

HNRS - Honors

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

HNRS 102. Honors Colloquium (0).

The first part of a two-course sequence with HNRS 103. The sequence is a zero-credit hour course sequence beginning in fall and is required for participation in the Honors College. It is designed to allow students in their first year in Honors (including transfers) to get the most out of their Honors experience. This course guides students in an initial exploration of the Honors path and pillars. It leads students to consider what it means to be intellectual, professional, innovative and transformational. Content includes information about Honors resources and requirements. Activities and topics may include research presentations from faculty and students, panels with alumni and industry representatives, introduction to research ethics, leadership and service, diversity and inclusion, and reflective writing. Students record their experiences throughout the semester and complete a reflective portfolio at the end of the year. A minimum of three class meetings or related programs is required each semester.

HNRS 103. Honors Colloquium Portfolio (0).

The second part of a two-course sequence with HNRS 102. The sequence is a zero-credit hour course sequence beginning in fall and is required for participation in the Honors College. It is designed to allow students in their first year in Honors (including transfers) to get the most out of their Honors experience. This course guides students in an initial exploration of the Honors path and pillars. It leads students to consider what it means to be intellectual, professional, innovative and transformational. Content includes information about Honors resources and requirements. Activities and topics may include research presentations from faculty and students, panels with alumni and industry representatives, introduction to research ethics, leadership and service, diversity and inclusion, and reflective writing. Students record their experiences throughout the semester and complete a reflective portfolio at the end of the year. A minimum of three class meetings or related programs is required each semester. Pre- or corequisite(s): HNRS 102 or departmental consent.

HNRS 105. Seminar I: Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 105A, 105B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 105G. War: Strategic Studies (3).

General education humanities course. Conflict and warfare are about as normal as anything in human affairs. Many find this shameful and disgusting and like to think of warfare as aberrant. Many of the same people who feel this way admire and respect soldiers, are stirred by military displays, and spend hours each week playing combat-based video games (or chess). This seminar is not about whether war is a good thing, a bad thing, or a necessary evil. It is about how it works. At the center of this theme lies the concept of strategy. Effective strategic thinking is one of the highest level forms of applied intelligence. It requires a synoptic grasp of many variables and is inherently interactive — great commanders know how to get inside the heads of their enemies. War is perhaps the most demanding field in which strategic thinking is employed, but not the only one. Almost all the great students of strategy approach it historically and so will we.

HNRS 106. Seminar I: Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 106A, 106B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 106AB. Parks, People and Place: Exploring Our National Parks (3).

General education social and behavioral sciences course. Introduces contemporary issues in our national park system through a service-learning/service-leadership orientation. Students learn about the variety of values, perspectives, resources and ideas that are represented in the multitude of units that comprise the national parks service. The role of the National Parks Service (NPS) with special attention to service, volunteer coordination and historic preservation. Also explores many of the issues facing the NPS such as conservation and human impact on environment, remaining relevant and inclusive to a diverse population, and how service-learning efforts have re-engaged college student interactions. *Course includes service-learning content.* Prerequisite(s): beginning honors student or permission of the Cohen Honors College.

HNRS 106AC. Community and Cultural Connections (3).

Focuses on helping new students become better acclimated to Wichita State University through gaining a better understanding of the city, the university, and the unique cultural and community connections shared between both entities. In this course, students examine historical and contemporary arts, customs, primary industries and habits that exist throughout the city of Wichita, and analyze ways that the culture of the university and that of the city mirror one another. Additionally, students examine the role that dynamics such as race and income have played and continue to play in forging a community landscape that continually changes over time. With respect to the growing demand for connections between community engagement and scholasticism, the course ultimately challenges new students to begin thinking about the value of community and the university leveraging one another as reciprocal stakeholders. *Course includes service-learning content.*

HNRS 108. Community and Culture for Academic and Personal Success (1).

Designed to work in concert with the USD 259 BAASE (Better Academic and Social Excellence) program seniors to better prepare male students of color for the transition to college. This course focuses on assisting USD 259 with its mission by exposing BAASE students to honors activities and conversations at the collegiate level and to assist Wichita State and the Cohen Honors College by building relationships with potential honors students. Through the lens of community and culture, the course focuses on the characteristics of college success, overcoming stereotypes, service-learning, goal setting and other characteristics to assist in forging a successful transition from high school to college. *Course includes service-learning content.*

HNRS 152. Seminar II: Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 152A, 152B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 152F. Leadership Challenge (3).

