



## FALL 2021 and JAN 2022 HONORS COURSES

### TRAVEL COURSE RESUMING JAN 2022

ASAG 3350/5350: ART COLLOQUIUM: NEW YORK CITY

Philip Van Keuren | Jan 2, 2022 (arrival NYC) to Jan 16, 2022 (departure NYC)

UC 2016: Humanities & Fine Arts

CC: Creativity & Aesthetics

*For those with the power to see beauty, all works of art go together, whatever their period.*

—Charles Lang Freer (Founder of the Freer Gallery of Art)

The class has historically met during two weeks (14 days) in January in New York City since 1991 and is centered on *intensive* analysis, discussion, and writing concerning works of art in museum collections, gallery exhibitions, and alternative exhibition spaces. The class topics studied will deal with the philosophical as well as the practical in order to define and better understand the nature of the art that our society produces and values. Class topics will include the philosophical as well as aesthetic, moral and ethical issues posed by works of art including a wide discussion of the context, meaning, style, etc. As works of art do not exist in a vacuum understanding the artistic process as it relates to the professional presentation of works of art is also vital.

How to apply: Email Prof. Philip Van Keuren ([pvankeur@smu.edu](mailto:pvankeur@smu.edu)) for an interview. Contact Dr. Doyle for the UHP Scholarship Application

## FALL 2021 Honors Courses

*Honors encourages students to expand their horizons. With that in mind, we recommend that students take no more than 2 Honors courses in their primary major. Think of Honors work as a place for pursuing new interests whether that be a second major, minor, or general electives.*

### WRTR 2305: FIRST-YEAR HONORS HUMANITIES SEMINAR I

What do we know? *How* do we know? What complicates our efforts to know things directly, and what structures the ways we actually do “know” things? This course poses fundamental questions about how we understand the physical, conceptual, political, emotional, and social worlds we inhabit. We will read, discuss, and write about texts (from a range of disciplines, including literature, psychology, politics, linguistics, and science) that ask us to think twice about the nature, limits, and possibilities of knowledge. The goal of the course is to think and write clearly about even those matters that remain uncertain, and to take pleasure in the process of discovery.

Section	Instructor	Meeting Time	Location
001	Joan Arbery	MWF 9:00-9:50 AM	138 Dallas Hall
002	Shea Hennem	MWF 9:00-9:50 AM	106 Dallas Hall
003	Joan Arbery	MWF 10:00-10:50 AM	138 Dallas Hall
004	Cole Ryberg	MWF 11:00-11:50 AM	120 Dallas Hall
005	Will Roudabush	MWF 12:00-12:50 PM	138 Dallas Hall
006	Vanessa Hopper	MWF 12:00-12:50 PM	213 Annette Simmons
007	Vanessa Hopper	MWF 1:00-1:50 PM	213 Annette Simmons
008	Vanessa Hopper	MWF 2:00-2:50 PM	213 Annette Simmons
009	Russell McConnell	TuTh 9:30-10:50 AM	220 Prothro Hall
010	Richard Bozorth	TuTh 9:30-10:50 AM	2030 Owens Fine Arts
011	Russell McConnell	TuTh 11:00 AM-12:20 PM	220 Prothro Hall
012	Amanda Atkinson	TuTh 11:00 AM-12:20 PM	1030 Owens Fine Arts
013	Russell McConnell	TuTh 12:30-1:50 PM	220 Prothro Hall
014	Russell McConnell	TuThu 2:00-3:20 PM	102 Dallas Hall

## INTERDISCIPLINARY COURSES

### ENGR 1357-L03H: INTRODUCTION TO ENGINEERING DESIGN

Andrew Quicksall | W 6:30-9:30 PM | 202 Junkins Building

UC 2016: Ways of Knowing

This course introduces engineering design methodologies and basic teaming skills. Students participate on a team in a term-long, multidisciplinary design experience in which each student provides basic engineering capabilities in mechanical, software, electronic, civil, and/or environmental systems. Each team designs a robot that achieves stated design objectives while operating autonomously, with as little human interaction as possible. Teams submit group design memos documenting the evolution of the design. Each team makes a preliminary design presentation and report and a final design presentation and report. A competition is held at the end of the term.

