

HONORS COMMITTEE AGENDA

Monday, October 30, 2017

L-201

2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

RL Representative - **VACANT**

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Bassam Salameh, MSE Representative

CTE Representative - **VACANT**

Dr. Matthew Jaffe - SBS Representative

Van Rider, Library Representative

TAP Representative - **VACANT**

Alpha Iota/ASO Representative - **VACANT**

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. September 11, 2017 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Options <ul style="list-style-type: none">• Hist 108 D. Roland• FTV 107 A. Pirolini• French 102 P. Poole• Math 115 M. Martinez-Quijada• Soc 101 C. Giorgi• Soc 110 C. Giorgi• Soc 116 C. Giorgi b. Spring 2018 Class Schedule
VII. Action Items	J Vento	a. Honors Options <ul style="list-style-type: none">• Hist 108 D. Roland• FTV 107 A. Pirolini• French 102 P. Poole• Math 115 M. Martinez-Quijada• Soc 101 C. Giorgi• Soc 110 C. Giorgi• Soc 116 C. Giorgi b. Spring 2018 Class Schedule
a. Other Business		

b. Adjournment		
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Next Meeting: Monday, December 4, 2017

HONORS COMMITTEE MINUTES

Monday, October 30, 2017
L-201
2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

RL Representative - **VACANT**

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CTE Representative - **VACANT**

Dr. Matthew Jaffe - SBS Representative

Van Rider, Library Representative

TAP Representative - **VACANT**

Alpha Iota/ASO Representative - **VACANT**

Items	Person	Action
I. Call to Order and Roll Call		
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III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. September 11, 2017 Honors Minutes Approved
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Options <ul style="list-style-type: none"> • Hist 108 D. Roland • FTV 107 A. Pirolini • French 102 P. Poole • Math 115 M. Martinez-Quijada • Soc 101 C. Giorgi • Soc 110 C. Giorgi • Soc 116 C. Giorgi b. Spring 2018 Class Schedule
VII. Action Items	J Vento	a. Honors Options <ul style="list-style-type: none"> • Hist 108 D. Roland-APPROVED • FTV 107 A. Pirolini-APPROVED • French 102 P. Poole-APPROVED • Math 115 M. Martinez-Quijada-APPROVED • Soc 101 C. Giorgi-APPROVED • Soc 110 C. Giorgi -APPROVED • Soc 116 C. Giorgi-APPROVED b. Spring 2018 Class Schedule- APPROVED



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.

History 108 - United States History Since 1865

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.

In the traditional course, students are assigned readings from *The American Pageant* and other sources as deemed necessary by the instructor. Students are given four tests over the course of the semester and also summarize different readings or videos as assigned by the instructor.

In addition to the above, students accepting the Honors option will read a selected novel, produce a paper of 7-10 pages in length analyzing the novel in terms of its historical relevance, and create a PowerPoint presentation for the class (with notes for the professor).



Honors TAP Option by Contract Instructor Proposal

The four options are:

The Jungle by Upton Sinclair. Students will analyze the role of *laissez-faire* government policies in the Gilded Age.

The Great Gatsby by F. Scott Fitzgerald. Students will analyze the social mores of the 1920s.

The Grapes of Wrath by John Steinbeck. Students will analyze the plight of mid-western farmers during the Great Depression.

To Kill a Mockingbird by Harper Lee. Students will analyze race relations in the American South in the 1940s and 1950s.

In each case, the students will compare what is portrayed in the novel with the historical reality as it is understood. Students will need to do supplementary reading beyond the novel and the assigned reading in the class to formulate in their minds an accurate representation of the historical reality the novels attempt to recreate.

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

The goal of the assignment is to get the student to interact with the text from an historical perspective. There is no need for literary analysis, character development, or plot summary. Rather the purpose is for the student to use his or her own understanding of the times to reflect on the way the period is portrayed in the text. The role of secondary reading by the students is to broaden their understanding of the period so their reflections are based on more information than can be gleaned either from the lectures or the assigned text. While each of these topics will be discussed in class, the instructor will not have time to give them the detailed study they deserve. This will be left to the Honors student and will, ideally, provide an experience of breadth and depth.

The purpose of the PowerPoint presentation is to give students accepting the Honors option the opportunity to demonstrate their knowledge of the specific topic and become comfortable with articulating their understanding to others. To possess the information so thoroughly as to be able to teach others is the goal of this part of the assignment.

3. List the specific meeting dates, deadlines and tasks.

The selection of the topic must be made during the fourth week of class. The Honors student will then meet with the instructor either before or after the class every other week to report on their progress and receive needed such guidance as is necessary. Most of the conversation will



Honors TAP Option by Contract Instructor Proposal

involve suggestions by the instructor as to valuable primary and secondary which will be helpful to the student. The paper must be submitted to the instructor one week before the last class meeting (finals week). The PowerPoint presentation, with accompanying notes, is due to the instructor three weeks before the last class (finals week) so time may be scheduled for its presentation.

