Dear Honors Students:

Congratulations! You have qualified for honors courses and participation in the Honors Program here at Winthrop. You are among the best and brightest in the Southeast and should be extremely proud of your accomplishments. Because you are excellent students, you should strongly consider the opportunities provided by our Honors Program and an Honors Program Degree. In this brochure is a listing of the courses that are offered for honors credit. (All courses are 3 credit hour courses unless indicated otherwise.) I would like to highlight the following courses:

- HONR 207H – Nobel Controversy: The Lyrics of Bob Dylan as Literature by Mr. Dylan Phillips
- HONR 208H – The Stories Behind Great American Opera by Dr. Kristen Wonderlich
- HONR 232H – Decadence in Literature and the Arts by Dr. Donald Friedman
- HONR 233H – Introduction to Global Issues by Dr. Chris Van Aller
- HONR 234H – Civic Engagement in a Global Society by Dr. Mary Slade

HONR 207H and HONR 208H will fulfill the 1 credit hour honors symposium requirement for the Honors Program Degree. HONR 232H, HONR 233H, and HONR 234H are 3 credit hour courses that can fulfill general education requirements in the following areas, respectively: Humanities and Arts, Global Perspectives, and Social Science.

Also, remember you have the opportunity to take a class as “contracted study.” This means you contract with a professor teaching a non-honors course to take that course for honors credit. The form for this procedure can be downloaded from the Honors Program website www.winthrop.edu/honors or you may pick up a copy by coming to my office in The Honors Center at The Courtyard. For fall semester, honors contract forms are due no later than May 1 and should be delivered to me in my Honors Center office. If you have any questions concerning contracted study credit for honors courses or anything at all about the Honors Program, please telephone ext. 2320, come by my office, or e-mail me at lyonk@winthrop.edu.

Also in this bulletin are classes that are offered for freshman students only. Since these are restricted to entering freshmen this fall, you need not concern yourselves with these listings. I will have orientation sessions with them this summer to explain that aspect of our Honors Program. I strongly encourage you to become acquainted and involved with these new students, to serve as mentors to them, and to impart any words of wisdom you may have about Honors and Winthrop.

Again, please come by my office anytime. Best wishes and good luck in the fall semester.

Sincerely,

Kathy A. Lyon, Ph.D.
Honors Program Director
H O N O R S   C O U R S E   O F F E R I N G S

HONORS SECTIONS OF REGULAR COURSES

ARTH 176H.12284
TR 5-6:15 p.m.; RUTL 119
Introduction to Art History from the Renaissance to the Present/
Dr. Clara Paulino
This course will be an in-depth survey of the visual arts and architecture of the world from approximately the year 1500 to today. The emphasis will be placed on examining, primarily, the art and design forms of the major monuments as well as consideration of their relevance to today.
Prerequisites: None

BADM 180H.11744
TR 9:30-10:45 a.m.; THUR 312
Contemporary Business Issues/Dr. Vanessa Valdez
This course is an introduction to management issues emphasizing the integrative aspects of the functional areas of business. This course will serve as a foundation for a student’s business education: Note: Lab fee $50.
Prerequisites: None

BIOL 206H.10489 (4 credit hours)
MW 2-3:15 p.m.; DALT 339
MW 12:30-1:45 p.m.; DALT 339
General Zoology/Dr. Bill Rogers
General Zoology is a course designed to have students discover the diversity found in the animal kingdom and to realize how all animals share a common set of needs and capacities. We will take what might, at first, seem like a bewildering array of organisms and study them systematically to learn the important similarities as well as the differences. The course ends with a trip to the Riverbanks Zoo in Columbia (an excellent facility) to visit organisms not available in the lab and to explore ideas and features we have discussed all semester.
Prerequisites: BIOL 204 or consent of instructor

CSCI 101H.11041 (1.5 credit hours)
T 12:30-1:45 p.m.; THUR 210
Introduction to Computer and Information Processing/Dr. Marguerite Doman
This course provides an introduction to using computer systems. General computer concepts are presented, issues relating to computers are considered, and the student learns to develop a web-based system using a manipulation language such as HTML and scripting language such as JavaScript.
Prerequisites: None

