

PIERRE LACLEDE HONORS COLLEGE

University of Missouri – St. Louis
Fall 2026 Courses

AHG fulfills Core: American History & Government requirement; **CP** fulfills Core: Communication Proficiency; **GA** fulfills Global Awareness requirement; **GP** fulfills Global Perspectives requirement; **H** fulfills Explore: Humanities/Fine Arts requirement; **FA** fulfills Explore: Humanities/Fine Arts requirement; **IL** fulfills Core: Information Literacy; **MP** fulfills Core: Mathematics Proficiency; **MS** fulfills Explore: Math/Natural Science requirement; **NS** fulfills Explore: Math/Natural Science requirement; **SS** fulfills Explore: Social Science requirement; **WC** fulfills Writing Certificate requirement.

HONORS 1100 -001 #10421

Freshman Composition

MWF 11:00-11:50 Haley, C. Villa 155
In-Person

HONORS 1100 -002 #10422

Freshman Composition

TR 11:00-12:15 TBD Villa 155
In-Person

HONORS 1100 -003 #11574

Freshman Composition

MWF 12:30-1:20 Haley, C. Villa 155
In-Person

Honors Freshman Composition: This course, the first in the Honors College writing sequence, is required and should be taken during freshman year. Through formal and informal writing assignments, discussion, instruction, and research, students will improve their critical reading, thinking, and writing skills, and their research techniques. The course is designed to help students meet the rigorous challenges of college writing across the disciplines by emphasizing intellectual inquiry, logic, style, correct and concise expression, and formal research and documentation. Students will write 4 to 5 formal papers, and informal reading and writing assignments will be required.

HONORS 1110 -001 #13963 (H)

Western Traditions: Humanities

TR 9:30-10:45 Munn, E. C307 PH
In-Person

10 Arguments You Should Know: Thinking is great (so I'm told), but what exactly should we think about? In this course, we will explore ten arguments, or maybe a few more if we are ambitious, that are simply good to know. This is not a list of the ten best arguments ever made. And there is no agreement about whether these arguments are ultimately correct. But this is a collection of arguments that matter, both in philosophy and, I would argue, more generally. As we work through these arguments, we will spend time figuring out what philosophers mean by an "argument," how arguments work,

what makes them stronger or weaker, and why they have played such an important role in human thought. The main goal, however, is practical: by the end of the course, you should be able to understand what these arguments are saying and evaluate whether they make sense. Some of the arguments might be a little familiar. For example:

1. Descartes' "I think, therefore I am"
2. Classic proofs for the existence of God
3. Why the claim that "truth is impossible" undermines itself
4. Plato's argument that the good is prior to the gods
5. Why money and pleasure cannot be the fundamental goal of life, in its many versions

We will also take on some less familiar arguments with excellent names, such as the Brain in a Vat, Neurath's Ship, and the Trolley Problem. The goal throughout is straightforward: to understand these arguments clearly and decide whether they hold up. Developing this skill turns out to be useful not just in philosophy, but in almost everything you do.

HONORS 1120 -001 #13902 (FA)

Western Traditions: The Arts

TR 12:30-1:45 Ostercamp, N. 305 Clark Hall
In-Person

Listening to Jazz: This Honors course explores jazz as an American art form that reshaped modern music. Students will discover the masters of jazz from the early 20th century to today, tracing how sounds born in clubs, jam sessions, and concert halls transformed musical culture. Through discussion of historical contexts and focused listening, students will develop aural recognition skills and learn to identify key elements such as history, style, personnel, melody, rhythm, and improvisation. During class, students will listen to a work and comment on their observations. No prior musical training is required—just curiosity, careful listening, and a willingness to engage with the music. **(Same as MHLT 1201).**

HONORS 1150 -001 #11670 (NS)
Western Traditions: The Sciences
T 12:30-3:00 Bueltmann, J. Benton 231
In-Person

Honors Human Biology: This course will explore the human body's structures, functions, and mechanisms. Students will learn fundamental biological concepts including cell structure, body systems, and human physiology through real-world application and collaborative learning. **While this class is not cross-listed, it will count as Human Biology for Honors students.**

HONORS 1200 -001 #10423 (H)
Freshman Symposium: Cultural Traditions I Humanities
MWF 11:00-11:50 Sieger-Walls, L. Seton PH
In-Person

HONORS 1200 -002 #10424 (H)
Freshman Symposium: Cultural Traditions I Humanities
MWF 12:30-1:20 Sieger-Walls, L. Seton PH
In-Person

HONORS 1200 -003 #12640 (H)
Freshman Symposium: Cultural Traditions I Humanities
TR 9:30-10:45 Wilson, R. LeGras PH
In-Person

HONORS 1200 -004 #12814 (H)
Freshman Symposium: Cultural Traditions I Humanities
MWF 9:30-10:20 TBD Seton PH
In-Person

HONORS 1202 -001 #10440 (SS)
Freshman Symposium: Cultural Traditions I Soc. Sciences
TR 12:30-1:45 Schiessl, C. Seton PH
In-Person

HONORS 1202 -002 #10441 (SS)
Freshman Symposium: Cultural Traditions I Soc. Sciences
TR 2:00-3:15 Schiessl, C. Seton PH
In-Person

Cultural Traditions I: Cultural Traditions I explores what it means to be engaged and thoughtful citizens of the world by reflecting on influential texts from diverse Western and non-Western cultures that shaped the ancient and early modern world. Readings examine ways in which people have sought meaning in their lives, searched for happiness, and negotiated the problems and differences that have divided them. The course provides a foundation for students' learning, focusing on the development of critical reading, writing, communication and research skills at the heart of the honors curriculum. By engaging students in experiences beyond the classroom at campus events and in service opportunities in the St. Louis community, focusing on shared texts and assignments across all course sections, and partnering each class with peer mentors, Cultural Traditions develops a strong honors community dedicated to nurturing each student's academic success.

