

# HNRS-HONORS

## HNRS 1115. Honors First Year Seminar 3 Credits (3)

This course is designed to introduce new first semester students to the life of the mind, the life of the University, and the principles that guide the NMSU University Honors Program. Combining critical thinking and experiential exploration, students will develop a personalized plan for success, both in and out of the classroom, consistent with the values of the Conroy Honors College and the mission of the University.

### Learning Outcomes

1. Demonstrate critical thought about the nature of knowledge, learning, and student development in the contemporary University.
2. Explain how key concepts and principles serve as the foundation for the Honors College mission and values.
3. Create a plan for their experiences at NMSU, in and out of the classroom, that will maximize their academic achievement and personal success beyond graduation.

## HNRS 1135G. Introduction to Biological Anthropology 3 Credits (3)

This course provides a basic introduction to the broad field of biological anthropology. The research interests of biological anthropologists include the history and development of modern evolutionary biology, molecular and population genetics, modern primates, the primate and human fossil record, and modern human biological diversity. This is an Honors version of ANTH 1135G. It is taught with ANTH 1135G with differentiated assignments.

**Prerequisite:** High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Corequisite:** HNRS 1135L.

### Learning Outcomes

1. Summarize the basic principles of evolution and recognize how they apply to the human species.
2. Recognize the biological and behavioral continuity of humans with all life, and especially other modern primate species.
3. Identify ways in which the human species is biologically and behaviorally unique.
4. Summarize fossil evidence for human evolution.
5. Distinguish the major Paleolithic industries and outline the behavioral and cognitive changes indicated by the fossil and archeological evidence.
6. Critically evaluate popular accounts of human variation and human evolution.
7. Interpret modern human dilemmas (e.g., overpopulation, co-evolution of disease, and genetic engineering) from an evolutionary perspective.
8. Discuss in class and analyze in writing scholarly arguments concerning course concepts.

## HNRS 1135L. Introduction to Biological Anthropology Lab 1 Credit (1P)

This laboratory course expand on the topics covered in lecture course and uses scientific methods and principles to examine evidence for the process of evolution, the nature of heredity, human evolutionary history and family tree relationships, primate ecology and behavior, and modern human diversity. Hands-on experience with fossil and skeletal material will be an important part of the learning process. This is an Honors version of ANTH 1135L.

**Corequisite:** HNRS 1135G.

### Learning Outcomes

1. Demonstrate an understanding of the scientific method.
2. Employ principles of Mendelian genetics to determine genotype and phenotype probabilities, and calculate gene, genotype, and phenotype frequencies using the Hardy-Weinberg Equilibrium formula.
3. Demonstrate an understanding of cell structure and functions.
4. Use common lab and anthropometric equipment such as a compound microscope and calipers.
5. Discuss primate evolution, and compare and contrast members of the Primate order in terms of structure, behavior, and phylogeny.
6. Classify hominid species based upon selected traits such as anatomical changes associated with bipedalism, changes in the size and structure of the brain, and the development of culture.
7. Locate and describe the major bones of the human skeleton, and identify characteristics of human skeletons or skulls such as gender, age, and ancestry.
8. Discuss current research in genome analysis of various hominid populations.

## HNRS 2111. Successful Fellowship Writing 1 Credit (1)

Provides scholars with hands-on skills to complete proposals for scholarships and fellowships, such as the Truman, Rhodes, Marshall, Goldwater, Udall, and others. Other skills include how to write resumes, develop general research skills, and find grant and foundation sources. For freshmen and sophomores.

**Prerequisite(s):** High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

### Learning Outcomes

1. Review of Prestigious International and National scholarships.
2. Best practices in preparing competitive proposals and applications.
3. Effective strategies for writing compelling Executive summaries, Resumes, and Personal Statements.

## HNRS 2114G. Music in Time and Space 3 Credits (3)

Introduction to all forms of Music. Through our auditory senses and intellectual faculties music is an ideal means for intelligent and humanistic examination of peoples and cultures, and for the enhancement of life. Types of music covered include classical, jazz, rock and roll, and world music. Music videos, live in-class performances, evening concerts, and lectures will be used as a basis for discussions and research. May be repeated up to 3 credits. Restricted to Las Cruces campus only.

### Learning Outcomes

1. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, religious, intellectual).
3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
4. Draw on historical and/or cultural perspectives to evaluate all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought

## HNRS 2115G. Encounters with Art 3 Credits (3)

A multicultural examination of the principles and philosophies of the visual arts and the ideas expressed through them.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

1. Articulate the relationship of art to the human experience.
2. Apply the vocabulary of art to critical writings and discussions.
3. Interpret art works within cultural, social, personal and historical contexts.

**HNRS 2116G. Earth, Time and Life**

**4 Credits (3+3P)**

Covers how the earth's materials form, processes involved in changing the earth's configuration, and extent of people's dependence upon the earth's resources. Includes mineral and energy resources, development of landscapes, environmental problems, evolution of the earth and life forms. May be taken in place of GEOL 1110. May be repeated up to 4 credits.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

1. Gain a general understanding of geology and the geological processes that have been occurring throughout Earth's history.
2. Learn about some of the common minerals and rocks that are the building blocks to geology and the rock cycle.
3. Investigate the processes associated with each rock type (e.g., volcanoes, faults, depositional processes, etc.) and as well as potential geologic hazards (e.g., volcanic eruptions, earthquakes, flooding, etc.).
4. Recognize and identify common minerals and rocks and understand the basic processes and conditions responsible for their formation and occurrence.
5. Comprehensively understand how the internal and external parts of the Earth have functioned throughout geologic time.

