

HNRS - Honors

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

HNRS 102. Honors Colloquium (0).

The first part of a two-course sequence with HNRS 103. The sequence is a zero-credit hour course sequence beginning in fall and is required for participation in the Honors College. It is designed to allow students in their first year in Honors (including transfers) to get the most out of their Honors experience. This course guides students in an initial exploration of the Honors path and pillars. It leads students to consider what it means to be intellectual, professional, innovative and transformational. Content includes information about Honors resources and requirements. Activities and topics may include research presentations from faculty and students, panels with alumni and industry representatives, introduction to research ethics, leadership and service, diversity and inclusion, and reflective writing. Students record their experiences throughout the semester and complete a reflective portfolio at the end of the year. A minimum of three class meetings or related programs is required each semester.

HNRS 103. Honors Colloquium Portfolio (0).

The second part of a two-course sequence with HNRS 102. The sequence is a zero-credit hour course sequence beginning in fall and is required for participation in the Honors College. It is designed to allow students in their first year in Honors (including transfers) to get the most out of their Honors experience. This course guides students in an initial exploration of the Honors path and pillars. It leads students to consider what it means to be intellectual, professional, innovative and transformational. Content includes information about Honors resources and requirements. Activities and topics may include research presentations from faculty and students, panels with alumni and industry representatives, introduction to research ethics, leadership and service, diversity and inclusion, and reflective writing. Students record their experiences throughout the semester and complete a reflective portfolio at the end of the year. A minimum of three class meetings or related programs is required each semester. Pre- or corequisite(s): HNRS 102 or departmental consent.

HNRS 105. Seminar I: Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 105A, 105B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 105G. War: Strategic Studies (3).

General education humanities 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 course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 106A, 106B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 106AB. Parks, People and Place: Exploring Our National Parks (3).

General education social and behavioral sciences course. Introduces contemporary issues in our national park system through a service-learning/service-leadership orientation. Students learn about the variety of values, perspectives, resources and ideas that are represented in the multitude of units that comprise the national parks service. The role of the National Parks Service (NPS) with special attention to service, volunteer coordination and historic preservation. Also explores many of the issues facing the NPS such as conservation and human impact on environment, remaining relevant and inclusive to a diverse population, and how service-learning efforts have re-engaged college student interactions. *Course includes diversity content. Course includes service-learning content.* Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 106AC. Community and Cultural Connections (3).

Focuses on helping new students become better acclimated to Wichita State University through gaining a better understanding of the city, the university, and the unique cultural and community connections shared between both entities. In this course, students examine historical and contemporary arts, customs, primary industries and habits that exist throughout the city of Wichita, and analyze ways that the culture of the university and that of the city mirror one another. Additionally, students examine the role that dynamics such as race and income have played and continue to play in forging a community landscape that continually changes over time. With respect to the growing demand for connections between community engagement and scholasticism, the course ultimately challenges new students to begin thinking about the value of community and the university leveraging one another as reciprocal stakeholders. *Course includes diversity content. Course includes service-learning content.*

HNRS 108. Community and Culture for Academic and Personal Success (1).

Designed to work in concert with the USD 259 BAASE (Better Academic and Social Excellence) program seniors to better prepare male students of color for the transition to college. This course focuses on assisting USD 259 with its mission by exposing BAASE students to honors activities and conversations at the collegiate level and to assist Wichita State and the Cohen Honors College by building relationships with potential honors students. Through the lens of community and culture, the course focuses on the characteristics of college success, overcoming stereotypes, service-learning, goal setting and other characteristics to assist in forging a successful transition from high school to college. *Course includes diversity content. Course includes service-learning content.*

HNRS 152. Seminar II: Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 152A, 152B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 152F. Leadership Challenge (3).

General education social and behavioral sciences 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).

General education natural science course without lab. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 153A, 153B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 153B. The Dynamic Universe (3).

General education natural science course without lab. 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 natural science course without lab. 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 304. Seminar III: Fine Arts (3-4).

General education fine arts course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 304A, 304B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 304F. Discovering Creativity (3).