HONORS 1231 -001 #13738 (AHG)
American Traditions: Honors Intro to American Politics
MW 12:30-1:45 Herrick, C. C309 PH
In-Person

Honors American Politics and Government: It was Aristotle who said that "...man is by nature a political animal." Therefore, whether we acknowledge it or not, politics shapes nearly every aspect of our lives. This course introduces students to the fundamentals of American government and politics, with particular attention to the organizational structure, institutions, processes, and actors that together constitute the U.S. government. Beyond learning foundational knowledge, students will practice analyzing and evaluating issues and public policies with a critical lens. The course seeks to both spark enduring interest in American politics and to cultivate thoughtful, informed citizens who make choices grounded in careful reasoning. **While this class is not cross-listed, it will count as Intro to American Politics for Honors students.**

HONORS 1310 -001 #13723 (GP, H)
Non-Western Traditions: Humanities
TR 3:30-4:45 Quiring, A. Seton PH
In-Person

Global Horror Fiction: This course features stories of hauntings, monsters, and darkness to explore the fears and obsessions of cultures around the world. From haunted Tokyo apartments to decaying estates in rural Mexico, from war-torn Baghdad to modern Lagos, we'll examine how horror reflects anxieties about gender, colonialism, violence, and the supernatural. What fears transcend borders—and which are shaped by history and place? Who creates monsters, and who becomes one? We'll explore these questions through fiction from Nigeria, Japan, Iraq, Mexico, and the Blackfoot Nation, emphasizing close reading, discussion, research, analysis, and shivers down your spine.

HONORS 1330 -001 #13906 (GP, SS)
Non-Western Traditions: Social Sciences
MW 9:30-10:45 Weber, K. C307 PH
In-Person

Men and Women in Non-Western Pop Culture: With the hit TV show Squid Game, the chart-topping of BTS, a Korean boy band, and the recent accolades (and Academy Award nods) for films like Drive My Car and Parasite, Asian popular culture seems to be having a moment. That perception would not be true, however. From the popularity of "Gangnam Style" in 2012 to the increased presence of Asian films and television on streaming services available to Americans and even as far back as the popularity of Pokémon since the early 2000s, Asian popular culture has long since built a solid fanbase in the US and worldwide for decades. Yet the music, film, and television are not just popular; the lyrics and the dancers and actors appearing in them represent specific ideas of the kinds of gender roles writers, performers, and audiences value in women, men, and third gendered people. We will use popular culture as a lens to examine the construction of gender roles in

Asia and what they can tell us about the gendered values of those cultures. We will consider issues of gender and sexuality, their intersection with the local history and politics of different nations and governments, and how they appear in the films, music, and television of various Asian nations. Subjects of study include Bollywood musicals, Japanese horror films, Korean dramas and pop music, and Thai comedy films.

HONORS 2001 -001 #12460 (CP)
Topics in Communication Proficiency
MW 11:00-12:15 Rosenberg, M. 206 Lucas Hall
In-Person

Honors Public Speaking: Honors Public Speaking acquaints students with principles of speaking before an audience. Theories and techniques of organization, evidence, persuasion and delivery are covered with emphasis on ethics and critical thinking. Applying speaking and listening skills to prepare for the workplace or community involvement are emphasized. Students will:

- Demonstrate ethics and integrity in public speaking, as a speaker and an audience member.
- Practice comprehensive and critical listening, and analysis of public speaking messages.
- Gain experience conducting audience analysis and research to compose relevant, logical public speaking messages.
- Effectively organize, construct, and deliver informative and persuasive messages in a variety of public speaking contexts.
- Exhibit proficiency in the verbal and nonverbal aspects of delivering a speech individually, in pairs, and in small groups.

This interactive class is useful and suitable for all majors.
(Same as Communication 1040-002).

HONORS 2001 -002 #13977 (CP)
2030 -004 #13978 (SS)
Topics in Communication Proficiency
W 4:00-6:30 Petty, C. LeGras PH
In-Person

Strategic Voices: How Communication Creates Effective Organizations: This course familiarizes students with the theoretical approaches of communication within organizations. Students will examine the structures and processes within organizations, develop a deeper understanding of workplace communication, and explore how it enhances an organization's effectiveness at all levels. Students gain experience in group communication through technology-mediated and face-to-face interactions and understand how leadership plays a significant role in effective communication, both internally and externally, which is crucial to an organization's success. Students will have opportunities to express their ideas, develop communication strategies, and to analyze and evaluate their ideas, those of classmates, and real-world examples to develop leadership communication skills with group and individual projects. By the end of the course, students will be able to craft and deliver

clear, purposeful, and diverse audience-specific messages—including oral presentations—and communicate effectively in group settings by listening, reflecting, and responding in context. **Students have the option to take the course for Core: Communications Proficiency credit (2001-003) or Explore: Social Sciences credit (2030-004).**