*Prerequisites: MATH 1337. Recommended for first-year Engineering students. Students who are not Engineering students are invited to enroll, but should write to Dr. Quicksall before the start of class.*

### UHP 2100: HONORS SOPHOMORE SEMINAR

Section 001H: Honors Staff | Tu 4:00-5:00 PM | G11 Clements Hall

Section 002H: Honors Staff | W 4:00-5:00 PM | G11 Clements Hall

UC 2016: Information Literacy

The purpose of this course is to help Honors students realize their full academic potential. The semester will be focused on ways to foster a broader awareness of the liberal arts and science traditions, goals, and challenges including hands-on experience in putting together an individual research project, preparation for future upper level courses, research funding proposals, or an Honors project in the major. The course will also include a review of some of the significant resources available to the SMU student.

### UHP 3300: SECOND-YEAR HONORS HUMANITIES SEMINAR

Section 001H: Joan Arbery | TuTh 9:30-10:50 AM | 153 Heroy Building

Section 002H: Joan Arbery | TuTh 11:00-12:20 PM | 153 Heroy Building

UC 2016: Historical Contexts, Human Diversity, Language & Literature, Writing

CC: Literary Analysis & Interpretation, Writing

Examines the chronology of American history through an interdisciplinary lens with the question of “who is an American” as a thematic focus. Students learn about important moments in American history, and begin to understand the basic chronology of the country, as well as how these key events were understood and experienced by some of the country’s most creative and probing minds. The organizing theme of who is an

American itself is an important examination of when and where the human rights of the country's inhabitants have been respected—or not respected—over the decades.

UHP 4100-001H: GOING IT ALONE?: IMPERSONALITY, SOCIALIBILITY, COMMUNITIES, AND COMMUNICATION

Denise DuPont | M 4:00-5:00 PM | G11 Clements Hall

Here in the U.S., we've come a long way since Ralph Waldo Emerson published his essay "Self-Reliance" in the 1840s, but many of his ideas still mark us. Is this individualist heritage helpful or harmful? This course will explore the recent interdisciplinary focus on looking beyond individualism, in order to see which aspects of the critique of the individualist approach we find convincing and useful. We will read representative texts introducing the topics listed below, spending two meetings on each of the topics. I'll pick 1-2 readings to discuss per week, with the bulk of my reading selections assigned for the first week we spend on a topic. Since it is an advantage to have a number of people scouting for ideas, particularly if these people are from different generations and disciplines (this is, in fact, the point of the course), I will ask students to find one source each for the second meeting on the topic, and to be prepared to give a 1-2-minute oral introduction to their source and its significance and arguments. *Going It Alone?* should appeal to students from a broad range of programs and majors, and they will bring their diverse expertise into our class discussions by way of the supplementary sources they select to share with the class. Ideally, the theoretical frameworks we examine in the class will also help deepen students' engagement with their home fields, and provide stimulus and opportunities for further research.

Topics of Readings are: Impersonality, Sociability & Community, Affect/Emotion, Digital Humanities, Epistolary Relationships, Communion of Saints, and 12-Step Programs.

UHP 4100-002H:

TBD | TBD | TBD

## HUMANITIES COURSES

ENGL 2312-004H: FICTION

Jayson T.G. Sae-Saue | TuTh 12:30-1:50 PM | 228 Umphrey Lee Center

UC 2016: Language & Literature, Writing

CC: Literary Analysis & Interpretation, Writing

This course is an introduction to fiction with an emphasis on U.S. ethnic novels. The primary goals of the class are that students learn to recognize a range of narrative elements and to see how they function in key U.S. fictions in order to negotiate matters

of racial discrimination, citizenship, cultural eradication, gender, and economic injustice (among other topics). Each text we will read represents a specific set of historical and social relationships and they imagine particular U.S. identities. We shall investigate how fictions constructs cultural identities, comments on determinate historical moments, and organizes human consciousness around social history. In doing so, we shall ask: how does fiction articulate political, social, and cultural dilemmas? And how does it structure our understandings of social interaction? As these questions imply, this course will explore how fiction creates and then navigates a gap between art and history in order to remark on U.S. life. We will investigate how literary mechanisms situate a narrative within a determinate social context and how the narrative apparatuses of the selected works organize our perceptions of the complex worlds that they imagine. As such, we will conclude the class having learned how fiction works ideologically, understanding how the form, structure, and narrative elements of the selected texts negotiate history, politics, human psychology, and even the limitations of literary representation.

