Paris (1).
This experiential course connects study abroad in Paris, France at Campus Paris Eiffel to students’ professional goals. In addition to the academic learning, this study abroad program engages students in weekly cultural activities outside of the classroom. Students will have assigned reading and research to learn about the culture and specifically about a related professional organization such as Doctors Without Borders. Assignments will include a regular blog or some form of daily journal writing, site visits while in the country, and a final research-based reflection paper. Students may be asked to present their research and experience to other students on campus.

HNRS 398I. Travel Seminar: Central/Eastern Europe (1-3).
This travel seminar introduces students to urban environments of three central/eastern European countries: Hungary, Poland and Czech Republic. Students will study each country’s history, socio-economic condition and current political environment before travel. Students also will read a book about that country from a recommended list of literary books. At the end of the travel, each student will be required to submit a travel journal. Students enrolled for 3 credit hours will submit an independent research study proposal at the beginning of the course for approval by the instructor and will submit completed independent research project at the end of the travel.

HNRS 404. Seminar in Fine Arts (3-4).
General education humanities and fine arts advanced further study course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 405. Seminar in Humanities (3-4).
General education humanities and fine arts advanced further study course. Topics vary. Prerequisite: honors student or permission of the Cohen Honors College.

HNRS 405B. Isms & Ologies: Choose Your Own Adventure (3).
General education humanities and fine arts advanced further study course. Nuclear physics! The history of burlesque! What 18th century recipe books have to say about cultural standards! Gothic cathedrals! Worldwide creation myths! Rembrandt’s experience with autopsies! Course is based on the notion of a loving study of serious literature, which often takes place purely within the boundaries of academic literary criticism, can also properly touch upon the larger world, the “isms” and “ologies” of other fields of interest. Students choose a body of serious literary writing for which they’ve always felt passion (poetry or prose, canonical or contemporary, the choice is the student’s) and then choose an outside field of interest (medicine, world religions, crime forensics, whatever: again, the choice is the student’s) that links up meaningfully with the literature. In many senses, this is truly a course of the student’s own making, and implies as its constituency exactly that kind of proactive, self-directed person one associates with Honors College study. The end-game moment is a final, substantial paper based on the student’s semester of intense and engaged research and class presentations that summarize the papers… hopefully, this results in a series of classes toward semester’s end as various and bountiful and substantial and fun as a WSU classroom can afford to contain.

HNRS 405C. Nature of Fiction: Writing the Real (3).
General education humanities and fine arts advanced further study course. Since the 1960s, new and different interpretive methods for studying and analyzing literary works have emerged, one after another. Text-based formalism ruled for years, but then the idea of reading a piece of literature as history took hold. Readers as generators of meaning followed, varying by education and experience. Class, race, gender, sexual preference then offered ways of seeing literature so that texts both old and new were given multiple access points. Course reviews these critical schools of thought, providing multiple lenses for those who wish to examine and re-examine literature.

HNRS 405D. Race, Racism, Social Justice (3).
General education humanities and fine arts advanced further study course. Explores the many connections between race, racism and social justice. What is race? Is it a natural-biological category, or something that we as a society construct? What is racism? Course examines the related psychological phenomena of racial prejudice, white privilege, and implicit racial bias, especially as these phenomena impact discussions of social justice. What is social justice? Course addresses this question while paying especially close attention to current social justice movements in American urban communities, such as the #BlackLivesMatter movement.

HNRS 405E. The Calamitous 14th Century (3).
General education humanities and fine arts advanced further study course. The 14th century in England was an ironic reflection of modern times: war, plague, rebellion and the assassination of King Richard II, yet also a century of rapid economic development, advances in scientific theory, and the strengthening of the English king’s power. This conflicted era produced the high art of the English Middle Ages including Chaucer’s Canterbury Tales and the tales of the Gawain poet, where individual sensibility emerges for the first time, with a flurry of social diversity, changing gender roles, and the rise of the middle class. Students pursue these developments, examining a few literary and historical works in depth through discussion. Fulfills general education further studies – humanities.