CSCI 101H.111281
TR 9:30-10:45 a.m.; OWEN 109/Dr. Matthew Fike
CRTC 201H.12281
TR 9:30-10:45 a.m.; OWEN 208/TBA
Critical Reading, Thinking and Writing
CRTC 201H focuses on critical reading, critical thinking, and deliberative argumentative writing and builds upon the skills acquired in WRIT 101 and HMXP 102. Human beings are innate problem solvers; this course will encourage thought that is more deliberate, analytical, thorough, informed, and creative. While this course is predominately a writing course, we will use critical reading and critical thinking as the springboards for the deliberative writing we produce. Critical thinking, as this course delines it, is the process we use to identify a problem, discover the possible causes of the problem, consider various approaches to the problem, gather and evaluate opinions and evidence concerning the problem, develop strategies for solving the problem, and propose and defend a solution or partial solution to the problem. Successful critical thinking employs both inductive and deductive reasoning, draws upon primary and secondary resources for evidence and support, evaluates multiple viewpoints and methods, considers both the immediate and the long-term consequences of actions, avoids errors in logic and method, and recognizes the limitations that cultural experiences and individual temperaments place on our perceptions.
Prerequisites: WRIT 101 and HMXP 102

EDCO 215H.11282
MW 2-3:15 p.m.; THUR 412
Principles of Microeconomics/Dr. John Proctor
This course focuses on the economic behavior of individual decision-making units in society with development of the concepts of consumer choice and business firm behavior under different market conditions.
Prerequisites: None

EDCO 216H.11752
TBA
Principles of Macroeconomics/Dr. Willis Lewis
This course is an analysis of macroeconomic topics including the factors affecting economic growth, inflation and unemployment.
Prerequisites: ECON 215

ECON 400H.12096 (2 credit hours)
TR 2-2:50 p.m.; WITH 211
Contemporary Strategies for Curriculum Integration/TBA
This is a course in which teacher candidates explore models and processes of curriculum integration and develop integrated units of instruction within the context of early childhood and elementary classrooms. Field-based assignments are required.
Prerequisite: Admission to Teacher Education.
Corequisites: EDUC 401, ECED 420 or ELEM 420 Notes: This course cannot be taken as S/U.

EDCO 201H.12210 (2 credit hours)
TR 9 – 10:50 a.m.; WITH 115
Supporting the English as a Second Language Student in the General Education Classroom/Ms. Vickie Brockman
This is a lecture and field-based course that applies content of the developmental sciences to working with the English Language Learner. Students examine the stages of language acquisition, the stages of acculturation, and methods for supporting English Language Learners in the content area.
Prerequisite: Grade of C or better in EDCO 200.
Notes: This course cannot be taken for S/U credit. Students should enroll in EDCO 201 and EDCO 202 in the same semester. Approximately 18 hours of field work will be completed for this course. Students are encouraged to take EDCU 220 before enrolling in this course.

EDCO 202H.12211 (2 credit hours)
TR 8 – 10:50 a.m.; WITH 115
Supporting Exceptional and Gifted Learners in the General Education Classroom/Ms. Vickie Brockman
This is a lecture and field-based course that applies content of the developmental sciences to addressing the needs of students with disabilities and gifted learners in the general education classroom. Candidates will explore exceptional learner characteristics and implement evidence-based strategies to address diverse needs.
Prerequisite: Grade of C or better in EDCO 200.
Notes: This course cannot be taken for S/U credit. Students should enroll in EDCO 201 and EDCO 202 during the same semester. Approximately 18 hours of field work will be completed for this course. Students are encouraged to take EDCU 220 before enrolling in this course.