#### ENGL 2390-002H: INTRODUCTION TO CREATIVE WRITING - SCREENWRITING

Jacob Rubin | Tu 2:00-4:50 PM | 138 Dallas Hall

UC 2016: Creativity and Aesthetics, Writing

CC: Creativity and Aesthetics, Writing

Franz Kafka said that a book "must be the axe for the frozen sea within us." How do great stories function like axes? And why would we want them to? In this honors section students will create their own short fiction while studying masterworks of the form, those that bring about the startling effect Kafka described. We will read stories by pioneers like Chekhov, all the way up to fiction by contemporary authors such as Carmen Maria Machado and Ottessa Moshfegh. Students will develop their own fiction, both in focused exercises and more free-ranging assignments, and helpfully read and critique that of their classmates.

*Recommended course for first-year Honors students.*

#### HIST 1321-002H: BELONGING IN AMERICA

Neil Foley | TuTh 2:00-3:20 PM | 137 Dallas Hall

UC 2016: Historical Contexts, Writing

CC: Historical Contexts, Human Diversity, Oral Communication, Writing

Many Americans today live with a sense of cognitive dissonance about who we are as a nation. The United States, unlike most European nations, claims to be a nation of immigrants, yet it also tries to keep out as many immigrants, refugees, and asylees it deems undesirable. It welcomes immigrants when their labor is needed and turns them away when it is not. But this bipolar economic view of immigration over the last century

fails to account for the interlaced politics of citizenship, immigrant exclusion, and unremitting nativism that lies at the very heart of American national identity.

This course explores how nativist ideology has sought to define who belongs and who does not, creating exclusionary laws and policies—based on race, citizenship, and national identity, as well as sex and gender—to enforce the boundaries of who belongs and who does not.

*Recommended course for first-year UHP students.*

### HIST 1322-002H: DEMOCRATIC REVOLUTIONS: US, BRITAIN, FRANCE

Laurence Winnie | MWF 2:00-2:50 PM | 343 Dallas Hall

UC 2016: Historical Contexts

CC: Historical Contexts, Writing

This course explores the complex vision of Alexis de Tocqueville (1805-59), author of *Democracy in America* (1835, 1840), about the democratic revolutions that were transforming the world in the nineteenth century. Like many courses on Tocqueville's thought, it will engage with the ideas about democracy he developed in his famous book on America. Unlike other courses on Tocqueville, it will focus on his observations on these democratic revolutions in four countries: America, England, Ireland and France. This course will be valuable to students interested in American politics, American history, and British and French history, politics and culture.

*Recommended course for first-year UHP students.*

### HIST 3316-002H: SEX IN AMERICA, AN INTRODUCTION

David D. Doyle | W 6:30-9:20 PM | G11 Clements Hall

UC 2016: History, Social & Behavioral Sciences; Ways of Knowing

CC: Historical Contexts, Human Diversity, Writing

Emerging from such intellectual traditions as the social history, feminists, civil rights, and lesbian and gay movements the study of sexuality is an increasingly vibrant field—and a field that is opening up many long-static discussions of vital importance in American history. Considering sexual histories within such issues as slavery, European immigrations, or the interactions between European settlers and Native Americans, it is hard to arrive at a coherent picture without this work. Concepts such as social constructionism, and the ability to articulate gender and sexuality as distinct categories of analysis have given scholars the tools to significantly advance our knowledge of the past. This course will emphasize how gender and sexuality are two separate-if occasionally overlapping-categories. This semester the primary focus will be on the categories of race, gender, region, and social class in America—constant—although always changing—organizing metrics throughout the country's history. The course will



move chronologically through American history looking at historical developments through the lens of gender and sexuality. Not surprisingly, this may be a history that is unfamiliar.

Readings include: 1) John D’Emilio & Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (3rd edition, 2012); 2) Thomas A. Foster, Editor, *Documenting Intimate Matters: Primary Sources for a History of Sexuality in America* (2013, we will read selections); 3) John Demos, *The Heathen School: A Story of Hope and Betrayal in the Age of the Early Republic* (2014); 4) Karen Ordahl Kupperman, *Pocahontas and the English Boys: Caught between Cultures in Early Virginia* (2019); 5) Mark E. Kann, *Taming Passion for the Public Good: Policing Sex in the Early Republic* (2013); 6) Theodore Winthrop, *Cecil Deeme: A Novel* (1861 – try to find NYU Press edition, edited by Peter Coviello, 2016); 7) Thomas J. Balcerski, *Bosom Friends: The Intimate World of James Buchanan and William Rufus King* (2019); 8) Jen Manion, *Female Husbands: a Trans History* (2020); 9) Emily Skidmore, *True Sex: The Lives of Trans Men at the Turn of the 20th Century* (2017); 10) Pablo Mitchell, *West of Sex: Making Mexican America, 1900-1930* (2012); 11) Martin Duberman, *Hold Tight Gently: Michael Callen, Essex Hemphill, and the Battlefield of AIDS* (2014); Ann Travers, *The Trans Generation: How Trans Kids (and their Parents) are Creating a Gender Revolution* (2018).

