COURSES FOR HONORS COLLEGE

Randall Research Scholars (RRS) Courses

**RRS101 Randall Research Scholars Freshman Seminar 1**
*UH*

**Hours 4**

Taken by first-year students in the Randall Research Scholars Program, this course provides an accelerated introduction to computer hardware and software. Open only to students admitted to the Randall Research Scholars Program.

University Honors

**RRS102 Randall Research Scholars Freshman Seminar 2**
*C, UH*

**Hours 4**

Taken by first-year students in the Randall Research Scholars Program, this second freshman year course provides an accelerated introduction to additional software as well as project management techniques. Open only to students admitted to the Randall Research Scholars Program. Computing proficiency is required for a passing grade in this course.

Prerequisite(s): RRS 101 with a minimum grade of B.

Computer Science, University Honors

**RRS201 Randall Research Scholars Sophomore Research Seminar 1**
*C, UH*

**Hours 3**

Sophomore RRS research seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects. Computing proficiency is required for a passing grade in this course.

Prerequisite(s): Successful completion of RRS 102 with a minimum grade of B+.

Computer Science, University Honors

**RRS202 Randall Research Scholars Sophomore Research Seminar 2**
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**Hours 3**

Sophomore RRS research seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects.

Prerequisite(s): Successful completion of RRS 201.

University Honors

**RRS301 Randall Research Scholars Junior Research Seminar 1**
*UH*

**Hours 3**

Junior RRS seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects.

Prerequisite(s): Successful completion of RRS 201.

University Honors

**RRS302 Randall Research Scholars Junior Research Seminar 2**
*UH*

**Hours 3**

Junior RRS seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects.

Prerequisite(s): Successful completion of RRS 201.

University Honors

**RRS425 Randall Research Scholars Research Project**
*UH*

**Hours 1-6**

This is an independent study course, with variable credit. Students develop a research project contract with semester project deliverables to the RRS office by the second Friday of the semester. Students meet with their project supervisors on a regular basis throughout the semester. Prior approval from the RRS Program Director is required to register for this course.

Prerequisite(s): Successful completion of RRS 201.

University Honors

**RRS451 Randall Research Scholars Senior Research Seminar 1**
*UH*

**Hours 3**

Senior RRS seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects.

Prerequisite(s): Successful completion of RRS 201.

University Honors

**RRS452 Randall Research Scholars Senior Research Seminar 2**
*UH*

**Hours 3**

Senior RRS seminar where students work as undergraduate research assistants with faculty members on computer-oriented research projects.

Prerequisite(s): Successful completion of RRS 201.

University Honors

University Honors Program (UH) Courses

**UH100 Honors Year One: Honors Connections**
*UH*

**Hours 2**

Honors Connections introduces first-year students to the UA Honors College experience. The aim of this course is to aid each student in finding and interrogating their place within the Honors College, the University of Alabama and the greater community. Students will learn and practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathic dialogue, and collaborative and inclusive leadership. Students will gain a practical understanding of the Honors College and their role within it, while also building relationships that foster continued participation in the kinship of scholars.

University Honors
UH102 Freshman Common Book Experience  
*UH*

**Hours 1**

The Freshman Common Book Experience involves our communal discussion of issues raised in the selected book for the incoming freshman class. The overall theme of the course is to introduce students to the seminar experience – one of the core principles of an Honors education. The skills that are practiced in a seminar provide the opportunity to grow in the timeless method of learning where deep, critical reading is followed by a discussion of texts. Further, the seminar provides the opportunity for students to practice speaking about and forming critiques of the ideas encountered. In a seminar, there is no final authority on matters of discussion. Instead, the purpose is learning to be a better critical thinker, listener, and interpreter through the seminar experience itself.

Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101

University Honors

UH103 Honors Action  
*UH*

**Hours 1**

In this six day, one-credit hour introductory course, students are immersed in the foundations of the Honors College and community engagement. Students attend a daily lecture series followed by small discussions. The guest lectures and discussions address issues such as poverty, cultural capital, engaged citizenship, and service learning. In addition to the lecture series and small group discussions, students participate in daily service-learning projects at local public schools. The Honors College common book, in addition to supplementary resources as provided, will be assigned reading for this course and will link to the course themes from the lectures and service projects.

University Honors

UH110 Honors Engagement  
*UH*

**Hours 2**

Honors Engagement introduces first-year students who have completed their first semester of study to the UA Honors College experience. The aim of this course is to aid each student in finding and interrogating their place within the Honors College, the University of Alabama and the greater community. Students will learn and practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathetic dialogue, and collaborative and inclusive leadership. Students will gain a practical understanding of the Honors College and their role within it, while also building relationships that foster continued participation in the kinship of scholars. Instruction will include lecture, guest speakers, and small group discussions with Honors College student mentors. Student reading, writing, and reflection will be emphasized and connected to the examination of the Honors College and wider academic communities.

University Honors

UH111 Honors Common Book  
*UH*

**Hours 1**

In this course, students will study and discuss the Honors Common Book (chosen annually).

Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101

University Honors

UH121 Leadership Lessons from Jazz  
*FA, UH*

**Hours 1**

Through Frank Barrett’s Yes to the Mess and Wynton Marsalis’ Moving to Higher Ground, we will explore examples of how the world’s best, most admired leaders not only survive and thrive in today's rapidly changing world, they create and innovate by leading their teams using the same principles and philosophies that jazz musicians do. We will explore how these principles, philosophies and actions, at the core of jazz music and culture, can help you become a better, more successful leader, and to be more stable in an increasingly unstable world. Experiences with the actual music are a bonus, but at the same time, are necessary and integral to understanding how these concepts apply to non-musical environments.

Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101

Fine Arts, University Honors

UH129 Honors Special Topics  
*UH*

**Hours 1-6**

Special Topics.

Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101

University Honors
UH130 The Legacy of Kings: Judeo-Christian Kingship in Pop Culture
HU, UH

Hours 3
This course explores the Ascension Story, an adaptation of Joseph Campbell’s “Hero’s Journey” through an in-depth comparative analysis between a) Judeo-Christian monarchical concepts as recorded in the Hebrew/Christian sacred texts (primarily 1 Samuel- 2 Chronicles, prophetic books, and gospels) and b) Final Fantasy XV, a 2016 video game that reimagines those same kingship narratives. Topics addressed within the Ascension Story include the Trials of a King, Kingly Relationships, a King’s Responsibility, and a King’s Deliverance of Order to Chaos. Concepts of ancient near-eastern kingship, Levitical priesthood, religious prophecy, and messianic hope will be fully analyzed. The course addresses questions of moral virtue and leadership ethics in the humanistic fields of religious literature, theological studies, and secular and sacral kingship archetypes. This course also examines the broad implications that sacral kingship/leadership has on cultural identity, with attention to Egyptian, Mesopotamian, and Jewish narratives. Rather than primarily measuring proficiency in writing, this course emphasizes the history and appreciation of sacred texts and ancient near-eastern kingship narratives.
Prerequisite(s) with concurrency: UH 100 or UH 110 (concurrent enrollment allowed)
Humanities, University Honors

UH140 Narratives of Change
HU, UH

Hours 3
This course will explore the history of storytelling and how stories and storytelling connect people, create cultural understanding, and effect change. This course will take a global, analytic perspective on storytelling and American narratives. We will develop a vocabulary for discussing the relationships between narratives and social change and analyze written and oral narratives and the cultural and historical contexts that surround them. We will concentrate specifically on narratives of marginalized writers in American literature, various narrative forms of 20th century and modern American literature, and the Honors College Common Book. We will also explore how we shape and interact with narratives in our own lives, examining the question, “Who are you?”.
Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101 Humanities, University Honors

UH141 Work, Play, and Meaning
HU, UH

Hours 3
This course explores how work and leisure influence our everyday lives. Are we governed by the necessity of work, while we pursue momentary havens of leisure? Or, is it the other way around? Is it because of the necessity of leisure in our lives that we pursue work at all? When are we most ourselves? From Nietzsche’s The Birth of Tragedy which explored the antagonism between the Apollonian and Dionysian spirits, to Max Weber’s The Protestant Work Ethic and the Spirit of Capitalism, to modern movies such as Office Space, the tensions between, not just work and leisure, but ultimately meaning as well, provide productive spaces for exploration.
Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101 Humanities, University Honors

UH142 The American Working Class
HU

Hours 2
This course will delve into two accounts of what it is like to live in the American working class: Nickel and Dimed (Barbara Ehrenreich), which provides an eye-opening, first-hand account of what it is like to hold a minimum-wage job in three American cities in the late 1990s, and Deer Hunting with Jesus (Joe Bageant), in which the author uses humor in his account of what he learned since moving back to his small hometown of Winchester, Virginia after living in other parts of the country. The purpose of this course is to get students to think outside of the binary (that you have to be liberal or conservative to care about issue x) and to provoke classroom discussions in which students are able to process the subjects and themes that the texts reveal and to learn how others’ lived experiences may have influenced their beliefs and perception.
Prerequisite(s) with concurrency: UH 100 or UH 110 (concurrent enrollment allowed)
University Honors

UH143 Language, Society, and Transformation
HU

Hours 3
This course is an introduction to the study of the influence of society and language on each other as well as on individuals. Throughout the course, we will explore the role of language in society and in our own personal development. We will pay particular attention to the influence learning an additional language has on us – before and during our experiences in other communities. That is, we will reflect on how acquiring another language may change us and impact our own identities. Additionally, we will further refine our understanding of culture and knowledge via our discussions. Throughout the semester we will strive to understand the impact of our varied linguistic experiences in other countries and communities on our own personal development and on society.
Prerequisite(s) with concurrency: UH 100 or UH 110 (concurrent enrollment allowed)
University Honors
**UH180 Mosaic: An Experimental Multimedia Project**  
*UH*  
**Hours 3**  
An experimental magazine class that produces, from scratch, an online magazine, website and social media. Students can specialize in writing, editing, graphic design, photography/videography and/or website or social media. The class also helps both on and off campus organizations with multimedia projects that need such expertise as a support service. Students also focus on examining the nature of the communication functions of their creative work with other Mosaic students and with non-creative sources and subjects they interact with in their work. Student staff will work with the aid of UA staff/faculty instructors and advisers.

Prerequisite(s) with concurrency: UH 100 OR UH 110 OR BCE 102 OR UFE 101 OR BUI 101 OR GBA 171 OR GBA 172 OR IDMD 101 OR RRS 101  
University Honors

**UH200 Life as a Scholar**  
*UH*  
**Hours 2**  
This course takes "the idea of a scholar" as its theme. Students will examine definitions of education and the university, contrasts and conflicts for students and scholars within academic life, and the "life of the mind" conceptualization of higher education as preparation for lifelong learning. These themes will be explored through detailed readings and class discussions. Moreover, it includes a strong component of comparing and contrasting our readings and class discussions with scholarly life at the University of Alabama, both current and historical.

Prerequisite(s): UH 100 or UH 110 or BCE 102 or UFE 101 or BUI 101 or GBA 171 or GBA 172 or IDMD 101 or RRS 101  
University Honors

**UH201 Classics & Western Culture**  
*HU, IH, UH*  
**Hours 3**  
This course introduces students to the western literary canon from the ancient to the medieval period. Writers to be studied include Homer, Sophocles, Virgil, and Dante. Satisfies HU core curriculum designation.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Humanities, International Honors, University Honors

**UH204 Classics & African Culture**  
*UH*  
**Hours 3**  
Examines the impact of the classics on African culture, focusing on reading and writing about the concept of identity in African civilizations and cultures. Students will become familiar with classic works that represent current themes in African culture and societies such as oral tradition, use of language, community, post-colonial influence, and gender roles.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
University Honors

**UH205 Social Foundations of Community Engagement**  
*HU, UH*  
**Hours 3**  
As a "prelude" to service learning, students will understand the philosophical structure of "public goods" (e.g., education, health care, housing, etc.) and how they relate to specific needs in public spaces which are used for the betterment of communities. Students will explore the possible causes of political, educational, social, and economic inequalities as well as the benefits, responsibilities and limits of the service response to public problems. The course provides a basic understanding of what the purpose of "public goods" are and how society actualizes these currencies.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Humanities, University Honors

**UH206 Foundations of Engaged Scholarship Development**  
*UH*  
**Hours 1**  
Students will understand the philosophy of education as it relates to the building of curriculum and pedagogy. Students will be exposed to the foundations of education in American Society. Students will be required to spend 5 hours in Tuscaloosa City and County Public School Systems (background check required). This is a 1 hour credit course.

