

***School of Arts and Sciences
Honors Program***

Academic Planning & Advising Booklet

Fall 2017



School of Arts and Sciences

Honors Program
School of Arts and Sciences
Rutgers, The State University of New Jersey
35 College Avenue
New Brunswick, NJ 08901-1164

sashonors.rutgers.edu
honors@sas.rutgers.edu

p. 848-932-7964
f. 732-932-2957

MAIN OFFICE 848-932-7964
35 College Avenue, College Avenue Campus
honors@sas.rutgers.edu

Jennifer M. Jones, Dean
Professor of History
honorsdean@sas.rutgers.edu

Julio Nazario, Assistant Dean
jnazario@sas.rutgers.edu

Muffin Lord, Administrative Director
lord@sas.rutgers.edu

Mary Jo Zachary, Sr. Administrative Assistant
mzachary@sas.rutgers.edu

BUSCH CAMPUS OFFICE: NELSON BIOLOGY LAB - 848-445-3912

Jennifer Kim-Lee, Assistant Dean
jmkim@sas.rutgers.edu

COLLEGE AVENUE CAMPUS OFFICE: MILLEDOLER HALL - 848-932-1406

Karima Bouchenafa, Assistant Dean
kbouchenafa@sas.rutgers.edu

Dorene Pardun, Administrative Assistant
dpardun@sas.rutgers.edu

DOUGLASS CAMPUS OFFICE: COLLEGE HALL - 848-932-2011

Karen Dentler, Assistant Dean
kdentler@sas.rutgers.edu

Lorene Reba, Administrative Assistant
reba@sas.rutgers.edu

LIVINGSTON CAMPUS OFFICE: LUCY STONE HALL - 848-445-3206

Mahasti Hashemi, Assistant Dean
hashemi@rci.rutgers.edu

Karen Nagy, Administrative Assistant
knagy@sas.rutgers.edu

RUTGERS BUSINESS SCHOOL: 100 ROCKAFELLER ROAD - 848-445-3600

Kerstin Schnatter, Assistant Dean
schnatter@business.rutgers.edu

If you completed any college courses.....

Students who are enrolling in the **School of Arts and Sciences** who completed any courses in college or through a linked program with high school should have the transcript sent to:

SAS Office of Academic Services
Busch Campus Center, Room 172
School of Arts & Sciences
Rutgers, the State University of New Jersey
604 Bartholomew Road, Piscataway, NJ 08854

For questions about the courses you have requested for the fall, send an email to

frosh@sas.rutgers.edu

Students who are enrolling in the **Rutgers Business School** who completed courses in high school that are reported on a college transcript may transfer a maximum of 4 courses to the Rutgers Business School, with no more than two courses per semester. For transfer credit consideration, the grade earned in a dual enrollment course must be a B or better (not B-). Most dual enrollment courses transfer to the Rutgers Business School as general elective credit only, and not course-specific credit. Dual enrollment transcripts are normally evaluated in the fall semester.

If you completed any courses in college or through a linked program with your high school, please have the transcript sent to:

Rutgers Business School Undergraduate New Brunswick
Office of Undergraduate Programs
100 Rockefeller Road
Piscataway, New Jersey 08854-8075

If you have any questions about the courses you have requested for the fall, send an email to

frosh@business.rutgers.edu

Requirements

To be designated a "School of Arts and Sciences Honors Scholar" at the time of graduation; an SAS Honors Program student must complete the following requirements:

- A minimum of four 3- or 4-credit courses totaling 12 or more credits that are designated as honors courses, with a grade of C or better; these could include departmental honors offerings and interdisciplinary honors seminars.
- A minimum of one Honors Colloquium, preferably in the student's first year as a member of the SAS Honors Program. A second Honors Colloquium or an alternative chosen from the following:
 1. Taking a Byrne Seminar (First-year students only)
 2. Taking an Honors section of an SAS Signature Course (when offered)
 3. Studying abroad on a program for which a student receives Rutgers credit
 4. Serving as a Peer Instructor for a FIGS course
 5. Taking 01:090:224, "The Great Short Reads"
- Proficiency in a foreign language through the intermediate level. All courses used for the SAS Honors Program Foreign Language Proficiency Requirement must be completed with a grade of C or better.
- A Capstone of at least 6 credits (minimum of 3 credits per semester) typically completed in the senior year. The Capstone involves a substantial writing/research component consistent with the norms of the discipline. Students are encouraged to complete a research or special academic project prior to, and as preparation for, the Capstone.

For more information on our requirements, visit our website, <http://www.sashonors.rutgers.edu>

Sample Honors Curriculum

- *First and second years:* Enrollment in School of Arts and Sciences interdisciplinary honors seminars, discipline-specific honors courses or honors sections of regular courses, and School of Arts and Sciences Honors Colloquia.
- *Junior year:* Continued enrollment in School of Arts and Sciences interdisciplinary honors seminars, discipline-specific honors courses, honors sections of regular courses, or School of Arts and Sciences Honors Colloquia. Completion of an independent study/research project.
- *Senior year:* Capstone Project of at least 6 credits.

Foreign Language Proficiency Requirement

All SAS Honors Program students must take the appropriate foreign language placement test!

To be designated a "School of Arts and Sciences Honors Scholar" at the time of graduation, an SAS Honors Program student must complete a set of requirements, one of which is to demonstrate proficiency in a foreign language. From Latin and Greek, to Arabic and Hebrew, to Polish and Russian, to Hindi and Twi, there are more than a dozen foreign languages that one can take at Rutgers that might satisfy the language proficiency requirement. All courses used for the SAS Honors Program Foreign Language Proficiency Requirement must be completed with a grade of C or better.

Foreign language proficiency will be demonstrated by completing one of the following options:

1. **Standard:** complete the full two-semester intermediate sequence in a foreign language at Rutgers. (The course number for the second semester of the intermediate level varies by department).
2. **Reading:** complete a two-semester sequence in courses designed specifically for reading knowledge. These courses do not require any previous background in the language. The following courses are currently available at Rutgers:

French for Reading Knowledge (3, 3) - 01:420:105-106
German for Reading Knowledge (3, 3) - 01:470:105-106
Italian for Reading Knowledge (3, 3) - 01:560:105-106

3. **Speaking:** complete the two-semester sequence below:

Basic Spoken Chinese (4, 4) - 01:165:107-108

The course introduces the fundamentals of spoken Chinese, focuses on pronunciation, mastery of basic spoken vocabulary, and conversational fluency. Does not teach written Chinese.

