

BIOL 1450-098 and 099—Biology I; MTWR 8:00-8:50am & lab R 1:00-3:50pm—Mark Schoenbeck

Biology I is the first of a two-semester series providing foundational knowledge for study in biology. The course spans topics from chemistry basics through cell function and genetics. The laboratory introduces standard methods for biochemical and molecular analyses; the semester project comprises the isolation and characterization of photosynthetic microbes from environmental samples. Students will present summaries of their works at semester's end. (*Nat. and Phys. Sci. lab*)

CHEM 1180-099—General Chemistry I; MWF 11:00-11:50am & CHEM 1184-099—General Chemistry lab; R 1:00-4:20 pm—JJ Conrad

Chemistry I is the first of a two-semester series of chemical principles primarily for majors and those in the sciences. It covers matter, atomic structure, chemical bonding, intermolecular forces, basic chemical reactions, stoichiometry, thermochemistry, and gases. In the lab, students work to design projects centered on the modification of cellulose and using this modified cellulose to remediate metal ions from solution. (*Nat. and Phys. Sci. lab*)

CMST 1110-098 —Public Speaking Fundamentals; MW 2:30-3:45pm—William Cooney

This course addresses basic principles of audience adaptation, invention, organization, development of ideas and presentation of speeches as well as the critical analysis of oral presentations. For effective communication, certain responsibilities must be discharged by audiences and speakers alike. Accordingly, this course's major aims are to help students become more effective public speakers and

more discerning rhetorical communication consumers. Students will study theories and practices of effective communication, and apply those principles by preparing and delivering a minimum of four speeches, as well as evaluating classmates' performances. (*Public Speaking; Oral communication*)

CMST 2120-099—Argumentation and Debate; MW 1:00-2:15pm—William Cooney

This course will introduce you to the theories and application of argumentation as a communication activity, with your participation in various speaking activities that demonstrate your use of research, logic, and effective delivery techniques. This course aims to teach you to recognize, analyze, and effectively use persuasion and argumentation in your personal, professional, and civic lives. The skills you learn will prepare you to better engage the civic sphere, articulate your views on the world around you, support claims with evidence and examples, and better communicate with your friends, family, and colleagues. (*Public Speaking; Oral Communication*)

ENGL 2160—Honors Composition II; (097) MW 2:30-3:45pm—Travis Adams; (098) TR 11:30-12:45am— Kristin Girten

Students in Honors Composition focus on writing academic papers, increasing their reading proficiency, and engaging in discussions on a variety of topics. Students experience several styles of writing and will learn to read carefully, summarize texts, critically interpret and evaluate texts, integrate materials from other texts, evaluate other writers' drafts, and be proficient in sentence-level editing and proofreading. Students will learn to navigate the library, locate material,

and compile quality research. Each student must exhibit the ability to write a clear thesis, write with a clear structure, provide a thorough exploration of ideas, and use well-constructed sentences in proper usage and mechanics. (*Engl. Comp. II; Writing*)

GERO 2000-099--Introduction to Gerontology; TR 10:00-11:15am—Amy Hanson

Did you know that the fastest growing segment of the population is over the age of 65? Never before in history have so many people lived for so long. This demographic reality affects all of us, no matter what our chosen career path or major. This practical course will explore many different aspects of the aging experience, including retirement, family interactions, physical and psychological aging and how older adults are perceived by society. Not only will you learn how to better interact with the older adults around you, but you will think deeply about your own aging and what this means for your future. (*Social Sciences; U.S. Diversity; Social Sciences & Cultural Knowledge*)

MATH 1950-099—Calculus I; MTWR 9:15-10:20am—Nick Kass

Why actually do the sum of the squares of a and b equal the square of c in the Pythagorean Theorem? Is there some other explanation for all of those crazy trig identities? Can you really be proven to be guilty of speeding if you've driven from Omaha to Lincoln in half an hour? If so, then this course covering Differential and the beginnings of Integral Calculus is for you. We will explore these ideas and more as we undertake the study of change itself, and along the way we'll take every opportunity to answer any other nagging questions you've ever had about math.