**HNRS 2117G. The World of the Renaissance: Discovering the Modern**

**3 Credits (3)**

An introduction to the literature and thought of Renaissance Europe. Humanism and the Reformation will be approached through the intensive study of major writers such as Petrarch, Machiavelli, Luther, Erasmus, Montaigne, and Shakespeare. Restricted to Las Cruces campus only.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

1. Analyze and critically interpret significant primary texts and/or works of fine art, literature, philosophy, and theatre from the early modern period.
2. Locate art forms, modes of thought and expression, and processes from the early modern period in historical and/or cultural context and compare them to those of other time periods.
3. Demonstrate an understanding of how early modern historical and/or cultural perspectives and key technological developments contributed to the development of contemporary thought and modes of expression.
4. Recognize and articulate the diversity of human experience across historical periods and/or cultural perspectives.
5. Demonstrate skill in working with relevant secondary resources and research tools to develop a class.

**HNRS 2130G. Shakespeare on Film**

**3 Credits (3)**

How do Shakespeare's plays continue to speak to us through the medium of film? Written in a time of rapid social change, Shakespeare's plays invited audiences to think critically about the relationship between the self and others and to question conventions. Performances of Shakespeare have long been used to call out social injustice, from western anti-Semitism prior to World War II (The Merchant of Venice), to civil rights-era white supremacy in the US and apartheid in South African (Othello), and authoritarianism in the Arab Spring (Richard III). This course focuses on post-1980 Hollywood film versions of Shakespeare's plays and a few prior landmark adaptations around the world, examining how they use Shakespeare as a medium for debate and even a catalyst for social change.

**Learning Outcomes**

1. Demonstrate critical thinking by identifying issues and problems in the film adaptation of Shakespeare; 2. Engage in intercultural reasoning and develop intercultural competence and historical consciousness in analyzing film adaptations from the US, Europe, and Asia;
2. Engage with questions of personal and social responsibility as explored in Shakespeare's plays and modern film adaptations;
3. Conduct effective research on a relevant topic, evaluating the validity and authority of secondary sources, synthesizing ideas, and drawing reasonable conclusions; 5. Present independent research in collaboration with other student researchers and reflect on this teamwork experience

**HNRS 2140G. Plato and the Discovery of Philosophy**

**3 Credits (3)**

Examines arguments and theories found in the Platonic dialogues with a view to determining the nature and value of philosophy both from Plato's point of view and absolutely.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

1. Students will evaluate a number of Plato's dialogues to understand his doctrines and arguments.
2. Students will use their understanding to further evaluate why his philosophies have remained influential in modern, Western society and beyond.
3. Students will develop well-formulated, compelling arguments from philosophical texts.

**HNRS 2141G. Bamboo and Silk: The Fabric of Chinese Literature**

**3 Credits (3)**

Introductory survey of traditional and modern Chinese prose and poetry in translation with emphasis on genre, theme, and social/historical context.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

1. Students will acquire extensive knowledge of one of the world's oldest and richest literary traditions.
2. Not incidentally, students will also gain knowledge of China's history and philosophical traditions.
3. As this class is based on reading, writing, and discussion, students will hone their interpretive and expressive skills.

**HNRS 2145G. Celtic Literature**

**3 Credits (3)**

This course provides an overview of the most important early literary works of the so-called Celtic nations, principally Ireland and Wales,

from a literary and historical approach. This literature stems from the period 600-1200 and ends with the development of the Romances under influence from the French

#### **Learning Outcomes**

1. Students will learn the concept of the international folk tale,
2. Students will learn about the history of the Celts
3. Students will learn about the concept of Celtic nations' formed during the 19th Century.
4. Students will enhance critical thinking skills.
5. Students will enhance written and oral communication.

#### **HNRS 2160G. New Testament as Literature**

##### **3 Credits (3)**

Literature of the New Testament examined from a literary perspective. Emphasis on translation history of the New Testament, generic features of gospel, epistle and apocalypse, precedent literary models, problems of authorship, classification of New Testament texts.

**Prerequisite(s):** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

#### **Learning Outcomes**

1. Students will hone critical thinking skills by analyzing arguments and controversies surrounding the roots of Christianity.
2. Students will discern and discuss the viability of both literary and historical sources with debated authorship, dating, and interdependency.
3. Students will practice interpersonal navigation and maintaining an academic environment of respect as they discuss a number of topics that can be considered controversial or subjective.

#### **HNRS 2161G. Window of Humanity**

##### **3 Credits (3)**

Anthropology is the most humanistic of the sciences, and the most scientific of the humanities. This course will use anthropological perspectives to examine the human experience from our earliest origins, through the experiences of contemporary societies. We will gain insights into the influence of both culture and biology on shaping our shared human universals, and on the many ways in which human groups are diverse.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

#### **Learning Outcomes**

1. Explain the concepts that define Anthropology (along with its subfields) as a specific research discipline.
2. Possess a growing vocabulary for anthropology, cultural study, ethnographic research and writing that will empower them as they continue with their degrees and professional careers.
3. Recognize how Anthropological concepts, terms, and methods are valuable for present-day concerns and how these tools can be used to engage life and the world at large.

