

# CMU Honors Program Course Description Guide

## Fall 2024

Priority Registration for the 2024-2025 academic year begins at 7:00 a.m. on February 12

Honors Program Courses					
Courses Credits UP	Course Title	Section Number	Days & Times	Registration Requirements/ Honors Protocol	Instructor
<b>HON 100</b> (3 cr)	Introduction to Honors	<b>22451155</b>	M 6:00-7:50 pm 8/26/2024-12/9/2024	<b>First Semester Course for incoming Freshman</b>	Patricia Williamson
<b>HON 201WI</b> (3 cr) I-A	Honors Study/Human Events & Ideas "The Philosophy of AI"	<b>22453885</b>	Tu Th 3:30-4:45 pm 8/27/2024-12/12/2024	<b>First year Seminar Open to all Honors students</b>	Matthew Katz
<b>HON 202WI</b> (3 cr) I-B	Honors Studies in the Arts "Gaming Story, Reading Play: Games Across Media"	<b>22457474</b>	Tu Th 9:30-10:45 am 08/27/2024-12/12/2024	<b>First year Seminar Open to all Honors students</b>	Gretchen Papazian
<b>HON 202WI</b> (3 cr) I-B	Honors Studies in the Arts "Storytelling with Audio Drama"	<b>22472275</b>	M W 12:30-2:00 pm 8/26/2024-12/11/2024	<b>First year Seminar Open to all Honors students</b>	William Anderson
<b>HON 205WI</b> (3 cr) III-A	Honors Behavioral Sciences "Schooled: Exploring the Past, Present and Future of K-12 Education"	<b>22453911</b>	Tu 4:00-6:50pm 8/27/2024-12/10/2024	<b>First year Seminar Open to all Honors students</b>	Troy Hicks
<b>HON 207WI</b> (3 cr) IV-B	Honors Studies in Global Cultures "Life and Death of an Empire"	<b>22453910</b>	Tu Th 2:00-3:15 pm 8/27/2024-12/12/2024	<b>First year Seminar Open to all Honors students</b>	Kathy Donohue
<b>HON 208WI</b> (3 cr) IV-C	Honors Studies in Racism & Diversity in the U.S. "Race and Science"	<b>22459118</b>	M W 2:00-3:15 pm 8/26/2024-12/11/2024	<b>First year Seminar Open to all Honors students Counts as HON Cultural Diversity</b>	Rachel Caspari-Wolpoff
<b>HON 300</b> (3 cr)	Introduction to Honors II	<b>22453898</b>	M 6:00-7:50 pm 8/26/2024-12/9/2024	<b>First semester course for Track II students</b>	Patricia Williamson
<b>HON 315</b> (1-9 cr)	Honors College Teaching Assistant	<b>22454907</b>	M 3:30-4:45 pm 8/26/2024-12/9/2024	<b>By application only email <a href="mailto:honors@cmich.edu">honors@cmich.edu</a></b>	Tracy Collins
<b>HON 320</b> (3 cr)	"Who's Afraid of Books? Challenged and Banned in America"	<b>22458957</b>	Tu 6:30-9:20 pm 8/27/2024-12/10/2024		Maureen Eke
<b>HON 320</b> (3 cr)	"Communication and Mentoring Behind Bars"	<b>22459640</b>	W 6:00-10:00 pm 08/28/2024-12/18/2024		Shelly Hinck & Ed Hinck
<b>HON 321AP</b> (3 cr)	"Real Intelligences: How Do We (and Others) Know What we Know?"	<b>22459027</b>	Tu Th 12:30-1:45 pm 08/27/2024-12/12/2024		Christi Brooks

<b>HON 321AF (3 cr)</b>	“Obesity and Diabetes: A Growing Challenge and Our Strategies”	<b>22458845</b>	Th 5:30-8:20 pm 08/29/2024-12/12/2024		Lixin Li
<b>HON 321C (3 cr)</b>	“Creative Strategies for the Greater Good”	<b>22458899</b>	M W 2:00-3:15pm 8/26/2024-12/11/2024		Elina Erzikova
<b>HON 399 (1-6 cr)</b>	Independent Study	<b>22451156</b>	08/26/2024-12/14/2024	<b>Independent study <a href="#">form</a></b>	Patricia Williamson
<b>HON 499 (3-6 cr)</b>	Senior Project	<b>2245157</b>	08/26/2024-12/14/2024	<b><a href="#">Capstone proposal</a> approval required</b>	Patricia Williamson
<b>HON 499WI (3-6 cr)</b>	Senior Project	<b>22454915</b>	08/26/2024-12/14/2024	<b><a href="#">Capstone proposal</a> approval required</b>	Patricia Williamson

