All first-year Honors students will take a section of UNIV 1784 (Honors First Year Seminar) in the fall. Students not registered for UNIV 1784 on the 10th day of classes will be eligible for dismissal from the Honors Program.

001 The Pursuit of Happiness: Explorations in Positive Psychology
Suzanne LaFleur
What leads to happiness, contentment, and life satisfaction? What can psychological science tell us about well-being and joy? Traditionally psychology has focused on problems and treatment. Positive psychology examines how people can flourish, thrive, and be happy. In this course, we will examine the psychological research on positive emotions and fulfilling lives. We will explore topics like joy, life satisfaction, compassion, gratitude, mindfulness, humor, and optimism. We’ll examine pop culture and societal influences and think critically about the methods used to study happiness. We will also consider the ways we can bring joy to our own lives. Join us as we strive to be happy and explore and reflect on the positive.

002 Battlefield Geology
Andrew Bush
The Earth is the stage on which human history plays out, and its structure tells a deeper history, billions of years in length. We’ll explore the connections between these two histories using the U.S. Civil War as a case study. Using historical, topographic, and geologic maps, we’ll discuss the geological foundations of Union and Confederate war strategies and battlefield tactics, focusing on some of the critical battles of the war.

003 The Thrill of Victory, the Agony of Defeat: The Experience of Being a Sports Fan
Kari Adamsons
As the name suggests, in this course we will explore the experience of being a sports fan. Those who are passionate fans of a particular sports team often come to integrate their team(s) into their personal identities and sense of self, with interesting implications for behavior (both their own and others), relationships, and physical and psychological well-being. A variety of sports as well as levels of sport (professional, college, Olympic, etc.) will be examined and discussed.

004 The Forgotten Senses . . . How taste and smell influence your health and behaviors
Valerie Duffy
Taste and smell allow us to interact with the chemicals that drive our behaviors toward food, the environment and each other. Taste is more primitive – liking of sweet and disliking of bitter are present at birth. Yet taste responses to foods and beverages vary genetically, developmentally and as a result of injury, which influences what we like to eat and choose to eat. The sense of smell is more complex -- thought is required to identify what we smell, and elicit specific memories and emotional responses. Classic understanding of smell comes from experimental psychology, but recent advances have occurred in molecular genetics, culminating in the 2004 Nobel Prize in Physiology or Medicine. Olfactory communication occurs in diverse species – basic research has applications ranging from pest control to perfume development. In this course, we will discuss the basic science of taste and smell and how we apply this knowledge to questions about behavior and health.
Developing Personal Creativity for STEM Majors

Jaclyn Chancey

We tend to associate creativity with the arts, but high levels of achievement in any field—including the sciences—require creativity. Research publications, patents, solutions to engineering problems, and all other forms of innovation rely on your ability to go beyond what is already known: to CREATE. Psychological research has shown that creativity is not an innate trait. Join us as we develop the habits of creative people and see how they are applied in STEM fields. You may get a little messy in the process.

Why Read?

Jason Courtmanche

This course will explore the value we place upon reading and the role reading—especially reading literary fiction—should have in our lives. In particular, I want you all to be thinking about the role reading will have in your lives when you become engineers and mathematicians and business people. Will you continue to read literary texts? And if so, why?

We will focus on literary fiction and non-fiction that explores books, reading, and censorship. Each book we will read examines societies in which reading has been eliminated or severely curtailed, though for different reasons and through different means. I will ask you to consider if you see some of the forces in these books as being operative today in our world. (No surprise, but I think they are).


Buried, Brewed, and Briny: The Culture of Food and Fermentation

Anne Kim

Fermented foods make up a significant portion of the human diet around the world, and while microorganisms are essential to the production of some of our favorite foods and beverages (coffee, bread, chocolate, cheese!) it can be easy to overlook the degree to which human, not just bacterial, culture is affected by the biochemical process of fermentation. In this course, we will look at food and eating as a social and cultural act, focusing on fermented foods and cultural heritage. The semester concludes with our own kimjang - making and sharing kimchi (UNESCO Intangible Cultural Heritage, 2013). Bring your inquisitive (and adventurous) palates!