THEA 1010-099—Theatre Appreciation; TR 1:00-2:15pm—Ronald Zank

This survey course introduces students to all areas of theatre practice and study—but you don't have to get on stage yourself. Come and learn about several major periods of theatre art and practice, peeking behind the curtains as we explore how performances are brought to life on stage. Learn about the pieces that create the illusions we enjoy; as a class, there should be opportunities to attend live performances at and beyond UNO. We will focus on how 'live' performance differs from mediated forms, as well as how 'events' function and what makes them entertaining, involving, and effective. (*Humanities & Fine Arts; Humanities & Cultural Knowledge*)

PSYC 1010-099—Introduction to Psychology; TR 10:00-11:15am—Mithra Pirooz

Delve into the study of the mind and behavior with "The Greatest Hits of Psychology". Psychology is an incredibly diverse field with a plethora of theories, empirical research, and interdisciplinary perspectives to explore. We will investigate a variety of content areas including biological, cognitive, developmental, social, personality, and mental health psychology. Designed for inquisitive minds, classes will also involve demonstrations of key principles, activities, and discussions with a variety of researchers and practitioners in the field. (*Social sciences*)

SUST 1000-099; Intro. to Sustainability; TR 2:30-3:45pm—Farrah Grant

Explore sustainability beyond textbooks! In this unique and engaging class, we'll investigate the interconnectedness of environmental, social, and economic systems. And we'll learn amidst nature, outside the

walls of a traditional classroom. Expect trash sorts, native gardening, and the opportunity to meet environmental leaders. Our goal? To ignite positive change and empower you as a steward of our shared planet. (*Social Sciences; Global Diversity; Social Science & Cultural Knowledge*)

HONR 3020-099; U.S. College Representations; MW 2:30-3:45pm—Stevie Seibert Desjarlais

How often have we (anyone belonging to an institution of higher education) walked onto campus or gone into the classroom with unspoken expectations for the people, ideas, and experiences that we will (or won't) encounter? College students expect that their degree will result in personal, intellectual, and financial growth opportunities. But what other expectations shape cultural perceptions of college? Images abound all around us of what the "college experience" should be, routinely whittling down university life to parties, sorority or fraternity affiliation, adversarial relationships between students-faculty-administration, and more tropes. This course aims to confront these prolific images with the potentially unspoken expectations that they bring with them onto campus and provide some stable footing to build from in terms of crafting their own path forward with the knowledge of our specific campus community and resources. (*Humanities & Fine Arts; Humanities*)

HONR 3020-098—Pandemics; MW 1:00-2:15pm—Timi Barone

How do humans respond to pandemics? What contributes to variation in individual, cultural, and social responses to these natural disasters? In this course, we examine the social responses to five pandemics with a humanities

orientation. Using three historic (The Black Death, 1918 Influenza, Polio) and two contemporary (HIV/AIDS and COVID-19) pandemics as case studies, we will explore how we can see commonalities (and variation) in responses and their impact. We will use multiple lenses: historical, cross-cultural, literary, narrative, ethical, and visual. The class will collaborate on a COVID-19 narrative project using oral history methods. (*Humanities & Fine Arts; Humanities*) (MEDH Block 2)

HONR 3030-099—Modern Constitutional Interpretation; TR 2:30-3:45pm—Andrew Faltin

Certain constitutional rights have changed dramatically over the last few years. A conservative majority on the U.S. Supreme Court has utilized a different method of constitutional interpretation than previous Courts, resulting in a host of changes to rights and precedent that once seemed settled. This course, using Justices' own writings, law review articles, and recent cases, will explore the change in interpretive methods and what this means for future cases. We will explore the labyrinthine legal system from its roots to present day. (*Social sciences*) (PSCI 3000 level elective)

HONR 3030-098—Crime, Data, & Policy Advocacy; TR 10:00-11:15am—Sam Clinkinbeard

How do we know what we know about crime and justice, and how does that information shape public policy? This course explores the intersection of crime data, media narratives, and policy advocacy. Students will develop critical information literacy skills to evaluate sources, analyze the use (and misuse) of crime statistics, and assess the impact of media

coverage on public perception and criminal justice reform. The course culminates in a policy brief project where students apply their knowledge to a contemporary criminal justice issue. (*Social sciences*) (CRCJ 3000 level elective)

CFAM 3050-099—Murals & Mural Making; W 1:00-3:50pm—Adrian Duran

This course will explore the mural as both history and medium, engaging students in viewing and evaluating wall art around them. One of the most ubiquitous forms of human expression, murals have communicated spiritual, political, and religious messages in places as diverse as the caves of Lascaux, France and South Omaha's Plaza de la Raza. We will look back upon the history of murals and study how they reflect their moments and circumstances of creation and serve as objects of cultural communication and community. Students can expect to explore their city and neighborhoods locally, as well as to extend their explorations to global art and art making spaces. This class will culminate in the creation of a mural for UNO's Honors Program space, as students learn through doing by creating as a community. (*Arts*)

HONR 3970—Honors Internship

Honorize an internship! Enroll and, by submitting weekly logs and a final paper, receive Honors credit for your internship.

HONR 4980—Honors Project/Thesis

Students can use this course or an established 4000 level course in their discipline; please contact the Honors Director for full details.

General education credit is indicated, where relevant, at the end of course descriptions; underlining indicates MavEd credit from Fall 25. Where awarded, elective credit is also indicated.

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