General education social and behavioral sciences course. Course takes the perspective of Astin and Astin (2000) that... “an important leadership development challenge for higher education is to empower

students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents.” Course embraces adaptive challenges and creates conditions for students to exercise leadership in real time. Uses experiential methods so that the classroom serves as a learning laboratory for leadership development. In the end, this experience is about developing the capacity to serve as effective social change agents.

HNRS 153. Seminar II: Mathematics and Natural Sciences (3-5).

General education natural science course without lab. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 153A, 153B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 153B. The Dynamic Universe (3).

General education natural science course without lab. Designed to introduce students to the fascinating subject of astronomy. Focuses heavily on current space missions and astronomical events. Covers a variety of topics, including the solar system, the sun, the stars, stellar evolution (birth, life and death of stars), galaxies and cosmology (the origin and fate of the universe).

HNRS 153T. Big Bang, Black Holes, the Fate of the Universe (3).

General education natural science course without lab. Nonmathematical introduction to the theory of the Big Bang. Examines the history of the universe from its beginning through the most recent spacecraft missions. Students learn concepts that tie many different subjects together, contributing a valuable piece to their comprehensive education.

HNRS 304. Seminar III: Fine Arts (3-4).

General education fine arts course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 304A, 304B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 304F. Discovering Creativity (3).

General education fine arts course. Based on the concept that all humans are creative beings who are involved in the creative process. Explores this concept through creative exercises inspired by the core text, *Discovering the Creative Impulse* by Harold Popp. Students review creative processes and products with an eye to the uniqueness of human needs, drives and activities. Diverse perspectives are integral to the creative endeavor not only in art and in science, but across disciplines, cultures, ages and experiences.

HNRS 305. Seminar III: Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 305A, 305B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 305F. Epidemics in World History (3).

General education humanities course. Cross-listed as HIST 305. Focuses on the history of the impacts and human responses to a specific epidemic outbreak or outbreaks. Begins with an overview of epidemics and human response and focuses in depth on legionella and Legionnaires’ disease. This examination situates current events into the history of the bacteria and traces the public health, scientific and

popular responses to the infectious organism. Course is conducted seminar style with student discussion and participation forming a portion of the grade. Students are also graded on both a written project and an oral presentation of their research. If enrollment merits, the final research project may be a collaborative effort. Course objective is to get the students digging into the history of Legionnaires’ disease and applying a critical eye to contemporary events and approaches to the disease.

HNRS 305J. Minds and Machines (3).

General education humanities course. Cross-listed as PHIL 355. People have constructed machines designed to imitate living creatures in some way long before there were electronic computers. When is a machine’s behavior appropriately called "intelligent?" Must it be capable of using a language? Must a machine be capable of learning in order to be regarded as intelligent? Must it be able to communicate with humans? What criteria are appropriate for judging that an animal's behavior is intelligent; should the same criteria be used for machine intelligence? What lessons about machine intelligence should be taken from debates over recent studies of intelligence in animals with nervous systems very different from humans (e.g., corvids, cephalopods)? Students consider these and other, related questions. Course takes a historical and interdisciplinary approach, drawing on works in philosophy, literature, science and history of science.

HNRS 305O. History of Genocide Past and Present (3).

General education humanities course. Cross-listed as HIST 307. Examines the multifaceted causes of genocide in the 20th and 21st centuries. Among the topics covered are the historical roots and definitions of genocide and how groups defined as "others" or "outsiders" are targeted for extermination. Central concepts discussed are the development of exclusionary national identities, the role of political leadership and the means by which genocidal violence unfolds.

HNRS 305U. The Power of Storytelling (3).

General education humanities course. Seminar introduces students to the research in narrative and storytelling, familiarizes them with elements of effective narrative structure, and explores examples of narratives and their use to persuade through history. Students work throughout the semester to each complete a narrative account of their own life, developing story-telling techniques while also self-reflecting on key events that have been transformative. In addition, as a class, students complete a literature review on the topic and share information.