The Art of College - Films, Fictions, and Facts

Jennifer Lease Butts

*National Lampoon's Animal House* is a landmark 1978 film that arguably created the genre of the "college movie." More recent examples like *National Lampoon's Van Wilder* (2002), *Old School* (2003), *Accepted* (2006), *The House Bunny* (2008), *Pitch Perfect* (2012) and the sequel (2015), and *Monster's University* (2013), among many others, follow in similar footsteps. What do all of these films have in common? They are telling a story about college and the college experience. Most of us know that these portrayals of college life are not the full picture of college life, or part of it, or perhaps not it at all. So what is the college experience? In this course we will examine representations of college life in a variety of films and deconstruct film themes. As we do this, we will discuss the college you are coming to know as a new student here at UConn and encourage you to construct your own narrative about your college experience. Assignments include short papers, a presentation, and a creative project. In addition, we will cover basic aspects of film criticism to aid you as you work with these films and their subject matter.
009  TED Talks and Alternative Media  
*Tom Deans*

We’ll use TED talks, podcasts, and other modes of nerdy media as starting points for discussing ideas, all sorts of ideas. We’ll also collaborate with the UConnTEDx team as they organize their fall 2019 conference.

010  The Evolution of the Large Jazz Ensemble  
*John Mastroianni*

The evolution of big bands in the jazz idiom has been quite diverse and prolific. This course will explore the musical and cultural development of this genre from its inception in the 1930’s with the musical innovations of Benny Moten in Kansas City and Fletcher Henderson in New York, and will progress to the present through the artistic directions pioneered by artists such as Count Basie, Duke Ellington, Charles Mingus, Thad Jones, Mel Lewis, Maria Schneider, and many more.

011  A Path of Papers  
*Olivier Morand*

Students will read a set of seminal papers and works following a path through demography, economics, cosmology, art history, literature, poetry, physics (and more), and discuss their relevance to everyday life. Readings will include “The Anthropic Principle” (Scientific American, 1981), *The Tragedy of the Commons* by G. Harding, “On the Origin of Religion” (Science, 2009), and extracts from Basho’s poetry.

012  Change Your World: Inclusive Leadership and Social Change  
*Leigh Fine*  
*Matthew Yates*

The world is in need of leadership, and leadership requires us to interface meaningfully with others. However, collective social action is complicated by myriad social and personal barriers that prevent us from fully seeing and hearing others. Although diversity may be omnipresent – we all have unique stories, identities, and life experiences – few of us may have taken the time to reflect critically on how we engage in a way that honors others’ dignity. Believing that the world – including the UConn Honors community – is in need of inclusive leaders, this Honors first-year seminar will invite participants to: 1) interrogate the role of self in inclusive leadership dynamics; 2) recognize and evaluate the experiences of others; and 3) co-create meaningful, inclusive leadership interventions toward the common good.

013  Experiencing Performance: Theatre and Puppet Arts at UConn  
*Lindsay Cummings*

Why do theatre, puppetry, and live performance continue to enchant us today, even in the digital age? This course explores performance as an artform and an important aspect of culture and society. We will attend live performances on UConn’s campus, including plays at the Connecticut Repertory Theatre and puppet performances at the Ballard Institute and Museum of Puppetry. In preparation, we will read some of those plays, meet artists working on the productions, and study short essays about theatre and performance. We will also consider our own role as audience-members, including our particular tastes and aesthetics. What kind of theatre-goer are you?