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

In addition to reading the selected novel, the Honors student will be looking at a variety of primary and secondary sources. These will be chosen collaboratively by the instructor and the student, based on the topic selected and the direction the student takes with their paper. For example, a student looking at *The Jungle* might also study immigration patterns of the late 19th and early 20th century, or perhaps focus on the conflict over legislation at the state and national levels. The goal is to give the Honors student latitude in pursuing a subject of their interest within the confines of the larger assignment.

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

The primary writing assignment is a 7-10 page paper in which the student looks at the novel through the eyes of an historian. The Honors students will need to think critically about the work in light of the historical realities it seeks to represent. A thorough understanding of the social, political and cultural aspects of the time will be necessary for the student to properly evaluate the text in a general way. In addition, the process will require careful and detailed thought as they concentrate on their area of focus.

Also, preparing the PowerPoint presentation and the accompanying notes will require the student to think through the structure, organization, and flow of their oral presentation. The student will need to consider how best to educate others about what they have learned and to communicate clearly and concisely the conclusions they have reached from their study.

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

Students will need to access both primary and secondary sources in addition to the novel they choose. These particular sources will be agreed upon by the instructor and the student after conversations about the specific area of focus the student's work is going to take. Students will be expected to use MLA format and are responsible for accurately documenting their work.



Honors TAP Option by Contract Instructor Proposal

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

It is hoped that the Honors student will benefit from the tasks of reading an historical novel critically from an historian's perspective. In addition, the extended research into primary and secondary sources will provide the student with opportunities to "do" history as an historian might. Finally, the oral presentation will give the student the experience of imparting their knowledge to others, thereby reinforcing the understanding within the student.



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FTV 107 HISTORY OF FILM

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

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

a) Analysis of the cinematic and narrative characteristics of a specific pre-WW2 film movement (i.e., Impressionism, Expressionism, Soviet Montage, etc.), with an emphasis on issues of mise-en-scène, camera distance, camera movements, and editing.

b) Analysis of the way such characteristics found their way into the mainstream cinema of the same period.

c) Identification of contemporary audiovisual texts showing a specific cinematic style (i.e., movies by a contemporary director, studio, genre, etc.).

d) Detailed analysis of the characteristics outlined in bullet point #a and demonstration of their influence on the style and narrative of the texts identified in point #c



Honors TAP Option by Contract Instructor Proposal

The additional work the honors option student will perform will require the student produce work that demonstrates a higher standard and depth required of the standard FTV 107 course. The honors students will be required to develop a proposal examining their choice of topics:

- **Propaganda and the Photographic Image from Early years to Present**
- **Truth and the Photographic Image**
- **Images of Violence, Pain and Catastrophe- “The determining influence of Photographs in shaping what catastrophes and crisis we pay attention to, what we care about and ultimately what evaluations are attached to these conflicts.” Susan Sontag, Regarding The Pain Of Others.**

2. Describe how the option will strive for a high degree of student participation and involvement.
Students will be required to be working independently and meeting regularly with the instructor to design a detailed original research study that will lend further insight to the topic, helping them to increase their understanding. Furthermore, this project will allow the student to refine their library research and presentation skills.
3. List the specific meeting dates, deadlines and tasks.
Instructor will have meetings with honors options students as follows:
 - **Week 2: Students meet with instructor to discuss research and process.**
 - **Weeks 3-8: Begin research**
 - **Week 5: Students submit outline for research.**
 - **Week 8: Students submit ideas for final presentation/paper.**
 - **Week 10-15 Open Presentation**
 - **Week 12: Students will submit draft of final paper to instructor.**
 - **Week 14: Students will hold class discussion on thesis topic**
 - **Week 15: students will submit final paper and students will deliver a 15-20 minute presentation in class**
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
Students will be actively engaging in research through journals, and significant texts, and will also be critically discussing this information with the instructor. They will use this information to formulate a new study following all the components of the thesis, which will include updates and revisions as needed.
5. Describe writing assignments and discuss how the course will foster critical thinking.
Students will be asked to find scholarly research and current news items relevant to the film movement of choice. This information will then be used to design a research study, to further understanding of the selected topic. The paper will be no less than 10 pages, APA or MLA format. Students will gain formal speaking skills and presentation practice



Honors TAP Option by Contract Instructor Proposal
as when they present a 20 minute formal visual presentation in an open forum and in class discussing what they have learned and the rationale behind the thesis.

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

This research will require the honors student to write a 10-page minimum thesis paper, present it to the class in a 20 minute visual presentation. Texts to be considered are:

Bordwell, D., & Thompson, K. (2001). *Film art: An introduction*. New York: McGraw Hill.

Andrew, Dudley, *The Major Film Theories: An Introduction* (London: Oxford University Press, 1976).

Burch, Noel, *Theory of Film Practice* (New York: Praeger, 1973).

Eisenstein, Sergei, *The Film Sense*, Leyda, Jay (ed.) (San Diego, New York, London: HBJ Books, 1975).

Eisenstein, Sergei, *Film Form*, Leyda, Jay (ed.) (San Diego, New York, London: HBJ Books, 1975).

Kolker, Robert, *Film, Form, & Culture* (New York: McGraw-Hill, 2006).

and others approved by the instructor. The student must research and document information that support their ideas.