HNRS 305Y. Peace (3).

General education humanities course. Philosopher Martha Nussbaum believes that people’s inability to understand their emotional experiences or admit vulnerability may lead to what she calls “hiding from humanity.” In this class, students explore big questions about peace, justice and what makes them human through careful reading and discussion of texts in the humanities, particularly fiction and essays. Students study personal narratives and acceptance speeches by Nobel peace prize winners in dialogue with classic texts in literature and philosophy about peace and justice. Assignments and activities include close reading, textual analysis, discussion with guest speakers on leadership for peace and justice, research, and reflective essay writing. Students develop a research question on a topic they choose related to the course content, use library databases and scholarly sources to explore answers to their question, and make a presentation on their research process and findings. Students may choose to research and write a nomination for a Nobel peace prize winner or a personal statement for a Truman scholarship application.

HNRS 305Z. Political Theology (3).

General education humanities course. Political theology describes the practice of imbuing politics with mystical authority, most commonly

to justify sovereign power. This ancient rationale continues to be used across the spectrum of political structures, whether these be secular or religious, state or non-state. This course, designed for next-level political junkies as well as for students new to these ideas, introduces political theology as a tool of sovereignty and ends by reframing it as a means of resistance and liberation. Along the way, students engage with contemporary political theologies from across the globe using readings and materials chosen collaboratively with faculty. The basic practices are close textual reading and critical media analysis, and the graded work includes a long-form project, daily in-class reflective writing, student presentations, midterm and final exams.

HNRS 306. Seminar III: Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 306A, 306B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 306G. Alternative Break: Service Leadership (3).

General education social and behavioral sciences course. Student Involvement's Alternative Spring Break program exposes WSU students to complex social and cultural issues through community visits and direct service. This experiential course uses an applied learning method of service-learning to explore a social justice issue through multiple communities both local and in an immersive travel environment. Students travel during spring break to serve in a variety of community based organizations. Course explores social justice issues related to service through readings, discussion, writing, reorientation service in Wichita and research-based reflection. Open to all students by application to Student Involvement. Repeatable once for credit. Course may only be used to fulfil one honors curriculum requirement.

HNRS 306J. Lead for Tomorrow (3).

General education social and behavioral sciences course. A social sciences and behavioral approach in dialogue with other disciplines. This course serves as the curricular component of the annual Lead for Tomorrow: Cohen Honors Leadership Academy. Students must apply and be selected to enroll. Honors students have big dreams and ask big questions that don't fit neatly into disciplinary models and majors. The academy is envisioned to be a transformative leadership experience that brings together collaborative dual intellectual communities. First, a team of faculty thought leaders collectively imagine an interdisciplinary course focused on the annual theme and leadership-- exploring tension, messy problems and big ideas. Second, the students create another layer in the intellectual community and engage with faculty thought leaders in a process that is aimed at deepening understanding, integrating collective and individual experiences through courses and travel with the goal of sparking ideas, solutions, policy and project pitches. Prerequisite(s): permission of the Cohen Honors College.

HNRS 306K. Black Lives Matter and Other Marginalized Perspectives (3).

General education social and behavioral sciences course. Reviews historical events and contemporary headlines, and engages students in courageous conversations as means of inspiring them to think critically about race and its role in society. Though the course discusses the popular yet controversial Black Lives Matter (BLM) movement that inspires its title, it spends more time looking at BLM as a statement that describes the sentiment of many Blacks that their lives are insignificant in the eyes of mainstream America. With respect to research connecting academic and professional success with identity, this course also encourages students to reflect and discuss their personal identities as

they relate to the discrimination and oppression of Black people in America.

HNRS 306M. Generosity and Happiness (3).