There are three required theatre performances, with multiple opportunities to attend during the week or weekend. Students will be provided with a range of options and allowed to select based on their schedules. Tickets for some performances will be provided, but you will need to purchase some on your own (approximately $20 total for the semester).
014 Hellholes and Marvelous Faraways: Travel and Travelers Then and Now
Roger Celestin

“What is the point of moving when you can travel so magnificently sitting in a chair?” - J.K Huysmans, Against the Grain
“What’s the point of walking when you can travel by car?” - Bernard Olivier, The Long March
The course will examine a body of travel literature ranging from the Renaissance to the contemporary period and attempt to answer the following questions, among others: has travel – its purpose, its practice, its methods, its meaning -- changed in the past few centuries? From the Romantic affirmation of Self as a means of subverting or criticizing Home, to the English gentleman’s “tour of the Continent” as “finishing school;” from the “going native” syndrome of the “ultimate travelers” to the cordonned-off “mass tourism” of today, what does travel tell us about what we do and who we are?

016 Trump Foreign Policy: What and Why
Jeremy Pressman

From meetings with North Korea’s Kim Jong-un to the US withdrawal from the Iran nuclear agreement, Donald Trump has re-shaped parts of US foreign policy. Scholars have many concepts that might clarify why, ranging from isolationism or personality analysis to realism or anti-liberalism. How does each theory explain Trump’s foreign policy decisions? Using opinion (op-ed) pieces and short articles, we will consider a number of different theories for analyzing the details and causes of Trump foreign policy.

017 The Psychology of Time Travel and the Movies
James C. Kaufman
Paul Joseph Barnett

Time travel is a convention that has been used in film almost as long as there have been motion pictures. It has crossed every genre from science fiction to comedy to drama to romantic comedy. Countless movies have attempted to incorporate the concept of time travel into their narrative with varying levels of success and failure. This class will address some of the more common ways in which time is represented in film, some of the most fundamental concepts of time, the psychology impact of time travel, and the paradoxes and complications that could result from time travel. Films such as Somewhere in Time, 12 Monkeys, Looper, and Predestination will be the main focus, but there will be brief discussions of the manipulation of time in many other films.

018 Science and Human Service
Keat Sanford

As you embrace the challenge of the undergraduate collegiate experience, you will find it is all about careful observation, experience, honesty, perseverance, reflection, and your wired and learned habits of character and mind. The purpose of this seminar is to orient you to the college experience, to get your feet on the ground, and to start you running with your interests, ambitions, goals, and promises to yourself. We will discuss biographies of exceptional people who pursued careers in the health professions. We will consider historical and inspirational figures such as Hippocrates, Galen, Vesalius, Harvey, Hunter, Laennec, Semmelweis, Virchow, Blackwell, Montessori, Taussig, Farmer and others.
019  **Bridging the Two Great Realms**  
Robert Thorson

Everything we do straddles the gap between the human and earthly realms. On one side lies *Homo sapiens*, i.e. business, society, and the arts & humanities. On the other lies a unified natural planetary system, i.e. the sciences. For the last fifteen years, Professor Thorson has been bridging these two realms as a regular op-ed columnist for the state’s flagship newspaper, the *Hartford Courant*, on topics dominating the news: climate change, extinction, sustainability, evolution, education, mining, energy, health, social media, ecology, etc. This seminar will be prompted by weekly readings of one or more columns followed by a friendly, free-ranging, and heated discussion informed by a knowledge of how the earth actually works.

020  **Economics as Story Telling**  
Derek Johnson

This class will explore our economic world through the writings of writers. Not textbook writers. From the financial crisis of the last decade, to why poor countries are poor to the economic importance of cities to why winners often regret winning (and much more), this class will tackle our world through narrative stories told by economists and non-economists alike.

021  **Mathematics, Political Representation, and Gerrymandering**  
Myron Minn-Thu-Aye

Gerrymandering, the drawing of electoral districts to manipulate the outcomes of elections, has generated significant political and legal debate, including in multiple recent cases before the United States Supreme Court. How can gerrymandering be detected and quantified? This is where mathematics enters the picture! We will explore the geometry of electoral districts, the relationship between districting and demographic data, and the mathematics of social choice. Using this lens to study contemporary racial and partisan gerrymandering in the United States requires understanding the interplay between mathematics, politics, and the law. We will lend essential context to our mathematical insights by discussion election law, court opinions, the most recent midterm elections and possibly upcoming special elections, and the significance of the 2020 census.