7. Overall, please describe how this honors option by contract project will benefit the honors student. **The honors option will be valuable to students because they will gain a greater understanding and more in-depth exploration of the development of narrative, visual, and cinematic styles. The goal is for the honors option to student to look far past the specific characteristics of historical film styles and connect them with contemporary audiovisual texts that still show traces of such characteristics. Through assignments, discussions and reflections on photography, students will gain research skills and the ability to communicate complex concepts. In addition, students will become more engaged in the arts and have the potential to become the next generation of audience members.**

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French 102 - Elementary French II

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 the students do in your course.

Students will expand their already required 5-7 minute in-class cultural presentation given in French in three ways. First, they will provide three additional 5-7 minute cultural presentations to the class chosen from a list of proposed topics. Second, they will create a glossary of French terms related to each topic, which they will share with the class at the time of the presentation. To accompany each presentation, they will write a minimum three-page paper (in English) about each topic. The papers will include comparisons and contrasts, analysis, and reflection based on their research and personal contact with and/or impressions of the Francophone cultural topics. The glossary will be attached.

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

The student will go above and beyond the combined 15 hours of class time and recommended homework time per week by attending meetings with the instructor throughout the semester and

Honors TAP Option by Contract Instructor Proposal

researching inspiring topics. Proposed topics are highly relevant to issues important to youth and present-day society, fostering a genuine sense of connection to French and francophone cultures both present and past.

Schedule:

- Week 1: List of proposed topics provided to student.
- Week 2: Meeting to choose three topics and discuss direction of Topic 1. Research on Topic 1 begins.
- Week 3: Meeting to discuss/assess work progress on Topic 1. Outline of paper/presentation due to instructor.
- Week 4: (Optional meeting.)
- Week 5: Student gives Presentation 1 and glossary to class. Paper 1 due.

- Week 6: Meeting to discuss direction of Topic 2 with instructor. Research on Topic 2 begins.
- Week 7: Meeting to discuss/assess work progress on Topic 2. Outline of paper/presentation due to instructor.
- Week 8: (Optional meeting.)
- Week 9: Student gives Presentation 2 and glossary to class. Paper 2 due.

- Week 10: Meeting to discuss direction of Topic 3 with instructor. Research on Topic 3 begins.
- Week 11: Meeting to discuss/assess work progress on Topic 3. Outline of paper/presentation due to instructor.
- Week 12: (Optional meeting.)
- Week 13: Student gives Presentation 3 and glossary to class. Paper 3 due.

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

The student will complete topical research using academic journals, books, films, music (lyrics), approved websites, and if applicable, primary-source correspondence with members of the Francophone culture(s) in question.

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

After completing a paper outline, the student will complete a 3-page minimum paper on each topic. In the papers, they will be required to present their findings, make comparisons and contrasts, analyze information, and conclude with reflections that link their research and cultural discoveries to their personal experiences and/or current societal issues.

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

Honors TAP Option by Contract Instructor Proposal

The student is required to include a Works Cited page in MLA style with a minimum of 5 sources, 4 of which must be from academic journals, books, song lyrics, or approved Internet sites. In-text citations are also required in MLA style. Students are encouraged to use primary sources such as correspondence with members of the culture(s) in question if possible.

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

This project will allow the student to gain a deeper foundational and critical understanding of specific topics of interest about the Francophone world as it relates to their own personal experiences or impressions, a more nuanced understanding of French and francophone cultures. The work will also foster tolerance, compassion and a sense of connection to other cultures. The student will also have the opportunity to share some discoveries with classmates during the presentation.



Honors TAP Option by Contract Instructor Proposal Mario Martinez-Quijda

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(Insert Course Number and Title here) (ex: English 101: Freshman Composition)

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

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- 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.

The Statistics applied topic will involve two independent sample means. The student will be required to use randomness in the sampling selection process. Individual surveys will be conducted and every student will collect his/her own data. As we progress in the class, every honor student will follow the 3 major steps in statistical analysis: Prepare, Analyze and conclude.

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

This option will provide every student the opportunity to individually get involved in a sound data collection process. They will experience the sense of real life research and they will conquer the fear of participation. The instructor will provide support and guidance during the process. Furthermore, the students will learn to use technology as a standard tool used to write modern statistical papers.



Honors TAP Option by Contract Instructor Proposal Mario Martinez-Quijda

3. List the specific meeting dates, deadlines and tasks.

At least once a week, the instructor will meet the honor students after class to discuss their progress on the research paper. The following time line breakdown will be followed:

Week 1: Get to know the students and provide additional insight!

Week 2: Directions and topic will be provided and planning for the sampling process/collection of data.

Week 3-4: Organization and graphical display of data is required.

Week 5-8: A summary statistics is calculated: Measures of center and variation, measures of relative standing and box plots including the 5 number summary and possible outliers.

Week 9: "Assessment of the normality of data"

Week 10-11: "Inferential statistics: Confidence intervals are created"

Week 11: "Volunteer hours must be completed, a written synopsis of their experience is due.

Week 12-13: Inferential statistics: Testing hypothesis one/ two populations involving different parameters.