#### **HNRS 2165G. Introduction to Humanities in the 21st Century**

##### **3 Credits (3)**

An exploration of the global humanities according to its various manifestations: environmental, public, digital, and applied.

#### **Learning Outcomes**

1. Articulate what the humanities are and what role they have played in education throughout the ages
2. Critically analyze and communicate orally and in writing various humanities concepts and global interconnections among peoples and cultures.

3. Describe, through the study of the global humanities, how cultural contexts and human practices influence individuals and societies.
4. Apply the knowledge and skills gained through the study of the global humanities to explore their majors, their career goals, and the responsibilities of individuals in their communities.
5. Demonstrate information literacy and technological skills in researching and presenting themes related to the global humanities.
6. Reflect on the effects of the global humanities on individuals.

#### **HNRS 2170G. The Human Mind**

##### **3 Credits (3)**

The primary course objective is to develop an appreciation of the variety and complexity of problems that are solved by the human mind. The course explores how problems are solved by a combined computational analysis (computational theory of mind), and evolutionary (evolution by natural selection) perspective. The mind is what the brain does (i.e. information processing) and the brain is a computational device that is a product of evolution by natural selection. Note that this is not a neuroscience course, we will be focusing on the mind (what the brain does) rather than on the brain. Restricted to Las Cruces campus only.

#### **Learning Outcomes**

1. Enhance written and oral communication
2. Stimulate critical thinking and learn to weigh scientific evidence
3. Challenge students to make ethical decisions and promote personal and social responsibility

#### **HNRS 2172G. Archaeology: Search for the Past**

##### **3 Credits (3)**

A critical evaluation of various approaches to understanding prehistory and history. The methods and theories of legitimate archaeology are contrasted with fantastic claims that invoke extraterrestrials, global catastrophes, transoceanic voyages, and extra-sensory perception.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

#### **Learning Outcomes**

1. Identify, describe, and explain how human lifeways changed in diverse communities in different parts of the globe.
2. Select and use relevant archaeological evidence to articulate how people's beliefs and values were influenced by politics, geography, economics, culture, biology, history, and social institutions in the past.
3. Analyze the significance of archaeological artifacts in context and explain their relevance to understanding relations among individuals, their society, and the environment.
4. Evaluate how practices in research, conservation, and tourism to archaeological sites promote ethical stewardship of non-renewable archaeological resources.
5. Design a study tour to archaeological sites that will address a key question or argument in prehistory and promote historic/archaeological preservation.

#### **HNRS 2175G. Introduction to Communication Honors**

##### **3 Credits (3)**

Study and practice of interpersonal, small group, and presentational skills essential to effective social, business, and professional interaction. May be repeated up to 3 credits.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

#### **Learning Outcomes**

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.

- Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- Use effective rhetorical strategies to persuade, inform and engage.
- Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising editing to create presentations using correct diction, syntax, grammar and mechanics.
- Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

**HNRS 2178G. Theatre: Beginnings to Broadway**  
**3 Credits (3)**

Intercultural and historical overview of live theatre production and performance, including history, literature and professionals. Students attend and report on stage productions. May be repeated up to 3 credits.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

- Distinguish and differentiate the characteristics of theatre from other art forms.
- Describe the major components of a theatrical event.
- Describe the functions of various theatre personnel.
- Define specific terms relating to the study of theatre.
- List and describe the parts of a play.
- Define the different parts of plot.
- Critique plays.
- Describe the characteristics of theatre in the different periods of history.
- Develop an appreciation for theatre as an art form and a reflection of society.

**HNRS 2180G. Citizen and State Great Political Issues**  
**3 Credits (3)**

The fundamental questions of politics: why and how political societies are organized, what values they express, and how well they satisfy those normative goals and the differing conceptions of citizenship, representation, and freedom.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

- Students will investigate the fluid state of American politics by discerning the decisions and policies of a selection of presidents.
- Students will investigate the complex operations behind a representative democracy.
- Students will examine how the sociopolitical environment surrounding a president influences his policies, and how a president's policies affect the broader society.
- Students will assess and measure how politics can be affected by active and engaged citizens.

**HNRS 2190G. Claiming a Multiracial Past**  
**3 Credits (3)**

Survey of history of the United States in the nineteenth and twentieth centuries, with an emphasis on multicultural social and cultural history. Focus on understanding American history from the point of view of dispossessed, impoverished, and disenfranchised Americans who have fought to claim both their rights as Americans and American past.

**Prerequisite:** A High School GPA of 3.75; or a NMSU cumulative GPA of 3.5 or higher.

**Learning Outcomes**

- Students will contextualize the current state of American "being" by focusing on the multicultural-social and cultural history of the U.S. in the nineteenth and twentieth centuries.
- Students will hone public speaking and presentation skills through classroom discussions and activities.
- Students will practice interpersonal navigation and maintaining an academic environment of respect as they discuss a number of topics that can be considered controversial or subjective.

**HNRS 2996. Special Topics**  
**1-3 Credits (1-3)**

Special course offerings, with unique titles listed in Schedule of Classes. May be repeated up to 6 credits.

**Learning Outcomes**

- Students will experience multiple topics by different professors and departments.

