



## SPRING 2022 Honors Courses

### WRTR 2306: FIRST-YEAR HONORS HUMANITIES SEMINAR II

This course confronts profound ethical questions through considerations of history, literature, psychology, philosophy, and sociology. Beginning with a story by Flannery O’Connor that poses questions about ethical conduct, students explore texts and events that challenge the foundations of philosophical and religious ethical systems. The course also addresses contemporary ethical questions regarding individual freedom and responsibility and the meanings of “community.”

Note: For 12 to 15 selected students, it will be possible to delay WRTR 2306, and take the course in Oxford, England during July in the SMU-in Oxford Program. Email Dr. Doyle for more information.

Section	Instructor	Meeting Time	Location
001H	Joan Arbery	MWF 9:00 – 9:50 AM	Annette Simmons Hall 138
002H	Joan Arbery	MWF 10:00 – 10:50 AM	Annette Simmons Hall 138
003H	Joan Arbery	MWF 11:00 – 11:50 AM	Annette Simmons Hall 138
004H	Cole Ryberg	MWF 11:00 – 11:50 AM	Prothro Hall 203
005H	Vanessa Hopper	MWF 12:00 – 12:50 PM	Virginia-Snider Hall 203
006H	Vanessa Hopper	MWF 1:00 – 1:50 PM	Virginia-Snider Hall 203
007H	Vanessa Hopper	MWF 2:00 – 2:50 PM	Virginia-Snider Hall 203
008H	Russell McConnell	TuTh 9:30 – 10:50 AM	McElvaney Commons 137
009H	Russell McConnell	TuTh 11:00 AM–12:20 PM	McElvaney Commons 137
010H	Bruce Levy	TuTh 11:00 AM–12:20 PM	Harold Simmons Hall 318
011H	Russell McConnell	TuTh 12:30 PM–1:50 PM	McElvaney Commons 137
012H	Will Roudabush	TuTh 12:30 – 1:50 PM	Fondren Science Bldg. 155
013H	Russell McConnell	TuTh 2:00 – 3:20 PM	McElvaney Commons 137

## TRAVEL COURSES: JAN TERM 2022

### ASAG 3350-001: ART COLLOQUIUM: NEW YORK CITY

Philip Van Keuren | Jan 2, 2022 (Arrival) to Jan 6, 2022 (Departure)

UC 2016: Humanities and Fine Arts

CC: No CC Credit

*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)*

Intensive analysis, discussion, and writing concerning works of art in museum collections and gallery exhibitions, and in alternative exhibition spaces during a two week period in New York City. The class topics studied will deal with the philosophical as well as the practical in order to better define and understand the nature of the art that our society produces and values.

#### How to Enroll:

Contact Professor Philip Van Keuren at [PVanKeur@smu.edu](mailto:PVanKeur@smu.edu) for an interview.

Contact Dr. Doyle for the UHP Scholarship Application

*PLEASE NOTE: This class is not part of the University Interterm. It predates that creation and is organized and administered by the Division of Art, Meadows School of the Arts. You cannot register for this class on line until given approval by the instructor. Organization of this class is within the Division of Art. Approval to participate in the class is contingent on a number of factors.*

## TRAVEL COURSES: SPRING 2022

### HIST 3316-001H: HISTORY OF SEX IN AMERICA – A FOCUS ON NEW YORK CITY AFTER THE 50<sup>TH</sup> ANNIVERSARY OF THE STONEWALL RIOTS

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

Travels to New York City over Spring Break!

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

CC: Historical Contexts, Human Diversity, Writing

*Instructor Permission Required to enroll*

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 semester course will focus on the history of New York and its unique history of sexuality. Well before the famous Stonewall riots of 1969, the city had become a haven for sexual minorities and contained a multiplicity of traditions, cultures, and perspectives almost from its early Dutch period onward. Readings will examine the history of gender and sexuality using the lens of New York City – and will move in roughly chronological order. Conditions permitting, the class will travel to New York over the spring break week.