Week 14: Project Paper is due!

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
Every class topic will be covered in detailed and in depth. We will have class discussions as a whole. MyMathLab will be used do do homework/quizzes online. A graphing calculator will be used as an additional tool to verify calculations. Additional problem packages will be provided. There will be four free response in class exams and a comprehensive final exam.
5. Describe writing assignments and discuss how the course will foster critical thinking.

This is a conceptual course. True understanding/application of theoretical concepts will be emphasized. Data analysis will be a key component of the course.

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

Students will follow standard steps in modern statistical analysis. They will use MyMathLab to master concepts and topics covered in class. In most cases, Technology will be used as an additional tool to verify manual calculations.

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

This project is an extra hands on activity that allows the student to master the topics. The students get to spend extra time with the instructor. They will gain a more intuitive understanding of modern statistical analysis. Moreover, it provides an opportunity to build confidence!



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(SOCIOLOGY 101: Introduction to Sociology)

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 be given an additional assignment, which includes watching and analyzing a documentary film, and/or film and/or fieldtrip which directly addresses societal issues. Students will meet at a separate agreed upon time outside of class to discuss the film and assigned material. A 6-page essay will be required by the fourteenth week of the semester. The essay will utilize the three foundational theories (conflict theory, functionalism, and/or symbolic interactionism) to analyze the highlighted issues in the documentary and/or film and/or fieldtrip assignment(s). This assignment will lead honors student to have a deeper understanding of sociological theories and cultivate critical thinking skills.



Honors TAP Option by Contract Instructor Proposal

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

Honors students will be required to meet outside of class three times throughout the semester to thoroughly and thoroughly discuss and monitor the progress of the assignment.

Week 3 – Student(s) will have their first meeting to discuss the assignment and select a film (A Place at the Table, 13th, Queen of Versailles, Screeners, Snowpiercer, Moonlight OR take a fieldtrip to Museum of Tolerance, Southwest Museum of Native American, Museum of Latin American Art, events put on by the Gay and Lesbian Center, Japanese American National Museum, Olvera Street, California African American Museum- these are examples as there may be other/alternative events/venues that qualify and highlight key issues within the topics of societal group formations and intersectionality)

Week 6 – Student(s) second meeting to discuss the film or fieldtrip in-depth

Week 10 – Student(s) will have their third meeting to review outline/first draft and monitor progress

Week 14 – Student(s) will submit their completed paper for grading in hard copy

3. List the specific meeting dates, deadlines and tasks.

Each student will be required to meet with me outside of class a minimum of three times throughout the semester to receive honors credit. If more than one student is participating in a semester, a time that is mutually agreeable will be selected so that students will be engaged with each other. All honors students in the same semester will have the same assignment, however each student will have the opportunity to select their own film and/or fieldtrip. The assignments allow students to critically think about what they have read and/or researched and to apply concepts, ideas and thoughts to their unique experiences and the world around them. It also provides an opportunity for students to question and analyze aspects of their environment and society as a whole.

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

The writing assignment for the honors option will require the application of all three sociological theories that is introduced in the regular course (conflict theory, functionalism, and symbolic interactionism). The six-page essay submitted will demonstrate the student(s) ability to critically think and apply concepts in the text and discussed in class to the film and/or fieldtrip. The required paper will be submitted utilizing APA format and citations which will be discussed with student(s) in the first meeting outside of class.



Honors TAP Option by Contract Instructor Proposal

5. Describe writing assignments and discuss how the course will foster critical thinking. Student(s) will be required to cite a minimum of five additional academic references outside of the class text to complete the assignment. Papers will be written utilizing APA style.

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

By analyzing a film and/or conducting an interactive fieldtrip, honors student(s) will have a greater opportunity to apply sociological theories to their lives and communities. The assignment will also develop and enrich their critical thinking skills, thereby - encouraging them to think from an intersectional perspective – embracing diversity. The writing assignment will introduce the student to the expectations of upper division writing standards at the university level.

7. Overall, please describe how this honors option by contract project will benefit the honors student. Firstly, it will provide additional time and space (outside of a larger classroom context) to hone in on particular theoretical frameworks- giving them additional one-on-one training to develop a mastery level and understanding of sociological/cultural theories. Second, it will require students to apply their critical thinking into speaking and/or a written format – bettering preparing them as university/college transfer students and/or the workforce. Third, their specialized/additional topics allow them to explore interested that they perhaps would not have had the opportunity to explore – in giving them direction –thus, enhancing their educational commitments/goals. Fourth – it will provide them with more opportunities to engage in critical thought processes across the board.



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(SOCIOLOGY 110: Ethnic Relations)

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 be given an additional assignment, which includes watching and analyzing a documentary film, and/or film and/or fieldtrip which directly addresses societal issues in the context of race, nationality, and ethnicity. Students will meet at a separate agreed upon time outside of class to discuss the film and assigned material. A 6-page essay will be required by the fourteenth week of the semester. The essay will utilize the four foundational theories (critical race theory, conflict theory, functionalism, and/or symbolic interactionism) to analyze the highlighted issues in the documentary and/or film and/or fieldtrip assignment(s). This assignment will lead honors student to have a deeper understanding of sociological/cultural theories and cultivate critical thinking skills.