**HNRS 303 V. Personal Financial Planning and Investing in a Global Economy**  
**3 Credits (3)**

Provides a framework for successful personal financial planning within an individual's career and income. Covers personal money management, federal and state taxation, the mathematics of finance and credit, housing, inflation, insurance, savings, and investments. Majors and minors may not use this course to satisfy their finance requirements.

**Learning Outcomes**

- Students will develop an understanding of how globalization and international affairs impact their personal financial planning.
- Students will develop an understanding of how knowledge from a variety of disciplines, including capital market history, the political environment, government, mathematics, behavioral economics, and statistics, are important to financial planning.
- Students will develop an understanding of the core areas of a personal financial planning course which include: the financial planning process, time value of money, measuring financial health, tax planning, liquid asset management, the role of credit, consumer loans, home and auto financing, investment basics, domestic and international securities markets, bond investing, equity investing, mutual funds and retirement planning.
- Students will integrate knowledge of international financial markets into the personal financial planning process by developing and writing their own personal financial plan.

**HNRS 303V. Personal Financial Planning and Investing in a Global Economy Honors**  
**3 Credits (3)**

Provides a framework for successful personal financial planning within an individual's career and income. Covers personal money management, federal and state taxation, the mathematics of finance and credit, housing, inflation, insurance, savings, and investments. Majors and minors may not use this course to satisfy their finance requirements.

**Prerequisite:** 3.5 GPA or higher.

**Learning Outcomes**

- Experiential Learning Experience: students will apply what they learn to the development of a community financial wellness program at NMSU and/or in the community.
- Students will develop an understanding of how globalization and international affairs impact their personal financial planning.



- Students will develop an understanding of how knowledge from a variety of disciplines, including capital market history, the political environment, government, mathematics, behavioral economics, and statistics, are important to financial planning.
- Students will develop an understanding of the core areas of a personal financial planning course which include: the financial planning process, time value of money, measuring financial health, tax planning, liquid asset management, the role of credit, consumer loans, home and auto financing, investment basics, domestic and international securities markets, bond investing, equity investing, mutual funds and retirement planning.
- Students will integrate knowledge of international financial markets into the personal financial planning process by developing and writing their own personal financial plan.

#### **HNRS 304V. Dilemmas of War and Peace**

##### **3 Credits (3)**

A multi-disciplinary introduction to war, peace, and world order studies.

The origins of war and the foundations of peace are explored in the context of a rapidly changing world order.

#### **HNRS 305V. Is Fake News Real: Journalism, Community, and Mass Communications**

##### **3 Credits (3)**

Overview of how technology, money, politics, and human desire have changed journalism since 1963. Explores role of journalism in news dissemination, influencing opinion, and political behavior. Course includes guest lectures from regional journalists and media experts.

#### **HNRS 306V. Science, Ethics and Society**

##### **3 Credits (3)**

Investigation of the ethical issues related to scientific investigation and the ethical implications of scientific discoveries for society. Emphasis on discussion of case studies about specific ethical issues in science, and readings by both scientists and non-scientists.

#### **HNRS 308V. Into the Final Frontier**

##### **3 Credits (3)**

Exploration of space; a brief review of the history of space flight, the Apollo program, joint U.S.-Soviet space missions, and unstaffed exploration of the planets. Emphasis on knowledge gained through these efforts. Includes new space initiatives. May be repeated up to 3 credits.

##### **Learning Outcomes**

- Students will be able to compare and contrast previous history with current global events.
- Students will be able to use perspectives from history to draw conclusions about the geopolitical, economic, ethnic, and cultural outcomes of current geopolitical policies and events (especially as they relate to expanding the space frontier), and to draw their own conclusions.
- Students will understand how critical it is to the human condition that humanity is always breaching a PHYSICAL frontier.

#### **HNRS 309. Honors Global Citizenship**

##### **3 Credits (3)**

University students live in an age of globalization with daily impacts on every aspect of their lives. Combining explorations of the dimensions of global citizenship with an international abroad experience, this seminar is designed to help students become more internationally informed, interculturally competent, and globally minded as they learn about the experiences of citizens in other parts of the world and reflect about their own place in the world in new ways. May be repeated up to 6 credits.

##### **Learning Outcomes**

- Identify dimensions of globalization and how they impact citizens from the local to the global.
- Describe and reflect appreciation for unique cultural-historical contexts and how these shape personal judgments and world views.
- Explain how national identities have significance for global citizenship – including students' identities as Americans abroad.
- Demonstrate intercultural competence through both travel and engagement with others while abroad.
- Synthesize lessons from content and experiences to develop a personal statement about global citizenship as a concept and as a personal identity with plans for future action.

#### **HNRS 3110V. Human Sexuality**

##### **3 Credits (3)**

Examination of human sexuality from a variety of perspectives: cultural, sociological, physiological and psychological. Issues examined from viewpoints such as gender, individual, family, and professional roles.