**Readings include:** 1) Jen Jack Giesecking, *A Queer New York: Geographies of Lesbians, Dykes, and Queers* (2020); 2) Marc Stein, *Rethinking the Gay & Lesbian Movement* (2012); 3) George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (1994); 4) Genny Beemyn, *A Queer Capital: A History of Gay Life in Washington, D.C.* (2015); 5) Beemyn, Editor, *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories* (1997); 6) Martin Meeker, *Contacts Desired: Gay & Lesbian Communications and Community, 1940s-1970s* (2006); 7) Martin Duberman, *Stonewall* (1993); 8) New York Public Library, *The Stonewall Reader* (2019); 9) Hugh Ryan, *When Brooklyn Was Queer* (2019); 10) Kai Wright, *Drifting Toward Love: Black, Brown, and Gay and Coming of Age on the Streets of New York* (2008).

**Destinations:**

West Village, Harlem, Washington Heights, NYU and its campus on Washington Square Park, Times Square, History of Sex Museum, Times Square, New York City Public Library, LGBTQ+ Archives, Museum of the City of New York, tenement museum, lower east side, Brooklyn Heights and the Brooklyn Navy Yard

**MDVL 3351-802H & N10H: THE PILGRIMAGE**

**Bonnie Wheeler & Staff | TuTh 11:00 AM-12:20 PM | Hyer Hall 100**

**Travels to Italy over Spring Break: March 11-20, 2022!**

UC 2016: Language and Literature, Ways of Knowing

CC: Literary Analysis & Interpretation, Writing

This course will examine the sites, objects, routes, and theoretical principles surrounding the act of medieval pilgrimage. Centered around the city of Jerusalem, we will discuss how pilgrimage functioned within the faiths of the three major Abrahamic religions – Judaism, Christianity, and Islam. Both a physical and spiritual act, pilgrimage served as a mode of belief that fused past and present, allegory with reality. As we consider the paradigm constructed by these acts, students will engage with an interdisciplinary array of texts (both literary and historical) and images in their own imitation of the pilgrim's way.

## TRAVEL COURSES: MAY TERM 2022

HRTS 4392-001: RE-IMAGINE PARADISE: A HUAKA'I – O'AHU, HAWAII

Brad Klein | May 15, 2022 (Arrival) to May 25, 2022

UC 2016: Humanities and Fine Arts

CC: Breath, Creativity & Aesthetics

*A huaka'i is not an empty itinerary or a list of must-dos, but rather a journey defined by intention.*

*A huaka'i is not meant to be an easy walk in the park or a leisurely stroll along the beach. It is demanding. It demands that your journey be deliberate and purposeful, and that you remain open to what you might learn about a place and yourself.*

*It will place you in relationship to people and to the land in ways that you might not expect and that will demand something of you – a shift in perspective, an injunction to take action, a challenge to get involved, a request to step back or stand aside.*

*This huaka'i ...has precise aims for moving people through a place and providing new and old ways of looking at and interacting with some of the histories, struggles, and relationships that shape Hawai'i.*

...Hokulani K. Aikau and Vernadette V. Gonzalez in DeTours: A Decolonial Guide to Hawai'i

## Spring 2022 INTERDISCIPLINARY COURSES

HIST 2306-001H: THE KIDS ARE ALRIGHT

Crista DeLuzio & Bruce Levy | TuTh 12:30-1:50 PM | Harold Simmons Hall 207

UC 2016: Historical Contexts, Ways of Knowing

CC: Historical Contexts, Writing

The Kids are All Right examines from historical, literary, and other disciplinary perspectives key issues associated with American youth. The course explores childhood and adolescence as flexible social constructs that reflect – and respond to – larger forces of historical change. Among the questions we will seek to answer are these: At any given historical moment, what were the prevailing expectations for girls and boys growing up and how did those expectations resonate with broader cultural hopes, longings, and anxieties? How were young people shaped by prevailing expectations for growing up and how did they play a role in shaping those expectations and the wider society in return? We will consider children and adolescents in a variety of contexts: in the family, at school, at work, at play, as consumers, and as cultural icons. Throughout the course,

we will pay close attention to the multiple paths of growing up in the United States, especially to the ways in which experiences and representations of childhood and adolescence have been shaped by the categories of gender, race, ethnicity, and class.