Honors TAP Option by Contract Instructor Proposal

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

Honors students will be required to meet outside of class three times throughout the semester to thoroughly and thoroughly discuss and monitor the progress of the assignment.

- Week 3 – Student(s) will have their first meeting to discuss the assignment and select a film (Dear White People, GET OUT, 13th, 12 Years a Slave, Screeners, Moonlight OR take a fieldtrip to Museum of Tolerance, Southwest Museum of Native American, Museum of Latin American Art, events put on by the Gay and Lesbian Center, Japanese American National Museum, Olvera Street, California African American Museum- these are examples as there may be other/alternative events/venues that qualify and highlight key issues within the topics of race/ethnicity/nationality)
- Week 6 – Student(s) second meeting to discuss the film or fieldtrip in-depth
- Week 10 – Student(s) will have their third meeting to review outline/first draft and monitor progress
- Week 14 – Student(s) will submit their completed paper for grading in hard copy

3. List the specific meeting dates, deadlines and tasks.

Each student will be required to meet with me outside of class a minimum of three times throughout the semester to receive honors credit. If more than one student is participating in a semester, a time that is mutually agreeable will be selected so that students will be engaged with each other. All honors students in the same semester will have the same assignment, however each student will have the opportunity to select their own film and/or fieldtrip. The assignments allow students to critically think about what they have read and/or researched and to apply concepts, ideas and thoughts (critically) to race/ethnicity/nationality. It also provides an opportunity for students to question and analyze aspects of their environment and society as a whole.

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

The writing assignment for the honors option will require the application of all four sociological theories that is introduced in the regular course (critical race theory, conflict theory, functionalism, and symbolic interactionism). The six-page essay submitted will demonstrate the student(s) ability to critically think and apply concepts in the text and discussed in class to the film and/or fieldtrip. The required paper will be submitted utilizing APA format and citations which will be discussed with student(s) in the first meeting outside of class.



Honors TAP Option by Contract Instructor Proposal

5. Describe writing assignments and discuss how the course will foster critical thinking. Student(s) will be required to cite a minimum of five additional academic references outside of the class text to complete the assignment. Papers will be written utilizing APA style.

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

By analyzing a film and/or conducting an interactive fieldtrip, honors student(s) will have a greater opportunity to apply sociological/cultural theories to their lives and communities. The assignment will also develop and enrich their critical thinking skills, thereby - encouraging them to think from an intersectional perspective –race, ethnicity, nationality, gender, sexuality, religion --while embracing diversity. The writing assignment will introduce the student to the expectations of upper division writing standards at the university level.

7. Overall, please describe how this honors option by contract project will benefit the honors student. Firstly, it will provide additional time and space (outside of a larger classroom context) to hone in on particular theoretical frameworks- giving them additional one-on-one training to develop a mastery level and understanding of sociological/cultural theories. Second, it will require students to apply their critical thinking into speaking and/or a written format – bettering preparing them as university/college transfer students and/or the workforce. Third, their specialized/additional topics allow them to explore interested that they perhaps would not have had the opportunity to explore – in giving them direction –thus, enhancing their educational commitments/goals. Fourth – it will provide them with more opportunities to engage in critical thought processes across the board.



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.

(SOCIOLOGY 116: Sociology of Gender and Sexuality)

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 be given an additional assignment, which includes watching and analyzing a documentary film, and/or film and/or fieldtrip which directly addresses societal issues which further impact gender and sexuality. Students will meet at a separate agreed upon time outside of class to discuss the film and assigned material. A 6-page essay will be required by the fourteenth week of the semester. The essay will utilize the five foundational theories (gender theory, queer theory, conflict theory, functionalism, and/or symbolic interactionism) to analyze the highlighted issues in the documentary and/or film and/or fieldtrip assignment(s). This assignment will lead honors student to have a deeper understanding of sociological/cultural theories and cultivate critical thinking skills.



Honors TAP Option by Contract Instructor Proposal

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

Honors students will be required to meet outside of class three times throughout the semester to thoroughly and thoroughly discuss and monitor the progress of the assignment.

Week 3 – Student(s) will have their first meeting to discuss the assignment and select a film (Paris is Burning, Tangerine, Moonlight, Boys Don't Cry, Pariah, Saving Face, Mosquita y Mari, events put on by the Gay and Lesbian Center -these are examples as there may be other/alternative events/venues that qualify and highlight key issues within the topics of gender/sexuality)

Week 6 – Student(s) second meeting to discuss the film or fieldtrip in-depth

Week 10 – Student(s) will have their third meeting to review outline/first draft and monitor progress

Week 14 – Student(s) will submit their completed paper for grading in hard copy

3. List the specific meeting dates, deadlines and tasks.

Each student will be required to meet with me outside of class a minimum of three times throughout the semester to receive honors credit. If more than one student is participating in a semester, a time that is mutually agreeable will be selected so that students will be engaged with each other. All honors students in the same semester will have the same assignment, however each student will have the opportunity to select their own film and/or fieldtrip. The assignments allow students to critically think about what they have read and/or researched and to apply concepts, ideas and thoughts- in the context of gender and sexuality. It also provides an opportunity for students to question and analyze aspects of their environment and society as a whole.