**Prerequisite:** 3.5 GPA for continuing student, 3.75 for incoming High School student, and/or Crimson Scholar status.

##### **Learning Outcomes**

- Understand the cultural and historical inputs resulting in our current understanding of the human sexual experience.
- Examine the early and modern researcher in the field of human sexuality, along with an overview of basic research skills.
- Study gender roles and similarities and differences between men and women.
- Examine male and female reproductive anatomy and the physiology of sexual arousal.
- Identify the factors affecting love and attraction, and the development of relationships.
- Discuss homophobia and the factors associated with negative attitudes toward homosexuality.
- Identify and discuss current techniques of contraception along with fertility problems.
- Discuss the sexual behavior of adults.
- Examine the medical, relational, and stress factors related to sexual dysfunction. 1
- Learn the facts and fallacies about sexually transmitted diseases. 1
- Identify the continuum of behaviors related to paraphillias. 1
- Examine sexual coercion and violence.

#### **HNRS 3115V. Service Learning through Civic Engagement**

##### **3 Credits (3)**

This class focuses on academic service learning through Civic Engagement. Academic service learning is a high impact form of pedagogy that integrates community-based service or outreach with classroom instruction to enhance both student learning and promote values of constructive civic engagement. This project-based class is designed to help make linkages between the academic world and the community by providing students with a supervised experience implementing service activities to meet an identified community need. Students learn about the world and the importance of their involvement in working with vulnerable, marginalized populations and the barriers these populations experience. Such barriers are legal, historical, related to discrimination and biases, misinformation, and etc. From explorations of root causes of problems and the development of objectives to the challenges of implementation and assessment, students will be

encouraged to think more critically about social problems and the complexity of identifying lasting solutions.

**Prerequisite:** 3.5 GPA for continuing students, 3.75 for incoming High School students, and/or Crimson Scholar status.

#### **Learning Outcomes**

1. Describe the process required to assess real world community problems.
2. Clarify short- and long-term goals and objectives for any project.
3. Synthesize and analyze information to solve a complex problem that have multiple solutions.
4. Apply knowledge and concepts to new situations.
5. Identify, analyze, and reflect on core concepts related to service learning and constructive civic engagement.
6. Reflect on their service to enhance their personal development as active citizens.
7. Successful engagement with a local community organization that serves vulnerable populations.

#### **HNRS 314. Successful Fellowship Writing**

##### **1 Credit (1)**

Provides scholars with hands-on skills to complete proposals for scholarships and fellowships, such as the Truman, Rhodes, Marshall, Goldwater, Udall, and others. Other skills include how to write resumes, develop general research skills, and find grant and foundation sources.

#### **HNRS 317V. Cultural Lessons on Nazism**

##### **3 Credits (3)**

Examination of the values and cultural manifestations of fascism in the period 1918-45 with multidisciplinary emphasis on European forms of fascism, particularly German Nazism. Course features a survey of literary, dramatic, poetic, cinematic, and artistic treatments of human behavior leading up to fascism, living under fascist rule, and coming to grips with the consequences of war and genocide.

#### **HNRS 318V. The World of Cinema**

##### **3 Credits (3)**

Appreciation of the art of motion pictures as world-wide medium specific to national cultures. Refinement of cinematic literacy and critical viewing skills. Historical and thematic overview emphasizes collaborative nature of medium in various genres from 1895 to present. Selected films from different periods and different countries. Substantial library research projects.

#### **HNRS 321V. Agriculture in an Interconnected World**

##### **3 Credits (3)**

Study of the impact of agriculture on cultural and social systems, with special emphasis on twentieth century urban development.

#### **HNRS 324V. Science and the Arts: Theatre and Story**

##### **3 Credits (3)**

This course examines present day relations between the sciences and the representation and communication of science, especially in connection with theatre, narrative fiction, and autobiography.

#### **HNRS 325V. Insects, Humans, and the Environment**

##### **3 Credits (3)**

Overview of the interactions of the world's largest group of organisms with humans. Emphasizing the role of insects in the development of human cultures, including health, food and fiber production, art, music, and environmental issues; with discussions of historic, present-day, and future impacts in underdeveloped, developing, and developed civilizations. Students with an Honors designation will have additional assignments that require them to synthesize information from primary literature sources.

#### **Learning Outcomes**

1. Students will gain sufficient knowledge in the prevalence and magnitude of insects in the world and their interactions with humans.
2. Students will learn how insects influence development of human culture, art, music, and environmental issues.
3. Students will conduct assignments and final projects that further enhance their knowledge of insects in the environment and how to collect samples through independent projects.
4. Students with an Honors designation will have additional assignments that require them to synthesize information from primary literature sources.

#### **HNRS 326V. Art and Mythology**

##### **3 Credits (3)**

Mythological figures, past and present, in the visual arts. Through iconographical studies (attributes and symbols), trace the development of visual traditions that evolved from the literary sources of classical Mediterranean mythology.

#### **HNRS 328V. Rock History: 20th Century Popular Music**

##### **3 Credits (3)**

Evolution of popular music in the 20th Century. Examines the history of popular music conventions, influences, and breakthroughs through the 20th Century. Topics include the originations of major music styles and their evolution as cultivated by key artists, scientific advancements, and sociopolitical change, contextualized within the contemporaneous history. Of particular concern are the influences of groundbreaking artists; the effect of evolving playback electronics, recording devices, and musical instruments; and the interplay between music and economic depression, war, civil rights, sexual revolution, and other sociopolitical events. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Develop active listening skills by using the various book listening guides and homework assignments/listening projects.
2. Recall the names of major performers and recordings from each style period of popular music, offer specific work examples, and develop a general understanding of the evolutionary nature of popular music as it moves through the various large style periods surveyed in the textbook.
3. Apply terminology learned throughout the class to your active listening experiences.
4. Apply the skills you learn from the textbook and through homework assignments to independent listening experiences.
5. While totally subjective, using your learned active listening skills, develop your own aesthetic for what you like and don't care for from the numerous genres found throughout the various periods of popular music. (Don't worry; there's no "wrong" answer here!)
6. Develop a broader worldview of the possible future for popular music and explore a broader range of musical styles beyond the mainstream.