General education fine arts 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 with an eye to 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 304G. The Arts Respond to 2019-2022 (3).

General education fine arts course. Several major societal events in the United States took place from 2019 to 2022: #MeToo movement, Black Lives Matter, COVID-19, 2020 Elections, January 6 Insurrection, State legislation involving LGBTQ+ rights, and the Supreme Court Decision to overturn *Roe v. Wade*. In this seminar, students explore the history of these events and how the arts responded to and were shaped by them. *Course includes diversity content.* Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 305. Seminar III: Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 305A, 305B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 305F. Epidemics in World History (3).

General education humanities course. Cross-listed as HIST 305. Focuses 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 305J. Minds and Machines (3).

General education humanities course. Cross-listed as PHIL 355. 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. *Course includes diversity content.*

HNRS 305N. History Beyond the Headlines (3).

General education humanities course. Provides students an opportunity to study the historical context of contemporary events around the world. The subject matter is derived completely from current online news sources. Students may receive credit for only one of the following courses: FYHS 102AE, FYHN 102F, HIST 319 or HNRS 305N.

HNRS 305O. History of Genocide Past and Present (3).

General education humanities course. Cross-listed as HIST 307. Examines the multifaceted causes of genocide in the 20th and 21st centuries. Among the topics covered are the historical roots and definitions of genocide and how groups defined as “others” or “outsiders” are targeted for extermination. Central concepts discussed are the development of exclusionary national identities, the role of political leadership and the means by which genocidal violence unfolds. *Course includes diversity content.*

HNRS 305R. Philosophy of Space Exploration (3).

General education humanities 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 course. Cross-listed as HIST 544. American popular culture has demonstrated an enduring fascination with lawyers, the law and the legal system. Course focuses on the portrayal of attorneys and the legal system in films. Uses films as a lens through which to examine the American criminal and civil justice systems, lawyers and legal education, and social and civil rights, while considering how film helps shape public perception of lawyers, creates viewer expectations regarding law and justice, and may influence the conduct of practicing attorneys and judges. *Course includes diversity content.*

HNRS 305U. The Power of Storytelling (3).

General education humanities 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 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. *Course includes service-learning content.*

HNRS 305W. Women in Tech: Historical, Social and Philosophical Perspectives (3).

General education humanities 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.

HNRS 305X. Speaking Spanish in the United States (3).

General education humanities course. Introduction to sociolinguistics through exploration of, and critical reflection about, the historical, social and political aspects of Spanish in the United States. Examines dominant beliefs about Spanish and Spanish speakers, language and identity, language and race, and Spanish and Spanish speakers

in the media. Explores policies that shape the use of Spanish in education and health care. Introduces processes of civic engagement and research on Spanish in the United States. Interdisciplinary course that includes topics in sociology, linguistics, public health, education, communication studies and political science. *Course includes diversity content.*

HNRS 305Y. Peace (3).

General education humanities course. Philosopher Martha Nussbaum believes that people's inability to understand their emotional experiences or admit vulnerability may lead to what she calls "hiding from humanity." In this class, students explore big questions about peace, justice and what makes them human through careful reading and discussion of texts in the humanities, particularly fiction and essays. Students study personal narratives and acceptance speeches by Nobel peace prize winners in dialogue with classic texts in literature and philosophy about peace and justice. Assignments and activities include close reading, textual analysis, discussion with guest speakers on leadership for peace and justice, research, and reflective essay writing. Students develop a research question on a topic they choose related to the course content, use library databases and scholarly sources to explore answers to their question, and make a presentation on their research process and findings. Students may choose to research and write a nomination for a Nobel peace prize winner or a personal statement for a Truman scholarship application. *Course includes diversity content.*

HNRS 306. Seminar III: Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 306A, 306B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 306G. Alternative Break: Service Leadership (3).

General education social and behavioral sciences 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 fulfil one honors curriculum requirement.

HNRS 306I. Aging as a Societal Issue: OK Boomer and Beyond (3).