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

The writing assignment for the honors option will require the application of all three sociological theories that is introduced in the regular course (queer theory, gender theory, conflict theory, functionalism, and symbolic interactionism). The six-page essay submitted will demonstrate the student(s) ability to critically think and apply concepts in the text and discussed in class to the film and/or fieldtrip. The required paper will be submitted utilizing APA format and citations which will be discussed with student(s) in the first meeting outside of class.



Honors TAP Option by Contract Instructor Proposal

5. Describe writing assignments and discuss how the course will foster critical thinking. Student(s) will be required to cite a minimum of five additional academic references outside of the class text to complete the assignment. Papers will be written utilizing APA style.

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

By analyzing a film and/or conducting an interactive fieldtrip, honors student(s) will have a greater opportunity to apply sociological theories to their lives and communities. The assignment will also develop and enrich their critical thinking skills, thereby - encouraging them to think from an intersectional perspective – embracing gender/sexual diversity from intersecting perspectives of race/class/gender/religion/nationality. The writing assignment will introduce the student to the expectations of upper division writing standards at the university level.

7. Overall, please describe how this honors option by contract project will benefit the honors student. Firstly, it will provide additional time and space (outside of a larger classroom context) to hone in on particular theoretical frameworks- giving them additional one-on-one training to develop a mastery level and understanding of sociological/cultural/gender/queer theories. Second, it will require students to apply their critical thinking into speaking and/or a written format – bettering preparing them as university/college transfer students and/or the workforce. Third, their specialized/additional topics allow them to explore interested that they perhaps would not have had the opportunity to explore – in giving them direction –thus, enhancing their educational commitments/goals. Fourth – it will provide them with more opportunities to engage in critical thought processes across the board.

▲ Honors Courses for Spring 2018 ▼

Art 100 / R 7:00 pm - 10:05 pm
(Mugnolo) **CRN 31583**

Biology 104 / MW 9:30 am - 10:50 am
(Nisani & Vento) **CRN 36602**

Business 201 / MW 12:30 pm - 1:50 pm
(Adams) **CRN 36433**

Comm Studies 101 / T 3:45 pm - 6:50 pm
(Dixon) **CRN 30506**

English 102 / T 7:00 pm - 10:05 pm
(Toth) **CRN 33809**

English 103 / W 7:00 pm - 10:05 pm
(Martin) **CRN 33379**

English 253 / R 3:45 pm - 6:50 pm
(Garcia) **CRN 35739**

Geography 105 / M 3:45 pm - 6:50 pm
(Pesses) **CRN 35550**

Health Ed 101 / MW 2:15 pm - 3:35 pm
(Bingham) **CRN 35915**

History 108 / MW 8:00 am - 9:20 am
(Jaffe) **CRN 34750**

History 110 / TR 11:00 am - 12:20 pm
(Burns) **CRN 36120**

Math 150 / MWF 11:00 am - 12:25 pm
(Hendrix) **CRN 30941**

Music 101 / TR 2:15 pm - 3:35 pm
(Fewtrell) **CRN 30959**

Philosophy 105 / F 8:00 am - 11:05 pm
(Mendoza) **CRN 35577**

Political Science 101 / TR 9:30 - 10:50 am
(Vento) **CRN 33114**

Theatre 239 / M 6:30 pm - 10:35 pm
(Corona) **CRN 36297**

Art 100 **R 7:00 pm - 10:05 pm**
(Mugnolo) CRN 31583

What is Art Appreciation? Art Appreciation is being able to look at works of art and form a perceptive opinion stamped with your individual insight. That seems easy enough. So why take a class dedicated to art appreciation? We will be delving into why we “like” a work of art, exploring how and why we react to visual media. This course investigates artistic processes and principles across cultures and time periods to better understand what factors drive how works come into being. Why is it important to feel comfortable with Art? Art is a product of the human experience, a response elicited by our unique cerebral structure and social order. Hardwired in our DNA, Art has functioned as a means for understanding the universe since the very beginnings of our society. We cannot seem to stop.

Biology 104 **MW 9:30 am - 10:50 am**
(Nisani & Vento) CRN 36602

The land, air, and waters are polluted, climate is changing, rain forests (and other habitats) are being destroyed, and there are too many people who are putting too much demand on our planet. This does not sound like a great future for us, but hey, where can we go? We can't leave the planet (yet!!!). So what to do? Well, this is the course to take. We will not only explore current environmental issues but will also examine solutions from a variety of perspectives (biological, sociological, political, etc.). We guarantee that this course will make you angry, sad, and more importantly, hopeful. This course will be team-taught by Dr. Zia Nisani and Political Science Professor John Vento. Join us and become part of the solution.