#### **HNRS 335V. Legal Issues in Modern Society**

##### **3 Credits (3)**

Case study approach to contemporary legal problems involving environment, consumer protection, international law, corporate responsibility.

#### **HNRS 336V. Testimonios from the Borderlands**

##### **3 Credits (3)**

This course is about the testimonios (testimonios) and autobiographical writings about and by Latinas in the United States. Life stories are told through many forms: "testimonios," memoirs, autobiographies and

autobiographical fiction, oral histories and short stories, poetry and poetic prose pieces, essays, and audio-stories. The course focuses on testimonios as method, epistemology, and pedagogy. Among the questions we will examine will be those concerning knowledge production, sexual politics, the mind-body-spirit connection, voice, representation, and truth. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. The course focuses on testimonios as method, epistemology, and pedagogy. Among the questions we will examine will be those concerning knowledge production, sexual politics, the mind-body-spirit connection, voice, representation, and truth.

#### **HNRS 341V. The Old Testament as Literature**

##### **3 Credits (3)**

Old Testament surveys a portion of the thirty-nine canonical books of the Old Testament from a literary approach, centered on the so-called historical-critical method that developed in the 19th C under such figures as Julius Wellhausen. Higher criticism of the texts, their sources, authorship, dating and interdependency has led to deepened insights as well as scholarly conflict. In addition, we will examine several apocryphal books that have continuing importance in our understanding of Old Testament. We will read the Old Testament along with an introduction and some supplementary materials.

#### **HNRS 347V. World Dance**

##### **3 Credits (3)**

Examination of dance forms from a cross-cultural perspective, focusing on the role of dance in different cultures around the globe. Same as DANC 3510V with differential assignments for Honors students. May be repeated up to 3 credits.

#### **HNRS 348V. Comparative Mythology: Myth, Ritual, and the Life Cycle**

##### **3 Credits (3)**

Exploration of the central myths of several religious traditions and investigation of how each, through ritual, has given meaning to key moments in the journey of the individual through life.

#### **HNRS 353V. Justice without Prejudice**

##### **3 Credits (3)**

Exploration of central questions about race, ethnicity, and justice. Students will learn to argue persuasively from different perspectives, both orally and in writing. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Through this course, we will explore the diversity and commonality of Latina/x experiences. We will each write our own scripts, narrate them, scan and apply images to the narration and add music and special effects.

#### **HNRS 370V. Design: The Creative Act**

##### **3 Credits (3)**

Explores the nature of design and what it means to design in various diverse media. Included are creative efforts in writing, art, music, and technology. Commonalities and differences are considered.

#### **HNRS 374V. The European City: History and Culture**

##### **3 Credits (3)**

Historical overview of development, growth, and culture of European cities.

#### **HNRS 378V. Technology and Policy**

##### **3 Credits (3)**

Study of the processes through which society sets goals for science and technology, of the allocation of resources needed to achieve these goals, and of the obligations and conflicts that develop as the goals are realized. International comparisons of public policies.

#### **HNRS 381V. Economic Development of Latin America**

##### **3 Credits (3)**

Economic analysis of problems related to development in Latin America, including the agrarian problem, debt and austerity programs, industrialization, inflation and unemployment, the drug trade, U.S.-Latin American relations, development strategies. Also individual countries' problems.

**Prerequisite(s):** 3.2 cumulative GPA.

#### **HNRS 387V. Comparative Perspectives on Women**

##### **3 Credits (3)**

The history, antecedents, and consequences of sex and gender systems around the world from the perspective of sociology, anthropology, and psychology. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Identify and evaluate multiple scholarly approaches to the study of gender and identity.
2. Develop and employ analytical and critical thinking skills.
3. Demonstrate proficiency in oral and written communication.
4. Understand and demonstrate ability in discuss the complicated ways in which political/economic/cultural sites discipline/produce subjects and the ways in which power emerges to create intersectional barriers and concerns (overlaps in institutional sexism/racism, etc).
5. Integrate and synthesize knowledge of gender-related topics in a scholarly research paper.

#### **HNRS 388V. Leadership and Society**

##### **3 Credits (3)**

Exploration of the multifaceted nature of leadership in modern society through readings and seminar discussion. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will gain understanding of ethical principals of leadership.
2. Students will be able to apply ethical principals of leadership.
3. Students will be able to identify differing ways of enacting leadership across different cultures.

#### **HNRS 390V. Worlds of Buddhism**

##### **3 Credits (3)**

This course is an introduction to Buddhism and its contribution to the formation of (East) Asian cultures. It provides students with Buddhist and (East) Asian "case studies" - i.e., examples of the ways in which Buddhism has influenced, and has been influenced by, the region's various cultural and social milieus over time. The course is designed to offer opportunities to critically reflect on Buddhism as a transformative philosophical, cultural and individual system. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Use analytic skills in interpreting historical changes and continuity.
2. Critically interpret significant primary texts and/or works of art, and learn how to evaluate varying historical interpretations.
3. Evaluate the chronological and geographic context of important historical events.
4. Identify the social, cultural, and political components of the societies under study in this course.
5. Conduct independent research and synthesize your interests with the required material.