## UNIVERSITY HONORS PROGRAM COURSES

### UHP 3100-001H: HONORS JUNIOR SEMINAR

Brandon Miller | Tu 4:00-5:00 PM | Clements G11

UC 2016: Information Literacy

CC: No CC Credit

The primary purpose of this course is to guide Honors students through the fellowship application process, and help students best prepare for fellowship and graduate school applications. The course will introduce students to the post-graduate fellowship opportunities available in all fields, prepare students for the application process, assist in creating complete portfolios for at least two national fellowships, and facilitate interview opportunities to prepare for potential in-person interviews. By preparing national fellowship applications in the spring of the junior year, students will have more time to work on the fellowship application process, enhancing the quality of the applications. National fellowship applications for post-graduate studies/experiences often include personal statements, leadership statements, statements of grant purpose, Curriculum Vitae, and a complete list of recommenders (prepared to write recommendations for the fall application cycle).

Although this is a one-credit course, it is also an Honors course, so the expectations are high. Attendance and participation are mandatory, and at minimum, required to succeed in the class.

*Instructor Permission Required to enroll  
Recommended for Juniors & selected Sophomores.*

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

Section 001H: Joan Arbery | TuTh 11:00-12:20 PM | Clements G11

Section 002H: Brian Fennig | MWF 1:00-1:50 PM | Dallas Hall 115

UC 2016: Historical Contexts, Language & Literature

CC: Human Diversity, 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.

*Department Permission Required to enroll*

[UHP 4100-001H: HONORS TUTORIAL: Franz Kafka's Worlds](#)

[Alan Itkin | M 4:00-5:00 PM | Clements G11](#)

No UC/CC Credit

Franz Kafka (1883-1924) famously wrote that he had a “tremendous world” in his head. The trick was figuring out “how to free myself and free it without being torn to pieces.” Kafka, however, was wrong. He had many worlds in his head. Each of his stories constructs its own strange world, different from all the others as well as from the “real world” we inhabit. This, perhaps, is no wonder. For Franz Kafka himself inhabited many worlds: As a German-speaking Jew in turn-of-the-twentieth century Prague, he was simultaneously part of a small minority community and of a larger cosmopolitan society in the Central Europe of his time; he was a committed writer and, at the same time, a high-ranking official in a semi-public worker's accident insurance concern; he was the member of a tight-knit family and an active participant in literary and artistic circles in Prague and Berlin. In this course, we will read Kafka's stories with close attention to the many worlds they construct. We will also explore the connections between these literary worlds and the different worlds Frank Kafka, the author, inhabited. By reading Kafka in this way, we will hope to answer an important question about his work: Why has Kafka, who published only a small number of stories in his lifetime to little fanfare, become the quintessential “world author,” read and celebrated all over the world? Students will be expected to come to class ready to discuss assigned readings and will post brief reactions to the readings on Canvas. Each student will also be expected to give a ten-minute presentation to the class one time during the semester on a work of Kafka criticism assigned by the instructor.

Readings will include:

- Kafka, Franz. *Amerika*. Translated by Mark Harman, Schocken, 2011.
- Kafka, Franz. *The Castle*. Translated by Mark Harman, Schocken, 1998.
- Kafka, Franz. *Kafka's Selected Stories*. Edited by Stanley Corngold, Norton, 2006.
- Mairowitz, David Zane, and R. Crumb. *Kafka*. Fantagraphics, 2010.

*Department Permission Required to enroll*

## HUMANITIES AND FINE ARTS COURSES

### ASCE 3330-002H: DEATH POTS

Brian Molanphy | TuTh 3:30-6:20 PM | Owen Fine Arts Center B640

UC 2016: Humanities and Fine Arts

CC: Creativity and Aesthetics, Global Perspectives

A fundamental motive in ceramics is to preserve – though paradoxically, a pot’s destruction may be inherent in its making. Some ceramics are made to navigate their bearers away from the world of the living, while others are deliberately destroyed in accordance with death rites, in anticipation of death, or as a replacement for death. Death pots may define relationships with otherworldly luminaries, serve as milestones for the event of death, or mark cyclical reunions with the dead. As well as examining these pots that bridge two worlds, students study the ceramics of memorialization, transformation, regeneration, decadence, violence, and obsolescence.