022  **Exploring the Marvel Cinematic Universe**  
Jaclyn Chancey  
Barbara Gurr

The Marvel Cinematic Universe (MCU) is now 10 years old and spans movies, broadcast and streaming television, Web series, and print and video game tie-ins, not to mention lucrative merchandise and other licensing deals. This course will be a fun and intellectually stimulating exploration of the MCU as it relates to a variety of fields, including political science, psychology, technology, race and gender studies, environmental studies, cultural studies, and your own.

Please be aware that this will be a spoiler-full zone, and any part of the MCU will be fair game. (Except for *The Inhumans*, which is objectively terrible.)
023 Vaccines, Anti-vaccine Sentiments, and Freedom to Choose
Paulo Verardi

Vaccines have led to some of the greatest achievements in human and veterinary medicine. In fact, widespread vaccination campaigns led to the eradication of smallpox (in humans) and rinderpest (in animals), the only diseases to have been eradicated in the world. Nevertheless, anti-vaccine sentiments started even before Edward Jenner developed the smallpox vaccination strategy late in the 18th century, and to this date, vaccines continue to instigate debate amongst celebrities, public health officials, politicians, and parents, particularly in light of the recent measles outbreaks in the US. In this class, the instructor (an expert in vaccine development) will first give an overview on the history of vaccines, explain the fundamentals of protective immunity afforded by vaccines, review vaccine safety, and touch on current vaccine development efforts. In the second portion of the class, vaccine and anti-vaccine experts and activists will be invited to provide guest lectures and to debate their points of view (such as religious and philosophical vaccine exceptions). Finally, students will debate the topic in class and compose an op-ed (opinion editorial) on their particular, informed points of view (e.g., pro or against). The two best op-eds (as decided by class vote, ideally one from each side of the debate) will be submitted to The Daily Campus to be considered for publication. All students, regardless of their points of view or science background, are encouraged to participate.

024 Trending
Tom Scheinfeldt

In this course we will wade into the turbulent cultural waters of social media. Each week, at the end of class, we will identify a “trending” hashtag on Instagram. We will spend the subsequent week--online and in person--researching, interrogating, and building our own Instagram stories around that hashtag. In doing so, we will learn to place popular and digital culture in social, cultural, and historical perspective and think critically about our own consumption and use of digital media.

025 Scientists are Human Too
Tom Seery

Society has benefitted greatly from advances in science. But science is done by human beings and the human factor enters into the process at almost every point. Although the process of science is intended to be self-correcting, sometimes that takes longer than we would like. It took some time to uncover the true nature of such historical “discoveries” as N-Rays, Polywater, and Cold Fusion. But the persistence of skeptics eventually won out. Science is used in our courtrooms and to guide public policy – How do we apply standards to complex and highly technical topics when laymen must sit in judgment? In this course we will talk about some of the monumental failures of science as well as some of the more controversial ways in which science enters the public domain through the use of expert witness testimony, contributions to public policy and government regulation. Students in the course will work in groups to develop case studies and present their findings to the class.

026 Fairy Tales: Never-ending Story? Or Same Old, Same (Not) Old?
Susanna Cowan

Fairy Tales: Rags-to-riches, brave deeds, overcoming the odds, magical help, the triumph of good over evil, happily ever after. Fairy tales: sinister temptations, cruel curses, deceptive appearances, menace everywhere, lost in the woods, happily ever after (?).

Just what it is about these stories that we have found so compelling across the centuries and across cultures? Is it the “timeless” themes? The happy endings? (Are they always happy?) Do the evils of step-mothers, poison apples, dangerous forests, etc. still speak to us? Do modern books, films, TV series, games, etc. update fairy tales for the world we live in? – Or do they endlessly recycle old plots?
Be prepared for regular reading/viewing, short written/other assignments, and one final project.
027  **Introduction to Health Care Delivery in the US: A Political Perspective**  
  
  *Bill Pace*

This course presents various aspects of the U.S. health care delivery system, and examines the impact of political ideologies and special interest groups on the current and possible future states of US health care. Students will gain an understanding of how the structural design of any health economy impacts the key results of cost, access and quality.