<b>Departmental Honors Sections</b>					
<b>Courses Credits UP</b>	<b>Course Title</b>	<b>Section Number</b>	<b>Days &amp; Times</b>		<b>Instructor</b>
<b>ASL 100H (3 cr)</b>	Introduction to Deaft Community and Culture	<b>22458915</b>	Tu Th 12:30-1:45 pm 08/27/2024-12/12/2024	<b>Counts as HON Cultural Diversity</b>	Susan Naeve-Velguth
<b>BIO 111H (4 cr)</b>	Foundations of Evolution and Diversity	<b>22454309</b>	M W F 9:00-9:50 am Lab Fri 1:00-3:50 pm 08/26/2024-12/13/2024		Kristen Nicholson
<b>BIO 211H (4 cr)</b>	Foundations of Genetics	<b>22454984</b>	Tu Th 11:00-12:15 pm Lab M 2:00-4:50 pm 08/26/2024-12/12/2024		Xantha Karp
<b>BUS 100H (3 cr)</b>	Introduction to Business	<b>22453324</b>	Tu Th 11:00-12:15 pm 08/27/2024-12/12/2024		Staff
<b>BUS 102H (1)</b>	Teamwork in Business	<b>22455509</b>	Th 9:30-10:20 am 8/29/2024-12/12/2024		Staff
<b>BUS 202H (1)</b>	Leading through Change	<b>22455510</b>	W 12:00-12:50 pm 8/28/2024-12/11/2024		Merrilyn Yeboah
<b>BUS 302H (1)</b>	Career Management	<b>22471761</b>	Th 11:00-11:50 am 8/29/2024-12/12/2024		Kendall Perdue
<b>BUS 331HS (3 cr)</b>	Integrated Business Experience	<b>22454310</b>	Tu Th 9:30-10:45 am 8/27/2024-12/12/2024	*course fee	Staff
<b>CHM 131H (4 cr) II-B</b>	General Chemistry I	<b>22453319</b>	M Tu W Th 10:00-10:50 am F 9:00-9:50 Lab 10:00-11:50 am 08/26/2024-12/13/2024		Janice Tomasik
<b>COM 101H (3 cr)</b>	Introduction to Communication	<b>22453261</b>	Tu Th 12:30-1:45 pm 08/27/2024-12/12/2024		Wendy Papa

<b>ENG 101H</b> (3 cr)	Freshman Composition	<b>22450670</b>	M W 11:00-11:50 pm 08/26/2024-12/11/2024		Steve Bailey
<b>HSC 106HQR</b> (3 cr)	Healthy Lifestyles	<b>22454110</b>	Tu Th 12:30-1:45pm 8/27/2024-12/12/2021		Thomas Kozal
<b>HSC 214H</b> (4 cr)	Human Anatomy	<b>22451199</b>	M W F 9:00-10:50 am 08/26/2024-12/13/2024		William Saltarelli
<b>HSC 308H</b> (3 cr)	Physiology of Sport and Exercise	<b>22453400</b>	M W 2:00-3:15 pm 08/26/2024-12/11/2024		Paul O'Connor
<b>HSC 411H</b> (3 cr)	Pathophysiology	<b>22453978</b>	M W 12:00-1:15 pm 08/26/2024-12/11/2024		Leslie Wallace
<b>PSY 250H</b> (3 cr)	Abnormal Psychology	<b>22455350</b>	Tu Th 12:30-1:45 pm 08/27/2024-12/12/2024		James Gerhart
<b>PSY 330H</b> (3)	Social Psychology	<b>22459382</b>	Tu Th 2:00-3:15 pm 8/27/2024-12/12/2024		Kyle Scherr
<b>SOC 201H</b> (3 cr)	Social Psychology	<b>22457478</b>	Tu Th 2:00-3:15 pm 08/26/2024-12/11/2024		Alan Rudy
<b>TAI 170H</b> (3 cr) I-B	Oral Interpretation of Literature	<b>22453106</b>	M W 2:00-3:15 pm 08/26/2024-12/11/2024		Stacey Pattison

## Honors Program Course Descriptions

### ***HON 201WI: Philosophy of A.I.***

**Dr. Matthew Katz**

**Tuesday/Thursday 3:30-4:45 pm Anspach 310**

Artificially intelligent systems have the potential to remake society—but just what is artificial intelligence? What is it capable of and what are its hazards? This course will explore both the metaphysical and ethics dimensions of this rapidly advancing technology. Some specific topics covered will include: How do we know when a system is intelligent? What's the difference between an intelligent system and a conscious system? Could the former give rise to the latter, and how could we know? What concerns should we have regarding the development of AI, both technological and moral, and how we can mitigate those concerns? Students in this course will be required to read complex philosophical treatments of AI, to write daily short pieces analyzing what they have read, and they will take turns presenting material to the class. They will also write several short papers and one term paper. By the very nature of the content and approach, this course will force students to think very carefully about something.