*Recommended course for first-year Honors students.*

### ENGL 2314-001H: DOING THINGS WITH POEMS

Timothy Rosendale | TuTh 12:30-1:50 PM | Dallas Hall 137

UC 2016: Language and Literature, Writing

CC: Literary Analysis and Interpretation, Writing

Introduction to the study of poems, poets, and how poetry works, focusing on a wide range of English and American writers. Some attention to matters of literary history.

*Recommended course for first-year Honors students.*

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

Laurence Winnie | MWF 10:00-10:50 AM | Dallas Hall 157

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 2337-001H: HISTORY OF SPORTS IN THE UNITED STATES

Alexis McCrossen | TuTh 2:00-3:20 PM | Dallas Hall 143

UC 2016: Historical Contexts, Human Diversity

CC: Historical Contexts, Human Diversity

This course presents an overview of the development of amateur and professional athletics during the nineteenth and twentieth centuries in the United States. It considers the social, cultural, and business history of sport in the United States. Class meetings will include sports history lectures (often illustrated), the screening of sport documentaries, guided discussions, and student presentations.

### HIST 3316-001H: HISTORY OF SEX IN AMERICA – A FOCUS ON NEW YORK CITY AFTER THE 50<sup>TH</sup> ANNIVERSARY OF THE STONEWALL RIOTS

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

Travels to New York City over Spring Break!

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

CC: Historical Contexts, Human Diversity, Writing

*Instructor Permission Required to enroll*

See Description on Page 2

### HIST 3396-001H: COEXISTENCE & CONFLICT IN THE MIDDLE EAST

Sabri Ates | M 2:00-4:50 PM | Dallas Hall 157

UC 2016: History, Social and Behavioral Sciences

CC: Global Perspectives, Historical Contexts, Human Diversity

This research-oriented and writing-intensive Seminar class revolves around one central question: What did it mean to be, and what does it mean to be a member of an ethnic minority in the pre-modern and modern Middle East? Despite the perceptions of the Middle East as a region mired in primordial and unresolvable conflicts, before the rise of the idea of nationalism, peoples of different cultures, religions, and ethnicities lived in “relative peace” in this region. However, with the rise of nationalism and nation-state, imperialist expansion, and the dissolution of empires, fundamental changes occurred in this region and elsewhere. Locating this change in the mid-nineteenth and early twentieth centuries, this class aims to capture the change and continuity in the inter-communal relations of the Middle Eastern region. By examining various cases, it analyzes when and how ethnic diversity or being ethnically different from the majority became a political problem?

The course starts with examining the idea of the “people of the book” or “dhimmi” in Islam. We’ll analyze how the Islamic powers coped with the question of ethno-religious diversity in different periods and geographies and kept alive ethics of coexistence. Pre-modern cases will include early Islamic Empires, Muslim Spain, the Abbasid Caliphate,



the Ottoman Empire, and Iran. We'll then capture the process of change that started in earnest in the second half of the nineteenth century. We'll examine the dissolution of the Ottoman Empire, the First World War, and the changes it brought to the region, including the emergence of ethno-nationalist states like Turkey, Syria, and Israel and their policies towards their minorities. Particular minorities that would be studied are: the Copts in Egypt, the Kurds in Iran, Iraq, Turkey, and Syria; Arab citizens of Israel; Alawites of Syria; Christians of Syria and Iraq; Bahais, Jews, and Sunni Muslims in Shia dominated Iran; and Shia minorities in Saudi Arabia, and the other Persian Gulf monarchies.

#### MDVL 3351-802H & N10H: The Pilgrimage

Bonnie Wheeler & Staff | TuTh 11:00 AM-12:20 PM | Hyer Hall 100

Travels to Italy over Spring Break!

