



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING
AGENDA
September 30, 2014
2:00 p.m.
L-201**

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
5. OLD BUSINESS
6. DISCUSSION
 - a. Class
 - Psychology 101: Laurel Johnson
 - b. Honors Option
 - History 107 Sarah Burns (attachment)
 - Deaf Studies 105: Dan Humphrey (attachment)
 - Sociology 101: Amy Andrada (attachment)
 - Geography 105: Kathy Duret (attachment)
 - c. Honors Option Faculty List (attachment)
 - d. UCLA Conference
 - e. Spring Honors Classes (attachment)
7. ACTION ITEMS
 - a. Class
 - Psychology 101: Laurel Johnson
 - b. Honors Option
 - History 107 Sarah Burns
 - Deaf Studies 105: Dan Humphrey
 - Sociology 101: Amy Andrada
 - Geography 105: Kathy Duret
 - Spring Honors Classes
8. OTHER BUSINESS
9. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

HONORS OPTION

Overview:

This History 107 honors project requires students to conduct research on the following topic: **In Defense of Slavery—the Southern Argument defending their “peculiar institution,”—and the Northern abolitionist arguments against that institution.** As the core for this project, honors students should read the C. Vann Woodward book, *Mary Chesnut's Diary*, to fully understand the contrasting pictures Chesnut (a wealthy plantation mistress) offers in defense of slavery, in criticism of slavery, and the contradicting pictures she presents regarding the “southern gentleman.” In addition to this core research, honors students should also research (at the minimum) the papers of John C. Calhoun (of South Carolina), as well as the abolitionist papers of both William Lloyd Garrison and Frederick Douglass. Any other records students can find regarding the southern defense and the northern abolitionists' critiques are also welcomed—and must be cleared with the instructor. **This paper should have no larger than one inch margins, should be double spaced, a minimum of ten pages in length, should have clear internal citations, and include a total Works Cited section in conclusion.**

Honors students will be expected to conduct research, create a research paper, a Power Point presentation to present to the class, and a handout to accompany that Power Point.

For history majors, the value of this project is apparent. However, for all majors, knowledge of the following historical problems in American history are also invaluable assets for any discipline and career: 1) *racism as a legacy of southern slavery*, 2) *regional/sectional economic differences as a second cause of America's Civil War*, and 3) *the continued socioeconomic problems which America's peculiar institution propagated*.

Assignment:

To understand the scope of judgment and criticism emanating from each region (North and South), students will need to consider the differences in religion, lifestyle, economies, industries, geography and climates inimical to each section of the country. Students can gather much of this information in the regular classroom, as the course progresses. This means that, from the study of 17th century English colonialism, on to 1877, they will need to pay close attention to lecture materials on this topic (inquiring and researching). In addition to *Mary Chesnut's Diary* and the arguments created in defense of and criticism of slavery, students will need to engross themselves in the era—having a clear understanding of the horrors of the slave trade, the human rights violations inherent in America's peculiar type of human bondage, and the lack of local laws (in most colonies/states) to deal with Masters' and Mistresses' abuse and murder of slaves living on large plantations.

The instructor will provide guidance into materials created by both PBS and the History Channel, as these serve to enhance their understanding and awareness of the assigned topic. As stated above, there are several core materials to be studied—*Mary Chesnut's Diary* (both a defense and a critique of slavery), John C. Calhoun's writings (in defense of slavery), and any of the abolitionist papers regarding criticism of slavery (William Lloyd Garrison and Frederick Douglass). Other abolitionist work: Theodore Dwight Weld, Gerrit Smith, Lucretia Mott, Sarah and Angelina Grimke (of South Carolina), Harriet Beecher Stowe's *Uncle Tom's Cabin*, and others.

The research paper should be submitted in MLA format, including a cover page, internal citations and total Works Cited in conclusion.