HONORS 2002 -001 #13166 (IL)
2040 -001 #13162 (MS)
Topics in Information Literacy
TR 12:30-1:45 Koc, N. 107 ESH
In-Person

Honors Introduction to Computing: This course provides an introduction to the concepts of computation, problem solving, and computer systems. It covers fundamental programming constructs, basic data types, and modularization using a modern high-level language. Problem solving skills are developed through a progression of programming projects. **To enroll in this class, students should have completed Math 1030 with a B- or higher or have concurrent enrollment in Math 1100 or 1800. Students have the option to take this course for either Core: Information Literacy credit (2002-001) or Explore: Math/Natural Science credit (2040-001). (Same as Computer Science 1250-001).**

HONORS 2002 -002 #13907 (IL)
2030 -002 #13908 (SS)
Topics in Information Literacy
MW 3:30-4:45 Ruffus-Doerr, A C309 PH
In-Person

Information Literacy in the Digital Age: Navigating Truth, Trust and Skepticism: This course examines the psychological, social, and technological forces that shape how misinformation, disinformation, and “bullshit” emerge, spread, and take hold in the 21st century. Using research from cognitive psychology, social psychology, media studies, and data reasoning, students will critically analyze why people believe false information, how truth becomes distorted, and what it means to live in a “post-truth” era. We begin by exploring foundational concepts such as truth vs. truthiness, misinformation, half-truths, data misrepresentation, and the cognitive biases that make people vulnerable to misleading claims. Building on the framework of Bergstrom and West’s *Calling Bullshit* curriculum, students will learn strategies for navigating information overload, evaluating scientific claims, and detecting manipulation in statistics, graphics, and visual representations. We then turn to contemporary phenomena including conspiracy theories and the psychological needs they fulfill; the role of polarization, conformity, and identity in belief formation; evangelization movements and persuasive communication; and the influence of digital environments, social networks, and knowledge-sharing platforms in accelerating misinformation. The course concludes with an examination of expertise, trust, and higher-order thinking skills necessary for becoming a critical knowledge consumer and responsible knowledge producer in a complex media ecosystem. **Students have the option to take this course for either Core: Information Literacy credit (2002-002) or**

Explore: Social Sciences credit (2030-002).

HONORS 2003 -001 #13333 (AHG)

2010 -004 #13334 (H)

Topics in American History and Government

TR 2:00-3:15 Dowden-White, P. ESH 005

In-Person

Democracy, Freedom, Equality: Reacting to the Past:

This course consists of elaborate historical simulation games in which students are assigned roles informed by classic texts in the history of ideas. Traditional class sessions are followed by a series of sessions run entirely by students; the instructor leads discussions of readings, advises and guides students and grades their oral and written work. The course offers students a rigorous academic experience in which they conduct historical research, speak, and write extensively. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. The Fall semester will feature two games: America's Founding: the Constitutional Convention of 1787; and Frederick Douglass, Slavery, and the Constitution in 1845. These games explore several topics and themes in a particular historical context, including but not limited to: politics, government, the nation's founding, the constitution, democracy, race relations, and citizenship. These are issues that impact our present society, but to fully grasp history's power, we must step into the past to try to understand how people and circumstances very different from us and our context today shaped ideas and set in motion actions that remade their—and consequently our—world. **Students have the option to take this course for either *Core: American History & Government credit (2003-001)* or *Explore: Humanities credit (2010-004)*. (Same as History 2112-001).**

HONORS 2010 -002 #12291 (H)

Inquiries in the Humanities

MW 11:00-12:15 Corbitt, A. C209 PH

In-Person

Love: Its Nature and Its Challenges: Most of us have a desire to love and to be loved. However, this desire is not commonly matched in strength by a shared definition of love or an ability to articulate what it means to love someone. The overarching question of this course is: "what are the nature and the aims of love?" Under this overarching theme, more questions will arise for us: What is the role of love in living a good life? What is the relationship between love and morality? To what extent do we have rational control over whom we love? Is love unconditional? Must love involve commitment? Crucially, we will also consider some of the socio-political and psychological barriers to love, which contribute to modernity's suspicions about love.

Our objectives will be threefold: 1) We will read, analyze, and evaluate the understandings of love offered to us by prominent voices in the history of philosophy and literature. 2) We will attempt to synthesize elements of these understandings into our own articulated account of love. 3) We will put these accounts of love in conversation with depictions of love we encounter in current art and media, in order to engage with our culture of love more critically. **(Same as Philosophy 1151-002 and Gender Studies 1151-002).**

HONORS 2010 -003 #13159 (H)

Inquiries in the Humanities

MW 2:00-3:15 Schreyer, K. Clark Hall 214

In-Person

Honors Hey Have You Read—Jane Austen?: This course introduces students to the novels of Jane Austen – including *Northanger Abbey*, *Sense & Sensibility*, *Emma*, *Pride & Prejudice*, and *Persuasion* – as both literary works and as windows into the social world of her time. We will study them, in other words, for their structure, language, and genre as well as for their commentary on the manners, ideals, literary tastes, and above all the misdeeds of her society. Assignments will include student presentations, written quizzes, and small group discussions. We'll also view and discuss one or two of the modern cinematic adaptations of Austen's novels. The course aims are: first, to develop a serviceable understanding of the state of the novel in the early 19th century including Austen's innovative and enduring contributions to this literary form; next, to explore the fraught social issues she sought to redress and the difficulties we as readers may have concerning her engagement with, or insouciance toward them; and finally, to gain an appreciation for her place in the canon of British writers and why her work remains worthy of study. **(Same as English 2360-001).**