4. **American Sign Language:** complete the full intermediate course(s) in American Sign Language. The specific course(s) may vary based on the institution* the student enrolls in for the course(s).

*192:120 Beginning American Sign Language I and 192:121 Intermediate American Sign Language II are offered at Rutgers - New Brunswick during the summer session.

Students taking the course(s) outside of Rutgers over the summer must follow the transfer pre-approval process.

5. **Individualized:** If a student places above the second semester of the intermediate level on the foreign language placement test, and/or receives AP credit for a course above that level, the student is required to take one 3- or 4-credit course either in that language or related to that language (e.g., in history, art history, anthropology, culture, etc.). A student interested in this option must consult with his/her SAS Honors Program dean. A course used to satisfy this option must be approved by the SAS Honors Program.

***Phi Beta Kappa**

**Please note: To be eligible for Phi Beta Kappa, a student must have demonstrated proficiency in a foreign language equivalent to completion of at least the second semester of the intermediate level. Only Options 1 and 5 of the SAS Honors Program Foreign Language Proficiency Requirement meet the Phi Beta Kappa requirement. For full information about credentials for election to Phi Beta Kappa, go to <https://pbk.rutgers.edu/>*

Scholastic Standing

The academic performance of all School of Arts and Sciences Honors Program students is reviewed at the end of each semester. All decisions regarding a student's scholastic standing in the program are based on the semester GPA. (Note: Summer and Winter session GPAs are not considered.)

1. Each Honors Program student is expected to maintain a semester grade-point average of at least 3.250 in each term of the first year, and at least 3.500 in each term thereafter at Rutgers (Summer and Winter sessions excluded).
2. If a student's semester grade point average is below the required semester grade-point average in any one semester, that student is placed on Honors Probation.
3. If a student's semester grade-point average is below the required semester grade-point average for a second, consecutive semester, that student is placed on Honors Continued Probation.
4. If a student's semester grade-point average is below the required semester grade-point average for a third, consecutive semester, that student is dismissed from the SAS Honors Program,
5. If a student's semester average is below 2.0 for any one semester, that student will be placed directly on Honors Continued Probation; the student will therefore have only one semester to achieve the required semester grade-point average before that student is dismissed from the School of Arts and Sciences Honors Program.

Any student placed on Honors Probation or dismissed from the program is informed of his/her academic status by email if put on Probation or Continued Probation, and by letter if dismissed.

When academic performance is reviewed, temporary ("T") grade(s) are counted in the semester GPA; TZ, TF, and NG grades are calculated as "F." It is the responsibility of the student to inform the School of Arts and Sciences Honors Program, through the submission of an up-to-date unofficial transcript, of any grade change(s). If such a change of grade results in a semester GPA above 3.250 during the first two semesters or 3.500 in subsequent semesters, the student's status will be adjusted appropriately.

A School of Arts and Sciences Honors Program student who is placed on Probation or Continued Probation is required to meet with his/her assigned Honors Program dean to discuss his/her current GPA, to consider the circumstances – academic or otherwise – which might have affected the academic performance, and to discuss specific steps the student plans to take in order to improve that performance. A student who has been dismissed from the program is encouraged to meet with his/her Honors Program dean.

The SAS Honors Program determines Honors Probation, Honors Continued Probation, or Honors Dismissal status based solely on the term average computed for the official final grades reported for the semester; therefore, repeating a course in a subsequent semester, or in the summer, and achieving a higher grade in that course does not rescind Honors Probation, Honors Continued Probation, or Honors Dismissal status.

6. A student who has been dismissed from the program will not be allowed to enroll in a School of Arts and Sciences Interdisciplinary Honors Seminars or Honors Courses offered through departments.
7. With regard to housing:
 - a. **Dismissed Students:** A student who is dismissed from the program after the Fall semester, and who is living in SAS Honors Housing at that time, may continue to live in SAS Honors Housing for the Spring semester. Dismissed students, regardless of current residence, are not permitted to participate in the Honors Housing Sign Up in the Spring semester and will not be permitted to reside in Housing for the coming year.
 - b. **Students on Probation:** Students who are on SAS Honors Program Probation or Continued Honors Probation are permitted to reside in SAS Honors Housing and may participate in the SAS Honors Housing Sign Up in the Spring semester.

Academic Progress Policy

The academic progress of all School of Arts and Sciences Honors Program students is reviewed at the end of each semester.

1) By the start of a student's senior year, a student must have completed all SAS Honors requirements except the Capstone Requirement.

- Completed either two Honors Colloquia or one Honors Colloquium and one of the available alternate options. (Note: for the FIGS Supervision and Study Abroad options, a plan must have been discussed and be on file with the Honors Program Main Office)
- Completed four Honors courses (Honors Seminars or department-based honors courses)
- Completed the Foreign Language Proficiency Requirement

Failure to complete the requirements as noted above will result in Academic Progress Dismissal from the program.

Sample Academic Plan*

First-Year
One SAS Honors Colloquium One Byrne Seminar (or approved alternate)** Two Honors Courses Progress on Foreign Language Proficiency Requirement
Sophomore
Two Honors Courses Completion of Foreign Language Proficiency Requirement
Junior
Begin Capstone planning Completion of remaining SAS Honors requirements
Senior
Completion of Capstone

*Students who are admitted to the SAS Honors Program as sophomores should work with their [SASHP Advisor](#) to create an individualized plan.

**While taking one Byrne Seminar (first-year students only) is recommended, students may select to take the following approved alternate: a 2nd Honors Colloquium, an Honors section of a SAS Signature course (when offered), a study abroad program for which a student receives Rutgers credit, to serve as a Peer Instructor for a FIGS course.

Planning Your Fall Schedule

Regular Courses (3-4 credits, Fall and Spring)

- Can be used to fulfill major, minor, and SAS CORE Curriculum requirements.

Honors Curriculum

- **Department-Based Honors Courses** (3-4 credits, Fall and Spring): Honors sections of regular courses. These are smaller versions of regular courses, and often involve substantial discussion and enrichment projects. Can be used to fulfill major, minor, and the SAS CORE Curriculum; and can be used towards the completion of the required 12 credits of honors courses for students who wish to graduate with the designation "School of Arts and Sciences Honors Scholar."
- **Interdisciplinary Honors Seminars** (3 credits, Fall and Spring): In these seminars, faculty teach material that is close to their current research interests. These seminars involve extensive classroom discussion, and may involve films, outside lectures, field trips, and other enrichment opportunities. Can be used towards the completion of the required 12 credits of honors courses for students who wish to graduate with the designation "School of Arts and Sciences Honors Scholar."
- **Honors Colloquium** (1 credit, pass/no credit, Fall and Spring): students attend lectures, exhibits, and plays on campus, and visit museums and cultural institutions in New York and Philadelphia. Available in fall and spring. Students who wish to graduate with the designation "School of Arts and Sciences Honors Scholar" must take two colloquia by the end of the second year of membership in the program.