Due Dates:

- Week 6: Submit an outline and an annotated Bibliography list for instructor approval.
- Week 7: Begin first draft of paper.
- Week 11: Submit first draft (via email) for instructor's review (through turnitin.com).
- Week 15: Submit final paper to instructor for grading; present handout and Power Point.

Honors TAP Option by Contract Instructor Proposal

Honors TAP Option by Contract Instructor Proposal

INSTRUCTOR USE ONLY: By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to sign all appropriate paperwork by the deadline in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. If an instructor wants to grade the project, CREDIT or NOCREDIT should be used. Students need not be earning an "A" in a course to do an honors option; however, their work in general must be honors quality. Instructors reserve the right to deny the opportunity of an honors option to any student in any course.

DFST 105—Introduction to American Deaf Culture

Check which of the following honors objectives will be met by the proposed course?

- Option will provide content about the history or background of the field being studied.
- Option will show an awareness of some of the field's major theories or current trends
- Option will require students to perform a case study, field experience, or other application.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

This honors project will require the student to compose a 10-12 page research paper illustrating both how audism affects the Deaf community on a macro, meso, and micro scale, as well as, how audism leads to a system of over-privilege for hearing people. This project will require the student to develop a sophisticated understanding of how audism dehumanizes and marginalizes Deaf people through the dominance of social, cultural, political, linguistic, educational, and economic institutions as well as an understanding of how hearing people benefit from the perpetuity of audism.

Honors TAP Option by Contract Instructor Proposal

2. Describe how the option will strive for a high degree of student participation and involvement.

In addition to regular course assignments, the student will need to meet with the instructor early in the semester to begin discussing relevant supplemental readings relevant to their research. Additionally the student will be required to meet with the instructor several times throughout the semester on an ongoing basis to show their progress and to expound upon topics relevant to their work.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

The student will be required to do research and read various articles, books, and ethnographical studies. Additionally, the student will be required to research other forms of oppression such as racism, sexism, heterosexism, and other "ism"... in order to gain a comparative and comprehensive understanding of how audism parallels with other forms of oppression.

4. Describe writing assignments and discuss how the course will foster critical thinking.

In addition to completion of all regular course assignments the student will write a 10-12 page research paper detailing the effects of audism on the Deaf community at the macro, meso, and micro levels of our society, as well as illustrating how audism leads to a system of over-privilege for hearing people. This process will require the student to critically analyze the complex weave of audism at all levels of our society as well as require them to begin the journey of a self-reflexive analysis toward an understand how their own internalized oppressive ideologies.

5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

The research paper will be done in APA format, including a cover page, abstract, in-text citations, and a references page. The student shall use no less than (6) scholarly sources for their research as well as a minimum of (1) primary source.

6. Overall, please describe how this honors option by contract project will benefit the honors student.

Upon completion of this course, the student will have a greater understanding in the ways audism manifests itself at all levels of society as well as how audism affects the Deaf community. Additionally the student will gain a greater insight in to their own actions/ beliefs and how they have been and are framed by internalized audism. Lastly, upon the completion of this course, the student will gain the requisite skills of critical research, analytical thinking, and academic writing needed for university level work.

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SOC 101 Introduction to Sociology - Amy Andrada (aandrada@avc.edu)

Check which of the following honors objectives will be met by the proposed course?

- Option will provide content about the history or background of the field being studied.
- Option will show an awareness of some of the field's major theories or current trends
- Option will require students to perform a case study, field experience, or other application.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

Honors students will compose a research paper (10+ pages) which expands upon an area introduced in Sociology 101. Regular SOC 101 students focus on an overview of social systems at the macro and micro levels, but this project will require honors students to focus on the association between social institutions and interpersonal scenarios. The focus of the research paper will be to investigate how an aspect of society (culture, gender, social institutions, etc.) is reflected within an immediate setting of the student (i.e. education, family, relationships). This option is offered to students that wish to investigate the association between a macro social influence (family, economy, politics) and micro interactions of everyday life (relationships, employment options, educational pursuit).