#### PHIL 1319-003H: TECHNOLOGY, SOCIETY, AND VALUE

**Kenneth Daley | TuTh 12:30-1:50 PM | 204 Hyer Hall**

UC 2016: Philosophical, Religious, & Ethical Inquiry; Technology & Mathematics  
CC: Philosophical, Religious, & Ethical Inquiry

Advances in technology are raising many ethical issues that require serious considerations. We will discuss issues surrounding such technologies and how they affect the views of warfare, privacy, human enhancement, and artificial intelligence.

#### RELI 1303-001H: INTRODUCTION TO ASIAN RELIGIONS

**John Lamoreaux | MWF 9:00-9:50 AM | 106 Hyer Hall**

UC 2016: Global Engagement; Historical Contexts; Human Diversity; Philosophical, Religious & Ethical Inquiry  
CC: Global Perspectives; Philosophical, Religious, & Ethical Inquiry

A historical introduction to Judaism, Christianity, and Islam. Topics include Moses and ancient Israelite religion; Jesus and early Christianity; rabbinic Judaism; Muhammad and classical Islam; the birth of Protestantism; and Jewish, Christian, and Islamic modernism.

*Recommended for first-year students.*

## MATH AND PHYSICAL SCIENCE COURSES

### BIOL 4380-001H: GENE EDITING LAB

Alejandro D'Brot | Tu 2:00-3:50 PM, Th 2:00-4:50 PM | 128 Dedman Life Science Bldg  
No CC/UC Credit

This lab course will introduce students to genome editing techniques. We will focus on the CRISPR/Cas9 genome editing system, learn how it works at a molecular level and use it to carry out a genome editing project in a model organism from conceptual design to finish. Students will also be taught how to read scientific literature. We will read and discuss three articles highlighting how CRISPR/Cas9 is being deployed to cure genetic diseases.

Note: This course has three lab hours and two lecture hours a week.

*Prerequisites: Students who enroll in this course are expected to have completed Genetics (Biol 3304) and Cell Biology (Biol 3350) with a C- or better grade. Students are also expected to have basic laboratory research experience.*

### MATH 3302-002H: CALCULUS III - MULTIVARIABLE AND VECTOR CALCULUS

TBD | MWF 11:00-11:50 | 155 Fondren Science Building  
No CC/UC Credit

Calculus III can be seen as simply extending Calculus I and II into the 3-dimensional world in which we live. The derivative in one variable is extended to the idea of partial derivatives in several variables. In parallel, integrals in one variable are extended to the cases of double and triple integrals in two and three variables. Next, we study integrals along curves and surfaces, and how these tools help us to understand the behavior of vector fields. Finally, we will use this knowledge to develop an understanding of differentiation and integration of vector fields, and to obtain governing equations for a wide variety of real-world physical phenomena. The honors version of this course will include supplemental material not found in the regular version, including computational approaches to visualization and calculation using MATLAB, variational calculus and functional minimization, extra focus on non-cartesian co-ordinates, and increased discussion of the application of vector calculus results to continuum modeling. To make time for these enrichment topics, students will be expected to perform significant pre-class readings, and occasionally cover the simpler course topics on their own.

*Prerequisites: C- or Higher in MATH 1338 or MATH 1340.  
Recommended course for first-year Honors students.*



### PHYS 1010-001H: HONORS INTRODUCTORY PHYSICS LAB

Stephen Sekula | M 5:00-7:50 PM | 123 Fondren Science Building

No CC/UC Credit

Students will engage in a semester long “Grand Challenge” problem-solving exercise. This will define the arc of the semester, setting the tone for planning our classroom activities and eventually defining the deliverable at the end of the course. In between class periods relevant to the development of solutions to the Grand Challenge Problem, the students will be engaged in demonstrations of physics principles and exercises to explore these demonstrations. These class periods will follow a pattern consistent with the scientific method: observation of a physical phenomenon, hypothesis building to explain the phenomenon, and calculation and testing to assess the hypothesis.

