

CMST 1110-099**MW 1:00-2:15pm—William Cooney
Public Speaking Fundamentals**

This course addresses basic principles of audience adaptation, invention, organization, development of ideas and presentation of speeches, and the critical analysis of oral presentations. For effective communication, certain responsibilities must be discharged by audiences and speakers alike. This course aims to help you become a more effective public speaker and a more discerning consumer of rhetorical communication in a variety of communication situations. You will study theories and practices of effective communication, and you will practice applying those principles by preparing and delivering a minimum of four speeches, as well as evaluating your classmates' performances.

(*Public Speaking; Oral Communication*)

ENGL 2160-099**TR 11:30am-12:45pm—Charles
Johanningsmeier
Honors Composition II**

Students in this class 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, develop literary artistry, 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. Each student should emerge able 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 conforming to standard English.

(*English Composition II; Writing*)

CFAM 3050-099**TR 2:30-3:45pm—Adrian Duran
Modern and Contemporary Art**

A study of the most significant developments in art and architecture dating from the mid-19th century to the present. These works of art will be examined within varied contexts (artistic, religious, political, economic, etc.). The artistic movements covered include Realism, Impressionism, PostImpressionism, Symbolism, Art Nouveau, Cubism, Fauvism, German Expressionism, Russian Constructivism, Dadaism, Social Realism and Regionalism, Abstract Expressionism, Pop Art, Op art, Minimalism, PostMinimalism, Neo-expressionism, and Postmodernism. (*Humanities & Fine Arts; Arts*)

HONR 3020-099**MW 11:30am-12:45pm—Jill Quandt
AI and Sci-Fi**

Geoffrey Hinton, often called the “godfather of AI,” now warns that the technology he helped create could pose serious risks to humanity. Meanwhile, technocrats like Elon Musk and Sam Altman are racing to build artificial superintelligence: AI designed to exceed human capabilities in nearly every domain. Some experts argue superintelligence may arrive within your lifetime, maybe even before you graduate. To imagine what could be coming, this course turns to science fiction, where writers have long speculated on the promises and dangers of intelligent machines. We will analyze classic and contemporary sci-fi, including the novel *I, Robot* by Isaac Asimov, films like *The Creator* and *Her*, and episodes of *Black Mirror*. You will explore how arguments made in sci-fi and in the news media shape public discourse. Ultimately, we will ask ourselves what it means to be human in a world of increasingly intelligent machines. (*Humanities and Fine Arts; Humanities*)

HONR 3020-098**TR 2:30-3:45pm—Jeanne Reames
Ancient Greece in Context**

This class will explore both the political and cultural history of ancient Greece, with an emphasis on how it continues to impact the West. The period covered spans the Dark Age (c. 800 BCE) to just before the rise of Macedonia in the middle 300s BCE. Literature, politics, philosophy, critical reasoning, and art history will all be explored, as well as Greek cultural attitudes that persist in our modern cultural constructs. Is ancient Greece really the foundation of Western Civilization, or is that perhaps the biggest construct of all?

(*Humanities and Fine Arts; Humanities; HIST 3xxx credit*)

HONR 3030-099**MW 11:30am-12:45pm—Rhonda Saferstein
Female Bodily Autonomy**

Recently, the United States Supreme Court overturned a woman's constitutional right to an abortion (*Roe v. Wade* 1973) in *Dobbs v. Jackson Women's Health Organization* (2022). Since then, individual states have been scrambling to either firm up a woman's right to choose, eliminate it completely, or something in between. How are various interest groups trying to impact governments of the states and the national government? How are these organizations and governments going to lobby and legislate women's bodies further? This course will explore how we got to this point in our herstory: we will examine governmental and policy documents through time as they reveal changing political, social, and cultural contexts. (*Social Science*)(*PSCI 3xxx credit*)

HONR 3030-098**TR 4:00-5:15pm—Jeff Knapp
Resilience & Leadership**

Many students have high ambitions for themselves. Many will go on to graduate or professional school. Some will embark on a

career that demands a lot of them. These students will often ask themselves “Do I have what it takes to be successful”? To answer this question they often look at their knowledge base in the profession they are choosing along with applicable skills and experiences.