Honors TAP Option by Contract Instructor Proposal

Student will explore the research topic through readings, research literature, and discussions. Honors Options students will benefit by gaining a better understanding of the link between social systems and personal orientations.

Honors students will need to conduct extensive research to collect information for a research paper. This will include journal articles and publications, understanding a main sociological theoretical perspective on the matter, being able to decipher an association between social institutions (macro) and personal (micro) repercussions.

Students from any major or academic goals may benefit from the opportunity to expand one's knowledge base of society. In addition, students will need to utilize research skills, writing techniques, and develop critical thinking skills which are beneficial to all students.

Furthermore, this paper will require honors students to conduct research outside of the classroom and provides an additional assignment to their current coursework.

2. Describe how the option will strive for a high degree of student participation and involvement.

I will meet with the honors student(s), on a weekly basis, throughout the semester. Initially, we will meet and discuss the assigned readings and main sociological perspectives which are utilized throughout the course. This will serve as a platform of which students will select their topic and submit a proposal which indicates: (A) Why they chose the specific topic; and (B) how they interpret an association between the social institution and the personal setting under investigation. Below is a tentative schedule of their work:

Due Dates: (Students will meet with the instructor weekly or as needed)

- **Week 4/5:** Student(s) will submit their proposal.
- **Week 6:** Student(s) will submit list an outline of sources and meet with the instructor to discuss their topic.
- **Week 8:** Student(s) will submit their initial rough draft.
- **Week 11:** Student(s) will submit their second rough draft and the rough presentation which will be presented in class near the end of the semester
- **Week 13:** Student(s) will submit their completed rough draft to [turnitin.com](https://www.turnitin.com), and to the instructor
- **Week 15:** Student(s) will submit their completed paper for grading
- **Week 16:** Student(s) will deliver a 5 - 7 minute presentation marking the association between the macro and micro orientation.

Honors TAP Option by Contract Instructor Proposal

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

Assigned journal articles and books, and students' own research will help students create critical thinking skills. The depth of the research paper will serve to expand the breadth of knowledge of the subject matter. In addition, the weekly meetings will provide an avenue of development in discerning legitimate research material and expanding ideas in developing associations between the subject matters discussed.

4. Describe writing assignments and discuss how the course will foster critical thinking.

There are three (3) short writing assignments (600 words or more) in the regular SOC 101 course. In addition, there are weekly pop quizzes, four exams, and a group presentation (consisting of 4-5 members each). All of these assignments require critical thinking by making association between their immediate settings and/or scenarios and social influences. The modification of the research paper mentioned above will encourage student(s) to expand the connective links between social influences and personal orientations by investigating an aspect of social institutions and how these impact the individual. The student(s) will have to prepare a presentation which demonstrates the association and/or correlation to the class, which will require them to develop brevity in presenting research, assess their audience, explaining relativity of the subject matter, and anticipate responses.

5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

The research paper will be 10+ pages in length, require a minimum of eight (8) outside sources, use of the primary source of a sociological theoretical perspective, and be formatted according to American Psychological Association of Style (one of the primary standards in Social Science); the outside sources are secondary sources. In addition, students' will document each meeting and/or discussion by the use of a journal; this will ensure that a student(s) has

Honors TAP Option by Contract Instructor Proposal

immediate access to ideas and/or concepts to utilize as reference points for research which will be conducted.

6. Overall, please describe how this honors option by contract project will benefit the honors student.

This contract will benefit the honors student(s) by encouraging them to perform more in-depth research and develop writing skills which will aid them throughout their academic career. The exposure to research articles, publications, and books will serve to familiarize the student(s) with academic language and learn to assess reputable research sources. In addition, content matter will exemplify research topics sufficient to the research which reflects standard expectations of a university junior and/or senior level class. The use of American Psychological Association of Style will prepare the student(s) for the expectations of a university Social Sciences Department.

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Geog 105 Cultural Geography - Kathy Duret, instructor

Check which of the following honors objectives will be met by the proposed course?