HONORS 2010 -004 #13334 (H)

2003 -001 #13333 (AHG)

Inquiries in the Humanities

TR 2:00-3:15 Dowden-White, P. ESH 005

In-Person

Democracy, Freedom, Equality: Reacting to the Past:

See the course description for this class under **Honors 2003-001 #13333**. **Students have the option to take the course for *Explore: Humanities credit (2010-004)* or *Core: American History & Government credit (2003-001)*. (Same as History 2112-001).**

HONORS 2010 -005 #13724 (H)

Inquiries in the Humanities

TR 11:00-12:15 Dunaway, B. Seton PH

In-Person

Crime and Punishment: This course will address fundamental conceptual, ethical, and moral issues that arise in the context of the legal system. Topics may include punishment, pretrial detention, the death penalty, acquittal of persons who are legally guilty, plea bargaining, moral obligation to obey the law, and laws restricting civil liberties.

(Same as Philosophy 2252-001 and Criminology 2252-001).

HONORS 2030 -001 #12815 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. LeGras PH
In-Person

Conspiracy Theories: Who Do You Believe?: From the JFK assassination, the attack on 9/11, to the mysterious Area 51, some of the world's greatest mysteries have eluded us. This class attempts to uncover the truth to some of the world's biggest conspiracy theories. We may not find out the full truth, but through debate and discussion we will attempt to look at these conspiracies from different angles and through different lenses to reach our own conclusions. This course is designed to stretch your critical thinking skills on topics such as the Illuminati, 9/11, Covid-19, Princess Diana, and many other conspiracy stories that could be true, or a product of imagination. Fear and corruption have contributed to many conspiracy ideas and with the rise of the internet, anyone can be a conspiracy theorist. Are these people crazy, or are they really onto something big? **(Same as History 2000-002).**

HONORS 2030 -002 #13908 (SS)
2002 -002 #13907 (IL)
Inquiries in Social and Behavioral Sciences
MW 3:30-4:45 Ruffus-Doerr, A. C309 PH
In-Person

Information Literacy in the Digital Age: Navigating Truth, Trust and Skepticism: See the course description for this class under **Honors 2002-002 #13907**. **Students have the option to take the course for *Explore: Social Science* credit (2030-002) or *Core: Information Literacy* credit (2002-002).**

HONORS 2030 -003 #13726 (SS)
Inquiries in Social and Behavioral Sciences
MW 9:30-10:45 Craig, J. C309 PH
In-Person

Honors Intro to Sociology: Honors Introduction to Sociology explores human behavior, social organizations, patterns of social interaction, and social influences on individual conduct. The course is designed around discussion and reflection, encouraging students to dig deep into their own experiences and to challenge conventional norms and understandings. We will uncover how sociology impacts everyday lives and how we are all agents of ever evolving social structures. We will endeavor in this course to make the familiar strange. **(Same as Sociology 1010-003).**

HONORS 2030 -004 #13978 (SS)
2001 -003 #13977 (CP)
Inquiries in Social and Behavioral Sciences
W 4:00-6:30 Petty, C. LeGras PH
In-Person

Strategic Voices: How Communication Creates Effective Organizations: See the course description for this class under **Honors 2001-003 #13977**. **Students have the option to take the course for *Explore: Social Sciences* credit (2030-004) or *Core: Communication Proficiency* credit (2001-003).**

HONORS 2031 -001 #13169 (SS)
Inquiries in Social and Behavioral Sciences
MWF 9:30-10:20 Votaw, K. C209 PH
In-Person

General Psychology: What are the most effective methods to study for a test? What are the meanings of dreams? How do illusions work? These are just a few of the questions that have been asked by psychologists since the birth of the field as an area of scientific research in the 1870s. This course will survey the basic concepts, theories, and pivotal findings over the past 100 years in the science of psychology, with special emphasis on contemporary concepts and findings that focus on the relation of the brain to normal and pathological behaviors. Psychology has long evolved past the psychoanalytic influence to include biological, social, learning, motivational, and developmental perspectives, to name a few. Contemporary psychologists go beyond philosophical or anecdotal speculation and rely on empirical evidence to inform their conclusions. Similarly, students should expect to push beyond pre-existing schemas and misconceptions of the field of psychology and prepare to understand contemporary quantitative research methods as they are used to predict and test human behavior. **While this course is not cross-listed, it will count as General Psychology for Honors students.**

HONORS 2032 -001 #13171 (SS)
Inquiries in Social and Behavioral Sciences
MW 2:00-3:15 Votaw, K. C209 PH
In-Person

Social Psychological Science: Why do people conform to a group? Does racism still exist? How does culture impact one's self-identity? These are just some of the questions asked and answered by social psychologists. This class examines the empirical research behind how people commonly behave under the power of social influence. We will look at classic experiments, alongside contemporary research, to better understand topics such as compliance, prejudice, self-esteem, close relationships, among others. Students will have the opportunity to explore content of their choosing in further depth and demonstrate their ability to "think like a social psychologist" through the creation of "Application Projects" for relevant and hands-on review of the course materials—hopefully to make the world a better place! **While this course is not cross-listed, it will count for Social Psychology for Honors students.**