Special Programs

- **First-Year Interest Group Seminars/FIGS** (1 credit, pass/no credit, Fall only): Taught by upper-class students, FIGS invite you to explore your academic interest area and learn about the Rutgers community. FIGS meet for the first 10 weeks of the semester.
- **Byrne Seminars** (1 credit, pass/no credit, Fall and Spring): Rutgers faculty members will introduce first-year students to their research area.
- **SAS Signature Courses** (credits vary) Signature Courses are foundational courses covering engaging topics of grand intellectual sweep and enduring importance. They are designed and taught by our renowned scholars and scientists who are not only recognized for their specialized research but are also eloquent and demanding award-winning teachers. Each course is made up of a combination of lectures by faculty and small discussion sections led by graduate students from our nationally ranked graduate programs. They establish a common basis for intellectual exchange and define us as the School of Arts and Sciences (SAS) community of students and scholars working together.
- **Discovery Houses** (credits vary): Students living in the Discovery Houses will have special sections of appropriate courses and FIGS included in their Fall schedule.
- Women participating in the Douglass Residential College must include **Women's and Gender Studies 988:130** (3 credits, Fall only) in their fall semester course selections.

Sample Course Schedules

Undecided Liberal Arts Major with AP credit for Expository Writing (total 14 credits)

- Interdisciplinary Honors Seminar (3 credits)
- SAS Signature Course (3 credits)
- Liberal Arts Course (3 credits) – Explore a major or minor
- Language course (4 credits)
- Honors Colloquium (1 credit) and/or Byrne Seminar (1 credit)

Premed with AP credit for Biology and Expository Writing (total 15 credits)

- Honors Chemistry (4 credits)
- Honors Calculus I (135) (4 credits)
- Introduction to Molecular Biology Research (3)
- Interdisciplinary Honors Seminar (3 credits), General Psychology (3 credits), or Intro to Sociology (3 credits)
- Honors Colloquium (1 credit), Byrne Seminar (1 credit) or FIGS (1 credit)

Prelaw - Undecided Liberal Arts Major (total 15 credits)

- Honors Nature of Politics (3 credits)
- Intro to Philosophy (4 credits)
- Interdisciplinary Honors Seminar (3 credits)
- Expository Writing (3 credits)
- Honors Colloquium (1 credit) or Pre-Law FIGS (1 credit)

Political Science with AP credit for Expository Writing (total 14 credits)

- Honors Nature of Politics (3 credits) or Honors Law and Politics (3 credits) or American Government (3 credits)
- Microeconomics (3 credits) or Intro to Philosophy
- SAS Signature Course
- Language Study (4 credits)
- Honors Colloquium, Byrne Seminar, or FIGS (1 credit)

Computer Science (total 15 credits)

- Intro to Computer Science (3 credits)
- Calculus I (non-honors, 4 credits)
- Expository Writing (3 credits)
- SAS Signature course (3 or 4 credits) or Honors Seminar (3 credits)
- Honors Colloquium (1 credit) or Byrne Seminar (1 credit)

Psychology with AP credit for Expository Writing (total 15 credits)

- Honors General Psychology (3 credits)
- Interdisciplinary Honors Seminar (3 credits)
- SAS Signature Course (3 credits)
- Intermediate Language Study (4 credits)
- Honors Colloquium (1 credit) or Byrne Seminar (1 credit)

Pre-Business with AP credit for Microeconomics (total 16 credits)

- Interdisciplinary Honors Seminar (3 credits)
- Liberal Arts Course (3 credits)
- Calculus I (non-honors, 4 credits)
- Expository Writing (3 credits)
- Honors Colloquium (1 credit), Byrne Seminar (1 credit), or Exploring Business FIGS (1 credit)

Pre-Business (total 15 credits)

- Honors Microeconomics (3 credits)
- Calculus I (non-honors, 4 credits)
- Expository Writing (3 credits)
- Interdisciplinary Honors Seminar (3 credits)
- Honors Colloquium (1 credit), Byrne Seminar (1 credit), or Exploring Business FIGS (1 credit)

English with AP credit for Expository Writing (total 15 credits)

- Principles of Literary Study: Poetry (3 credits)
- Creative Writing (3 credits) or Honors Intro to World Lit (3 credits)
- Interdisciplinary Honors Seminar (3 credits)
- SAS Signature course or Language Study
- Honors Colloquium (1 credit), English FIGS (1 credit), or Byrne Seminar (1 credit)

Physics with AP credit for Biology (total 15 credits)

- Honors Physics 1 (3 credits)
- Honors Calculus I for Math & Physical Sciences (4 credits)
- Interdisciplinary Honors Seminar (3 credits)
- Intermediate Language Study (4 credits)
- Honors Colloquium (1 credit) or Byrne Seminar (1 credit)

SAS Honors Program Course Request Form

All SASHP students must complete the online SAS Honors Program Course Request Form as soon as possible and before **Friday, June 23, 2017**. The form is available at

https://secure.sas.rutgers.edu/apps/forms/honors_coursereg/.

The SASHP may be adding additional fall honors courses and seminars. Students should check the SASHP website for the complete list: <http://www.sashonors.rutgers.edu/academics/curriculum/honors-courses>.

Please note: Students must have a Rutgers NetID and Rutgers email account to submit the course request form. Incoming SASHP students can create a Rutgers NetID and email in the Admissions Enrollment Pathway <https://www.ugadmissions.rutgers.edu/pathway/login.asp>.

SAS Honors Courses, Fall 2017

SAS Honors Colloquium

01:090:111 (Fall), 01:090:112 (Spring)

The Honors Colloquium is a one-credit course designed to stimulate intellectual discussion and provide students with an interdisciplinary approach to learning. The colloquium will enhance the academic experience in the classroom and encourage the exchange of ideas. Students will explore topics of social, cultural, scientific, and philosophical significance by attending performances, lectures, poetry readings, film screenings, museum visits, and art exhibitions.