HNRS 405F. Walling the Self: Dwelling and Identity in Early Lit (3).
General education humanities and fine arts advanced further study course. Place matters. Where you are says much about who you are, and even that you are. Where you dwell, and how you deal with and protect that place (which usually means building walls) creates the roots of a group identity—which is expressed in various ways by individual peoples. But dwelling means remaining and enduring. Usually it means struggling to maintain a way of life in that physical and social environment. Who you are as a group depends upon how you face the inner and outer dangers and contradictions that typically threaten your culture. The fears of death, loss, exile or dishonor, coupled with the means for obtaining and preserving the value feelings of comfort and joy, become your cultural signature.

General education social and behavioral sciences advanced further study course. Topics vary. Prerequisite: honors student or permission from the Cohen Honors College.

HNRS 406A. What a Difference a Nonprofit Makes (3).
General education social and behavioral sciences advanced further study course. Hands-on opportunity to explore a nonprofit arts, health, human service, education or advocacy organization. Students engage in real world problem-solving from the perspective of a nonprofit organization. An introduction to the nonprofit sector for those interested in starting a nonprofit or working in a nonprofit, the course covers: people and programs that make up a nonprofit; history of the nonprofit sector; history of philanthropy; nonprofit organizations as mediating institutions; how public policy shapes the nonprofit sector. Draws on the experience of an instructor who has worked with nonprofits for over 20 years as well as guest speakers from leading nonprofit organizations.
Prepares students considering an internship or cooperative education experience in a nonprofit.

**HNRS 406B. Leading for Change in an Unpredictable World (3).**
*General education social and behavioral sciences advanced further study course.* Explores how the individual student serves as a catalyst for change. Students continue to develop leadership capacity through work on their own challenges and aspirations. In addition to common class readings, students select readings and experiences from the vast leadership literature that help them reflect on their own values and actions. Each student designs his or her own leadership change initiative. Class sessions comprise a variety of learning formats – group coaching, experiential activities, and student-led sessions and presentations. Each student receives individual coaching. Prerequisite: HNRS 152F or PSY 413 or HMCD 308, or instructor’s consent.

**HNRS 406C. Making Social Impact (3).**
*General education social and behavioral sciences advanced further study course.* Explores the question of how to understand social forces and social change through qualitative research. Students majoring or minoring in social sciences meet together to discuss best practices in qualitative social sciences research, research expectations, ethical conduct, project management, APA writing style, and research presentations. Guest lecturers from University Libraries, the institutional review board, and the Community Engagement Institute demonstrate the need of high-level skills for successful research and evaluation. Students are responsible for selecting a topic, gathering 15–20 academic journal articles, synthesizing the material, and writing a literature review. Students use the information gathered to design a qualitative research proposal and a poster presentation. Additional class meeting times may be scheduled by the instructor in consultation with student researchers. One-third of the grade is determined by participation in the class, including written assignments, presentations to the class, and other work. The remainder of the grade is based on the completed literature review and presentation. Course is meant to supplement, not replace, the research methods course found in social work and other social science majors and to engage students in conversation across fields of social scientific study. Open to honors students with a background in social sciences. Course may be used to fulfill the honors research or creative activity requirement. Contact the department of social work for permission to count this course toward major requirements. Prerequisite: permission of the Cohen Honors College.

**HNRS 406D. Service Learning: Namibia HIV/AIDS and Food Security Service (3).**
*General education social and behavioral sciences advanced further study course.* This course offers an academic immersion experience through course reading, research, and discussion to prepare for summer travel to Namibia, Africa. Understanding the relationship between HIV/AIDS and food insecurity is especially salient in sub-Saharan Africa, given that there are roughly 25.8 million people with HIV/AIDS (UNAIDS, 2014). Students will be engaged with diverse underserved populations through site visits and volunteering in Wichita. For two weeks in summer students will learn and engage in Namibia with officials from governmental and/or non-profit agencies that work with various populations affected by HIV/AIDS and/or food security. Students are required to write a reflective paper of their study abroad immersion experience and will be prepared to submit their work for presentation at the Service-Learning Showcase and Undergraduate Research and Creative Activities Forum. This course will enhance multicultural and international awareness.