EDCO 305H.12225 (2 credit hours)
MW 12:30 – 1:45 p.m.; WITH 322C
Technology in the Inclusive Classroom/Dr. Kimarie Whetstone
This is a lecture and field-based course that explores the use of technology as a tool to solve specific teaching and learning challenges related to content area standards. Universal Design for Learning will provide a structure for planning, implementing, and assessing technology-assisted lessons.
Prerequisite: Grade of C or better in EDCO 200.
Notes: Lab Fee: $25. This course cannot be taken for S/U credit. Approximately 12 hours of field work will be completed for this course.
EDUC 101H.11808 (1 credit hour)  
M 9-9:50 a.m.; WITH 209  
Observation and Analysis/Dr. Scot Rademaker  
In this course students develop and implement observation and analysis skills used by teachers to make instructional decisions. Course content focuses on observing events related to technology, literacy, student engagement, and classroom climate in diverse school settings.  
Prerequisites: None  
Notes: Lab Fee: $135. This course cannot be taken for S/U credit.

EDUC 200H.11876  
TR 9-10:50 a.m.; WITH 209  
Developmental Sciences and the Context of Poverty/Dr. Scot Rademaker  
This is a lecture and field-based course that explores the six strands of growth and development from preschool to adolescence. Significant time will be devoted to the application of these strands to working with students living in poverty. Topics include motivation, self-regulation, and families and communities.  
Prerequisite: Grade of C or better in EDUC 101 or FACS major. Lab Fee: $75.  
Notes: This course cannot be taken for S/U credit. Approximately 18 hours of field work will be completed for this course.

EDUC 220H.11974 (2 credit hours)  
TR 12:30 - 1:20 p.m.; WITH 211  
Assessment to Meet Diverse Needs/Dr. Marleah Bouchard  
This course explores various classroom assessment techniques and appropriate use to meet the diverse needs of all learners. Using the environment of a partner school, skills in data-based decision-making will be identified and utilized by course participants. Principles of Universal Design for Learning will be applied to the design and implementation of assessment associated with lessons written by classroom teachers.  
Prerequisite: Grade of C or better in EDUC 200 and quantitative reasoning requirement.  
Notes: This course cannot be taken for S/U credit. Students are strongly encouraged to complete EDUC 220 prior to taking STAR Rotation courses (EDUC 201, 202, 203).

ENGL 200H.11634  
MW 9:30-10:45 a.m.; OWEN 209  
The Literary Merits of Harry Potter/Dr. Leslie Bickford  
In this course, the students will read and consider the literary merits of the Harry Potter books by examining current scholarship and academic attitudes toward the series. Students will formulate their own arguments about the novels through consideration of such elements as class; gender, race, and myth, using, when appropriate, primary works of literary theory to flesh out those arguments. Graded assignments will include but are not limited to short papers, one major researched essay, a midterm, and a final exam. Three credits of ENGL 200 may be applied to undergraduate degrees in English (LLAN & SCED).  
Prerequisites: WRIT 101  

MATH 202H.10689 (4 credit hours)  
MWF 9:30-10:45 a.m.; OWEN 201  
Calculus II/Dr. Jessica Hamm  
The course is a continuation of the calculus in one variable completed in AP calculus along with an emphasis on application and exploration. Applications will be given in a variety of disciplines. The course will provide prerequisite material for a continued study in both mathematical topics and related scientific disciplines. Specific topics include: applications of integration, techniques of integration, improper integrals, sequences, series, power series, elementary differential equations, conic sections, and polar coordinates.  
Prerequisites: MATH 201 and a score of 3 or higher on the AB Calculus Advanced Placement exam or permission of Department Chair.  
Corequisites: MAED 200

PSYC 213H.11392  
TR 3:30-4:45 p.m.; KINA 215  
Abnormal Psychology/Dr. Heather Anschuetz-Jeffers  
This course is an introduction to abnormal behaviors including, but not limited to, anxiety disorders, affective disorders, schizophrenia and dissociative disorders.  
Prerequisites: PSYC 101  

HONORS COURSES

HONR 232H.12104  
MW 5 - 6:15 p.m.; KINA 219  
Decadence in Literature and the Arts/Dr. Donald Friedman  
The purpose of this seminar in Comparative Literature is to examine the rich avant-garde creation of the late nineteenth and early twentieth centuries, the decadent movement, in international contexts and various art forms, including its efflorescence in painting. We will also explore avatars and repercussions of decadent stylistics. Among topics examined:

- The Decadent Prototype and withdrawal—Huysmans. Against Nature
- The Theater of suspension and paroxysm—Wilde’s Salome and the operatic setting by Strauss
- Decadence in the 1910 season of the Ballets Russes—Scheherazade
- Wagnerian Influence and Decadence—Thomas Mann. Tristan and Blood of the Walsung
- Schnitzler and the pre-Freudian dream: Frau Beate and her Son
- Myth and decadent poetics: Trakl’s realms of disintegration; poems by Anna Akhmatova
- Decadence and Film: Visconti’s ‘The Innocent
- The aura of decadence: Fumiko Enchi’s Masks

This course meets the Humanities and Arts Perspective requirement in Winthrop University’s General Education program.  
Prerequisites: WRIT 101
HONR 233H.12309
TR 12:30 - 1:45 p.m.; CTYD 136
Introduction to Global Issues/Dr. Chris Van Aller

This course is designed to introduce Honors Program students to a subject of immediate relevance to all students and citizens. Global issues are those, which transcend the interests of any one state, concerns in which all countries potentially have a significant stake and whose solutions require both understanding and international cooperation. Solving global concerns invariably requires governments to alter their behavior or policies (or the behavior of politicially powerful groups within their country) in accordance with some larger principle, transnational goal, or environmental imperative. Conflicts of interest are therefore a never-ending characteristic of global issues. In an effort to achieve a deeper understanding of vital global issues, we will examine events both within and between countries during the course of the semester. Rather than attempt an exhaustive, and therefore, overly superficial, survey of every important global issue confronting the world today, we will limit our focus to an array of broad topics (some of which are closely related), including the balance of power, global trade and globalization.

This course meets the Global Perspective requirement in Winthrop University’s General Education program.

Prerequisites: WRIT 101

HONR 234H.12310
TR 8 – 9:15 a.m.; WITH 205
Civic Engagement in a Global Society/Dr. Mary Slade

Contemporary communities are diverse and interconnected, leading to a global society. To impact positive social changes global citizens must understand community engagement. This course surveys critical theories, models, and best practices of community engagement, including but not limited to, citizenship, social movements, civic leadership, social justice, civil discourse, volunteerism, and social capital. Students will use an interdisciplinary lens to analyze principles and practices of community and civic engagement. In order to fully comprehend the nature of community engagement, students will initiate community change projects in Rock Hill. This course meets the Social Sciences Perspective requirement in Winthrop University’s General Education program. This course can also fulfill the service learning requirement for the Honors Program Degree upon submission of the 4-5 page reflection essay to the Honors Program Director.

Prerequisites: WRIT 101

HONR 450H; Sec. 12306 (3 credit hours)
TBA; CTYD 136
Thesis Research/Dr. Kathy Lyon

This course is an in-depth independent inquiry into a selected topic within the student’s major program of study. The student will conduct research with a professor of his or her choosing who will serve as the honors thesis director. The student, on the advice of the thesis director, will also select two readers to serve as advisors for the research.

Restricted: Students writing the honors thesis

Prerequisites: WRIT 101

HONR 207H.12307 (1 credit hour)
M 6:30 – 7:45 p.m.; CTYD 136
Nobel Controversy: The Lyrics of Bob Dylan as Literature/Mr. Dylan Phillips

Since 1901, the Nobel Prize in Literature has only been awarded to a handful of writers from the United States. In 2016, the Nobel committee controversially awarded the prize to musical legend Bob Dylan “for having created new poetic expressions within the great American song tradition.” Dylan is an undisputed legend, but do his song lyrics qualify him to join the ranks of Ernest Hemingway, William Faulkner, and Toni Morrison? Students will read and analyze select lyrics from Bob Dylan’s debut in 1962 through his most recent work and ultimately seek to decide if Dylan’s lyrics have a place in the literary canon and whether or not they should have qualified as Nobel Prize winning literature.