General education social and behavioral sciences course. Explores the concept of generosity as a core aspect of human nature from antiquity to the present and how and why different types of giving to others—non-financial and financial—have developed as expressions of generosity throughout time. Students also explore connections between happiness and giving, how happiness reinforces continued generosity, and what this may mean for people's daily and future lives. Throughout the course, critical analysis of approaches to giving is integrated with personal reflections. Students examine historical and current debates about different forms of giving, including roles, limits and challenges; and discuss approaches to and reflections on generosity, giving and happiness from a wide range of academic disciplines, including (but not limited to) philosophy, history, psychology, sociology/social work, behavioral economics, art, literature and business. Outside speakers provide a real-world perspective of generosity, giving and happiness at different points in their lives as students consider their own thoughts about the future.

HNRS 307. Seminar III: Mathematics and Natural Sciences (3-4).

General education natural science course without lab. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 307A, 307B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 310. Honors Tutorial (1-2).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 310A, 310B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 310Q. Honors Tutorial - Engaging Leaders (1).

Offers students the unique opportunity to explore, discuss and analyze various professional fields directed by executive officials from different companies, corporations and industries throughout the Wichita area. Introduces participants to those leadership and transferable skills that rising leaders should possess and consider when choosing a career path. Provides for visits to various city facilities, exposure to different philosophies and styles of leadership, and gives participants a chance to assemble facts, evaluate options and become more comfortable with the transition from the classroom to the boardroom. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations, disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310R. Honors Tutorial - Evolving Leaders (1).

Designed for returning students to WSU who are looking to expand upon their leadership skills and abilities. Program focuses on creating well balanced leaders. Each participant receives a copy of *The Well-Balanced Leader* by Ron Roberts and is placed in a small group to present a chapter from the book. Each participant also helps plan the Leadership Discovery Summit, a half-day leadership workshop open to any WSU student. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations,

disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310S. Honors Tutorial - Emerging Leaders (1).

Unique opportunity for WSU students to get on the fast-track to student leadership, campus, and community involvement. Participants have an opportunity to develop their leadership abilities through workshops, activities and reflection in order to prepare them for future leadership experience at WSU and beyond. Each participant is paired up with an upperclassman mentor. These mentors are trained by Student Involvement to develop leadership potential on a peer level. They operate as a campus and community resource for their mentees as well as being an observable example of the qualities, character and actions of a student leader. Course can be used toward the undergraduate leadership certificate, which corresponds to the following leadership certificate outcomes: identify leadership theories and concepts; differentiate leadership practices across settings, organizations, disciplines and systems; develop leadership skills based on personal strengths and professional interests.

HNRS 310V. LeaderShape Institute (1).

A six-day experience that challenges participants to lead with integrity and a healthy disregard for the impossible. Facilitates participants through a series of dynamic, challenging and exciting sessions designed to increase, develop and launch their leadership capacity. This experience benefits students individually and professionally, and benefits the communities/organizations they go on to lead and serve in the future. Participants cultivate leadership skills, reflect and discuss leadership lessons within a small cohort or cluster of students. Students meet at Rock Springs 4-H center on Sunday, January 7, and return to campus on Friday, January 12. Includes both large and small group discussion, guest speakers, ropes course, group activities and reflection. Prerequisite(s): permission from Student Involvement. Contact Kennedy Rogers kennedy.rogers@wichita.edu with any questions.

HNRS 310X. First Year Research Experience: Introduction to STEM Research (2).

Designed for students selected to participate in the First Year Research Experience (FYRE) in STEM and prepares students for conducting research in STEM fields and to develop a community of scientists among students. This course is an introduction to scientific research through lectures, discussions and readings about the design of projects, the understanding of the scientific literature, and the ethics of research and publication. Each student is matched with a research mentor and collaborates with their mentor to identify research questions, methods and analysis. The course introduces students to quantitative and qualitative methods for conducting meaningful inquiry and research. They gain an overview of research intent and design, methodology and techniques, format and presentation, and data management and analysis informed by commonly used methods in various fields. The course develops each student's ability to use this knowledge to become effective researchers in STEM fields. Prerequisite(s): special permission from Honors required.

HNRS 351. Survey of Leadership (3).

General education humanities course. The main leadership theories and a history of leadership thought are presented, leadership perspectives are debated, and examples of leadership in various contexts are discussed. After completing the seminar students should be able to recognize the main leadership theories, identify different leadership perspectives, recognize applications of leadership, and understand the benefits and challenges of leadership.

