

Douglas Honors College Courses

DHC 140, 141. Douglas Honors College Humanistic Understanding I and II (5,5). Variable topic. Courses in the humanities focuses on the analysis and interpretation of human stories of the past, present and future in order to understand the processes of continuity and change in individuals and cultures through both documented and imaginative accounts.

Learner outcomes for Humanistic Understanding:

- Students will be able to examine ways in which beliefs and values affect interpretations of experience and events.
- Students will be able to reason about causes and effects within historical contexts and across historical periods.
- Students will be able to analyze the interrelatedness of human concerns.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

DHC 150, 151. Douglas Honors College Aesthetic Experience I and II (5,5). Variable topic. Courses in this area explore questions about the nature of art; to understand, interrogate, and engage in the creative process; and to explore the connections between art, culture, and history.

Learner outcomes for Aesthetic Experience:

- Students will be able to participate in imaginative/artistic production.
- Students will be able to explain aesthetic experiences and expressions within their historical, artistic, and cultural traditions .
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.

DHC 160, 161. Douglas Honors College Physical/Biological Systems I and II (5,5). Variable topic. Courses in this area study physical and life systems, provide basic methods for rigorously describing the natural world, or treat social, economic, technological, ethical or other implications of natural phenomena.

Learner outcomes for Physical/Biological Systems:

- Students will be able to apply scientific methods and forms of inquiry and to describe phenomena and predict consequences.
- Students will be able to use knowledge of basic scientific disciplines to examine large and complex physical and life systems.

- Students will be able to use knowledge of basic scientific disciplines to make informed decisions and address issues of human concern.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.
- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

DHC 250, 251. Douglas Honors College Social and Behavior Dynamics I and II (5,5).

Variable topic. Courses focus on how individuals, cultures, and societies operate and evolve and introduce disciplined ways of thinking about individuals and groups.

Learner outcomes for Social and Behavioral Dynamics:

- Students will be able to reason about principles of human behavior for understanding self and others.
- Students will be able to examine implications of participation in social groups and institutions to inform ethical interaction.
- Students will be able to use apply critical thinking to specific situations involving personal and community decision-making.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.
- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.

DHC 260, 261. Douglas Honors College Cultural Studies I and II (5,5). Variable topic.

Courses focus on negotiating cultural differences by applying appropriate patterns of understanding and behavior in culturally diverse settings. Courses focus on one or more non-dominant cultures or peoples of the United States.

Learner outcomes for Cultural Competence:

- Students will be able to demonstrate a capacity for cultural self-assessment.
- Students will be able to observe and analyze the dynamics of cultural interaction.
- Students will be able to critically evaluate evidence of institutionalized cultural assumptions as they affect individuals and groups.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.

- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.

DHC 270. Douglas Honors College Integrated Learning (5). Variable topic. Courses take an interdisciplinary approach to examining social, economic, technological, ethical, cultural or aesthetic implications of knowledge. In addition to department courses that embrace multiple disciplines, these opportunities include learning community, service learning, and international studies courses.

Learner outcomes for Integrated Learning:

- Students will be able to develop an appreciation for the interconnectedness of modes of inquiry across disciplines.
- Students will be able to identify and explore connections between or among different disciplines to explain or inquire about phenomena.
- Students will be able to solve problems that require multidisciplinary approaches.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.
- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.

DHC 380. History of Science (5). Introduction to major themes in the history of science. Investigation of historical and scientific methods through the study of particular historical cases.

Learner outcomes for History of Science:

- Students will describe the historical development of the scientific process.
- Students will recognize the essential elements of a scientific investigation.
- Students will apply the methods of scientific inquiry to issues of contemporary relevance.