General education social and behavioral sciences course. Cross-listed as PSY 508AH. Presents demographic information about the transformation of the U.S. into an aging society, as well as current research about the aging process itself. Social policy implications are explored in areas such as healthcare, the workplace and technology. The course engages students from different generations in dialogue with dialogue topics chosen by the students and class sessions throughout the semester led by student teams. For undergraduate credit only. Prerequisite(s): honors student or permission of the Honors College.

HNRS 306J. Lead for Tomorrow (3).

General education social and behavioral sciences course. A social sciences and behavioral approach in dialogue with other disciplines. This course serves as the curricular component of the annual Lead for Tomorrow: Cohen Honors Leadership Academy. Students must apply

and be selected to enroll. Honors students have big dreams and ask big questions that don't fit neatly into disciplinary models and majors. The academy is envisioned to be a transformative leadership experience that brings together collaborative dual intellectual communities. First, a team of faculty thought leaders collectively imagine an interdisciplinary course focused on the annual theme and leadership-- exploring tension, messy problems and big ideas. Second, the students create another layer in the intellectual community and engage with faculty thought leaders in a process that is aimed at deepening understanding, integrating collective and individual experiences through courses and travel with the goal of sparking ideas, solutions, policy and project pitches. Prerequisite(s): permission of the Cohen Honors College.

HNRS 306K. Black Lives Matter and Other Marginalized Perspectives (3).

General education social and behavioral sciences course. Reviews historical events and contemporary headlines, and engages students in courageous conversations as means of inspiring them to think critically about race and its role in society. Though the course discusses the popular yet controversial Black Lives Matter (BLM) movement that inspires its title, it spends more time looking at BLM as a statement that describes the sentiment of many Blacks that their lives are insignificant in the eyes of mainstream America. With respect to research connecting academic and professional success with identity, this course also encourages students to reflect and discuss their personal identities as they relate to the discrimination and oppression of Black people in America. *Course includes diversity content.*

HNRS 307. Seminar III: Mathematics and Natural Sciences (3-4).

General education natural science course without lab. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 307A, 307B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 307C. Aviation and Spaceflight Physiology (3).

General education natural science course without lab. An introduction to human physiology in aviation and spaceflight. The space environment and the earth's atmosphere. Basic principles of flight for fixed and rotary wing aircraft, rockets and parachuting. Effect of the flight environment on human physiology. Air and spaceflight crew operation and protective equipment. Prerequisite(s): MATH 112 or MATH 144 or MATH 242.

HNRS 310. Honors Tutorial (1-2).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 310A, 310B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): 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 meet 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(s): permission from Student Involvement. Contact Kennedy Rogers kennedy.rogers@wichita.edu with any questions.

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(s): Special permission from Honors required.

HNRS 310Z. Honors Tutorial: Contract Bridge, Critical Thinking and Decision Making (2).

Introduces students to the game of contract bridge. Contract bridge is a trick-taking game played with a standard 52-card deck that can help hone skills like memory, critical thinking, decision making, communication, quantitative reasoning, and strategy. It is a game for a lifetime. Students participate in two sessions during the semester at a local bridge club to actually play the game in a real setting. Repeatable for credit. Prerequisite(s): Honors student or permission of the Cohen Honors College.

HNRS 351. Survey of Leadership (3).

General education humanities 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 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 365. Navigating the Future: An Interdisciplinary Exploration of Emerging Technologies (3).

An exploration of emerging technologies. Students learn the fundamentals, discuss and analyze the technology's impact on society, explore ethical issues, and propose solutions to social or organizational challenges of the technology. Students gain hands-on experience applying the technology to modern use cases and to areas of their own interest. May include industry exposure such as guest speakers or facility tours. No prior experience with technology is required. Specific technologies depend on the instructor's expertise. Sample topics include: AI as an application in today's world and the issues around it; VR/AR and the potential for sharing experiences; and 1-2 additional student-chosen emerging technologies. *Course includes diversity content.*

HNRS 375. Crossing Cultures: An Introduction to Global Awareness and Intercultural Competency (3).