Fall 2017 Interdisciplinary Honors Seminars

In SAS Interdisciplinary Honors Seminars, faculty teach material that is close to their current research interests. These 3-credit “big think” seminars involve extensive classroom discussion, and may involve films, outside lectures, field trips, and other intellectual enrichment opportunities. **Interdisciplinary Honors Seminars offered under 01:090:292, 01:090:293, 01:090:294, 01:090:295, 01:090:296, and 01:090:297 can be used to meet the SAS Core Curriculum goals in Writing and Communication [WCd].**

Michelangelo

01:090:293:04 | Sarah McHam | SAS – Art History

****This seminar will count towards the SAS- -Art History major and minor.***

This seminar examines the art and life of Michelangelo Buonarroti (1475-1564), arguably the greatest artist who ever lived. Although he is best known as a sculptor and painter, Michelangelo was also an architect, poet, and civil engineer. We will look at his sculpture and painting within the context of their locations in Florence and Rome, and investigate his artistic, religious, political, economic, and personal motivations. Each week there will be assigned readings available in PDFs on the seminar website. Everyone must do the assigned readings and come to class ready to take part in discussion. Starting in week two, each week a small group of students will be responsible for presenting the readings and prompting discussion. I will take the class through an overview of the period of Michelangelo’s career and the larger issues during the first part of the class. Then the assigned group will present the readings. Students will also choose a subject on which to do research, present their findings to the seminar in a 20-minute oral report, and then write them up as a research paper due at the end of the semester. The research paper will be done in stages: thesis proposal, annotated bibliography, outline, first draft, and final draft.

Guests, Neighbors, Enemies: Xenophobia, Xenophilia, and the Other in Europe Today

01:090:293:02 | Parvis Ghassem-Fachan | SAS- Anthropology

****This seminar will count towards the SAS- -Anthropology major and minor.***

The contemporary world refugee crisis—estimated at 65 million people—has increased anxieties about the presence of the foreign in many parts of the world. This crisis is reconfiguring the world by reorganizing what can count as friend, foe and various ambiguous categories in between: guests that do not leave (e.g. migrants), neighbors that can’t be trusted, and enemies that reside within. Such identification through fear have manifested in anti-immigrant and religiously motivated national exclusionary movements, discrimination, political party competition, racism, Islamophobia, anti-Semitism, internal purging, and even massacres. This course examines the socio-psychology of both xenophilia (welcoming the foreign) and xenophobia (fear of the foreign), focusing on the modification of projections and the changing nature of its object in Germany. It will also include forays into contemporary Danish, Dutch, and French reactions to the foreign as well in order to have a larger picture of the transformations gripping Europe at this time.

Conspiracy Theory in a Global Context

01:090:293:06 | Benjamin Koerber | SAS- AMESALL

****This seminar will count toward the AMESALL major and minor***

This course takes a comparative and interdisciplinary approach to the study of conspiracy theories in North America, Europe, and the Middle East. We begin by examining how “conspiracy,” “conspiracy theory,” and “paranoia” have emerged as significant terms in the histories and political discourses of each region, before turning to the many varieties and iterations of these phenomena in novels, short stories, comics, films, and mass media. We will examine conspiracy theory as a ubiquitous style of interpretation that cuts across divisions of ideology, culture, and historical period, while also attending to the ways in which it may appear unique to some regions. Finally, we will examine the various “theories” of conspiracy theory offered by cultural and literary studies, and investigate the overlap between conspiracy theory and literary genres such as the detective novel, dystopian fiction, and the apocalyptic.

Jung for the 21st Century

01:090:292:01 | Steven Walker | SAS - Asian Language & Cultures

This seminar will introduce students to a system of psychology that, after having been overshadowed by Freudian psychology in the 20th century, is finally coming into its own in the 21st. It will present basic principles and paradigms, and will engage students in a number of practical applications in the areas of the psychology of everyday life, the role of mythology in dreams and social life, religion, the analysis of films and literary texts, and self-analysis. In the area of the psychology of everyday life Jungian psychology has made a great contribution through its dynamic presentation and analysis of the shadow (the unconscious and repressed personality), the anima and animus (the repressed contrasexual personality), and typology (categories of psychological functioning). The idea of the Collective Unconscious is probably Jung’s greatest contribution to modern psychology. One way to get a good handle on the concept is to read Jung’s autobiography, in which he describes his “descent into the underworld” that eventually resulted in the creation of an archetypal, as opposed to ego-centered, school of psychology and psychotherapy. For Jung the ego is unconsciously dominated by factors that originate in the primeval depths of the human psychic constitution; the ego is literally not master of its own house. The function of religion is accordingly much valued by Jungian psychology, as opposed to many modern psychological schools, because religion can help maintain a balance between the ego and the Collective Unconscious. Jungian psychology also values the creative arts, and sees them as performing a remarkable role in the psychic life of the individual and society. Accordingly, we will be analyzing several narrative and film texts from a Jungian perspective: Toni Morrison’s *Sula*, Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, Jane Campion’s *The Piano*, and other texts and films chosen as the occasion arises. The textbook will be my own presentation of the Jungian system and its later developments, *Jung and the Jungians on Myth: an Introduction* (2002). We will also be studying Guggenbuhl-Craig’s *The Emptied Soul* and Jung’s autobiography *Memories, Dreams, Reflections*.

Wise Fools

01:090:292:02 | Nicholas Rennie | SAS- Germanic, Russian, & Eastern European Languages and Literatures

****This seminar will count toward the German major and minor.***

The “wise fool” is a paradoxical figure that has fascinated Western writers at least since the Middle Ages. The fool stands outside of social convention and society’s normal hierarchies, and as such serves to highlight problems and contradictions in society itself. His folly veils a deeper wisdom. To speak as a fool, however, is also to contend with various forms of explicit or hidden censorship, to find ways to defy and circumvent social norms. We will accordingly look both at individual figures of the fool, as depicted in work from Shakespeare and Cervantes to Faulkner, Flannery O’Connor and Heinrich Böll; at examples of satire that bring into relief social issues of power, politics, gender, generational conflict, morality, and the relation between the individual and the collective; and at ways in which the language of folly itself serves as a model for some of the world’s most interesting examples of literary experimentation. Required Texts 1. William Shakespeare, *King Lear*, ed. Barbara A. Mowat and Paul Werstine (New York: Washington Square Press, 1993) ISBN: 978-0743482769 2. Miguel de Cervantes, *Don Quixote*, tr. Burton Raffel, ed. Diana de Armas Wilson (New York: Norton, 1999) ISBN: 978-0393972818 3. William Faulkner, *The Sound and the Fury*, ed. David Minter (New York: Norton, 1994) ISBN: 978-0393964813 4. Flannery O’Connor, *Wise Blood* (New York: Farrar, Straus and Giroux, 2007) ISBN: 978- 0374530631 5. Heinrich Böll, *The Clown*, tr. Leila Vennewitz (New York: Melville House, 2010) ISBN: 978-1935554172.