Prerequisite(s): UH 205  
University Honors

**UH208 The Scholar's Life after Graduation**  
*UH*  
**Hours 3**  
What's next for you after graduation? Is it graduate or professional school or will you be headed into the workforce? Do you have a plan for how to develop and market your most successful personal and professional self? This course will provide students with the knowledge and resources needed to prepare for life after their undergraduate academic career. Students will explore concepts of career readiness, articulate their personal strengths/weaknesses/values, set and pursue personal and professional goals, and develop a strong professional portfolio. This course also seeks to help students understand the importance of personal branding and networking, effective communication, collaboration with an array of persons and backgrounds, emotional intelligence, and leadership.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
University Honors
UH211 Power  
SB, UH  
Hours 3  
This course will focus on the notion of cultural and social power. Course materials will investigate historical and contemporary negotiations of power and how power is disseminated within cultural contexts. Students will be asked to critically examine how individual power and systemic power operate in their own lives. This critique will certainly begin with an examination of the students own identity and agency within their contexts. The course is concerned primarily with social structures, processes, institutions and how they hold and disseminate power.  
Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Social and Behavioral Sciences, University Honors

UH215 Moral Forum  
HU, UH  
Hours 3  
This class seeks to introduce University Honors Program students to moral discourse and civil deliberation via the analysis of one particular controversial moral resolution. Student teams will then participate in the Moral Forum Tournament, where they will be required to use ethical theories to argue for and against the resolution. The moral issue to be examined in the course changes each semester. Topics are based on current events that offer varied, balanced arguments from multiple ethical perspectives.  
Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Humanities, University Honors

UH221 Improvisation in Life: Concepts, Techniques, and Philosophy of Improvisation Through Music  
FA, UH  
Hours 3  
A course in the practicality / functionality of improvisation via sound with an eye toward philosophical aspects of improvisation in all the arts and the relationship to other non-arts related disciplines. The goal is to generate creativity and new perspectives in the student’s primary course of study and life, in general, by exploring the art of improvisation.  
Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Fine Arts, University Honors

UH222 Art for Life’s Sake  
FA, UH  
Hours 3  
The Art for Life’s Sake course is an exploration of the artistic process and its application in everyday life. Our primary goals are to study, communicate, and increase the practical application and implementation of art philosophy, core concepts, and principles of creation into both academics and everyday life; synthesizing creativity, open-mindedness, authenticity, and innovation into a holistic, mindful approach, with a concerted effort to increase not only human technological and physical progress, but also psychological freedom, mental fitness and general well-being. Art is a process of exploration, externalized. Human beings are inherently artistic. Therefore, any human activity can be expressed artfully. Our goal is, simply put: to become aware of this phenomenon and learn to practice it in all aspects of our lives.  
Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
Fine Arts, University Honors

UH224 The Indestructible James Bond  
UH  
Hours 3  
This course introduces students to both the imaginary world of James Bond and the real life of the novelist Ian Fleming. The course will also explore real-life British commando assignments, including the work of the Special Operations Executive (SOE), whose members included Peter Fleming, Ian’s elder brother. The famous 007 films vary widely in quality, but Fleming’s novels were painstakingly researched and carefully written. Students will read several novels and watch a few films.  
Prerequisite(s) with concurrency: UH 200 (Concurrent Enrollment Allowed)  
University Honors

UH229 Honors Special Topics  
UH  
Hours 1-6  
Special Topics.  
Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)  
University Honors
UH230 UA Honors in New Zealand

Hours 3

Students will examine contemporary New Zealand neighborhoods and communities by purposefully employing 'engaged' and interactive discussions and conversations with (some of the) New Zealanders they encounter each day from a wide range of demographics, i.e. an ethnographic/communications approach. Students will rely on an instructor-generated list of talking points as a general guide. Classes will assemble most, but not all, days in New Zealand to debrief and discuss the day's conversations with the goal of (a) progressively getting a better understanding (than tourists) of New Zealand community life and (b) progressively getting better at asking people from another culture valuable (instead of predictable) questions and assessing, and following up on, answers. Students will also interact with New Zealand students and academic faculty to help build their understanding of neighborhoods and communities.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH231 UA in Germany Honors

Hours 3

The UA in Germany 2020 Honors program is designed to provide students with the opportunity to examine the many facets of recent history and of the contemporary situation of German society and engage in meaningful, reflective dialogue with international faculty and students through their experiences while visiting academic, cultural, business and industrial institutions in Karlsruhe, Strasbourg (F), Cologne, Hamburg, Berlin, Munich, and Stuttgart.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH232 UA Honors in Ghana

Hours 3

Ghana was the first country south of the Sahara to gain independence from British colonial rule and it continues to play a leading role in African development and prosperity to this day. This study abroad course functions as a broad transdisciplinary and multidisciplinary approach to the study of the culture, history, economics, politics, sociology and the natural environment of Ghana using innovation as a connective device. The class highlights Ghana's forward-thinking and progressive past, using the nation as a placeholder for both the future potential and current realities of homegrown growth on the continent. Students will experience Ghana's progress, seeing first-hand how technological innovations are affecting social and political realities across its width and breadth, and also have the opportunity to play a role in its development as they work alongside local university students in Industry and Innovation Unit at the University of Cape Coast to help develop creative solutions to existing problems. As a bonus, the course will provide a number of vectors for study and learning in various areas of Ghana; including visits to museums, historical sites, African markets, villages, cultural centers and lectures by Ghanaian professors, professionals, practitioners and parliamentarians.