The course also introduces and compares the health care systems in different countries, and enables students to think critically about what a ‘perfect health care system’ would entail. An overarching theme of this course is a normative question: “Is Health Care a Right or a Privilege?” This course provides a brief history of the US health care system and its evolution, including national health care reform initiatives of the Nixon and Clinton administrations. The currently popular 'Medicare-For-All' debate is analyzed both in terms of various design proposals, and the political challenges of achieving this objective.

028  **Passport to Trespass**  
  
  *Daniel Buttrey*

Well, not entirely. In this course, you’ll learn about digital photography while using your camera (phone) as a tool to explore UConn - the people places, and events that will shape the next four years. Time commitments to your coursework can at times be daunting to say the least, this course provides you with a reason to break away from your desk and give your mind a chance flex some creative muscles. Assignments are designed to get you away from the desk and out in the world. Topics covered will be an introduction to camera operations, compositional techniques, image editing, and creativity theory. Often you’ll feel like you’re getting away with something, maybe even given a passport to trespass.

029  **“Improv”ing Your Communication Skills!**  
  
  *Rory McGloin*

Communication skills are vital to enjoying success in our lives, careers, and personal relationships. This course will take a Communication centered approach to the study of improvisational acting. The primary goal of the course will be to help students develop their verbal and nonverbal communication skills by engaging in a wide variety of improvisational games and demonstrations. The course will provide students an opportunity to learn about foundational communication theories and best practices through a dynamic and exciting learning environment.

**Objectives** - This class is designed to:

- Develop verbal and nonverbal communication skills
- Help reduce anxiety surrounding public presentations and communication events
- Increase students ability to think critically about their communication
- Increase students ability to think and respond quickly when communicating
- Provide an overview of fundamental communication theories
- Provide instruction and demonstration on best practices in communication
030 What Should I Eat?
Cameron Faustman

It is predicted that the world’s population will reach 9 billion by 2050. This will challenge us to feed everyone in a sustainable manner while seeking to improve health. There is an emerging ideology around food that complicates the answer to the question of what one should eat. It’s not enough that it be nutritious, safe, and pleasing to the palate. Consideration is increasingly being given to the concept of sustainable production. But what does that mean? Significant tension can develop around issues related to intensive vs non-intensive agronomic practices, organic vs conventional approaches, plant- vs animal- based protein, and application of biotechnology (e.g., GMOs). Recent calls for urban and controlled environment agriculture speak to access, concepts of fresh, and environmentally friendly food practices. This course will discuss current food topics and consider the complementary roles that science and policy have for the future of food.

101 Law, Lawyers & Society
Peter Kochenburger

THIS COURSE IS REQUIRED FOR AND OPEN ONLY TO STUDENTS IN THE SPECIAL PROGRAM IN LAW.

Law shapes society and lawyers help shape the law; they are not neutral actors in its development and application. Laws and legal systems are often authoritative expressions of social values negotiated and then put into practice. They can, for example, protect unpopular opinions – even those most obnoxious to the majority – or serve as instruments of suppression and oppression. Most legal systems do both, including ours. We will explore how lawyers influence and utilize the legal system and what it means to be a lawyer in different settings and areas of law, including human rights, criminal law and representing or regulating businesses. The practice of law is described as a “profession,” but what does that really mean and how do lawyers embody this ideal? Students will play an important role in shaping this course and selecting some of the topics and issues we will discuss.

102 Foundations of Medicine and Dental Medicine
Keat Sanford

THIS COURSE IS REQUIRED FOR AND OPEN ONLY TO STUDENTS ENROLLED IN THE SPECIAL PROGRAM IN MEDICINE/DENTAL MEDICINE.