**Business 201 MW 12:30 pm - 1:50 pm
(Adams) CRN 36433**

Can a bakery refuse to provide a wedding cake to a same-sex couple? Should Amazon be able to deliver a package to your front door via a drone? Do retailers have the right to use data mining to ascertain your shopping habits? Are increases to the minimum wage a net gain or loss to business and society? These are just some of the questions we will ponder as we delve into how the various aspects of law affect business and industry. Even if you are not a Business major, many of the themes we will discuss are (or will be) relevant to you. Regardless of your major, the topics in this course are relevant to you and your career. If you are into current events and lively discussion, this class is for you!

**Comm Studies 101 T 3:45 - 6:50 pm
(Dixon) CRN 30506**

The art of public speaking is not just a learned skill. It is way of life and modern necessity. The success of our professional and social interactions depends on the ability to influence an audience, organize our message, and provide evidence for our claims. This course will provide the knowledge and practical skills that are crucial to be an effective and impactful public speaker. We will discover how to not only overcome speech apprehension, but also learn how to harness this fear and use the energy to master the art of public speaking. When you have the tools for success, there is no limit on your potential.

**English 102 T 7:00 pm - 10:05 pm
(Toth) CRN 33809**

Reduce, reuse, recycle—a common phrase in today's environmentally conscious world, but for decades writers and filmmakers have been going green by revisiting, reimagining, and repurposing earlier texts that have served as a source of inspiration. In this literature-based critical thinking course, we will explore the

connections between selected films and literary texts, attempting to identify themes vital to the human condition, which make these works both timeless and universal. We'll examine the various iterations of itinerants struggling to return home as we ask, "O Homer, Where Art Thou?" We will also witness Woody Allen depend on the kindness of Tennessee Williams and other strangers in *Blue Jasmine*. Finally, known to cadge storylines from other sources, Shakespeare is one upped as we examine the different cinematic permutations of the Bard's theatrical farewell, *The Tempest*. During our analysis of film and literature, students will study a variety of critical perspectives and will consider how these literary connections influence subsequent texts, as well as illuminate earlier works. In addition, as this is an Honors-level course, students will be expected to utilize advanced critical thinking, writing, reading, and research skills, as well as demonstrate appropriate use of literary theory and film studies terminology.

**English 103 W 7:00 pm - 10:05 pm
(Martin) CRN 33379**

You enter the dizzying space called The Shopping Center. You gather as many goods as your budget (if you keep one) will allow (making a list, checking it twice). You (considering yourself nice rather than naughty) celebrate your excursion and delight in your new, shiny stuff. Could something be wrong with this picture?

Through the use of critical thinking and the study of various argument styles, we will take a look at how our consumer goods may be impacting us more than we realize. Using a variety of texts and documentaries, we will study how consumer culture affects our emotional well-being, how it can affect the family and other social environments, and how it might be altering our planet more than we realize. We will end the class with a "field-research" type of assignment that will incorporate interaction with the community outside of the college in the hopes of creating more personal awareness of how we shop.

English 253 **R 3:45 pm - 6:50 pm**
(Garcia) CRN 35739

How do you forge meaning, beauty, justice, dignity, and a better world out of their forceful denial? How do you make a home in a place that, as James Baldwin and others have contended, has evolved no real place for you? If you are African, American, or somewhere between, how do you navigate between conflicting claims and dreams of home? We will explore these critical questions through the lenses and letters of acknowledged luminaries like Ralph Ellison, Toni Morrison, Langston Hughes, and Lorraine Hansberry, as well as newer visionaries like Walter Mosley, Edwidge Danticat, Yaa Gyasi, and other writers, emcees, poets, thinkers, etc. Critical theories and films, as well as guest speakers, will guide our quest.

Geography 105 **M 3:45 pm - 6:50 pm**
(Pesses) CRN 35550

In biology and anthropology, we learn that race is not a biologically valid classification system. There is no correlation between skin color and actual human genetic variation. But does that fact stop a neo-Nazi from hating? Of course not. While race may not be biological, racism is connected to bodies, places, and spaces—the stuff of geography. This class will explore big concepts like racism, reparations, poverty, immigration, and globalization while placing them in the context of geography. Place matters and geographic analysis can help us find answers to important questions. It won't all be heavy stuff though; we will also explore bus rides in Lancaster, look at photographs of toilets (domestic and foreign), listen to Ice Cube swear, and more.

Health Ed 101 **MW 2:15 pm - 3:35 pm**
(Bingham) CRN 35915

Health is our greatest resource for success and happiness in life. We don't often consider it but our health supports our academic and personal success. In this seminar-style class, we will go beyond the basic information and explore the issues that face Americans related to their health. Do we have a health care system or a sick care system? If the majority of chronic diseases are preventable, why are so many people developing them? How does our political system affect public health policy? Does the FDA ensure a safe food supply and do you have the right to know what is in your food? Why are 1 in 3 children born this year expected to develop Type 2 Diabetes and what does this mean to our future? Our research will not only be related to public health issues, but also personal issues as we explore our own values and practices through critical reflection.