Prerequisite(s) with concurrency: UH 200 (concurrent enrollment allowed)

University Honors

UH240 Origins of Western Thought: Epic Origins

Hours 3

In this course, students study and discuss the foundations of Western thought through study of ancient and classical epic poetry (in English translation). Works studied may include The Iliad, The Odyssey, The Theogony, The Aeneid, The Metamorphoses, and On the Nature of Things.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

Humanities, University Honors

UH241 Origins of Western Thought: Athens

Hours 3

This course, students study and discuss the foundations of Western thought through study of the history, philosophy, and drama (all in English translation) of classical Athens. Authors studied may include Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Thucydides.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

Humanities, University Honors
UH242 Love, Sex, Marriage, and Family: A Transdisciplinary Exploration  
**HU, UH**  
**Hours 3**  
This course will study and discuss theories and practices of love, sex, marriage, and the family from a variety of disciplinary perspectives (literature, film, sociology, history, anthropology, psychology, and/or philosophy). Readings and discussions will focus on the ethics of courtship, gender and sexuality, marriage, and parenting.  
**Prerequisite(s) with concurrency:** UH 200 or BUI 102 or GBA 271 or GBA 272 or IDMD 102 or RRS 201 or (UFE 201 and UFE 202)  
Humanities, University Honors  

**UH243 The King James Bible**  
**HU, UH**  
**Hours 3**  
Often considered the most influential book ever published, the King James Version of the Bible (1611) is a monumental cultural achievement. It encapsulates the Renaissance spirit of eloquence, and four hundred years after its publication, it remains the most frequently used translation of the Bible in the English-speaking world, especially in America. Given the historical, political, literary, and cultural prominence of this translation, this course takes a transdisciplinary approach to understanding how the book came into existence and what accounts for its popularity. The course begins by studying the complex history of how this translation came to be commissioned, who the translators were, how the translation was accomplished, and the politics involved in the translation. The course then critically studies the structures and styles of the KJB, with particular focus on examining genres and performing close readings of texts, as well as considering the political work often attributed to the text (i.e., how the book has been used to enslave and emancipate enslaved people, how it has been used to create and maintain patriarchy, etc.). The course ends by paying particular attention to the history of the KJB in the United States, as we discuss the so-called “KJB-Only Movement.” Therefore, rather than studying Jewish or Christian theology, this course aims to introduce students to issues surrounding the material book history of the KJB, its immense literary aesthetic, and its cultural influence.  
**Prerequisite(s) with concurrency:** UH 200 (concurrent enrollment allowed)  
Humanities, University Honors  

**UH244 Antiquity to Modernity**  
**HU, UH**  
**Hours 3**  
This course examines the impact of the ancient world on the life of modern women. More specifically, we examine the evolution of women’s life, starting from ancient Greece (where we have the most complete evidence from sources) and following its trajectory to the modern day. Ancient Greece, known for catapulting civilization to higher levels with its invention of democracy, political science, philosophy, the codification of laws and the professionalization of medicine among other achievements, shaped the world, for better or worse, as we know it today. This same culture, however, has excluded women from public life since the 5th century BC and has set the stage for pioneer women in the West to combat the perception of females as inferior beings and to struggle to enter higher education and public life and, eventually, gain voting rights. This socio-political framework helps us explore the gender ideologies that have impacted women’s life since antiquity, the changes in the perception of women in the course of history, the origin and development of ideas about women’s body and mind, as well as the role of race in regard to these issues. Understanding the gamut of theories and attitudes toward women, we can develop a better grasp of what women want today, where they are headed, what obstacles are still standing in their way and how they can overcome them to achieve their goals.  
**Prerequisite(s) with concurrency:** UH 200 (concurrent enrollment allowed)  
Humanities, University Honors  

**UH245 The Hero’s Journey**  
**UH**  
**Hours 3**  
The heart of this course will be the study of the archetype of the hero’s quest in the mythology and literature of adventure. We will study and discuss theories and practices of adventure from a variety of disciplinary perspectives (literature, film, sociology, history, psychology, philosophy). We will read classic adventure novels such as J.R.R. Tolkien’s The Hobbit, as well as stories that challenge the very idea of ‘adventure’, such as Samuel Beckett’s “The Expelled.” Through a transdisciplinary lens, we will analyze representations of identity, belief, and class in these novels, supplementing our readings with contemporary films like Wes Anderson’s Moonrise Kingdom and Werner Herzog’s Grizzly Man.  
**Prerequisite(s) with concurrency:** UH 200 (Concurrent Enrollment allowed)  
University Honors
UH246 Recreating Africa: Diasporic Imaginings of Race and Space

Hours 3
What does it mean to be African? Black? Are the terms bound by racial, ethnic, or spatial limitations? Who possesses the rights of access to the cultural products and expressions unique to the continent and her descendants? In this course, students will explore how the concept of Africa, as both home and identity, is recreated and imagined through a variety of disciplines and sources (history, sociology, religion, art, media studies, anthropology, psychology, linguistics). During lectures and weekly discussions, and through words, pictures, sounds, and live performance we’ll examine objects and stories that collectively make up contemporary expressions of global Africanity. Students will explore questions of home, identity, Afropolitanism, continuity, appropriation, authenticity, historical memory, and creolization using examples from academic scholars, literary figures, and popular culture. Looking and listening closely, students will observe the wide range of African cultural practices present within literature, film, music, artwork, communication styles, dress, and beauty standards to develop a critical understanding of not only how these practices continue to unfold on the African continent, but how they are also transformed by and endure throughout its many diasporas.

Prerequisite(s) with concurrency: UH 200 (concurrent enrollment allowed)

University Honors

UH250 A Republic If You Can Keep It

Hours 3
Divisiveness, alienation and polarization grip our country and our condition does not appear to be improving. There are many who believe that our form of self-governance is at risk from a variety of forces and factors. After the constitutional convention of 1787, Benjamin Franklin was asked what form of government had been established. His response was “A Republic If You Can Keep It” and his response is both the title and focus of this course.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH251 The Legislative Process

Hours 3
This course asks “What” the normal legislative process was and is currently, “How” societal changes will affect current and future law making; and “Why” did we get into this condition? We will take into consideration public demands, business interests, racial equality, and the working-class poor as influences on law making. The class will discuss immigration, abortion, taxes, health care, and other “Hot Button” issues faced by our elected officials. Changing technology in business and buying habits of the public are some of the factors affecting the law-making process. The class will discuss and discover the “what, how, and why” of the political polarization and the extreme divisiveness of social and business issues.

Prerequisite(s) with concurrency: UH 200 (concurrent enrollment allowed)

University Honors

UH252 The Changing Electorate

Hours 3
Gain practical insights into the election process. Hear from state and local election officials, candidates, and campaign managers. Learn about candidate decision-making, influences on elections, political parties, and the effect of money on elections. The class will meet and interview state and local leaders of political parties, governments, industries, and those who conduct elections. Each student will interview elected officials in their home state.

