

ART 1010-099—Art Appreciation; W 1:00-3:50pm—Adrian Duran

Art Appreciation will introduce students to the visual arts by analyzing the aesthetic, technical, and historical factors that affect the production of art. This course examines artworks from a variety of geographic regions including, but not limited to, Meso-America, Native America, Latin America, Asia, Africa, and Euro-America, through a wide range of media including architecture, ceramics, sculptures, paintings, textiles, and installations. This class will use Omaha's arts institutions as primary sources for encountering the art we will study in this course. (*U.S. Diversity; Humanities & Fine Arts*)

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 & 099—Public Speaking Fundamentals; TR 11:30am-12:45pm & 1:00-2:15pm—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 consumers of rhetorical communication. Students will study theories and practices of effective communication, and will practice applying those principles by preparing and delivering a minimum of four speeches, as well as evaluating classmates' performances. (*Public Speaking*)

ENGL 2160—Honors Composition II; (097) MW 2:30-3:45pm—Chuck Johanningsmeier; (098) TR 10:00-11:15am—Eric O'Brien

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*)

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. (*U.S. Diversity; Social Sciences*)

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.

PSYC 1010-099—Introduction to Psychology; TR 8:30-9:45—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 and 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*)

RELI 1010-099—World Religions; TR 10:00-11:15am—Bharat Ranganathan

We'll be concerned with the following questions. What is a "religion"? Is it a dialogue with God(s)? Or a system of social power, an account of ultimate truth (or reality), a conspiracy of forces known or unknown? This course introduces students to the study of religion. Through reading what some of the great scholars of religion have said about religion and examining some cases of lived religion, we will consider this complex human phenomenon from a variety of perspectives. Thinking comparatively and historically, our shared aim will be to explore how different accounts, experiences, and interpretations might lead us to affirm, question, or reconsider our assumptions. (*Global Diversity; Humanities & Fine Arts*)

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. (*Global Diversity; social sciences*)

HONR 3020-099; American Conspiracy Theory; TR 1:00-2:15pm—John Grigg

As historians and social commenters have noted in recent years, conspiracy thinking has definitely gone mainstream and transcends

ideological positions. Historians, indeed, recognize that most conspiracy thinking evolved (or evolves) from specific events which fall onto soil fertilized by fairly widespread—but differing—social fears. The focus of this course is not to disprove (or worse, prove) conspiracy theories to be true. The focus of the course is to encourage students to analyze historical events to understand the context within which conspiracy thinking develops. In the first instance this is done using documents, audio and video recordings, and pamphlets. Analysis is contextualized using not only the work of historians, but that of psychologists, sociologists, and even recent studies in evolutionary biology. (*Humanities & Fine Arts, ACE 5*)

HONR 3020-098—Folklore and Literature; W 6:00-8:40pm—Todd Richardson

This class will address the relationship between folklore and literature. Following a general introduction to the field of folklore and its history, we will interrogate the ways in which folklore has been represented and used in a variety of literary texts and genres. Central to our interrogations will be the nature of folk performance, in particular how verbalized expressions adapt to and/or resist textualization; to put it more simply, we're going to try to figure out whether or not literature can ever really capture the immediacy of an oral performance. Other important concepts included in the class include authenticity, belief, community and identity, and ethnography. (*Humanities & Fine Arts*)

HONR 3020-097—Sustenance & Sustainability; TR 2:30-3:45pm—Barbara Robins

This course will explore perspectives of sustainability from Native American writings and cultural practices including storytelling, the arts, food & cooking, and language

preservation/revitalization. On remote reservations and urban communities, collaborations are taking place to claim (and sometimes relearn) how traditional foods are grown, what materials can be used for artistic expression, and how these many skills are spoken of in an indigenous language. Join me to explore some of these traditional practices and learn how you may be able to implement such efforts in your own lives. We will read fiction, cookbooks, essays, look at art, photographs, and try our hand at some traditional skills. Students should be prepared for a day trip to the Macy, NE to meet students at the UmoNhoN Nation Public School. (*Satisfies Humanities and Fine Arts reqs.*)

HONR 3030-098—Transportation and Mobility; TR 10:00-11:15am—Scott Tarry

Ready to get moving? Our course will be an historical and contemporary review of the evolution of our transportation systems and how social, economic, and political influences have shaped the way people travel and stuff gets moved from all over the world to our doorsteps. The course is designed to engage students in thinking about the factors that typically influence our transportation and mobility choices, such as cost, safety, reliability, speed, etc., in the context of broader social, political, and economic influences. We will also explore how technological change created challenges and opportunities for transportation historically and how technological change may shape mobility in the future. We will have lots of great guest speakers and discussions—and get moving. (*Social Sciences, ACE 6*)

HONR 3030-099—The Body, Self, & Society; T 4:30-7:05pm—Liam Heerten-Rodriguez

This Honors colloquium will challenge students to explore the complex, recursive relationships between biological, psychological, and social aspects of the self, especially as they relate to

political ideologies, current events, policy, and practice. Drawing on diverse disciplinary perspectives, students will critically examine the ways in which some bodily characteristics are selected for social meaning, how these constructions are shaped by ideological goals, and how the body is (re)shaped and (re)imagined through interactions with these constructions and ideologies. By centering diverse experiences of race/ethnicity, gender/sex, sexuality, body size, and ability, students will examine the tensions between and the products of biological determinism, social constructivism, and historical realism. Students will analyze how these perspectives influence opportunities, experiences, and outcomes, with particular attention to health, family, education, and implications for policy. (*Social Sciences, ACE 6 or 9*)

HONR 3030-097—Founding Documents and You; MW 11:30am-12:45pm—Rhonda Saferstein

This course is interested in the structure of government, which is integral to our views on what government does and does not do. We hold views of how government is supposed to work because of ideas that were argued about in 1787, in which year the writers of the Constitution spent the entire summer arguing about such structural ideas, and then, in the ratification process, they argued some more. The collected arguments are now known as the Federalist Papers and the Antifederalist Papers. Students and the professor will spend the semester exploring these papers to try to understand how they profoundly influenced our views on the structure of government—and how we have reached the ugly political discourse of our present times. (*Social Sciences; ACE 6*)

HONR 3970—Honors Internship

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

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