How Governments, Businesses and Non-Profits Change Behavior

01:090:294:05 | Hana Shepherd | GSE-Edu Theory, Policy & Admin

****This seminar will count towards SAS-Sociology Major and Minor***

Everywhere we look, government officials and policy makers, non-governmental and intergovernmental organizations, philanthropists, business organizations, and social scientists are engaged in deliberate projects to change the behavior of groups and populations. As opposed to attempts to influence individuals to do something once, or initiatives that only incidentally have an impact on behavior, in this class we will examine intentional attempts to change behavior in a sustained or chronic way. These different groups of people attempting to influence behavior often employ very different assumptions about human behavior and why people change their behavior; their attempts are sometimes effective, sometimes ineffective, and sometimes they even backfire with serious consequences. This class will analyze these attempts to change behavior—both current and historical— by looking at the methods used to change behavior with respect to poverty, conflict, education, politics, health, finance, culture and more. We will analyze how these attempts to change behavior draw on coercion and power, incentives and motivations, information and education, social norms, nudges and insights from behavioral economics, or relational approaches. Why do some interventions work better than others? When is success specific to a context and when is it replicable across contexts? We will also discuss when these attempts at behavior change are considered legitimate and when they are considered illegitimate.

Climate Change and Energy in the 21st Century

01:090:295:01 | Premala Chandra | SAS – Physics & Astronomy

What are the main issues associated with climate change without “smoke and mirrors”? What do we as a community know about its possible origins and where do the certainties and uncertainties lie? As global citizens, is there anything we can do about it? In this class we’ll discuss, in non-technical terms, the basics of the greenhouse effect (what is this anyway?). The main goal of the course is for the students to develop the energy literacy “tool kit” necessary to evaluate for themselves arguments presented in public policy discussions of global warming and climate change. A key aspect of the course will be to develop back-of-the-envelope “guesstimation” skills towards addressing energy issues. We’ll end with policy issues, emphasizing what we collectively and individually can do towards helping our current climate situation. Reading: “Beyond Smoke and Mirrors: Climate Change and Energy in the 21st Century” by B. Richter. “Big World, Small Planet” by J. Rockstrom and M. Klu Selections from “Guesstimation: Solving the World’s Problems on the Back of a Cocktail Napkin”, by L. Weinstein and J.A. Adam Quantitative dexterity and creative expression, both spoken and written, will be encouraged and developed throughout this course. There will be group problem-solving and regular assignments based on in-class activities, texts and lectures, and each student will write two short essays. Throughout the course of the semester, each student is also expected to work on an independent project; at the term’s end the students will present talks based on these projects and they will write associated reports.

Bilingualism: How it Shapes Our Minds

01:090:295:02 | Liliana Sanchez | SAS – Spanish & Portuguese

****This seminar will count towards SAS-Spanish & Portuguese Major and Minor***

Bilingualism is the norm rather than the exception. Two thirds of children worldwide grow up in bilingual or multilingual environments. World languages such as English, Spanish and Hindi have more second language speakers than first language speakers. Given its wide distribution across the globe, research has focused on how bilingualism shapes the human mind and our daily interactions. One theme of the seminar will be how bilinguals access words and generate sentences in their minds with a special focus on bilinguals’ ability to inhibit words from one language when speaking the other language and the implications of this practice for the development of cognitive advantages. Studies from different parts of the world with literate and illiterate bilingual populations will be discussed to disentangle the contribution of bilingualism and bi-literacy to cognitive advantages. A second theme of the seminar will be how bilinguals all over the world acquire the ability to use language in multiple contexts. We will focus on how this ability makes bilingual individuals, especially children, more flexible and capable of adopting multiple perspectives. Students with interest in linguistics, language acquisition, and bilingualism will deepen their understanding of the processes involved in activating two languages in childhood and adulthood. Students with interests in other areas will also learn how bilingualism interacts with the ability to shift perspectives and tasks. An essay is required. Attendance and active class participation will contribute to each student’s grade.

Children in Danger: Abduction, Abandonment, Adoption in Global Perspective

01:090:295:03 | Judith Surkis | SAS – History

****This seminar will count towards SAS-History Major and Minor***

From Mary Rowlandson's captivity narrative to Madonna's transnational adoptions to the "dreamer generation," by way of the Victorian orphanage, figures of uprooted children condense cultural and psychic fantasies of displacement, relocation, and recomposition. Mythologized and sensationalized stories of children's abandonment, abduction, and adoption illustrate how family lives are affected by global processes and politics including religious and racial conflict, war, colonialism, and economic crises. They simultaneously show how global affects— from fondness to fear— are animated by the figure of the child. This class studies the ethical, aesthetic and historical dimensions of these questions. From blood libel trials to child refugees to the 'stolen generation,' scandals to historical silences, we interrogate past figures in order to critically engage contemporary questions about humanitarianism, human rights law, welfare, family law, and social justice. This course integrates historical documents, literature, and film, as well as selected secondary sources in order to engage in a global, comparative, and interdisciplinary investigation of these questions. This topic is, of course, vast. I am providing a provisional list here of possible themes and readings in order to indicate both the potential breadth of the subject areas, interdisciplinary approaches, and global and chronological reach. This expansiveness also offer students an ideal opportunity to develop their own research project on a relevant subject.