Prerequisites: None

HONR 208H.12308 (1 credit hour)
M 2 - 3:15 p.m.; CTYD 136
The Stories Behind Great American Opera/Dr. Kristen Wonderlich

This interdisciplinary course connects the world of literature to the world of music and theatre. In Stories Behind great American Opera, students will be introduced to four integral American literary classics: “The Great Gatsby” by F. Scott Fitzgerald, “A Streetcar named Desire” by Tennessee Williams, “Cold Sassy Tree” by Olive Ann Burns, and “Little Women” by Louisa May Alcott. Students will also be transported into the unique world of opera and will experience, firsthand, the challenges in setting well-known texts for the stage. Weekly class meetings will be devoted to discussion and analysis of the literature including such topics as: character development, subtext, and connection to our contemporary time. An important component of the course will be comparing and contrasting the texts with the contemporary operas that bear their titles. A culminating experience, offered at the end of the term, will be a visit to see a production of Opera Carolina in Charlotte.

Prerequisites: None

HONR 451H.11824 (1 credit hour)
TBA; CTYD 136
Honors Thesis Symposium/Dr. Kathy Lyon

This symposium is designed for honors students currently writing the honors thesis. Lively discussion of research topics chosen by each student will be shared in a seminar format. The students will also be engaged in the “how to” of thesis research including topic selection, library research and thesis guidelines, timelines, and deadlines. Each student will also be required to submit a paper of his/her thesis research at the Senior Thesis Colloquium and the Southern Regional Honors Council Conference.

Restricted: Students writing the honors thesis

FRESHMAN HONORS COURSE OFFERINGS

ACAD 101H 001 (1 credit hour)
TBA

Principles of the Learning Academy
This is a required seminar course for all first-time freshmen. It is a valuable and effective component of the freshman year experience that provides a foundation for learning and adapting to college. The seminar enhances the effectiveness of the Touchstone Program and improves students’ ability to learn and benefit from other courses. By the end of this course, students will:

- Understand their responsibilities within the classroom and the university;
- Be familiar with different styles of learning and teaching;
- Become knowledgeable of support services and learning opportunities at Winthrop University;
- Develop a sense of community and connection with the university; and
- Develop successful academic skills and attitudes.

Prerequisites: None
Biology 203/204H is intended to introduce the broad subject of biology ranging from cells and their organelles to ecosystems. Our focus will be on identifying and integrating major concepts rather than on memorizing facts. The main objectives of this course are to develop an understanding of the fundamental organizing principles of life on earth and the interconnections among biological processes and organisms. We will also examine biologists’ analytical and intellectual approaches to these principles. This course consists of a lecture (BIOL 204H) and a laboratory component (BIOL 203H).

Co-Requisites

HMXP 102H.11254
TR 9:30-10:45 a.m.; BANC 339/TBA

HMXP 102H.10929
WF 11 a.m.-12:15 p.m.; BANC 339/TBA

The Human Experience explores ways of defining, describing, discussing, thinking about, and understanding the “self.” It focuses on questions that are critical to your understanding of yourselves and how you become a part of a university. To begin the course, you will explore and reflect on notions (myths) of education and “self” with which you come to college. Beyond this introduction, the course has three sections: The Self and Nature, The Self and Community; the Self and the Sacred. As we investigate different topics, we will use and develop skills and attitudes essential to building and participating in a learning community. The course works on several levels. The material flows from the isolated individual “self” to a “self” imbedded in various communities with different “sacred” ideals. As we explore the various topics, you will engage in the fundamental academic activity of “trying on” different perspectives and opinions and understanding how things look from the “over there.” You will confront and deal with substantive material that often challenges the attitudes and beliefs with which you come to us. In the process, you will apply and develop the critical thinking abilities, as the classroom becomes a place where you question, discuss, and argue without being threatened. A learning community develops as we come to trust and understand each other.

Prerequisites: WRIT 101
Restricted: First-year and transfer students.