Prerequisite(s) with concurrency: UH 200 (concurrent enrollment allowed)

University Honors

UH260 Build Your Position! – Ethical Case Studies Made Practical

Hours 3
This course is about empowering students to develop an opinion about highly controversial topics in current public discussion. The participants will be encouraged to find and create building blocks based on conceptions of philosophical and theological ethics. In addition to introductory lectures, book discussions, films, and other media, role playing and mock debates will be used as tools to help sharpen argumentation. Possible topics include: “Blue or Red: Why and What Kind of Democracy Do You Want?,” “Labor Unions: Engines or Brakes to Societal Progress?,” “Immigration: Opportunity or Threat?,” “Abortion: Murder or Human Right?,” and “Confederate Flag: Heritage or Hate?”.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH261 Issues & Trends in Healthcare

Hours 3
The course is designed to enhance the learning and understanding of healthcare and its impact on our changing world. The course serves as an introduction to health care, in which trends and issues will be identified and discussed. In addition, technology in health care delivery, applications, decision-making, planning, and research will also be addressed. The course focuses on understanding the role of the health care professional in health care education, practice, and research. The course also explores health care from the perspective of the health care consumer.

Prerequisite(s) with concurrency: UH 200 (Concurrent enrollment allowed)

University Honors
UH270 Engage Tuscaloosa

**UH**

**Hours 1**

This is a service learning field experience course conducted by the Honors College Engage Tuscaloosa office. The service learning experience is a learning vehicle for the Honors students to be exposed to and learn about educational issues within multiple segments of our surrounding communities. UA students will work with pupils in local elementary, middle or high schools for 8-12 hours during the semester in a variety of educational settings and subject areas. Honors students will receive training during class time on the specific work to be done in the service learning experience, on how to work with school-aged children and how to be an effective mentor.

Prerequisite(s) with concurrency: UH 205 (concurrent enrollment allowed)

University Honors

UH280 Mosaic Advanced: An Experimental Multimedia Project

**UH**

**Hours 3**

Class is for those students who have completed UH 180, and who return to take positions of leadership, sometimes as editors, working with groups of new students in that class to assist with writing, photography, graphic design, online and website work and social media. Students will be expected to develop original stories or projects that are more sophisticated and complex than their UH 180 work. Students will work with the aid of student editors and UA staff/faculty advisers.

Prerequisite(s): UH 180

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH281 Writers and Revolutions

**HU, UH**

**Hours 3**

How do writers, and journalists-as-writers, see revolutions (some well known, some not so much) and what role do they play in them? We examine writers (some well known, some not so much), their lives, their texts their words, rhetoric and arguments, address their effects on revolutionary and/or cultural change, and we set these writers and their works within their broader economic, social, cultural, and political contexts. Are they archivists or activists? Do they help trigger and/or sustain revolutions, or help us understand them, or both? And what have they left us to help us understand modern political and cultural pressures that hint at radicalism or revolution?.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

Humanities, University Honors

UH282 Imagining Revolution

**HU, UH**

**Hours 3**

This course surveys various examples of the revolutionary and radical imagination. Instead of comparing different historical revolutions, this course will be exploring the different ways that people have imagined, in a revolutionary sense, alternative worlds. What does restless discontent with what-is look like in literature and art? In philosophy? In politics? In religion? In race and gender? By tracing the contours of such thoughts, we can begin, first, to see the power of critique and ask ourselves questions such as: Critique what? Critique why? Critique how? And secondly, we can begin to see the power of the speculative imagination and its role in creating a more desirable, and just, world.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

Humanities, University Honors

UH283 Difference and Dissent

**UH**

**Hours 3**

In this course, we will explore, debate, and analyze a range of cultural controversies that made headlines during the 19th, 20th, and 21st centuries. The course is organized thematically, while we will focus on a specific theme for each unit, discussion and analysis will afford opportunities for cross-thematic examination, as well as exploration of other related cultural issues.

Prerequisite(s) with concurrency: UH 200 (Concurrent enrollment allowed)

University Honors

UH295 The Theory and Practice of Mentoring

**UH**

**Hours 2**

Students will explore scholarship about peer mentoring in the college setting, developing an understanding of the practice of mentoring and the purpose of their role as mentors within the Honors College. The course will provide the theoretical framework for the interrogation and implementation of mentoring and expose students to the various mentoring options in the Honors College. Students will also develop the skills necessary for facilitating group discussion.

Prerequisite(s) with concurrency: UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors
UH310 College in Media & Popular Culture

This course examines representations of colleges and universities in media and popular culture. Using various forms of media including films, TV shows, novels, news outlets, trade publications, plays, podcasts, Ted Talks, music, etc., we will examine topics including students, Greek life, athletics, faculty members, graduate school, and more to understand discourse regarding higher education in the United States from various disciplinary perspectives. The course considers the possibility that, beyond entertainment value, representations of college convey a perceived reality of what student and faculty life looks like as well as the status of higher education in the United States. We will question those portrayals and discuss how they inform and/or miseducate various populations by comparing them with the everyday realities of students, faculty, and institutions in order for you to become a more critical consumer of the media and public messages you consume.

Prerequisite(s): UH 200
University Honors

UH311 Stanley Kubrick and Human Nature

Hours 3
Stanley Kubrick said in an interview for Full Metal Jacket that "truth is too multifaceted to be contained in a five line summary", but here's to trying. Stanley Kubrick, director of such notable films as 2001: A Space Odyssey, The Shining, and the aforementioned Full Metal Jacket, among others, was an inveterate reader who practically could not make a film until he was an expert on the subjects he was dealing with. As such, this course will take a similarly broad approach, drawing on theoretical works from philosophy, psychology, social criticism and others, to help us study the one true subject Kubrick was eternally a student of—human nature. Is there such a thing, and what features define it? Like Danny Torrance in The Shining, we'll draw on knowledge from the past, present and, though we can't "shine", from potential futures, to work our way through the labyrinthian mystery that is the human race.