Botanic Sociality: People, Plants & Words

01:090:296:01 | Becky Schulthies | SAS – Anthropology

****This seminar will count toward the Anthropology major and minor.***

How do humans and plants communicate? What kinds of social lives do plants lead in relation to humans, and humans in relation to plants? This course brings anthropological perspectives to these questions, and considers how language mediates plants-people relationality. Throughout the course, we will focus on the sometimes hidden, sometimes explicit role of language in shaping relations between people and plants – shaping them in concrete, material ways that alter how plants and people coexist on the same planet. The course will involve a mix of readings, such as "ethnobotanical ethnographies" discussing how plants and people interact in particular cultural contexts, and popular journalism, literary texts, documentary and popular films, scientific articles, and various kinds of Internet sites and postings. In addition, we will take field trips to experientially analyze contexts of plant-human sociality: visiting botanical gardens, herbaria, a cannabis dispensary, farms and restaurants linked to the locavore movement in New Jersey. One of the key goals of this course is to encourage you to consider, on specific terms, through concrete cases, how language is used all around you in ways that shape material realities. This means, for example, that language in use affects the kinds of relations that are possible, in certain circumstances, between people and plants – privileging some, prohibiting others, rendering some visible, erasing others -- but also, by extrapolation, all relations between human beings and the world we live in. To this end, you will be responsible, throughout the semester, for helping me make the course relevant to your everyday lives by bringing in materials and issues from beyond the course and examining their connection to course ideas and sources. This will culminate in a final research project, in which you will conduct research into a current issue of your choosing – one in which you consider how language shapes relations between people and plants. The course is organized around key themes: topics or methods that have structured histories of plant-people relations and yet are also of particular salience now, to current political debates about plants and the uses people make of them. Such themes include: * discourses about diversity (bio-, cultural, and linguistic); * ethnobiology and regimes of naming; * "multispecies ethnographies" and the perspectives they offer on environmental crises; * colonialism and the history of botanical transplantations and migrations; * "biopiracy" and conflicts over indigenous environmental knowledge; * controversies over plants and their use in medicinal settings; * the politics of legal and illegal "drugs" and the "wars" against them; * and, finally, the "locavore movement," opposition to genetically modified foods, and other critiques of modern food production.

Roman Empresses

01:090:296:02 | T. Corey Brennan | SAS - Classics

****This seminar will count toward the Classics major and minor.***

The position of Roman emperor's wife was not an office and lacked a set title. Nonetheless, this status involved the potential for plenty of power and a staggering level of importance. Flattery of these women in literary sources, their inclusion in the state's oaths and prayers, their conspicuous positions at public spectacles, the official celebration of their significant anniversaries, the mass dissemination of their portrait busts and statues, the carving of encomiastic

inscriptions and the erection of temples and other buildings dedicated to their honor, the conduct of their funerals at public expense, votes of divinization after death—all served as powerful, mutually reinforcing markers of their charisma and standing. Precisely how Rome’s empresses were perceived to have turned their massive prestige into political influence and exercised patronage is the central concern of this Honors Seminar. This Interdisciplinary Honors Seminar aims to trace such developments in women’s political prerogatives in the first four centuries of the Roman imperial period, from the reigns of Augustus through Theodosius I (31 BCE-395 CE). This in turn involves looking back at attitudes toward women’s political power in the Roman Republic period, as well as the practices of Hellenistic Greek courts (culminating in Cleopatra); and also taking stock of later developments in the Latin West and the Eastern (Byzantine) Roman Empire. It is in the east where eventually (starting in the late eighth century CE) one finds empresses ruling in their own right. There is an important caveat. The source problem on women and politics in the Empire is acute. Hence a focus of this seminar will necessarily be on “perceptions” as opposed to an attempt to reconstruct the precise mechanics of women’s political influence at Rome. That said, a particular concern of this seminar will be to examine how the public image of empresses was communicated directly to contemporaries through coins (especially) and portraiture in sculpture and other media. In addition, at practically every point throughout the course we will take note of early modern and modern receptions of the Roman women under consideration, ranging from fanciful 16th century treatments to up to the minute recreations (e.g., Netflix’s 2016 Roman Empire: Reign of Blood). There are no prerequisites for the course, and no special knowledge of Roman or ancient history is expected. However, I hope that by the conclusion of the seminar, students will have a broad acquaintance with Rome’s most notable emperors and empresses and also the basics of critiquing ancient historical narratives, and using coins and sculptural portraiture as historical evidence. REQUIRED: Subscription to CoinArchives Pro (Academic edition): \$50.00 <http://pro.coinarchives.com/> RECOMMENDED TEXTS C. Damon, Tacitus Annals. Penguin 2012, 978-0140455649 J. Rives, Suetonius, The Twelve Caesars. Penguin 2007, 978-0140455168 A. Birley, Lives of the Later Caesars: The First Part of the Augustan History, with Newly Compiled Lives of Nerva & Trajan. Penguin 1976, 978-0140443080

Colors in Literature from Poe to the Present

01:090:296:03 | Nicholas Gaskill | SAS- English

****This seminar will toward the SAS- English major and minor.***

Color is at once one of the most common features of our perceptual experience and one of the most puzzling. Is it in our minds or in the world? Do all people see colors in the same way, or do linguistic categories and cultural associations influence how we experience particular hues? How do specific colors become associated with particular identities, such that blue is gendered male and pink female, or that muted colors signify respectability while highlighter tints scream “hipster”? Why, as Goethe put it, do “people of refinement have a disinclination to colors,” and what lies behind this disinclination? In this course, we will look at how literary writers have taken up these and other questions about the philosophical, cultural, and aesthetic aspects of color. We will ask: what does color allow writers to do? Through what literary strategies have they incorporated its sensory power and cultural complexity into their work? What tensions arise between the linguistic medium of poetry or fiction and the irreducibly visual nature of color? We will consider the links between color and pain, color and sex, color and the spiritual, and color and meaning, and we will trace a literary tradition that uses color to think about the capacities and limitations of writing itself. Our readings will include texts by philosophers, painters, poets, and novelists. Likely candidates include Edgar Allan Poe, Charlotte Perkins Gilman, Gertrude Stein, Wallace Stevens, Nella Larsen, Henri Matisse, Virginia Woolf, Vincent van Gogh, Ludwig Wittgenstein, Aldous Huxley, Maurice Merleau-Ponty, Thomas Pynchon, Michel Pastoureau, Anne Carson, and Maggie Nelson. The assignments, which are designed to get you to engage both critically and creatively with our topic, will include two essays and weekly worksheets.

Digital Technology and Disruptive Change

01:090:296:04 | Mary Chayko | School of Communication and Information

****This seminar will count towards Digital Communication minor***

This course explores whether and how emerging digital technologies (social/mobile/wearable media, virtual worlds and games, sensor-laden devices and environments, robotics, drones, implantable chips, artificial intelligence, etc.) contribute to disruptive changes in relationships, organizations, societies and selves. Multiple perspectives on communication, information, and media will be applied in analyzing the extent to which the structure, norms, and dynamics of modern social life have changed and have experienced continuity, and the conditions under which such changes can be considered disruptive. Micro- and macro-level processes and outcomes (interpersonal, cultural,

political, global) of emerging digital technologies will be examined. This course is an interdisciplinary offering (Communication, Journalism and Media Studies, and Library and Information Science) in the Digital Communication, Information, and Media minor at the School of Communication and Information at Rutgers University.