HNRS 352. Survey of Law & Public Policy (3).

General education humanities course. Interdisciplinary introduction to the role of law and public policy in the public and private sectors.

Provides a basic framework for understanding the differing rationale and methods associated with developing laws and public policies, and explores the impact of the political and social environment on the development, interpretation and application of both public policy and law.

HNRS 364. Generative AI: Promises and Perils (0.5).

The launch of OpenAI's ChatGPT in 2022 took the world by storm. Today, a myriad of generative AI models are rapidly permeating nearly all aspects of the economy, government, education and personal lives. But where did this revolutionary technology come from? How does it work? Is it really a breakthrough or just the next step in AI development (or both)? In this class, students answer these questions as they learn just why generative AI is so unprecedented, unlike any technology humans have seen before. A bulk of the class is spent acquiring the knowledge and tools needed to engage in informed debate regarding ethical issues of this technology in the domains of economics, world politics, bias/alignment, and the nature of intelligence and consciousness. In addition, the class includes an important discussion of the worst-case outcomes of AI development. Will there be a Terminator scenario, and if so how would it actually come about - and can it be stopped? Finally, students review basic recommendations of how to prompt for success.

HNRS 365. Navigating the Future: An Interdisciplinary Exploration of Emerging Technologies (3).

An exploration of emerging technologies. Students learn the fundamentals, discuss and analyze the technology's impact on society, explore ethical issues, and propose solutions to social or organizational challenges of the technology. Students gain hands-on experience applying the technology to modern use cases and to areas of their own interest. May include industry exposure such as guest speakers or facility tours. No prior experience with technology is required. Specific technologies depend on the instructor's expertise. Sample topics include: AI as an application in today's world and the issues around it; VR/AR and the potential for sharing experiences; and 1-2 additional student-chosen emerging technologies.

HNRS 375. Crossing Cultures: An Introduction to Global Awareness and Intercultural Competency (3).

Introduces a basic understanding of intercultural competency. Connects students from other countries and cultures while creating a broad awareness of cultures and the global world. Students have the opportunity to interact with people from other cultures in order to discover ways to be more globally minded. This course is designed to have a mixture of students who have spent the majority of their life in the United States and students who have spent the majority of their life in other countries.

HNRS 398. Travel Seminar (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 398A, 398B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): permission of the Cohen Honors College.

HNRS 398J. Leading Through Serving (1-3).

Engages students through intentional service-learning with the goal of enhancing student learning, deepening understanding of servant-leadership, and engaging in meaningful community partnerships. Through a connection to the National Park Service students explore concepts of stewardship and personal reflection. During each course, students travel and engage in immersive service-learning in partnership with a National Park Service Unit. Repeatable for credit.

HNRS 398K. Travel Seminar: Costa Rica Sustainability (1-3).

Interdisciplinary travel seminar which allows a student travelling abroad to gain credit for the study of culture, art, literature, architecture, political, social, scientific and economic conditions while visiting historic places of interest. Students may enroll under the direction of the dean of the Cohen Honors College, a faculty member in any department, or as part of a travel experience organized through the Cohen Honors College. Prerequisite(s): permission of the Cohen Honors College.

HNRS 398O. Travel Seminar Paraguay (1-3).

Engages students through international travel with the goal of enhancing student learning, deepening understanding of cultural aspects of professional experiences, and engaging in meaningful community partnerships. Through a connection to nonprofit organizations in Paraguay, students practice cross-cultural communication, stewardship and personal reflection. During each course students travel to Paraguay for two weeks and engage in service-learning through observations in nonprofits in Paraguay. Students also deepen their understanding of the people and culture of Paraguay as well as South America through their interactions with locals, visits to various places of interest and lectures while on the trip. May include stay with host families in country.

HNRS 405. Seminar in Humanities (3-4).

General education humanities course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 405A, 405B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission of the Cohen Honors College.

HNRS 406. Seminar in Social and Behavioral Sciences (3-4).

General education social and behavioral sciences course. An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 406A, 406B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. Prerequisite(s): honors student or permission from the Cohen Honors College.

HNRS 406C. Making Social Impact (3).