Prerequisite(s): UH 200
University Honors

UH312 Fear and the American Consciousness

Hours 3
This course seeks to answer two questions: "What do Americans fear, and what can we learn about American culture after studying that fear?" Americans have always, and perhaps now more than ever, maintained deep fear. Fear of the unknown. Of science. Of technology. Of others. Of terrorism. Of gun violence. Of viruses. Of each other. Answering such questions demand a transdisciplinary approach to fear. Therefore, students will use trauma theory, psychology, science, race theory, historical analysis, philosophy, rhetoric studies, sociology, film criticism, and gender theory to analyze fear from a variety of disciplines. The class is organized around a series of texts that depict and address American fears since the Great Depression, and students will be asked to analyze and then debate the causes of such fears. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200
University Honors, Writing

UH323 Contemporary Book Arts

Hours 3
This hands-on course provides an introduction to the concepts, aesthetics, and techniques of contemporary book arts. The class will explore fundamental elements of bookbinding and unique artistic book structures, and students will create work that has a narrative for the viewer. Students will discover a variety of contemporary artist book structures, develop basic hand skills, and consider how content and book structure work together in artists’ books. Assignments will be given to further students’ understanding of the book and its potential for artistic expression.

Prerequisite(s): UH 200
University Honors

UH329 Honors Special Topics

Hours 1-6
Special Topics.
Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 or IDMD 102 OR RRS 201 OR (UEF 201 AND UFE 202)
University Honors
UH340 Origins of Western Thought: The Judeo-Christian Tradition
*UH, W*

Hours 3

This course focuses on the history, literature, iconography, and sacred practices of the Judeo-Christian tradition. Texts under study may vary at instructor's discretion, but will generally include readings from the Hebrew and Christian scriptures, Augustine's *Confessions*, Dante's *Commedia*, Chaucer's *Canterbury Tales*, and Milton's *Paradise Lost*. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH341 Origins of Western Thought—Modern Thought
*UH, W*

Hours 3

This course focuses on developments in Western thinking from the Renaissance to the present day. Authors to be studied will invariably change at the instructor's discretion, but students should expect to read and become familiar with the works of Shakespeare, Descartes, Pascal, Swift, Hume, Austen, Darwin, Freud, and Woolf. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH342 Shakespearean History
*UH, W*

Hours 3

This course examines the philosophy of history in seven plays by Shakespeare and numerous theoretical and critical readings, which may include Herodotus, Plato, Holinshed, Hume, and Hegel. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH344 Myth and Reality in Espionage
*UH*

Hours 3

The seminar will follow the general themes of myth vs. reality in the world of espionage. Students shall focus on spy novels, possibly including the works of Rudyard Kipling, Somerset Maugham, Alan Furst, Graham Greene and John le Carre to develop the spy storyteller's craft. The texts students shall read will grapple with the moral questions raised in espionage—the manipulation of other human beings, its justification for protecting the national interests of one's country, the long-term corrosive effects of deceit and clandestinity on the soul of the spymaster, the role of the spy bureaucracy, and the attraction of the game of espionage for its own sake. The works of fiction will be contrasted with the true lives of master spies, possibly including Oleg Penkovsky and Ryszard Kulinski, as well as double agents—possibly including Dusko Popov, Kim Philby, Aldrich Ames, Robert Hanssen, and Jim Nicholson, posing the question whether the myth of espionage is stranger than the real thing.

Prerequisite(s): UH 200

University Honors

UH345 Difficult Women
*UH*

Hours 3

In this course, we will explore feminine archetypes and female stereotypes through texts from a variety of disciplines and sources, including psychology, mythology, philosophy, history, literature, art, anthropology, religion, folklore, fairy tales, film, television, and popular culture. The course covers an array of material, ranging from images of prehistoric artifacts to novels and plays to modern films to Marilyn Monroe, Madonna, and Lady Gaga.

Prerequisite(s): UH 200

University Honors

UH346 Existentialism, Race, and Gender
*UH, W*

Hours 3

In this course, we will survey not only some of the canonical authors of existential philosophy (e.g., Kierkegaard, Nietzsche, Sartre), but more importantly, read them in relation to other authors that are not traditionally included, yet who struggle with the problems of existence and, in turn, provide wonderfully rich insights into the human condition. By breaking the boundaries of race and gender, as they are traditionally drawn by existential philosophy, and by including writers such as Ralph Ellison, Frantz Fanon, and Toni Morrison, a richer conversation on the nature of the human condition, as well as the possibilities for "being", will be presented. The course's primary objective is to read existential philosophy across race and gender. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing
UH347 Political Theories of Love

Hours 3

What is a political theory of love? What does a politics of love look like? What is it a love of? Country? Justice? Fellow citizens? Should the concept of love serve as a starting point for thinking politically? Or should it, above all other things, be avoided as a starting point for thinking politically? These are just some of the questions that the tradition of political theory, stretching back to Plato’s Republic, has sought to answer in many different ways. In this course, we will explore such questions and some of the ways that they have been approached by various writers. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH348 Green Political Thought

Hours 3

In this course, we will explore the intersections between political theory and environmentalism. When these two fields are brought together, there are interesting questions to be asked about humanity’s historically sovereign relation to, and role in, nature: What is the nature of freedom amidst so many environmental crises? How do we alter our value systems to better reflect environmentally sustainable behaviors? Do we pursue revolution or reform? In this course, we will survey the spectrum of Green political theories, including eco-liberalism, eco-socialism, eco-anarchism, eco-feminism, eco-terrorism, etc., and explore the myriad ways people have rethought our present and future politics in relation to our environments. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH349 The Neighbor

Hours 3

“Love your neighbor as yourself.” Why? Do they deserve it? And who is my neighbor? When Christ was asked, “Who is my neighbor?” a line of questioning was begun that has since populated the writings of authors such as Augustine, Friedrich Nietzsche, Soren Kierkegaard, Fyodor Dostoevsky, and Sigmund Freud to contemporary thinkers such as Cornel West and Slavoj Zizek. It is an ethic that has been both celebrated and critiqued. In either form, we will see that the category of “the neighbor” provides a productive starting point to begin thinking politically, economically, psychologically, and theologically. In this class, we will examine classic texts that engage the concept of love of the neighbor in order to trace its historical development as a social and political concept. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH351 Radical Stitches: Forming Identity through the Creation of Texts

Hours 3

This course will focus on women’s texts and explore how women form notions of identity and community through the production of various texts, including quilts, gardens, cookbooks, and diaries. We will question the gendering of particular crafts and how this affects our cultural knowledge and reading of these texts. Major projects for this course will include a biographical/historical sketch, an oral history project, and a final written project. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing
UH352 Southern Women Writers