*Recommended course for first-year Honors students (must be taken in conjunction with PHYS 1303, 1304, 1307, 1308).*

## SOCIAL SCIENCE COURSES

### ECO 1311-001H: PRINCIPLES OF MICROECONOMICS

TBD | TuTh 8:00-9:20 AM | 326 Clements Hall

UC 2016: Quantitative Reasoning

This course studies the production of the entire economy, dealing with such issues as the general price level, the national employment rate, government spending, and the nation’s money supply. Important to these issues is the definition and measurement of macroeconomic aggregates such as gross domestic product, consumer price index, the unemployment rate, and the government surplus and deficit. The course looks at the determinants of inflation and the relationship between inflation and other factors, including interest rates, the money supply, and unemployment.

*Students must have background in calculus to enroll in this course.*

*Recommended course for first-year Honors students.*

### PLSC 1340-002H: INTRODUCTION TO COMPARITIVE POLITICS

Michael Lusztig | MWF 8:00-9:20 AM | 153 Heroy

UC 2016: Individuals, Institutions, and Cultures

CC: Social and Behavioral Sciences

Analyzes and contrasts different patterns of national political development in Western, Marxist-Leninist, and Third World countries. Political dilemmas confronting each type of system will be examined.

*Recommended course for first-year Honors students.*

**PLSC 3330-002H: LAW, POLITICS, AND THE SUPREME COURT**

Joseph Kobylka | TuTh 3:30-4:50 PM | 225 Clements Hall

UC 2016: History, Social & Behavioral Sciences

CC: Social and Behavioral Sciences, Writing in the Major

An introduction to the uniquely political and legal role played by the Supreme Court in elaborating the scope of governmental power and defining individual rights and liberties.

**PLSC 4369-002H: REPUBLICANISM AND THE GOOD SOCIETY**

Michael Lusztig | MWF 9:00-9:50 AM | 153 Heroy

UC 2016: History, Social and Behavioral Sciences; Humanities and Fine Arts

Examines the intellectual history of republicanism, its uneasy alliance with liberalism, and its various contemporary manifestations, particularly in the U.S. and Canada.

**SSC 3310-001H: SPECIAL TOPICS: HONORS SPEECH AND DEBATE**

Ben Voth | TuTh 11:00 AM-12:20 PM | 235 Clements Hall

No CC/UC Credit

This course increases student understanding of advanced public speaking through the specific practice of forensics. Forensics is composed of individual events speaking and debate. Various formats of competitive public advocacy will be performed in order to make students more advanced public speakers overall and prepare them for local, national, and global advocacy.

*Recommended course for first-year Honors students.*

## **BUSINESS COURSES**

**FINA 5332-001H: ASSET AND WEALTH MANAGEMENT**

Donald Shelly | Th 2:00-4:50 PM | 150A Maguire Building

No CC/UC Credit

Offers practical experience in investments through management of the Ann Rife Cox Investment Fund. Economic and industry analysis and determining how that analysis affects investment decisions. Topics include money and capital market forecasts, selection of individual securities, development of a portfolio strategy, and additional topics in asset and wealth management.

*Prerequisites: FINA 4325, FINA 4125, FINA 4326, FINA 4126. By application.*

### ITOM 3306-001H: OPERATIONS MANAGEMENT

Angelika Leskovskaya | MWF 10:00-10:50 AM | 251 Maguire Building

UC 2016: Technology and Mathematics

Introduces concepts, principles, problems, and practices of operations management, and discusses methods for building business analytics models to solve operational business problems effectively. Topics include decision analysis, optimization (particularly linear programming) and sensitivity analysis, time-series analysis and forecasting, inventory control, simulation, and project scheduling.

*Prerequisites: ACCT 2301; ECO 1311 and ECO 1312; ITOM 2308; MATH 1309 or MATH 1337; and one from the following: CS 4340, EMIS 3340, ITOM 2305, STAT 2331, STAT 4340. Reserved for Cox majors and minors in business administration.*

### MNO 3370-008H: MANAGEMENT

Madison Mucci-Ferris | TuTh 9:30-10:50 AM | 195 Crow Building

UC 2016: History, Social & Behavioral Sciences

Develops skills in managerial behavior that facilitate high performance and satisfaction as well as continued self-development for all organization members.

*Prerequisites: ACCT 2301; ECO 1311 and ECO 1312; MATH 1309 or MATH 1337; and one from the following: CS 4340, EMIS 3340, ITOM 2305, STAT 2331, STAT 4340. Reserved for Cox majors, minors in business administration, or management science majors.*

*BBA Scholars or Business Direct entering SMU Fall 2020 and beyond are not subject to the requisite requirements.*