This course is offered in a hybrid seminar format, which means that it will meet approximately both online and face-to-face in a classroom. This gives you an opportunity to learn and participate in the class in both contexts, and affords ideal insight into, and practice with, the kinds of digital technologies and environments we will be examining. We will use tech to study tech. You should bring your laptop, tablet, and/or smartphone to each class, charged up and ready to be used (or get here early and sit near an outlet!). A hybrid class is somewhat different from either a traditional

Race, Intimacies & Border- Crossing

01:090:296:06 | Louisa Schein| SAS – Anthropology

****This seminar will toward the SAS- Anthropology major and minor.***

In recent decades there has been a dramatic increase in people crossing borders to form families, engage in sex, or find work in other's households. This course takes a close look at what it means for the most intimate of relationships to be formed at a transnational scale. How do people engage in emotional and/or sexual intimacy across barriers of culture, language, class, and race? What does this do to love, intimacy and domestic life? What kinds of stigma, exploitation or inequality might be generated through the globalization of intimacy? How is race challenged or reinforced through border-crossing? How do race and racism intersect with immigration and anti-immigrant movements? We will examine several of the most common of these types of relationship, including: sex tourism, trafficking in women and children, international domestic work, transnational adoption, interracial marriage, and so-called "mail-order brides." We will investigate the difference it makes to definitions of kinship, family, romance, sexuality, gender, racial identity, health and other personal domains when people cross borders to form intimacies. Readings will be interdisciplinary – from social science, ethnography, literature and humanities. We will view many feature and documentary films.

Food-Energy-Water Nexus in the Anthropocene

01:090:297:H1 | Nirav Patel

We live in the Anthropocene, an epoch whose predominant narrative is one of decline and fall—of transformation, deterioration, and loss. Transformative changes in production of secure and sustainable food, energy, and water (FEW) sources are among the most significant challenges of the Anthropocene. This course invites student to identify the most promising opportunities to increase sustainability at the FEW nexus, and to identify the most pressing scientific, engineering, social, and humanistic challenges that must be overcome to realize those benefits. This course will introduce you to the current state of each component in the FEW nexus before diving into the complexity of their relationships with each other and with underlying social ecological systems (SES). For example, we will understand antibiotic resistance as not only a biological phenomenon, but also the social, economic, and ecological underpinnings of its evolution as one of the greatest, multifaceted challenges for the 21st century. Throughout the semester we will discuss the demands that the production of FEW place on SES, and how these demands are under even greater strain in the changing climate. We will also examine the primary public and environmental health issues arising from industrial trends in food and energy production—i.e. population growth and shifting socioeconomic status, obesity and food safety, pollution and environmental degradation. In addition, we will explore policy level responses to these issues and the potential of proposed sustainability initiatives. We will focus on these issues as they are relevant to the U.S., but also draw from international examples that will inform our understanding of how they are treated in different geographical and/or political contexts. Ultimately, this course will provide a better understanding of pertinent human behavior drivers that can help identify the causal forces between FEW nexus and SES that shape perhaps the greatest challenges of the Anthropocene.

Visual Culture and Crisis

01:090:292:03 | Rhiannon Welch| SAS – Italian

****This seminar will count toward the Italian major and minor.***

Much visual culture today might be said to be inextricable from various notions of crisis. From ecological disaster to state violence, economic collapse, and the mass migration of millions of vulnerable people, our understandings of catastrophic national and global events are often shaped through our consumption of (digital) images. Likewise, the advent of digital visual technologies at the end of the last century led many observers to declare a crisis of

representation due to what they perceived as the “death” of earlier forms of photography, film, and print media and the failure of the adage “seeing is believing” thanks to the manipulability of the digital image. This course explores the multiple intersections between visual culture and crisis through a close reading of visual texts (photography, video, and narrative and documentary film). Our goals in the course will be twofold: first, to explore a variety of texts that depict, problematize, and/or elicit a crisis; and second, to address the numerous theoretical and ethical questions that arise from our daily encounters with the visual in times of crisis. Primary texts will be clustered around a humanitarian crisis that has brought the fragility of the European nation-state to the fore: mass migration from Africa and the Middle East. The course will also include sections on World War II and its aftermath, Hurricane Katrina (2005), and the 2008 financial collapse. Among the questions the course poses are: how is a crisis made visible, and which aspects of a crisis resist visualization? What is the role of the visual in addressing our increasingly volatile and unstable world? What sorts of expectations do we have about visual representations of crisis? Are images bound to a single truth when dealing with crisis? What sorts of viewers are produced—implicitly or explicitly—by images of crisis? Are there ‘proper’ boundaries between aesthetics and politics, or between art and documentation, when depicting catastrophic events? Is the documentary the most apt mode for ‘capturing’ crisis? What sorts of access to events do narrative, abstract, or aesthetic forms provide that the documentary mode might eschew? Where are the lines between documenting injustice and aestheticizing suffering, or between ethical looking and voyeurism?

Evolution, Cognition & Belief

01:090:293:01 | Lee Cronk | SAS Anthropology

****This seminar will count toward the Anthropology major and minor***

The last two decades have experienced an explosion of research in anthropology, psychology, and related disciplines on the evolutionary and cognitive roots of religious phenomena. My proposal is for a seminar that would dive into this rapidly growing body of scholarly work. As I will make clear to the students, the purpose is to better understand religious phenomena, not to belittle or explain them away.

Hard Choices

01:090:294:03 | Ruth Chang | SAS - Philosophy

****This seminar will count toward the Philosophy major and minor.***

Life is rife with hard choices. Should you become a doctor or a lawyer? How much should you sacrifice in order to help others? Should you marry and have children? This course examines the phenomenon of hard choices by focusing on two questions: (1) what makes a choice hard? and (2) what should/does one do when faced with a hard choice? We explore answers to these questions from a variety of perspectives – philosophical, religious, literary, psychological, and neuroscientific. Potential readings: Allingham, Michael, Choice Theory: A Very Short Introduction Aristotle, Nichomachean Ethics Lehrer, Jonah, How We Decide Sartre, Jean Paul, Existentialism is a Humanism Styron, William, Sophie’s Choice Course Packet (CP) – Additional articles and book chapters compiled and available on the first day of class.