**UH**, **W**

Hours 3

In this course, we will examine the texts and traditions of women writers from the American South. Through close reading and writing, we will analyze the use of autobiography in these texts, exploring how writing as a southerner and as a woman shapes one's work and achievement. We will read works by some of the most distinguished writers of the last two centuries—including Zora Neale Hurston, Eudora Welty, Alice Walker, and Ellen Douglas, as well as lesser known writers. As we read and write, we will also discuss our own experiences of the South, its people, and its narratives and how we choose to interact with them. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH353 American Dream(s): Exploring Narratives of American Life

**UH**, **W**

Hours 3

This course will explore the literary and historical development of American Dream(s) through narratives in American Literature. We will engage with narratives throughout American history focusing on the narrative's power to define and develop social norms but also enact social change. We will develop a vocabulary for discussing the relationships between narratives and social change and analyze written and oral narratives and the cultural and historical contexts that surround them. We will concentrate specifically on narratives of marginalized people in American Literature. We will examine how narratives are used to create connections, educate, inform, and inspire readers/listeners/viewers. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing

UH354 Modern Africa

**UH**

Hours 3

This course surveys the deep historicity, the cultural diversity, and the political-economic complexity of contemporary African societies from the early post-independence period to the present day. We examine the Atlantic slave trade, colonialism and African nationalism as foregrounded historical events that have shaped modern Africa while also insightfully examining them from Africana perspectives and standpoints. The range of themes considered within the course include: the status of African development and democracy in a global era, modern innovation in Africa and its effect on African societies, western constructions of Africanity, the role of gender in the experiences of ordinary men and women; the nature of authority in indigenous polities; the ongoing effects of the European scramble for Africa and African responses; contemporary cultural expressions; and the economic, social, and political realities and challenges of modern global Africa.

Prerequisite(s): UH 200

University Honors

UH355 Afro-Asian Studies

**UH**

Hours 3

Paul Gilroy’s *The Black Atlantic: Modernity and Double Consciousness* (1995) explores the global Black experience and Black identity formations through a transatlantic frame. Gilroy’s thesis argues that contemporary black identity constructions are a result of ongoing processes of travel and exchange between Africa, Europe, and the ‘New World’ during earlier periods of capital accumulation (transatlantic slavery and colonialism). This course disrupts Gilroy’s thesis, repositioning the focus, temporally and spatially, eastward. Students will examine often underexplored relations and routes of passage and exchange between the African continent and the peoples of Japan, China, India, the Pacific Islands, the Middle East, among other nations. The course may alternately consider any of the following propositions: (a) historical and contemporary Africa-Asia (Africa-China) relations, (b) the reasons for dispersal and processes of creating new Afro-Asian identity formations, or (c) issues of cultural continuity, nostalgia, solidarities, and belonging between Africana and Asian communities.

Prerequisite(s): UH 200

University Honors

UH360 Heroes of Faith and Justice in the 20th Century

**UH**

Hours 3

This course introduces three distinguished symbolic figures for the commitment to faith, peace, and justice: Gandhi, Bonhoeffer, and Martin Luther King, Jr. Building on the studies on life, achievements, and doctrines of the three selected historical persons, we will look at contemporary conflicts and reflect about what we may be able to take away from the historical conflicts for their solutions.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors
UH361 One Nation Under God  
**UH**

Hours 3

How did the United States, founded as colonies with profoundly religious aspirations, come to be the first modern state whose commitment to the separation of church and state was reflected in its constitution? From the election of 1800, when Federalist clergymen considered Deist Thomas Jefferson unfit to lead a "Christian nation," to today, when religion again plays an unmistakable role in political identity, it has been a crucial and constant element in American politics. This seminar is meant to reconstruct the complicated connections of religion and politics in American history in order to enable the participants to develop a well reflected and solid position in this embattled field.

Prerequisite(s): UH 200 OR BUJ 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors

UH362 A Divided America  
**UH**

Hours 3

The class will focus on issues that divide us where we live, work, study, worship, and vote. These issues arise due to the demographics of age, sex, nationality, and race. We will seek to identify the history of the divisive issues as they arise from ethical, economic, social, geographic, and moral conditions. Students will research each topic, analyze various "think tank" approaches to each issue, and interview persons involved in the divisive issues. This analysis will be reduced to a bullet point paper of the major issues. The class will identify and discuss through collaborative discussions the bullet point issues both nationally and in states. Students will face off in class discussions of transdisciplinary solutions to each divisive issue as they face their unrecognized biases that often dictate beliefs.

Prerequisite(s): UH 200

University Honors

UH363 Ethics, Lobbying, and Law  
**UH**

Hours 3

In both national and local governments, lobbying scandals make the news. Public corruption in national and state governments have caused public distrust in our democracy. Two impeached Presidents, a Vice President and two removed Speakers of the House of Representatives in Congress and convicted Congressmen were but a prelude for corruption and scandals in the states. Two Alabama Governors were convicted of corruption while the Speaker of the House was convicted from a 23-count indictment. South Carolina, Illinois, Texas, Louisiana and many other states have experienced similar misdeeds. Lobbyist have replaced the press as the 4th influence on politics, why? what do they all have in common?.

Prerequisite(s): UH 200

University Honors

UH370 Engage Tuscaloosa  
**UH**

Hours 1

This is a service learning field experience course conducted by the Honors College Engage Tuscaloosa office and is a follow up to the UH 270 field experience for students who are interested in a more in-depth experience. This service learning opportunity is meant to enhance the prior learning experience of the Honors students by challenging them to look deeply at not only educational issues, but social issues within multiple segments of our surrounding communities and state. UA students will continue to work with pupils in local elementary, middle or high schools for 10-12 hours during the semester in a variety of educational settings and subject areas. Honors students will receive additional training during class time on the specific work to be done in the service learning experience, on how to work with school-aged children and how to be an effective mentor.

Prerequisite(s): UH 270

University Honors

UH380 Mosaic Leadership: An Experimental Multimedia Project  
**UH**

Hours 3

This course is a continuation of Mosaic class UH 280. Students return to take positions as highest level of leadership (e.g. Editor-in-Chief, Executive Editor, Managing Editor). Students will make editorial and management decisions (e.g. theme of Mosaic work for the semester, subjects to address, deadlines, assignments, choice of editors, editing decisions, what to run and what not to run, editing instructions, Style, work priorities, work loads, publications times and dates, and approve content, designs and layouts. Students will work with the aid of student editors and UA staff/faculty advisers.