- Option will provide content about the history or background of the field being studied.
- Option will show an awareness of some of the field's major theories or current trends
- Option will require students to perform a case study, field experience, or other application.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of the proposed option.

Be sure to show how it differs from what other students do in your course.

Honors students will conduct their own field study to (choose one of the following):

- a. Manzanar National Historic Site, a Japanese Internment Camp north of the Antelope Valley;
- b. Chinatown and Little Tokyo ethnic enclaves in L.A.; or
- c. Other location by instructor approval only.

Research, observation, interpretation, and synthesis of various aspects of the chosen field site will be presented in a research project of 8-10 pages. Students will address specific questions and topics provided by the instructor pertaining to the choice of field study location as well as those that are student-inspired topics. Topics will include: Spatial setting, layers of history, internment and/or immigration experiences, current trends and issues, tourism, popular culture, and changing perspectives.

Honors TAP Option by Contract Instructor Proposal

Questions that the student will address if they choose the location of Manzanar will include:

- How does the physical setting of Manzanar affect you as a visitor/tourist?
- Describe the "Sense of Place" that you gain from your experience.
- How would the physical setting of Manzanar possibly affect the Japanese internees? Consider in your answer the aspects of physical comfort, overall view, and how that might influence daily life, possible success of farming/gardening endeavors, and social life. Consider also the change in climate from where they had lived (Los Angeles) to the climate of this area and the challenges they may have had in attempting their gardening/farming activities.
- How did the identities of Japanese Americans shape their internment experience?
- How can perspective dictate the treatment of an ethnic group or community?
- What is the purpose of revitalizing Manzanar and opening it up to tourism?
- Is there a discernable difference or change of perspective in ethnic perception from then and now?

This type of activity will require honor students to conduct research outside of the classroom with a "hands on" experience. It is a specialized, in-depth research and analysis of topics that are introduced in the classroom and will complement the student's current classroom coursework.

2. Describe how the option will strive for a high degree of student participation and involvement.

The nature of a field study provides for a high degree of student commitment, participation and involvement as the student is actively engaged in creating their own experience. Observation and interpretation requires complete participation on the part of the student. Although guidelines will be provided by the instructor, the student has control of time spent in the field as well as formulating research methods and completing a final project.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

Assigned articles, literature review, books, DVD's, site visitation and exploration, and student's own research will provide greater insight and understanding of the topic explored. Personal experience and observation are integral to enhancing depth and breadth of a subject.

4. Describe writing assignments and discuss how the course will foster critical thinking.

Students will research, observe, analyze, and record their experience in an 8-10 page typed project. Use of at least 5 sources, labeled general and site-specific maps, photos, and graphics are required as well as personal observations and interpretations. The project will include labeled

Honors TAP Option by Contract Instructor Proposal

photographs taken by the student providing illustration for their discussion text. In addition, students are encouraged to utilize tables, charts, and graphs to support their discussion.

5. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

Opportunities for research will begin with pre-trip planning and reading information and articles gleaned from internet sources. Websites provide preparatory information for students prior to their visiting the site. On site, students may have access to a Museum or Visitor Interpretive Center which may include exhibits, movie gallery, and bookstore. These sources, along with the foot/auto tour exploration of the site will assist the student in gaining an in-depth experience. Interviews with docents and/or shop keepers will add to the experience.

The 8-10 page project will be constructed as to include a cover page, table of contents, text, photos, graphics, maps, and a resource page.

6. Overall, please describe how this honors option by contract project will benefit the honors student.

Studying a topic "in the field" and on site allows a student to personally supplement and apply information learned during class and to use critical thinking skills to complete a well-rounded project. This is not simply a research report, it is a personal exploration and experience designed by the student.

Working in the field, students are also provided the opportunity to gain a much larger breadth of a topic and understanding of many layers of same, far beyond what is typically gained from average classroom attendance and participation. This type of project often garners enthusiasm and enjoyment of the course subject and of the topic being explored.