HONORS 2040 -001 #13162 (MS)
2002 -001 #13166 (IL)
Inquiries in Mathematics and Computing
TR 12:30-1:45 Koc, N. ESH 107
In-Person

Honors Introduction to Computing: See the course description for this class under **Honors 2002-001 #13166**. **Students have the option to take the course for *Explore: Mathematics & Natural Sciences* credit (2040-001) or *Core: Information Literacy* credit (2002-001).** **(Same as Computer Science 1250).**

HONORS 2050 -001 #13327 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Humphries, M. 230 Benton Hall
In-Person

Honors Environmental Biology: This course will examine the biological basis of current environmental problems, with emphasis on resources, energy, pollution, and conservation. Students will investigate and prepare written reports on relevant case studies, including local and more distant environmental disasters. Through group discussions, students will also evaluate primary literature and apply scientific reasoning to current environmental issues, including investigating social aspects of and limitations to the scientific understanding of natural landscapes, logistics, funding, and effective prioritization of conservation efforts. Finally, the class will spend some time enjoying nature: three class meetings will be spent conducting “nature observations” at the Bellerive Bird Sanctuary adjacent to campus (walking distance from the Mark Twain Building). Nature observations entail walking to the sanctuary and observing how the forest changes as summer turns to fall and fall to winter. These activities are designed to enable familiarity with and appreciation for the complexity, interdependence, and cyclic changes of natural ecosystems, as well as the challenges associated with the management of an urban natural area. **(Same as Biology 1202-001).**

HONORS 2080 -001 #12459
Inquiries in Nursing
TR 2:00-3:15 Loyd, V. C307 PH
In-Person

Diversity in Healthcare: A Global Perspective: This course provides an overview of the history of nursing, cultural concepts, and communication principles, as they relate to understanding clients across the lifespan. The scope of practice of the Registered Nurse in a variety of health care settings will be defined and explored. Students will be exposed to computer assisted instruction (CAI) and Internet research methods as integral adjuncts to the teaching/learning process. **While this course is not cross-listed, it will satisfy Nursing 1000 for nursing majors.**

HONORS 2081 -001 #13172
Inquiries in Nursing: Nutrition in Health
TR 11:00-12:15 Li, F. C307 PH
In Person

Nursing Nutrition and Health: This class will study the basic nutritional needs throughout the human life span, with analysis and comparison of alternative approaches to dietary planning. Our assigned readings and class discussions will emphasize the role of nutrition in promotion of health and prevention of illness. Based on the review of literature, analysis of typical dietary intake, and the consideration of individual preferences and lifestyle, the student will develop a personal dietary plan for optimal health, as well as gain useful insights about the importance of health in our society today. This class is useful for students of all majors, particularly Nursing, Education and Psychology, as well as any student who is

interested in his or her own health. **While this course is not cross-listed, it will satisfy Nursing 2000 for Nursing majors.**

HONORS 2310 -001 #13909 (GP, H)
Global Perspectives in the Humanities
TR 9:30-10:45 Muir, S. C309 PH
In-Person

The Fantastic and the Strange: Magical Realism in Latin American and Asian Literature: What would you do if you met your doppelgänger? Or encountered a talking monkey who stole your identity? Magical Realism takes these absurd questions and tries to answer them practically. Magical realism can be defined as the place where the fantastic and the realistic meet in literature. This course will examine Latin American and Asian authors who write within this loosely defined genre and explore the usefulness of such a designation. The course will explore the cultural contexts of these texts and how the genre allows for a deeper exploration of societal and political issues. Authors will include Jorge Luis Borges, Agustina Bazterrica, Haruki Murakami, Bora Chung, and more. Grades will be based on class discussion, essays, weekly reading journals, and one creative project.

HONORS 2310 -002 #13959 (GP, H)
Global Perspectives in the Humanities
MW 2:00-3:15 Shu Curtin, Y. C309 PH
In-Person

Creating Contemporary China: This course examines China from its first revolution in 1911 to its rise as an economic giant today. It covers aspects of China's history, culture, economy, politics, and international relations in the twentieth and twenty-first centuries. Topics in this course include the revolutionary and political upheavals, China under Mao Zedong, Deng Xiaoping and Xi Jinping, foreign relations, social concerns, technology, and popular culture. This course is designed to help students know what has happened to China, understand China today, and develop critical and analytical skills about issues related to China including relations with the US in today's world. The class is seminar style, based in scholarly and news reading, discussion and writing.

HONORS 2330 -001 #13912 (GP, SS)
Global Perspectives in the Social Sciences
R 4:00-6:30 Crowder, C. 103 SCCB
In-Person

Youth Advocacy in St. Louis: This course offers students a hands-on, immersive experience exploring the region's historical and current social issues, such as redlining, population shifts, and the legacy of the killing of Michael Brown. Through a combination of classroom workshops, assigned readings, and weekly news analysis, students will gain a comprehensive understanding of the systemic challenges facing the area. In collaboration with high school youth and in partnership with Youth Advisory Boards sponsored by local legislative offices, students will co-develop and implement a community service project addressing a local issue. The course emphasizes practical application of advocacy skills, including

coalition building, policy brief drafting, and persuasive opinion piece writing. Through direct engagement with local youth, community organizations, and community leaders, students will not only learn about structural barriers in St. Louis, but also develop the tools to influence change at the local, state, and federal levels.