#### **HNRS 394V. Southwestern and Border Literature**

##### **3 Credits (3)**

Introduction to the culturally diverse literature of the American Southwest and borderlands region. Class analyzes evolution of the Southwest concept and considers degree to which the existence of a borderlands culture is manifest in literature.

**Prerequisite:** honors eligibility.

#### **HNRH 400. Honors Capstone**

##### **3 Credits (3)**

Independent-study research and writing project to be carried out under the supervision of a faculty member. Consent of instructor required. May be repeated up to 6 credits.

##### **Learning Outcomes**

1. Students will apply concepts from their discipline in the development and implementation of a capstone research or creative activity project.

#### **HNRH 410. Honors Internship**

##### **3-6 Credits**

Assignments in departments to be supervised by faculty in the area. A cumulative 3.5 GPA is required. May be repeated up to 12 credits.

##### **Learning Outcomes**

1. Students will experience professional development through participating in an internship with a professional organization.

#### **HNRH 4110. U-RISE Seminar**

##### **1,3 Credits**

This course is only available to students in the U-RISE program at NMSU. This course is part of that program. It includes a two-year research education program bolstered by this inclusive and affirming honors seminar series which is built into students' curriculum and a summer internship at a research-intensive institution. Complementary activities are focused on the acquisition of knowledge, skills, and confidence building in five major areas that will prepare undergraduate student researchers to fulfill their potential toward achieving their career goals in biomedical sciences. These include: basic research skills, a quantitative-based approach to analyze and solve problems, scientific communication skills, building professional networks, and development of a science identity. May be repeated up to 12 credits.

##### **Learning Outcomes**

1. Students will be able to clarify their scientific values, interests, strengths and skills.
2. Students will be able to discuss and detail the graduate admission process and requirements to obtain an advanced degree.
3. Students will be able to cultivate a professional network among student peers and faculty at NMSU.
4. Students will be able to articulate (communicate) their scientific knowledge and research skills to a wide range of community audiences (through written and oral presentations – "data blitzes", "elevator pitches," email and social media outlets).
5. Students will be able to represent themselves effectively to prospective graduate programs (through written documents, online presence, and skillful oral communication).
6. Students will be able to identify and research a wide variety of summer research internships and graduate programs.
7. Students will be able to navigate and plan for scientific and professional opportunities at a national meeting.

#### **HNRH 411V. Great Theorems in Mathematics**

##### **3 Credits (3)**

Same as MATH 411V.

**Prerequisite:** Grade of C- or higher in MATH 1531, or grade of B or higher in any upper-division math course, or consent of instructor.

##### **Learning Outcomes**

1. At the end of this course, students will be able to: Describe the history of the development of some key mathematical concepts.
2. Describe the connections between mathematical ideas in different historical periods and places.
3. Recognize the role of abstraction and logic in the progress of mathematics.
4. Describe the contribution of mathematics to culture and science in different historical eras.
5. Determine if a mathematical conjecture is correct and provide rigorous written mathematical justification.
6. Provide sound, complete and clear mathematical arguments involving simple calculations, geometric constructions, and/or written mathematical proofs.
7. Communicate mathematical ideas, both written and orally.

#### **HNRH 412. Medical College Admission Test Preparation**

##### **3 Credits (3)**

This course prepares students to optimize their performance on the Medical College Admission Test that is required for admission to medical schools throughout North America. This course should be taken only after completing requisite courses in biology, chemistry and biochemistry, physics, health sciences, and appropriate social science electives.

**Prerequisite(s):** Completion of basic courses in STEM, health sciences and behavioral sciences.

#### **HNRH 413. Medical Shadowing**

##### **1-3 Credits (1-3)**

For students who are shadowing medical professionals this course will provide academic credit for completion of this experience. May be repeated up to 9 credits.

##### **Learning Outcomes**

1. Students will experience the medical profession through shadowing a medical professional.

#### **HNRH 415. Internship: Non-Capstone Practicum**

##### **1-6 Credits (1-6)**

In this class students will be working to gain professional experiences by extensively immersing yourself in a professional setting. Students will be required to 1) complete all pre and post paperwork and requirements, 2) complete their placement hours, and 3) complete a weekly reflection prompt. May be repeated up to 6 credits.

##### **Learning Outcomes**

1. Demonstrating understanding of professional customs and practices.
2. Organizing and maintaining information.
3. Applying knowledge to the task.
4. Serving clients and stakeholders.
5. Negotiating and arriving at a decision.
6. Working with diversity/diverse populations.
7. Identifying, understanding, and working with professional standards.
8. Improving problem-solving and critical thinking skills.
9. Monitoring and correcting performance. 1
10. Exercising leadership. 1
11. Behaving professionally and ethically. 1
12. Listening effectively. 1
13. Dressing appropriately. 1
14. Addressing colleagues and superiors appropriately. 1
15. Allocating time effectively. 1
16. Adapting effectively to changing conditions. 1



17. Participating as a member of a team. 1
18. Developing appropriate workplace attitudes. 1
19. Understanding and managing personal behavior and attitudes. 2
20. Developing individual responsibility.