Antelope Valley College
Math/Science/Engineering Division
Geography Department

Geog. 105: Cultural Geography HONORS OPTION

Instructor: Kathy Duret

Email: kathyduret@yahoo.com

MANZANAR FIELD STUDY PROJECT

HONORS OPTION OVERVIEW

Honors students will visit Manzanar National Historic Site, a Japanese internment camp north of Antelope Valley. Research, observation, interpretation, and synthesis of various aspects of Manzanar will be the focus of this field experience and will be manifested in an 8-10 page research project.

OBJECTIVES

- Students will apply knowledge of topics discussed in class to an actual off-campus site.
- Students will use critical thinking skills as well as personal observation and interpretation in exploring this World War II Japanese Internment Camp.
- Students will gain a hands-on experience in a field setting and will be actively engaged in creating their own experience.
- Students will express their findings, observations, information, and experiences in a research project and provide a critical review, thus strengthening their critical thinking skills.

METHOD

Prior to visiting the site, students will prepare themselves for this field study by:

1. obtaining maps to the location;
2. estimating travel time to/from the site;
3. procuring optional lodging for a more leisurely experience; and
4. locating online resources for pre-trip reading and research.

When they arrive in Manzanar, students will

1. Visit the Visitor Center;
2. Browse the displays, exhibits, movie gallery, and bookstore;
3. Participate in a self-guided auto tour with map/information obtained in the Visitor Center. Allow time to park the car and conduct further explorations on foot. Spend time in contemplation of events that occurred here in the past (the human element: daily life, social life, religious life, etc); and
4. Observe the physical geography of this site, the “physical setting”- not the infrastructure of the camp itself, but the natural landscape.

TOPICS/QUESTIONS TO BE EXPLORED

1. SPATIAL SETTING
 - a. Where is Manzanar National Historic Site? What is it’s relative location to Los Angeles in terms of distance and direction?

2. PHYSICAL SETTING

- a. Describe the physical setting of Manzanar. Include the visual setting as well as the particular weather of your visit and your estimation of the climate of the area. Consider the change of location and climate from where the Japanese lived (Los Angeles) to this area and the challenges that might have been faced in gardening/farming endeavors.
- b. Look at the current quantity and variation of species or basic type of plants/trees growing outside the boundary of the camp and then observe any variation inside the camp boundaries. If there is a discernable difference, what would you attribute that to?
- c. How does the physical setting of Manzanar affect you as a visitor/tourist? Describe the sense of place that you gain from your experience.
- d. How would the physical setting of Manzanar possibly affect the Japanese internees ? Consider physical comfort, the overall view, and how that might influence daily life, possible success or failure of gardening/farming endeavors, social life, religious life etc.

3. LAYERS OF HISTORY

- a. Discuss the history of the site with regard to peoples and activities that may have occurred here prior to it becoming an internment camp.
- b. How did this location come to be an internment camp? Explain who/when/why of this internment camp location.

4. INTERNMENT EXPERIENCES

- a. How did the identities of Japanese Americans shape their internment experience?
- b. How can perspective dictate the treatment of an ethnic group or community.
- c. Using concepts discussed in class, address the concepts of “cultural landscape”, “ethnocentrism” , and “ghetto”.

5. CURRENT TRENDS

- a. What is the purpose of revitalizing the site of Manzanar and opening it up to tourism?
- b. Why would someone want to visit this location?
- c. How does the current incarnation of the site affect you as a tourist/geographer?
- d. Is there a definite or discernable change of perspective in ethnic perception from then and now?
- e. How is ethnic diversity in general viewed in today’s ‘social climate’?
- f. Is there currently any evidence or behaviors which suggest a negative perception and/or ethnocentrism among any other ethnic group here in California or the nation?
- g. How does the Japanese internment relate to current ethnic perceptions?