Introduces a basic understanding of intercultural competency. Connects students from other countries and cultures while creating a broad awareness of cultures and the global world. Students will have the opportunity to interact with people from other cultures in order to discover ways to be more globally minded. This course is designed to have a mixture of students who have spent the majority of their life in

the United States and students who have spent the majority of their life in other countries. *Course includes diversity content.*

HNRS 398. Travel Seminar (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 398A, 398B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): permission of the Cohen Honors College.

HNRS 398J. Leading Through Serving (1-3).

Engages students through intentional service-learning with the goal of enhancing student learning, deepening understanding of servant-leadership, and engaging in meaningful community partnerships. Through a connection to the National Park Service students explore concepts of stewardship and personal reflection. During each course, students travel and engage in immersive service-learning in partnership with a National Park Service Unit. Repeatable for credit.

HNRS 398K. Travel Seminar: Costa Rica Sustainability (1-3).

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. *Course includes diversity content.* Prerequisite(s): permission of the Cohen Honors College.

HNRS 398M. Travel Seminar: Italy (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. Country visited: Italy. Prerequisite(s): permission of the Cohen Honors College.

HNRS 398O. Travel Seminar Paraguay (1-3).

Engages students through international travel with the goal of enhancing student learning, deepening understanding of cultural aspects of professional experiences, and engaging in meaningful community partnerships. Through a connection to nonprofit organizations in Paraguay, students practice cross-cultural communication, stewardship and personal reflection. During each course students travel to Paraguay for two weeks and engage in service-learning through observations in nonprofits in Paraguay. Students also deepen their understanding of the people and culture of Paraguay as well as South America through their interactions with locals, visits to various places of interest and lectures while on the trip. May include stay with host families in country. *Course includes diversity content.*

HNRS 405. Seminar in Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 405A, 405B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 405F. Walling the Self: Dwelling and Identity in Early Lit (3).

General education humanities 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.

HNRS 405G. After the Fall: The Search for Identity from Classical to Modern Literature (3).

General education humanities course. Nothing human is eternal. Nations fail, cities fall to ruin, and then, somehow, the human miracle: people gather themselves to begin again, starting out on the long road back to security, culture and a new identity. Stories of ruin and rebuilding belong to every age, and each of them has something to teach people. The course begins with the fall of Troy, how that terrible defeat sent Aeneas and his people across the seas to settle what would be eternal Rome. Then, the falls of men—Apuleius, undone by his appetites; Yvain the knight, prideful and repentant; Dante, in crisis, confronting his failings; Satan who cannot change, and Adam, who can. Finally, modern time: the aftermath of WWI, the great war. Each time, devastation brings the possibility of renewal, new life built on the ruins. Students find perspectives in this historical literature that inform current understanding and encourage the kind of integrative thinking and active learning expected of Honors students. Prerequisite(s): must be an honors student or receive permission of the Cohen Honors College.

HNRS 406. Seminar in Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 406A, 406B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission from the Cohen Honors College.

HNRS 406C. Making Social Impact (3).

General education social and behavioral sciences 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(s): permission of the Cohen Honors College.

HNRS 410. Independent Study (1-4).

Arranged individual independent study in specialized content areas under the supervision of a faculty member. Repeatable for a total of 6 credit hours. Prerequisite(s): permission from 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(s): 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(s): consent of the Cohen Honors College.

HNRS 485. Honors Independent Research or Creative Activity (3).

Students work independently with a faculty mentor to complete research or creative activity. Faculty mentors guide students to develop advanced skills in creative inquiry and/or research conceptualization in their field, including asking compelling questions, strategizing an appropriate methodology/approach, formulating independent research or creative project proposals, and drafting abstracts and/or personal statements appropriate for grant or fellowship applications. Students also learn about human subject research and research ethics, develop presentation materials and skills, develop peer evaluation skills (if relevant), and conduct preliminary research or develop a creative project. Students are expected to disseminate their work to a broader audience by, for example, submitting a paper for publication, making a conference presentation, or writing a grant proposal. Sophomore standing recommended. Students must identify a faculty mentor in order to enroll in this course.

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(s): permission of the Cohen Honors College.