HONORS 3001 -001 #11696 (GA)
3030 -001 #10427
Topics in Global Awareness
MW 2:00-3:15 Herrick, C. C307 PH
In-Person

International Political Economy: This course highlights the interconnections between economic and security issues, and domestic and international issues. The study of international political economy crosses the boundary between economics and political science in the pursuit of understanding behavior, relationships, and change at the global level. This course will examine the theoretical approaches and policy issues in the field of international political economy. In particular, it will focus on the politics of international development, multinational corporations, global trade, financial crises, and monetary relations. It will analyze the relationships between developed and developing countries, and it will assess the relative usefulness of realist, liberal, and critical frameworks for studying international political economy. By applying theory to all the major issue areas in international political economy, this course will teach students to draw connections between theory and practice and develop as critical thinkers and analysts of the global distribution of power and wealth. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-001. (Same as Political Science 3830-001).**

HONORS 3001 -002 #13736 (GA)
3010 -003 #13727
Topics in Global Awareness
M 2:00-4:30 Griesedieck, D. Seton PH
In-Person

International Business Ethics: The class is a seminar requiring active participation by all. There will be a number of written reports and one required oral report, plus a take-home final exam. There is no textbook. We cover all sorts of issues in international business, such as bribery, child labor, global warming, cryptocurrency, etc. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-002. (Same as Philosophy 3286-001 and International Business 3286-001).**

HONORS 3001 -003 #13737 (GA)
3030 -006 #13733
Topics in Global Awareness
TR 3:30-4:45 Costello, M. LeGras PH
In-Person

Role of the Global Corporation: The purpose of this course is to create awareness of the challenges and issues of managing an international business. The class will work in

teams based on the public reporting regions of a global multinational entity to explore and report on the business and ethical issues in that reporting region. Students will gain a better understanding of the challenges of operating globally and of criticism of international business to be better prepared for dealing with these challenges and issues. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-003. (Same as International Business 3285-001).**

HONORS 3010 -001 #11672
Advanced Honors Seminar in the Humanities
M 2:00-4:30 Delston, J. LeGras PH
In-Person

Medicine, Values & Society: In this course, we will cover central issues in bioethics. Topics include autonomy, informed consent, the ethics of research and clinical trials, race, reproductive control, and scarcity. Through the lens of foundational ethical theories, we will explore contemporary medical practice in depth. This class will provide an advanced survey of current medical ethics, an opportunity to look carefully at key concepts, and allow us to develop philosophical skills. **(Same as Philosophy 2258-001 and Philosophy 3320-001).**

HONORS 3010 -002 #12912
Advanced Honors Seminar in the Humanities
MW 11:00-12:15 Gerth, D. C307 PH
In-Person

The Cinema of Alfred Hitchcock: Alfred Hitchcock is one of the most recognizable and studied filmmakers in cinema history. His influence continues to shape contemporary directors such as Jordan Peele, Guillermo del Toro, and David Fincher, even as 2026 marks the 50th anniversary of the final film he directed. What makes Hitchcock's films so memorable, suspenseful, and enduring decades later? This course examines several of his most acclaimed works through key film studies concepts, including pure cinema, montage, the male gaze, and auteur theory. We will also situate these films within their broader contexts: Hitchcock's life and career, the industrial history of filmmaking, his cultivation of a public persona at a time when directors were rarely celebrities, and the dominant ideologies of his era—as well as ours. Along the way, we will ask recurring interpretive questions: Why do birds signify death? Why is eating associated with chaos rather than community? Why do staircases represent discovery and knowledge? Why is motherhood so often linked to villainy? Why is homosexuality coded as villainous—and why do audiences find these characters so compelling? Why are eyeglasses tied to moral vision? Why construct a feature film as a single shot (*Rope*) or confine it to one tiny setting (*Lifeboat*)? Through close analysis, students will explore the richness, contradictions, and lasting power of Hitchcock's motifs and themes. Films include *Psycho*, *Vertigo*, *Rear Window*, *Notorious*, *Rope*, and others.

HONORS 3010 -003 #13727**3001 -002 #13736 (GA)****Advanced Honors Seminar in the Humanities****M 2:00-4:30****Griesedieck, D. Seton PH**In-Person

International Business Ethics: See the course description for this class under **Honors 3001-002 #13736. Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-002.**

HONORS 3020 -001 #13728**Advanced Honors Seminar in the Fine and Performing Arts****F 2:00-4:30****Adams, A.****C209 PH**In-Person

Advanced *Bellerive*: This course is open to sophomore- to senior-level students who are interested in the production of our annual literary publication, *Bellerive*. The class will focus on various components of publishing, including reading and selecting works to be published (poetry, prose, academic writing, art, and music), copy editing, communicating with submitters, layout design, digital works, and the marketing and sales of the publication. Individuals in the class will choose which areas of production best suit their interests and abilities by working on one of four committees—editing, art, layout, or public relations. Students' grades will be based upon their individual contributions to the publication process, including committee work, and their participation in writing assignments such as discussion board posts or short essays. This issue of *Bellerive* will launch in February 2027. Students are highly encouraged to participate in this celebration. Finally, please note that all submissions will be distributed to the class directly as submitted and are not prescreened. Difficult topics and provocative content will be discussed inside the classroom through mature conversation. **(Same as Honors 4900-007).**