PROJECT COMPONENTS

An 8-10 page project will include a cover page, table of contents, informative text, labeled photos, graphics, maps, and a resource page. Students will also include a personal editorial regarding their experiences.

TIMELINE AND DUE DATES

Student will meet with the instructor weekly or as needed.

- By week 4: Submit a general outline of procedure and list of potential references and sources.
- By week 10: Student will have visited the location and completed the site observations and analysis.
- By week 13: Submit a draft version of project to instructor.
- By week 15: Submit final project to instructor.



**Approved Honors Faculty for Honors Option Contracts
Spring – Summer- Fall
2014-2015**

Honors Options by Contract

Note: Only approved honors faculty should be approached regarding this option.

Honors students may complete three of the six required honors sections of classes by enrolling in and fulfilling an honors option by contract. Contracts should be filled out completely, signed by student and instructor, and returned to the honors coordinator by the end of the **4th week** of the semester (**2nd** week during Summer). The grade in the course should in no way be affected by the completion or lack of completion of an honors option.

Instructors must submit a proposal and receive approval of honors options to the honors coordinator/committee before offering it to students. Instructors may use their discretion in deciding whether to offer an honors option for a particular course or student. All honors instructors who have taught an honors section of a particular course are automatically approved to offer honors options by contract:

Rae Agahari	Jeffrie Ahmad	Debra Anderson
Fredy Aviles	Kathy Bingham	Ronald Chapman
Scott Covell	Debra Feickert	Irit Gat
Jessica Harper	Mark Hoffer	Charles Hood
Matthew Jaffe	Rachel Jennings	Vejea Jennings
Angela Koritsoglou	Cynthia Lehman	Jonet Leighton
Karen Lubick	Mark McGovern	Tina McDermott
Scott Memmer	Kathryn Mitchell	Christine Mugnolo
David Newby	David Newman	Mike Pesses
Harish Rao	Kenneth Shafer	Santi Tafarella
John Toth	Michael Tran	John Vento
Pavinee Villapando	Darcy Wiewall	Sherry Zhu

In addition, the following instructors have been approved to offer honors option contracts in the indicated courses:

Course:	Instructor
Accounting 201 & 205	S. Adams
Administration Justice 102	T. Lynski
Administration of Justice 206	D. Cummins & T. Lynski
Biology 110	M. Rainbow
Biology (Anatomy) 201	Langjahr, Sullivan, Fredette
Business Law 201	D. Adams
Chemistry 110, 210	Belletire,
Chemistry 110	A.Schroer
Computer Applications	K. Moore
Communications 101	Nari Kim
Dance (3 unit transferable classes)	C. Littlefield
Economics 101, 102	M. Kemp
English 101	David Yerkes
English 102 & Literature	Ask instructor to submit proposal



Film TV 101, 201	A. Welsch
Foreign Languages	All full-time faculty approved
History	R. Brax
History 107 & 108	G. Guillen
History 107 and 110	S. Burn
History 113	J. Robin
Latin	R. Ruckman
Mathematics	N. Atique
Physics 101 & 110	J. Bowen
Physics and Physical Science	J. Towe
Political Science 200 & 203	N. Bednar
Theater 101	C. Corona

HONORS SPRING 2015

COURSE	DAY	TIME
English 102	W	7-10 (Toth)
English 279	M	7-10 Literature & Film (Hoffer)
History 108	M/W	8:00 to 9:20 (Jaffe)
Political Science 101	M/W	9:30 to 10:50 (Vento)
Physics 101	MW	11 to 12:20 M 2:15 to 5:00 (bowen)
English 103	W	3:45 TO 6:50 (Palagallo)
Theater 101	T/R	9:30 to 10:50 (Corona)
Music 101	T/R	11 to 12:20 (Newby)
History 110	T/R	12:30 to 1:50 (Burns)
Health Education 101	T/R	2:15 TO 3:35 (Prof. Kathleen Bingham)
Philosophy 105	R	3:45 to 6:50 (Prof. Sherri Zhu)