**HNRS 407. Seminar in Mathematics and Natural Sciences (3-4).**
*General education math and natural sciences advanced further study course.* Topics vary. Prerequisite: honors student or permission from the Cohen Honors College.

**HNRS 410. Independent Study (1-4).**
Repeatable for a total of 6 credit hours. Prerequisite: permission from Honors College.

**HNRS 481. Cooperative Education (1-4).**
Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment. Prerequisite: consent of the Cohen Honors College.

**HNRS 481I. Noncredit Internship (0).**
Complements and enhances the student’s academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite: departmental consent.

**HNRS 481N. Internship (1-4).**
Complements and enhances the student’s academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite: consent of the Cohen Honors College.

**HNRS 485. Honors Research and Creative Activity Seminar (3-4).**
Students who complete this course have familiarity with inquiry and research conceptualization — the process of investigating an area of interest. Students get experience formulating independent research projects, strategizing an appropriate methodology/approach, drafting abstracts and personal statements appropriate for grant or fellowship proposals, and working in interdisciplinary peer review groups. Furthermore, they learn about human subject research and research ethics, presentation and peer evaluation skills, and conduct preliminary research. Emphasis is placed on finding and evaluating source material with the goal of developing the skills for writing a research or creative activity proposal. Guest lecturers from various academic or creative disciplines including the libraries may be invited to present. Students are strongly encouraged throughout and particularly toward the end of their experience to work with their faculty mentor to continue their research and develop a publication or presentation. Because the course enrolls from different disciplines, students also become acquainted with research topics and arguments outside their fields of study. Course is meant to supplement, not replace, the Research Methods course found in many disciplines. Sophomore standing recommended.

**HNRS 486. Honors Collaborative Research and Creative Activity Seminar (3).**
Designed to expose students majoring in various disciplines to an opportunity to meet one hour per week and invite collaborations that cultivate an interdisciplinary research experience. Students discuss best practice in academic research and research ethics, learn of complimentary approaches to research in different subject areas, the research process (grant writing to publication), and other issues related to academic research across disciplines. Students tour facilities and laboratories with strong collaborative interdisciplinary research. Guest lectures from the libraries, WSU Ventures and various academic disciplines teach students high-level skills needed for successful interdisciplinary collaborations. Each student is responsible for working in an interdisciplinary group setting. Each team formulates a research question that encourages the involvement and knowledge-base of a collaborative team, composes a scientifically supported interdisciplinary research project, and presents a prospectus format of the final project during the semester. One-third of the grade is determined by participation in the class, including written assignments, presentations to the class and other work. The remainder of the grade
is based on the collaborative research project completed. Course is meant to supplement, not replace, the research methods course found in many disciplines. Students who complete this course have an excellent grounding in the fundamentals of academic research, exposure to research practices in a variety of disciplines, and experience conducting interdisciplinary research. Students are therefore very well prepared for graduate school and/or careers that involve diverse research.

HNRS 491. Honors Thesis (1-3).
Independent study course for students undertaking the research and writing of an Honors thesis. An Honors thesis is a substantive piece of scholarship or creative work involving primary and/or secondary research, which serves to demonstrate mastery over the discourse, methods and content of at least one academic, creative or professional field. Requires students to synthesize knowledge and skills acquired over the course of the undergraduate career (including coursework, studies abroad, service learning, internships and undergraduate research, if applicable). All thesis projects must be designed and completed under the supervision of a faculty thesis supervisor and, at the supervisor’s discretion, may be reviewed by additional faculty advisors. Repeatable for a total of 6 credit hours. Prerequisite: permission of the Cohen Honors College.