HONORS 3030 -001 #10427**3001 -001 #11696 (GA)****Advanced Honors Seminar Social & Behavioral Sciences****MW 2:00-3:15****Herrick, C.****C307 PH**In-Person

International Political Economy: See the course description for this class under **Honors 3001-001 #11696. Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-001. (Same as Political Science 3830-001).**

HONORS 3030 -002 #13729**Advanced Honors Seminar Social & Behavioral Sciences****TR 9:30-10:45****Schiessl, C.****Seton PH**In-Person

The Historical Memory of Nazi Germany and the Holocaust in the United States: This course provides a systematic introduction not to the history of Nazi Germany and the Holocaust as such, but these events' perception and discussion in the United States from the beginning of World War II to the current day. This class will, therefore, delve into

the striking evolution of Holocaust consciousness in the United States. The course will try to elucidate how Americans have tried to understand the Nazis and their heinous crimes, and how they came to use the Holocaust to gain meaning for their own past. As such we will delve into questions such as: When was the term "Holocaust" used for the first time and why did it eventually become the dominant one in the western world? What role have trials, such as the ones at Nuremberg immediately after the war, the Eichmann trial in Israel in the early 1960s, and the cases of John Demjanjuk and David Irving in the 1980s and beyond, played in the formation of an American understanding of the Nazi era and the Holocaust? How did Hollywood movies and popular TV shows, ranging from *The Great Dictator*, *Hogan Heroes*, to *Schindler's List*, reflect the way Americans understood this topic? In what ways have Americans commemorated and memorialized the time period and its crimes? We will look at these issues by reading and discussing fictional and non-fictional primary and secondary sources, and by occasionally watching pertinent movies and episodes of TV shows. Extensive previous knowledge of the history of Nazi Germany and the Holocaust is not necessary. **(Same as History 2000-001).**

HONORS 3030 -003 #13730**Advanced Honors Seminar: Social & Behavioral Sciences****MW 3:30-4:45****Votaw, K.****C209 PH**In-Person

Psych IRL: Applied Behavioral Sciences and You: Did you know that a psychology class can teach you to read minds, control behavior, and instantly transform your life? Wait...no. That can't be right. Let's try that again. ... What if you used a psychology class to explore empirically-supported theories from the behavioral sciences to better understand, persuade, and predict others' emotions and behaviors—along with learning evidence-based strategies to improve your own memory, relationships, and stress management? Well, that is much more realistic and, in fact, the vision for this 3000-level applied psychology seminar! Psych IRL will be grounded exclusively in credible, peer-reviewed research, but the content will be determined by your personal interests and priorities as college students. Possible themes might include maximizing happiness, building sustainable work-life habits, improving sleep, or navigating interpersonal relationships, but ultimately, it's up to you! Together, we will transform abstract theory into practical, shareable advice for yourself and your peers as we take studies from behavioral sciences out of the textbook and put them into action...in real life. **(Same as Psychology 3392-001).**

HONORS 3030 -004 #13731**Advanced Honors Seminar: Social & Behavioral Sciences****TR 12:30-1:45****Antink-Meyer, A.****103 SCCB**In-Person**Rogers, R.**

Climate Change Narratives: A changing climate caused by human industrialization is visible in large and small ways. From increased extreme weather and the loss of once habitable coastline to changes in the plants and crops that grow in our communities and farms, we grapple with our futures in a changed climate in a multitude of ways. This course examines

the ways that climate change is presented through print, film, digital media, family stories, and through our daily lives. These stories—narratives of climate change—impact how we understand and interact with our lived environments. Guiding questions for this course include (1) how does visual, performance, and media art tell the story of climate change? (2) what cultural, educational, and economic factors influence how communities understand climate change? (3) how do systems of inequity impact children and young people’s access to nature and their development of ecological identities and climate resilience within communities? (4) how does green infrastructure – in schools, community centers, cultural organizations – advance climate resilience and/or perpetuate the unequal commodification of nature?

HONORS 3030 -005 #13732

Advanced Honors Seminar: Social & Behavioral Sciences
TR 11:00-12:15 Newman, S. LeGras PH
In-Person

Psychology of Addiction: Why are drugs so difficult to stop using? This writing-intensive honors course examines addiction through a biopsychosocial lens, focusing primarily on substance use (e.g., alcohol, nicotine, opioids, stimulants). Students will explore how learning, reward, motivation, and habit-formation contribute to the development and persistence of addiction. This course draws on empirical research to understand addiction across biological, psychological, and social levels, including prevention, treatment, harm reduction, and recovery. Students will also consider how stigma, policy, and systems shape addiction outcomes. (Same as Psychology 3392-002).

HONORS 3030 -006 #13733

3001 -003 #13737 (GA)
Advanced Honors Seminar Social & Behavioral Sciences
TR 3:30-4:45 Costello, M. LeGras PH
In-Person

Role of the Global Corporation: See the course description for this class under Honors 3001-003 #13737. Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-003. (Same as International Business 3285-001).