#### **HNRS 420. Independent Studies**

##### **1-3 Credits**

Directed, individual studies and projects.

**Prerequisites:** consent of instructor and honors eligibility.

#### **HNRS 421. Special Topics**

##### **1-3 Credits (1-3)**

Course will be cross-listed with HNRS 521/HNRS 421 Special Topics.

##### **Learning Outcomes**

1. Students will experience different courses with professors or mentors from across NMSU.

#### **HNRS 422. Directed Research**

##### **3 Credits (3)**

Individual research projects supervised by faculty advisers. Consent of instructor required. May be repeated up to 12 credits.

##### **Learning Outcomes**

1. Students will learn how to conduct research or complete a creative activity with a mentor.

#### **HNRS 4222. Research and Writing**

##### **3 Credits (3)**

Workshop format designed to prepare students for research and writing associated with production of an honors thesis or a major research assignment. Does not count for general education or honors certification credit.

##### **Learning Outcomes**

1. Students will conduct research on multiple topics with mentors.
2. Students will learn how to write up results from research they conduct.

#### **HNRS 4230. McNair Engaged Scholar Junior Session I**

##### **1 Credit (1)**

This is one of a series of courses designed to prepare McNair Scholars for competitive, successful application to graduate/Ph.D. programs in their field of choice. Combining personal exploration and engagement with faculty narratives in a cohort-based learning environment, students will begin the process of exploring pathways and critical steps to their doctoral degree. By the end of the course students will have secured a faculty mentor and developed a final draft of a research proposal in preparation for the McNair Summer Immersive Research Internship.

##### **Learning Outcomes**

1. Demonstrate an increased understanding of the meaning, value, and steps to attain a doctoral degree.
2. Demonstrate understanding of key concepts and best practices in the Faculty Mentor relationship.
3. Demonstrate understanding of required elements of the Research Proposal.

#### **HNRS 4231. McNair Engaged Scholar Junior Session II**

##### **2 Credits (2)**

This is one of a series of courses designed to prepare McNair Scholars for competitive, successful application to graduate/Ph.D. programs in their field of choice. Combining personal exploration and engagement with faculty narratives in a cohort-based learning environment, students will begin the process of exploring pathways and critical steps to their doctoral degree. By the end of the course students will have secured

a faculty mentor and developed a final draft of a research proposal in preparation for the McNair Summer Immersive Research Internship.

##### **Learning Outcomes**

1. Demonstrate an increased understanding of the meaning, value and steps to attain a doctoral degree.
2. Demonstrate understanding of key concepts and best practices in the Faculty Mentor relationship.
3. Demonstrate understanding of required elements of the Research Proposal.

#### **HNRS 4330. McNair Engaged Scholar Senior Session I**

##### **2 Credits (2)**

This is one of a series of courses designed to prepare McNair Scholars for competitive, successful application to graduate/Ph.D. programs in their field of choice. Continuing exploration of their research interests and related graduate programs, students will begin the process of applying to graduate programs in their field of interest. By the end of the course students will have identified and completed the application materials and submitted complete applications with attendant materials by each institution's application deadline.

##### **Learning Outcomes**

1. Demonstrate an understanding of the meaning, value and opportunities of academic conferences and networking.
2. Demonstrate understanding of key concepts and best practices in the graduate application process.
3. Demonstrate understanding of required elements and key concepts of research presentations and communicating your research.

#### **HNRS 4331. McNair Engaged Scholar Senior Session II**

##### **1 Credit (1)**

This is one of a series of courses designed to prepare McNair Scholars for competitive, successful application to PhD/ graduate programs in their field of choice. Students will continue exploration of their research interests and communicate their work through presentations. They will explore factors influencing selection of doctoral program offers. Students will also continue exploring differences between undergraduate and graduate education/culture and learn strategies for navigating these differences as they prepare for transition to their own graduate programs.

##### **Learning Outcomes**

1. Demonstrate an increased understanding of differences between undergraduate and graduate education settings, and strategies to address inherent challenges in the transition to the graduate education environment.
2. Demonstrate an understanding of required elements and key concepts of research presentations and communicating your research.
3. Demonstrate an understanding of the meaning, value and opportunities of academic conferences and networking.

#### **HNRS 450V. The Sundt Honors Seminar**

##### **3 Credits (3)**

The Sundt Honors Seminar is a unique, experience-based, interdisciplinary seminar developed and taught by the holder of the Sundt Honors Professorship for the year. The subject of the course will vary according to the discipline of the Sundt Professor. The course may include a travel experience related to the seminar topic, hosting of outside specialists, or other unique activity. May be repeated up to 6 credits.

**Learning Outcomes**

1. The Sundt Honors Seminar is a unique, experience-based, interdisciplinary seminar developed and taught by the holder of the Sundt Honors Professorship for the year.
2. The subject of the course will vary according to the discipline of the Sundt Professor.
3. The course may include a travel experience related to the seminar topic, hosting of outside specialists, or other unique activity.

**HNRS 521. Special Topics**

**1-3 Credits (1-3)**

Course will be cross-listed HNRS 521/HNRS 421 Special Topics. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will experience different courses with professors or mentors from across NMSU.