### ***HON 202WI: Gaming Story, Reading Play: Games Across Media***

**Dr. Gretchen Papazian**

**Tuesday/Thursday 9:30-10:45 am Anspach 260**

Characters. Avatars. Chapters. Levels. Plot. Boss Battles. Point of View. HUD. Drawing on both narrative and gaming theory, this course will explore dialogues between digital and print, as well as between reader/viewer/player and text, to consider how story games, game stories, and stories about games use play and narrative to make meaning. In exploring the structures and mechanics of various kinds of texts (novels, film, board games, and videogames), students will investigate the ways that games, stories, gaming stories, and story games offer insight into personal experiences, social dynamics, and even political ideas. Further, in looking to various ways that contemporary texts play with gaming features to create narrative structures (and vice versa), students will consider and deliberate the relationships between media and expression, between technology and the human/posthuman, and between cognitive processes and creative efforts. In all of this, the course aims to take up broader epistemological questions about how we understand, how we learn, and

how we know. In addition to reading books, watching films, and playing games, students will have the opportunity to develop their own games (no prior skills or knowledge needed!) as they develop their skills in doing analytic work.

***HON 202WI: Storytelling Through Audio Drama***

**Dr. William Anderson**

**Monday/Wednesday 12:30-2:00 pm Moore 111**

This class gives students the chance to write and create stories while learning about the history and tradition of radio drama. Learn how to tell engaging and immersive stories using audio. Thanks to the democratization of technology and distribution, audio drama is entering a second golden era in the age of podcasts and streaming. This class is your chance to learn how to create stories using only voice, sound effects, and music. The class will cover the historical background and examples of the genre, along with writing conventions and strategies. You'll also have performance opportunities. No prior experience or background knowledge is expected.

***HON 206WI: Place and American Popular Culture***

**Tyler Sonnichsen (GEO)**

**Tuesday/Thursday 3:30-4:45 pm Pearce 304**

This course takes a geographic look at the historic patterns of American Popular Culture: Why and how did the movie industry settle in Hollywood? How do shows like *The Simpsons* use ideas about places to invent cities like Springfield and expand their own universes? How do fandoms like K-Pop circulate and spread around the globe? Above all, what does popular culture teach us about social structures in a way few other subjects can?

***HON 207WI: Life and Death at the End of the Empire***

**Dr. Kathy Donohue**

**Tuesday/Thursday 2:00-3:15 pm Powers 136**

In the 1940s, violence exploded throughout India as Muslims, Hindus, Sikhs, Communists, and others battled for their version of a post-colonial India that would come into being once the British left. Half a century later, 800,000 Rwandans lost their lives in a genocide that grew out of policies put in place when Rwanda was still a colony under Belgian control. This course places you at the center of both events. You will “travel” back to India in the mid-1940s, where you will try to come up with a road to independence that does not plunge the nation into violence. You will also explore colonialism’s catastrophic impact on Rwanda. Taking on the role of a UN ambassador, a representative of an NGO or a member of the press, you will advocate and navigate rapidly unfolding events as you wrestle with difficult questions. Taking on such roles is no easy task. You will be analyzing the speeches and writings of numerous historical figures, giving speeches of your own, debating the critical issues of the day and writing extensively. By the end of the course, you will have a deep knowledge of two critical moments in world history and, even more importantly, an understanding of some of the long-term consequences of colonial occupation.

***HON 208WI: Race and Science***

**Dr. Rachel Caspari**

**Monday/Wednesday 2:00-3:15 pm Anspach 258**

This is a seminar designed to examine the relationship between science and social policies that impact “race” historically and in the present day. We will particularly focus on the role that science has played in the study of race and how it has been used and abused in sociopolitical arenas, with and without the complicity of the scientists themselves. Students will come to appreciate how the worlds of science, politics and society are interrelated and how their relationship has been used to undermine, and sometimes promote, different racial and ethnic groups. The course will be covering such topics as polygenism, race and evolutionary theory, race and intelligence, eugenics, the Holocaust, modern applications of genetics to questions of group identity, and the role of race in health and medicine. In addition to examining the social consequences of these issues, these topics will be vehicles for introducing evolutionary theory and the history of science. In the process of examining scientific racism, we will inevitably grapple with fundamental questions about the very existence and definition of race. What is race? What do genes tell us about race? What is its relationship to essentialism? Is it possible to study it scientifically? What are the dangers associated with its study? Does race exist at all? Is the reification of race in itself racist? This course critically examines the complex interrelationships between sociological and biological concepts of race. Throughout the course there will be an emphasis on the relationships between socially constructed racial categories and concepts of biological determinism that continue to undermine egalitarian treatment of social groups globally and within multiethnic societies.