HONORS 3050 -001 #13897

Advanced Honors Seminar in the Sciences
TR 9:30-10:45 Sanei, H. Benton 236
In-Person

Honors Engineering Mechanics: Statics: Engineering Mechanics is the engineering science that relates forces and moments to the motion (displacement, velocity, acceleration) of bodies. The understanding of the concepts of force, moment, and motion is essential to design efficient engineering components ranging from a bridge to a wing strut to a robot arm to the mother board of a computer. This course is the foundational course for both Dynamics (ENGR 2320), which is the study of motion and the forces causing motion, and Mechanics of Materials (ENGR 2332), which is the study of

deformation and strength design of solids. Statics will provide students with the tools and guidance to master the use of equilibrium equations and Free Body Diagrams (FBD’s) and to solve real engineering problems. Students should leave this class with the ability to logically approach a variety of static engineering problems, to translate a physical situation into an analytic model, and to use various mathematical tools to determine desired information. Course topics include: introduction and vectors, problem solving, force vectors, particle equilibrium, moments/couples, equivalent systems, distributed loads/FBDs, rigid body equilibrium, trusses, frames and machines, 3-D equilibrium, friction, centroids and center of gravity, and moments of inertia. **To enroll in this class, students should have completed Math 1900 and Physics 2111. (Same as Engineering 2311-001).**

HONORS 3100 -001 #11940

Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Muir, S. C209 PH
In-Person

HONORS 3100 -002 #12292

Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Walker, S. C309 PH
In-Person

HONORS 3100 -003 #12293

Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Miller, L. C307 PH
In-Person

All transfer Honors students are required to take the university’s junior level writing course in Honors. Other Honors students are encouraged to take an Honors junior composition class to fulfill a seminar requirement.

Writing the City: Through informal and formal writing assignments, discussion, instruction and research, students will improve their critical thinking, research, discussion and writing skills. The course is designed to help students meet the challenges of college writing and intellectual inquiry and does so by focusing on the city of St. Louis and the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are among the many topics emphasized in this class. Students will write journals and a minimum of 4 to 5 papers.

HONORS 3160 -001 #12641

Honors Writing in the Sciences
MW 9:30-10:45 Sieger-Walls, L. LeGras PH
In-Person

Honors Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper-level writing course focused on traditional composition concepts and a series of modal essays? Would you like an alternative that is more appropriate to your future academic and career needs? Are you interested in a writing course that will help you develop successful strategies and techniques for

effective communication in your field? In this course, we will concentrate on the particular types of writing encountered by students and professionals in scientific fields. Our course text covers relevant aspects, forms, and techniques associated with writing in the sciences—including identification, summary, synthesis, evaluation, and appropriate citation and documentation. We will also examine contemporary published writing that models these aspects, forms, and techniques. Emphasis will be placed on precision, clarity, accuracy, and professionalism. Formal and informal assignments will include routine forms, lab notes, abstracts, reports, presentations, and proposals. These assignments will culminate in a semester project that offers students an opportunity to investigate interesting, relevant, contemporary issues and topics within their major. Near the end of the semester, students will have the opportunity to apply course concepts in an oral presentation developed from their semester project. **Writing in the Sciences fulfills the University junior level composition requirement, subject to the approval of the student's major department.**

*** HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS. ***

**HONORS 4100 -001 #10428
Independent Portfolio Writing
ARR Wilson, R.**

**HONORS 4100 -002 #10429
Independent Portfolio Writing
ARR Gerth, D.**

**HONORS 4100 -003 #13735
Independent Portfolio Writing
ARR Baldus, K.**

Independent Writing Portfolio: This course is designed to help students document their accomplishments while attending the Honors College while also preparing to help them achieve goals after college. Students taking Honors 4100 will choose either a one or two-hour option and can decide to focus primarily on job-seeking goals or graduate admissions plans. All students will complete a minimum of four writing projects, including master resumes, career resumes, CVs, personal statements for graduate school admissions and self-reflections on past Honors projects. Together with an instructor, students select the assignments and agree upon a schedule for completing them. **All students who enroll in 4100, even if waitlisted, will be able to take the course. We will open additional section(s) as needed, depending on enrollment. All waitlisted students will be moved into an open new section the week before classes begin. We cannot promise that you can take the instructor you signed up for.**

INDEPENDENT STUDY SECTIONS

ATTENTION: 6.0 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (WITHIN HONORS OR YOUR MAJOR) ARE REQUIRED FOR ALL PLHC STUDENTS

INDEPENDENT STUDY

**HONORS 4900-001 #10430
Independent Study in Honors
ARR Baldus, K.
HONORS 4900 -002 #10431
Independent Study in Honors
ARR Gerth, D.**

**HONORS 4900 -003 #10432
Independent Study in Honors
ARR Munn, E.**

**HONORS 4900 -004 #10433
Independent Study in Honors
ARR Schiessl, C.**

**HONORS 4900 -005 #10434
Independent Study in Honors
ARR Sieger-Walls, L.**

**HONORS 4900 -006 #10437
Independent Study in Honors
ARR Votaw, K.**

**HONORS 4900 -007 #11539
Independent Study in Honors
F 2:00-4:30 Adams, A.
(Section for Bellerive students only)**

**HONORS 4900 -008 #11822
Independent Study in Honors
ARR Wilson, R.**

**HONORS 4900 -009 #12190
Independent Study in Honors
ARR Wilson, R.
(Section for Teaching Assistants only)**

**HONORS 4900 -010 #12643
Independent Study in Honors
ARR Schiessl, C.
(Section for Teaching Assistants only)**

INTERNSHIPS

**HONORS 4910 -001 #10435
Independent Study: Internships
ARR Schiessl, C.**