Philosophy of Cosmology

01:090:294:04 | Barry Loewer | SAS- Philosophy

****This seminar will count as elective credit in the Philosophy major and minor.***

This course concerns issues in the philosophy of cosmology. Cosmology is the scientific study of the nature and history of the universe as a whole. In the last hundred years there have been astonishing developments in cosmology. Among these are that 13.72 billion years ago the universe was very small, dense, and hot (the “Big Bang” state) and from which it has been expanding. A widely accepted addition to the Big Bang Theory posits that during the first few instants the universe “inflated” at an incredible rate. While inflationary theory apparently explains some features of our universe (including what caused the expansion) it also seems to imply that our universe is a part of multiverse of universes. We will explore the philosophical consequences of this idea. Also, the debate among cosmologists concerning inflationary cosmology involves many important issues in the philosophy of science and our discussion of these will serve as an introduction to philosophy of science. . Among the other philosophical issues and questions we will discuss are “Can the existence of the universe be explained? Is the universe “fine-tuned” for life? If so what explains this? What, if anything, existed prior to “the Big Bang”? What are space and time? What explains the apparent directionality of time? What is the nature of fundamental laws? Is determinism true? What is the relationship between mind and cosmos? What are the relationships between cosmology and theology? The course

will present developments in cosmology at a non-technical level and then delve more deeply into philosophical issues. Philosophy of cosmology is not (yet) a standard part of the philosophy curriculum. As part of a project in philosophy of cosmology (<http://philocosmology.rutgers.edu/>) I am organizing a reader for an undergraduate course in philosophy of cosmology. The reader consists of papers and book excerpts on issues in philosophy of cosmology. Included are classic readings from Plato, Aristotle, Augustine, Aquinas, Kant, Laplace, Mach, Einstein, and more recent readings from Parfit, Lewis, Loewer, Penrose, Hawking, Guth, Steinhardt, Carroll, and others.

Fall 2017 Department-Based Honors Courses

The School of Arts and Sciences is offering the following set of honors courses during the Fall 2017 semester, open to honors students in New Brunswick. The honors experience in these courses includes components such as more extensive written work, different readings, extended discussion, group work, independent work, and research experiences.

Please be aware that honors course offerings through the School of Arts and Sciences may be updated before the semester begins. You are encouraged to review course offerings on our website and the online schedule of classes for current information.

Administrative Studies

Introduction to Business (3)
33:011:100:H1
33:011:100:H2

Biological Sciences

Brain, Mind, and Behavior (3)
01:119:195:H1
01:119:195:H2
01:119:195:H3

General Biology I (4)
01:119:115:H1
01:119:115:H2

Cell Biology & Neuroscience

Fundamentals of Cell & Developmental Biology
01:146:270:H1

Chemistry

Honors General Chemistry (4)
01:160:163:H2
01:160:163:H3

Honors Organic Chemistry (4)
01:160:315:H1
01:160:315:H2
01:160:315:H3
01:160:315:H4

Communication

Introduction to Communication and Information (3)
04:189:101:H1
04:189:101:H2

Media, Government and Politics (3)
04:567:458:H1

Economics

Introduction to Macroeconomics (3) 01:220:102:H1
01:220:102:H3

Advanced Econometrics
01:220:401:H1

English: Creative Writing

Multi Media Composition (3)
01:351:209:H1

Introduction to Creative Writing (3)
01:351:211:H1

English Literature

The Coming Apocalypse (4)
SAS Signature Course
01:358:205:H1

English: Theories and Methods

Principles of Literary Studies: Poetry (3)
01:359:201:H1
***Pre-req Expos 101 or equivalent**

Introduction to Health, Medicine, and Literature (3)
01:359:209:H1

French

Approaches to French Literature (3)
01:420:217:H1
01:420:218:H1

Topics in French & Francophone Literature and Culture (3)
01:420:391:H1

Genetics

Genetics (4)
01:447:380:H1
01:447:380:H2

Honors Computational Genetics (3)
01:447:203:H1
***First Year students with AP Bio ONLY**

Genetic Analysis I
01:447:384:H1

Geological Sciences

Sea Change: The Rise & Fall of Sea Level & the Jersey Shore (3)
SAS Signature Course
01:460:110:H1

Mathematics

Calculus I for Math/Physics (4)
01:640:151:H1
01:640:151:H2
01:640:151:H3

Calculus II for Math/Physics (4)
01:640:152:H1
01:640:152:H2

Honors Calculus II (4)
01:640:192:H1

Differential Equations for Engineering and Physics (4)
01:640:244:H1

Multivariable Calculus (4)
01:640:251:H1
01:640:251:H2
01:640:251:H3
01:640:251:H4
01:640:251:H5
01:640:251:H6

Honors Calculus III (4)
01:640:291:H1

Introduction to Math Reasoning (3)
01:640:300:H1
01:640:300:H2

Introduction to Real Analysis (4)
01:640:311:H1

Linear Algebra (3)
01:640:350:H1

Mathematical Analysis I (3)
01:640:411:H1

Abstract Algebra1 (3)
01:640:451:H1

Molecular Biology and Biochemistry

Introduction to Research Molecular Biology and Biochemistry (3)
01:694:215:H1
01:694:215:H3

Analytical Methods in Biology (3)
01:694:230:H1

Introduction to Molecular Biology, Biochemistry and Genetics Research (4)
01:694:316:H1
01:694:316:H3
*First Year students with AP Bio ONLY

Physics

Analytical Physics I (2)
01:750:123:H1
01:750:123:H2
01:750:123:H3
01:750:123:H4
01:750:123:H5
01:750:123:H6

Honors Physics I (3)
01:750:271:H2
01:750:271:H3
01:750:271:H4

Honors Physics III (3)
01:750:273:H1
01:750:273:H2
01:750:273:H3
01:750:273:H4
01:750:273:HA

Classical Physics Lab (2)
01:750:275:H1

Political Science

Nature of Politics (3)
01:790:101:H1

Introduction to International Relations (3)
01:790:102:H1

Law & Politics (3)
01:790:106:H1

Causes of War (3)
01:790:324:H1

Advanced Studies in Law III (3)
01:790:412:H1

Psychology

General Psychology (3)
01:830:101:H1
01:830:101:H2

Cognition (3)
01:830:305:H1

Religion

Religions Now: 21st Century Controversies
SAS Signature Course
01:840:105:H1

Spanish

Introduction to Spanish Literature (3)
01:940:215:H1