***HON 315: Honors College Teaching Assistant*****Dr. Tracy Collins****Monday 3:30-4:45 pm Anspach 314; 6:00-7:50pm Biosciences 1010**

HON 315 provides supervision, training, and mentorship for Honors Program students selected to serve as teaching assistants for HON 100/300. HON 315 offers a structured opportunity for students to develop the pedagogical knowledge, leadership traits, and essential job skills necessary to serve as impactful teaching assistants who support and mentor students of diverse identities as they transition into higher education and/or the Honors Program.

Note: To enroll in this course, students must first successfully complete the application process to be an HON 100/300 teaching assistant.

***HON 320: Who's Afraid of Books? Challenged and Banned in America*****Dr. Maureen Eke****Tuesday 6:30-9:20 pm Anspach Hall 157**

Today, books are being banned, challenged, and removed from libraries. Why ban books? How does book banning affect our sense of ourselves, narratives of ourselves and the communities whose stories are being banned? While book banning is not new in America, PEN America reports more than "2,532 instances of individual book" bans and challenges across more than 37 states since January 2022. The consequences of book bans are traumatic for everyone and destroy our sense of community. Book bans undermine our knowledge of our history, communities, and the world in which we live. Furthermore, book bans rob us of our dignity and empathy, especially for those whose stories are banned. This course will provide students an opportunity to examine selected banned/challenged books that address various identities and themes, including but not limited to LGBTQ+, race, racism, and gender. Students will engage in critical conversations that examine the rationale provided for the bans; the implications for and impacts on the students, the affected communities, and the society in general; explore restorative ways to address or combat book bans; and develop individual or collective responses to book bans/challenges through guided final projects and research papers.

***HON 320: Communication and Mentoring Behind Bars*****Dr. Shelly Hink & Dr. Ed Hinck****Wednesday 6:00-10:00 pm Moore 205**

This course explores how communication concepts, skills, and processes make possible the creation of mentoring relationships in prison. Themes of relationship development, overcoming stigma, transformation of self, and trust building within a context of incarceration will be explored as paths to personal development. Drawing upon a service-learning, the subject matter and purpose of the course were developed in coordination with program administrations at the Saginaw Correctional Facility. Individuals with extended sentences often serve as mentors to others within a correction facility. This course is intended to develop the communication skills of students and mentors to enhance one's effectiveness as a positive change agent. The format of the course involves traditional classroom content, along with six visits to the Saginaw Correctional Facility. Students interested in taking this course must complete a criminal background check, undergo volunteer training, and demonstrate a professional demeanor. Only open to students 18 years of age and up.

***HON 321: Real Intelligences: How Do We (and Others) Know What we Know?*****Dr. Christi Brookes****Tuesday/Thursday 12:30-1:45 pm Pearce 304**

As scientific enquiry and contemporary indigenous practices have noted, intelligence does not belong solely to the human enterprise. From tool use in animals to ChatGPT, the long-staid definitions of thinking and knowledge have blown open. While artificial intelligence may be able to produce reams of cogent and topical prose in a matter of seconds, does it or will it really possess enough the knowledge and wisdom to rival humans? What (or who?) else in the animal and plant kingdoms stand on higher grounds than those to which they have been relegated by some human cultures? With headlines about a world now confronting intelligences of a non-humankind, it seems high time to explore and challenge some of these long-held practices and accepted definitions. From current questions about artificial intelligence to new discoveries about communities of knowledge in the animal and plant kingdoms, the class will explore the multi-faceted assumptions and understanding of what makes up knowing. Students will explore these questions with experts from across CMU and our community, will focus on indigenous insights, and will produce a final public-facing project to present to the community.

***HON 321AF: Obesity and Diabetes: A Growing Challenge and Our Strategies***

**Dr. Lixin Li**

**Thursday 5:30-8:20 pm HPB 2022**

Diabetes is emerging as a global health care problem that may reach pandemic levels by 2030. The growing prevalence of diabetes is strongly correlated with the increasing rates of obesity. This course aims to equip students with an understanding of the current state of knowledge regarding epidemiology, prevention, and treatment of these interconnected subjects.

***HON 321C: Creative Strategies for the Greater Good***

**Dr. Elina Erzikova**

**Monday/Wednesday 2:00-3:15 pm Moore Hall 205**

This course explores the best practices of strategic communication employed by the Pure Michigan brand. Students will immerse themselves in the transformative potential of creative strategies through a campaign supervised by Pure Michigan managers. The knowledge and skills acquired during engagement with the Pure Michigan brand will equip students to craft communication campaigns that empower local communities and contribute to positive societal change in the future.