Prerequisite(s): UH 280

University Honors

UH381 Gossip and Rumor: Featuring Social Change and Social Media  
**UH, W**

Hours 3

We are saturated in gossip and rumor, essential, powerful and subversive forms of human communication, yet we commonly overlook, dismiss or trivialize their role in our society. This class examines their history, morality, psychology, vital agency in social change, commercialization and ethics, the mass media's amplification of them and their role in our closest circles, workplaces and organizations. We also look to their future given the immense impact of social media on interpersonal communication. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUJ 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

University Honors, Writing
UH382 Thomas Paine and Revolutionary Writing

*UH, W*

Hours 3

English radical Thomas Paine (1737-1809), writer and thinker but more writer than thinker, is author of the most influential and distinctly “American” revolutionary ideals and roadmaps, best selling author of the 18th century, a significant factor in both the American and French Revolutions and pioneer of modern democracy. We look at his life, character, times, influences, ideas, works and legacy and we compare him to other revolutionary writers. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Prerequisite(s): UH 200 OR BUI 102 OR GBA 271 OR GBA 272 OR IDMD 102 OR RRS 201 OR (UFE 201 AND UFE 202)

Prerequisite(s) with concurrency: UH 200

University Honors, Writing

UH383 Bohemianism

*UH*

Hours 3

In this course we will explore what has come to be known as “Bohemianism” as a lifestyle and a state of mind via theoretical and imaginative texts and films. Also, we will study the artistic and cultural movements and phenomena that both inspired and were inspired by these texts. We will begin with the origins of the term “bohemia” and examine how and why it came to be associated with artists, writers, and musicians. In addition, we will consider the relationship between “bohemia” and mainstream culture, to include the actual “mainstreaming” of bohemia (oxymoronic, no?), or what I like to call “fauxhemia.”.

Prerequisite(s): UH 200

University Honors

UH394 HYO Mentors for First-Semester Freshmen

*UH*

Hours 1

The Honors Year One program provides Honors College students the opportunity to serve as peer mentors for incoming Honors College freshmen. Mentors for UH 100 will lead small group discussions and assist first-semester students in developing an awareness of the Honors College, the university, and the greater community. During preparation classes, mentors will develop leadership, teamwork, and inclusivity skills and discuss different tactics for mentoring and what roles mentors play in the transition of first-semester freshmen. During small group discussions with freshmen, mentors will put to practice this work and help first semester students practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathetic dialogue, and collaborative and inclusive leadership.

Prerequisite(s): UH 200 (concurrent)

University Honors

UH395 HYO Mentors for Second-Semester Freshmen

*UH*

Hours 1

Honors Year One Mentors for UH 110 will serve as discussion leaders and peer mentors for first-year students in the Honors College have completed at least one semester on campus. Mentors will assist these freshman students in continuing to develop an a sense of belonging and purpose in the Honors College, the university, and the greater community. During preparation classes, mentors will develop leadership, teamwork, and inclusivity skills, discuss mentoring and their role in the HYO program, and analyze the developmental stages for students in their first-year of study. During small group discussions, mentors will put to practice this work and help first year students practice the key concepts of engaged scholarship, including critical and creative thinking, ethical and empathetic dialogue, and collaborative and inclusive leadership.

Prerequisite(s): UH 200

University Honors

UH396 Honors Action Mentors

*UH*

Hours 1

In this six day, field experience course, students will serve as peer mentors for the Honors Action Program. They will help immerse freshmen students in the foundations of the Honors College and community engagement. Peer mentors will take part in service learning project creation and planning before the week-long program in coordination with HYO faculty and staff and Honors Action Student Leadership Team. The week of the program, peer mentors will implement these projects with the freshmen, attend the lectures, and serve as small group discussion leaders. All mentors are expected to have read the Common Book before the program week.

Prerequisite(s): UH 200 (concurrent)

University Honors

UH400 Honors Independent Study

*UH*

Hours 1-6

Students work on an independent project with a faculty supervisor.

Prerequisite(s): Completion of a minimum of 3 hours of UH subject labeled coursework at the 100, 200 or 300 level

University Honors

UH401 Senior Capstone: Signature Work

*UH*

Hours 3

In “Signature Work,” students will integrate and apply the whole of their Honors learning experience to complex problems and projects that are important to the student and important to society. Students will also participate in a research and methods seminar in which Honors faculty offer support to student projects and in which students have the opportunity to discuss work-in-progress with their peers.

Prerequisite(s): UH200; plus 3 more hours of UH200 or UH300 level coursework

University Honors
UH405 Leadership Experience

Hours 1-6

Leadership Experience integrates diverse practical experiences with leadership concepts so that students can serve as informed, proactive leaders in various Honors College initiatives. The course utilizes a combination of small group discussions on leadership theory with opportunities for Honors College students to demonstrate their personal leadership styles.

Prerequisite(s): Completion of a minimum of 2 hours of UH subject labeled coursework at the 100, 200 or 300 level

University Honors

UH425 Graduate School Preparation

Hours 4

This course is designed to provide a capstone to the Honors College curriculum specifically through preparing students for graduate school in the liberal arts fields, rather than professional school. Students will be exposed to important concepts associated with graduate school preparation and provided opportunities to cultivate their own professional development and discipline knowledge. Further, students will be expected to develop professional relationships with faculty members within their field and to construct a graduate research agenda. Prerequisite of at least 3 credits of UH 100-300 level hours required.

Prerequisite(s): Minimum 3 credits in UH 100, UH 200 or UH 300 level courses.

Prerequisite(s) with concurrency: No

University Honors

UH498 Honors Thesis Research

Hours 1-3

Research on a topic chosen by the student in consultation with a qualified faculty supervisor pertaining to an honors thesis. A proposal outlining the thesis project must be approved prior to registration.

Prerequisite(s): Completion of a minimum of 3 hours of UH subject labeled coursework at the 100, 200 or 300 level

University Honors

UH499 Honors Thesis

Hours 3

Research on a topic chosen by the student in consultation with a qualified faculty supervisor culminating in an honors thesis. A proposal outlining the thesis project must be approved prior to registration.

Prerequisite(s): Completion of a minimum of 3 hours of UH subject labeled coursework at the 100, 200 or 300 level

University Honors