UC 2016: Language and Literature, Ways of Knowing

CC: Literary Analysis & Interpretation, Writing

See Description on Page 3

#### PHIL 1318-004H: CONTEMPORARY MORAL PROBLEMS

Jennifer Matey | TuTh 12:30-1:50 PM | Hyer Hall 106

UC 2016: Philosophical and Religious Inquiry & Ethics

CC: Philosophical, Religious, & Ethical Inquiry

A general introduction to the central questions of philosophy; topics include the theory of knowledge, philosophy of religion, metaphysics, philosophy of mind, ethics and political philosophy. Typical questions might include: Can we know the world outside our minds? Is it rational to believe in a God who allows evil to exist? Do the laws of physics allow for human freedom? Is morality more than a matter of opinion? Can there be unequal wealth in a just society? Readings will include classical authors such as Plato, Descartes, Locke, Hume and Mill, as well as contemporary philosophers. The focus of the course will be on arguments for and against proposed solutions to key problems of philosophy.

*Recommended course for first-year UHP students.*

#### PHIL 1319-002H: TECHNOLOGY, SOCIETY, AND VALUE

Joshua Crabill | MWF 2:00-2:50 PM | Maguire Building 356

UC 2016: Philosophical and Religious Inquiry & Ethics; 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.

*Recommended course for first-year UHP students.*

### RELI 1301-001H: RELIGIOUS LITERACY

William Barnard | TuTh 9:30-10:50 AM | Dallas Hall 143

UC 2016: Human Diversity; Philosophical and Reli Inquiry & Ethics

CC: Human Diversity; Philosophical, Religious and Ethical Inquiry

An introduction to the world's religions and the academic discipline of religious studies, leading to a familiarity with the histories, beliefs, practices, social contexts and scriptures of several world religions, as well as to an awareness of key issues in the methodology of religious studies.

*Recommended course for first-year UHP students.*

### RELI 3326-002H: NEW TESTAMENT

Mark Chancey | MWF 1:00-1:50 PM | Dallas Hall 143

UC 2016: Humanities and Fine Arts

CC: Philosophical, Religious and Ethical Inquiry

An introduction to the writings of the New Testament, the formative events, and the people who played leading roles in the origin of Christianity.

## MATH AND SCIENCE COURSES

### BIOL 3303-001H: EVOLUTION

John Wise | MWF 9:00-9:50 AM | Hyer Hall 201

No UC/CC Credit

A study of the principles of biological evolution. Includes natural selection, adaptation, molecular evolution, the formation of new species, the fossil record, biogeography, and principles of classification. Includes 3 hours of lecture each week.

*Prerequisite: BIOL 1301/1101 (or BIOL 1401) and C- or better in BIOL 3304*

### BIOL 4132-001H: SENIOR SEMINAR

Eva Oberdörster Stalnaker | W 11:00-11:50 AM | TBA

No UC/CC Credit

The goal of this course is to prepare you to be an engaged member of your community by serving as a "Citizen-Scientist" in the field of Biology. As people around you realize that you have a degree in Biology, they will oftentimes ask you questions about the

latest science item they saw on the news. Senior Seminar will give you the tools to read lay scientific papers and present a cogent analysis using the information you have learned during your undergraduate career at SMU.

Students will choose papers from the 'lay' scientific press dealing with the most recent/cutting edge Biology. Students will lead the discussion on their chosen paper. We will discuss the authors/scientists involved, the background of the research, the experiments that were done, and the influence and impact on society. The goal is to gain experience being a citizen-scientist, and to discuss bioethics and applications of technology.

*Prerequisite: Senior Standing, Major in Biology*

### **MATH 3304-003H: INTRODUCTION TO LINEAR ALGEBRA**

**Vladimir Ajaev | MWF 11:00-11:50 AM | Dallas Hall 115**

UC2016: Technology and Mathematics

CC: None

Matrices and linear equations, Gaussian elimination, determinants, rank, geometrical notions, eigenvalue problems, coordinate transformations, norms, inner products, orthogonal projections, and Gram-Schmidt and least squares. Includes computational exercises related to these topics.