This course provides a broad survey of premedical and predental studies, the preparation for medical and dental school, residence and the professions. The class will address admissions requirements and procedures, academic coursework at the undergraduate and professional school levels, residency training, typical routines of medical and dental practice, and issues affecting the training of physicians and dentists in the United States. The course will follow the chronological sequence of a traditional student and examine how academic, experiential, interpersonal and social skills and professionalism attributes play an integral role in the development of a skilled health professional.

103 Special Program in Pharmacy I
Philip Hritcko

THIS COURSE IS REQUIRED FOR AND OPEN ONLY TO STUDENTS ENROLLED IN THE SPECIAL PROGRAM IN PHARMACY.

The course is designed for first-year pre-pharmacy students who have been admitted to the Special Program in Pharmacy through the university Honors program. In addition to orienting students to UConn and the Honors Program, including research opportunities in pharmacy practice and the pharmaceutical sciences, the course will introduce students to the profession of pharmacy including professional tracks, study abroad opportunities, pharmacy organizations, and pharmacy careers.
The course is designed for first-year pre-pharmacy students who have been admitted to the Special Program in Pharmacy through the university Honors program. In addition to orienting students to UConn and the Honors Program, including research opportunities in pharmacy practice and the pharmaceutical sciences, the course will introduce students to the profession of pharmacy including professional tracks, study abroad opportunities, pharmacy organizations, and pharmacy careers.

This course is required for and open only to students enrolled in the Special Program in Pharmacy.

The Special Program in Education

Michele Femc-Bagwell

This course is designed for first-year pre-teaching students who have been admitted to the Special Program in Education through the university Honors program. In addition to orienting students to UConn and the Honors Program, including research opportunities in education, the course will introduce students to the profession of teaching including pathways into teaching, the educational system, as well as study abroad and internship opportunities.

This course is required for and open only to students enrolled in the Special Program in Education (LEAD).
All first-year Honors students will take a section of UNIV 1784 (Honors First Year Seminar) in the fall. Students not registered for UNIV 1784 on the 10th day of classes will be eligible for dismissal from the Honors Program.

Z81 The Fall from the Ideals of Heaven
Richard Watnick

The goal of this course is to blow your mind and change the way you think. We know that the meaning of any concept is tied to a context that we must define. Despite this, we fail to internalize this principle and continue to misuse our concepts. This leads to poor personal decisions, a fractured society, and the misapplication of research in all fields. Typically, courses that address this directly are advanced theoretical courses. We keep everything accessible and informal. Our applications match student interest. We can choose to analyze moments in history, (During negotiations after World War I, Woodrow Wilson wished to emphasize self-determination. The lead U.S. negotiator dismissed this as nonsense...) physical therapy (How can following the advice of your physical therapist leave you unable to walk?), human development (Is your brain ready for you to behave maturely?), politics, economics, business, personal relationships, autism, identification of genes, law (why are we outraged by judicial decisions? Can a machine make better decisions?), climate change, and whatever development captures your attention during the semester. Students read one narrative, listen to explanations, ask questions, react, participate in classroom discussions and post comments electronically.

Z82 Technology: Literature and Life in the 21st Century
Terrence Cheng

We will read (either in their entirety, or excerpts from) Orwell’s 1984, Philip K. Dick’s Do Androids Dream of Electric Sheep, Huxley’s Brave New World, and E.M. Forster’s The Machine Stops. We will analyze and juxtapose these texts with our perceptions of, and positions on, the use and functionality of technology in modern-day life. How has technology made our lives better? How has it made things worse? How is life stronger, faster, more insidious, more lethargic or ambitious, because of technology? Students will be asked to present on assigned readings, and provide additional/counterbalancing readings of their own selection for these presentations. Additional readings of contemporary novels set in highly technological futuristic worlds, such as Want by Cindy Pon, Who Fears Death by Nnedi Okorafor, and Infomacracy by Malka Older, may also be assigned. *Note: assigned texts listed here are subject to change. These titles are meant to give students a sense of the kind of reading we will do in class.