General education social and behavioral sciences course. Explores the question of how to understand social forces and social change through qualitative research. Students majoring or minoring in social sciences meet together to discuss best practices in qualitative social sciences research, research expectations, ethical conduct, project management, APA writing style and research presentations. Guest lecturers from University Libraries, the institutional review board, and the Community Engagement Institute demonstrate the need of high-level skills for successful research and evaluation. Students are responsible for selecting a topic, gathering 15–20 academic journal articles, synthesizing the material, and writing a literature review. Students use the information gathered to design a qualitative research proposal and a poster presentation. Additional class meeting times may be scheduled by the instructor in consultation with student researchers. One-third of the grade is determined by participation in the class, including written assignments, presentations to the class, and other work. The remainder of the grade is based on the completed literature review and presentation. Course is meant to supplement, not replace, the research methods course found in social work and other social science majors and to engage students in conversation across fields of social scientific study. Open to honors students with a background in social sciences. Course may be used to fulfill the honors research or creative activity requirement. Contact the department of social

work for permission to count this course toward major requirements. Prerequisite(s): permission of the Cohen Honors College.

HNRS 410. Independent Study (1-4).

Arranged individual independent study in specialized content areas under the supervision of a faculty member. Repeatable for a total of 6 credit hours. Prerequisite(s): permission from Honors College.

HNRS 481I. Noncredit Internship (0).

Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite(s): departmental consent.

HNRS 481N. Internship (1-4).

Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite(s): consent of the Cohen Honors College.

HNRS 485. Honors Independent Research or Creative Activity (3).

Students work independently with a faculty mentor to complete research or creative activity. Faculty mentors guide students to develop advanced skills in creative inquiry and/or research conceptualization in their field, including asking compelling questions, strategizing an appropriate methodology/approach, formulating independent research or creative project proposals, and drafting abstracts and/or personal statements appropriate for grant or fellowship applications. Students also learn about human subject research and research ethics, develop presentation materials and skills, develop peer evaluation skills (if relevant), and conduct preliminary research or develop a creative project. Students are expected to disseminate their work to a broader audience by, for example, submitting a paper for publication, making a conference presentation, or writing a grant proposal. Sophomore standing recommended. Students must identify a faculty mentor in order to enroll in this course.

HNRS 486. Honors Collaborative Research and Creative Activity Seminar (3).

Designed to expose students majoring in various disciplines to an opportunity to meet one hour per week and invite collaborations that cultivate an interdisciplinary research experience. Students discuss best practice in academic research and research ethics, learn of complimentary approaches to research in different subject areas, the research process (grant writing to publication), and other issues related to academic research across disciplines. Students tour facilities and laboratories with strong collaborative interdisciplinary research. Guest lectures from the libraries, WSU Ventures and various academic disciplines teach students high-level skills needed for successful interdisciplinary collaborations. Each student is responsible for working in an interdisciplinary group setting. Each team formulates a research question that encourages the involvement and knowledge-base of a collaborative team, composes a scientifically supported interdisciplinary research project, and presents a prospectus format of the final project during the semester. One-third of the grade is determined by participation in the class, including written assignments, presentations to the class and other work. The remainder of the grade is based on the collaborative research project completed. Course is meant to supplement, not replace, the research methods course found in many disciplines. Students who complete this course have an excellent grounding in the fundamentals of academic research, exposure to research practices in a variety of disciplines, and experience conducting interdisciplinary research. Students are therefore very well prepared for graduate school and/or careers that involve diverse research.

HNRS 491. Honors Thesis (1-3).

Independent study course for students undertaking the research and writing of an Honors thesis. An Honors thesis is a substantive piece of scholarship or creative work involving primary and/or secondary research, which serves to demonstrate mastery over the discourse, methods and content of at least one academic, creative or professional field. Requires students to synthesize knowledge and skills acquired over the course of the undergraduate career (including coursework, studies abroad, service learning, internships and undergraduate research, if applicable). All thesis projects must be designed and completed under the supervision of a faculty thesis supervisor and, at the supervisor's discretion, may be reviewed by additional faculty advisors. Repeatable for a total of 6 credit hours. Prerequisite(s): permission of the Cohen Honors College.