*Prerequisites: C- or higher in MATH 1338 or MATH 1340.*

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

**Stephen Sekula | M 6:00-7:20 PM | Fondren Science Building 123**

No UC/CC 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

### ANTH 3399-001H: IN SEARCH OF ICE AGE AMERICANS

David Meltzer | TuTh 8:00-9:20 AM | Harold Simmons Hall 317

UC 2016: Human Diversity, Information Literacy, Natural and Applied Sciences, Ways of Knowing

CC: Exploring Science

It is widely accepted that the first Americans arrived here over 12,000 years ago, when the earth was in the waning grip of an Ice Age. But ascertaining who these colonists were, where they came from, when and how they got here, and how they adapted to their new landscape has proven challenging – if not highly controversial. The primary goals of this course are to develop an understanding of the peopling of the Americas. Given the inherently interdisciplinary nature of the topic this requires attention to a variety of scientific fields: you will learn about and critically assess how that understanding is being developed across multiple disciplines including archaeology, glacial geology, genetics (including ancient DNA), linguistics and physical anthropology.

### ANTH 4345-701H: CREATING GLOBAL AND PUBLIC HEALTH IMPACT

Eric Bing | Tu 5:00-7:50 PM | Harold Simmons Hall 207

UC 2016: Community Engagement, Global Engagement, Human Diversity, Oral Communication, Ways of Knowing

CC: Community Engagement, Global Perspectives, Human Diversity

This course focuses on developing innovative thinking in regards to solving the challenges in global health. Students will learn how institutions like governments, NGOs, businesses, foundations, and multilateral agencies implement programs to promote global health and analyze why some of these programs succeed in saving lives while others fail.

*Prerequisites: Advanced standing and ANTH 2301 (or instructor permission); recommended for Juniors and Seniors. Please contact Professor Bing about registering for the class.*

### ECO 1312-001H: PRINCIPLES OF MACROECONOMICS

TBA | MWF 10:00-10:50 AM | Dallas Hall 156

No UC/CC Credit

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.

*Prerequisites: C- or Higher in ECO 1311*

*Recommended course for first-year Honors students.*

#### PLSC 4336-002H: CIVIL LIBERTIES: FIRST AMENDMENT & PRIVACY

Joseph Kobyłka | TuTh 2:00-3:20 PM | Dallas Hall 115

UC 2016: History, Social and Behavioral Sciences

CC: No CC Credit

Examines the place and treatment of expression, religion, and personal autonomy in the American Constitution and in the cases in which the Supreme Court has defined and applied the Constitution.

#### PLSC 4341-002H: COMPARATIVE RIGHTS AND REPRESENTATION

Michael Lusztig | MWF 10:00-10:50 AM | Dallas Hall 115

UC 2016: History, Social and Behavioral Sciences

CC: No CC Credit

Examines the tension that exists between rights and democratic representation. Explores judicial activism in making social policy, individual versus collective rights, aboriginal rights, and affirmative action.

#### PLSC 4370-002H: THE REPUBLICAN HERO

Michael Lusztig | MWF 9:00-9:50 AM | Dallas Hall 115

No UC Credit

CC: Writing in the Major

Explores the evolution of democratic values through the lens of heroism. Identifies a typology of heroism and demonstrates the relevance of heroism from Homer to Batman.

## BUSINESS COURSES

#### FINA 5332-001H: PRACTICUM IN ASSET AND WEALTH MANAGEMENT

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

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.*

#### FINA 5441: ALTERNATIVE ASSETS

Section 001H: William Maxwell | Tu 11:00-12:20 PM, W 5:00-7:20 PM |  
Tu Maguire Building 150A, W On Campus Arranged

Section 002H: William Maxwell | Tu 12:30-1:50 PM, W 5:00-7:20 PM |  
Tu Maguire Building 150A, W On Campus Arranged

Section 003H: William Maxwell | Tu 2:00-3:20 PM, W 5:00-7:20 PM |  
Tu Maguire Building 150A, W 190 Crow Building

No CC/UC Credit

Focuses on leveraged finance and the necessary skills to calculate total enterprise valuation. Also, the different segments of leveraged finance: high-yield bonds, leveraged loans, credit default swaps, collateralized debt obligation, debtor-in-possession financing, and distressed investing.

*Prerequisites: FINA 3320 and ACCT 3311. Prerequisites or corequisites: ACCT 3312, FINA 4325 and FINA 4125. Application required. Reserved for Cox majors.*