This class works to fill the gaps to being successful when it comes to the “skills they don't teach you in class”, including skills that allow someone to be resilient when facing difficult challenges and situations. Additionally, this course looks at moving past resilience and truly thriving socially and emotionally in their career. Finally, this class looks at leadership from various perspectives, exploring definitions and typology. Ultimately, this course aims to teach practical and tangible skills that are often not taught in academic courses yet are expected in graduate/professional school and the workplace. (*Social Science*)

HONR 3030-097**MW 2:30-3:45pm—Andrew Faltin
Health Science Identity**

Students pursuing health science careers are normally aware of academic and professional school application requirements. However, those students may have an incomplete understanding of their individual identities and how those align with their future professional identities. Students will explore their own identities as students and future professionals while learning about the identities of the health professionals they seek to be. Students will also examine the healthcare needs and attitudes of an underserved community as they spend time working with middle schoolers from an underserved community to increase their interest in health sciences by designing and presenting hands-on activities. Students will spend time reflecting on and writing about readings and research related to student development and professional development. Service Learning opportunity! (*Social Sciences*)

HONR 3030-096**TR 1:00-2:15pm—Julie Pelton****Food, Culture, and Society**

Are you what you eat? From a sociological vantage point, what you eat and why is actually an immensely complicated question (far beyond health and nutrition). This course uses food as an arena in which to study sociology and its unique approach to understanding the world, known as the sociological perspective or sociological imagination. Through our focus on food, food cultures, and food media, we will explore the major questions facing sociology today, including inequality, culture, work, the environment, globalization and social change. In particular, we examine cultural practices in the production and consumption of food; the value and meanings of food; media and the rise of foodie culture and the celebrity chef; the politics of the agri-food system (such as the fight over genetically modified foods); social movements surrounding food (such as slow food, community supported agriculture, and vegetarianism); the culture of restaurant work; the unequal distribution of food, and other topics of interest. Bring your appetite! (*Social Sciences; Cultural Knowledge*)(SOC 3xxx credit)

HONR 3030-095**MW 4:00-5:15pm—Jason Browning****Leadership Theories Explored**

This seminar will examine how concepts of leadership have been created, developed, and changed over time. Students will become familiar with and understand a variety of leadership theories, and we will employ critical analysis using these theories. We will consider not only how these theories inform students' own preferred leadership styles, but also how these leadership theories impact organizational outcomes, culture, and employee development. Beginning with early trait-based theories, we will consider behavioral, situational, and transformational leadership approaches. Students will engage with a variety of foundational readings, as well as more modern

video lectures (e.g. Ted talks) that are informed by these theories and thus will cross disciplines and possibilities in their exploration of what leadership is and can be. (*Social Sciences*)

HONR 3040-099**TR 1:30-2:45pm—Hesham Ali****Introduction to Graphs and Networks**

The last several decades have witnessed a scientific revolution due to major advancements in computing, automation, and information technology. As researchers explore various ways to take full advantage of this revolution, a main challenge is how to model key problems in such domains in a way that leverages the advancing computing and automation technologies. Since most systems in major scientific problems are made of elements and their interrelationships, graphs represent a powerful and flexible tool to model such systems and solve associated problems. Networks are graphs used to represent scenarios in specific application domains (such as social, biological, and transportation networks). This course introduces the main concepts of graphs, examples of network models, and a selection of popular graph/network algorithms. Many useful graph problems and associated solutions will be explored. Students should learn how to apply abstract concepts as well as practical tools of graphs and networks to solve a wide range of problems in different fields of study. (*Nat. Science, no lab; Nat. Science, no lab*)

HONR 3050-099**MW 10-11:15am—Todd Richardson****Authenticity**

Taking a cross-disciplinary approach, this class will interrogate the concept of authenticity in literature, fine art, folklore, music, philosophy, and elsewhere. In general, authenticity is presented as stuff that's *really real*, located in artifacts and experiences that appear to be endangered by, or at least inconsistent with, a digitized, mediatized way of life. Yet it's rarely that simple. Whether or not an artifact, person or experience is deemed authentic depends

on many factors, chief among them what the authenticator desires. Authenticity is an ethical, ontological and aesthetic construct that privileges some phenomena over others, and this seminar will consider how the idea of authenticity has been used to alternately validate and invalidate everything from purses to politicians, from food to feelings. (*Humanities & Fine Arts; Arts*)

HONR 3000 online (ISQA/SCMT 4170)

Global Supply Chains are being disrupted by digital transformation driven by emerging technologies such as Internet of Things (IoT) and Artificial Intelligence/Machine Learning (AI/ML). This course will look closely at global supply chains and logistics with an emphasis on digitalization's impact. We will explore typical global supply chain processes and how state-of-the-art and emerging technologies impact them; thus, the class views global digital supply chains by integrating business and technological perspectives. We will discuss digitalization strategy and digital supply chains, fundamental GSCM (Global Supply Chain Management) processes and their potential for digitalization, and discussion of IT/software systems, IoT, AI/ML, Data Analytics/Visualization, and related facets that impact digital supply chains. The spring 2026 course will include a spring break study abroad component in Austria (scholarships to support study abroad will be available. Course credit is earned through a partnership with an Austrian University; contact Melia at msmarkham@unomaha.edu for details,

HONR 3970—Honors Internship

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

General education credit is indicated, where relevant, following course descriptions; underlining indicates MavEd credit (Fall 25 forwards). Where awarded, elective credit is also indicated.

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