History 108 **MW 8:00 am 9:20 am**
(Jaffe) CRN 34750

Circle up, please, because we are going to debate important issues in U.S. history. How did women get the right to vote? Why is an understanding of racial issues crucial to an understanding of American history and identity? What really went on in Vietnam? We will even look at who killed Kennedy...*any* Kennedy. Join Dr. Matthew Jaffe for group work, oral presentations, punning, and take-home papers to learn about the last century of this country's history. No laundry lists of facts, no in-class tests, just sharp, stimulating discussion. What's more, this class fulfills the American History and Institution requirement for CSU and UC.

History 110 **TR 11:00 am - 12:20 pm**
(Burns) CRN 36120

Imagine taking an afternoon stroll through your home town, observing friends and family going about their everyday chores, careers, hobbies, and games. Standing on the perimeter of this peaceful scene, you are suddenly knocked out cold. Coming to, with a bag over your head, you find that your feet are chained to others. Stumbling through the countryside, you are completely confused and disoriented. When the bag is finally removed, you find yourself in a strange fortress, with hundreds of strangers who do not speak your language, all looking out upon a vast body of water. This was the experience of millions of Africans, prior to being transported in a tight-packer to the New World. The history of the African American Experience is a story of European hegemony in Africa and the New World, involving the tragic separation of millions of Africans from their homeland and families—along with the creation of America’s “Peculiar Institution” of slavery. Their struggles, suffering, adaptation and survival have been recorded in their blood, sweat and toil, on plantations large and small, throughout the American South. In this Honors course, we will explore their journey and history in-depth, in seminar-style discussion. ***Be prepared to be disturbed!***

Math 150 **MWF 11:00 am - 12:25 pm**
(Hendrix) CRN 30941

“How do you tell your asymptote from a hole in the graph?” and “Will your coffee cool more quickly if you stir it?” These and other questions will be answered in Math 150 through a series of discovery exercises. Calculus is the study of change and as such, is applicable to a variety of interesting problems. In this course, we will develop important theorems and solve nontraditional problems. There will also be some additional reading, along with written responses, about the history and development of calculus.

Music 101 **TR 2:15 pm - 3:35 pm**
(Fewtrell) CRN 30959

The great American composer Aaron Copland said, “So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it.” In this class, we will listen to music spanning more than 2,000 years, from ancient Greece to the latest global performance via the internet. What common traits unite all music through the centuries? How can we listen to music on a deeper level? And in what ways does the evolving character of classical music correlate to social, political, and artistic movements through the centuries? You will hear a broader range of musical styles than you probably thought possible, including some of the most beautiful and amazing music ever written.

Philosophy 105 **F 8:00 am - 11:05 pm**
(Mendoza) CRN 35577

According to *The Diaries of Adam and Eve*, by Mark Twain, Adam tells Eve that the act of eating from a certain tree will cause them to die. “It is the tree of good and evil,” says Adam. Eve responds by asking, “What is good, and what is evil?” In this ethics course, we will be asking the same question as Eve: what is good, and what is evil? Do they even exist?

We will explore those questions by looking at different theoretical perspectives that answer the questions by looking into intention, pain, virtues, God, psychology, and gender. After the foundations of theory have been built, a multicultural approach (Buddhist, Islamic, African American, Latin American, Asian, Feminist, etc.) will be applied to help us look at the different perspectives of applied ethics as they relate to the death penalty, free speech, animal rights, violence, abortion, euthanasia, and equality, among other topics. In the wise words of Michael Scott and Holly Flax (from the US version of *The Office*), “Let’s get ethical, ethical! I want to get ethical!”

**Political Science 101 TR 9:30 - 10:50 am
(Vento) CRN 33114**

There has been an active debate about whether the American democratic system ensures freedom, equality, and individuality for all citizens. This Honors class will provide a springboard to analyze the American democratic system and whether or not it works. We will focus on major political events, such as the 2016 and 2008 presidential elections, the war with Iraq, and the recall of Governor Gray Davis. We will also examine the terrorists' attacks of September 11th and the impeachment of President Bill Clinton. Each of these events has demonstrated the various roles of government and provides us with the opportunity to examine the American democratic system at work. We will depart from the traditional classroom format and employ a seminar-structured environment that uses the Socratic method of learning. **Taking this class will improve your health—both physically and mentally.**

**Theatre 239 M 6:30 pm - 10:35 pm
(Corona) CRN 36297**

The Honors **Intercultural and Women's Theatre** course is for students who want to explore ethnicity, diversity, sexuality, and women's voices on the American stage. This course covers Latina/o, Chicana/o, African American, Asian American, and Native American plays as an entry point into the wide range of American multicultural theatre. Also, this course will explore women's roles and themes of sexuality on stage. Students will navigate this world of theatre and performance through play readings, discussion, and practice. Through engaging and reflective assignments, discussions, and analysis of theatre, students will gain transferable skills such as interpersonal communication, public speaking, critical analysis, and broader modes of thinking. Students will be audience members at live theatrical productions, practitioners through group presentations, and critics through analyses. Theatre is not only entertainment, but is a medium for personal, cultural, and social dialogue in our everyday lives. Does theatre reflect the society we live in? Do characters on stage look like you or me? Has theatre moved in a direction of diversity and inclusion? In this class, theatre is more than Shakespeare and *Oklahoma!* Enroll and find out how.