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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri–St. Louis

Fall 2023 Courses

AHG fulfills Core: American History & Government requirement; CD fulfills Cultural Diversity requirement; CP fulfills Core: Communication Proficiency; GA fulfills Global Awareness 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.

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**HONORS 1100 -001 #10656**  
**Freshman Composition**  
MWF 11:00-11:50 Miller, L. Villa 155  
In-Person

**HONORS 1100 -002 #10657**  
**Freshman Composition**  
TR 11:00-12:15 Gerth, D. C307 PH  
In-Person

**HONORS 1100 -003 #12286**  
**Freshman Composition**  
MWF 9:30-10:20 Miller, L. 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 1130 -001 #13063 (SS)**  
**Western Traditions: Social and Behavioral Sciences**  
MW 2:00-3:15 Alexander, J. C307  
In-Person

**Honors Introduction to Public Relations:** This course examines how companies and organizations communicate with their publics via channels like intranets, social media, and traditional media with discussion about media relations, crisis communication, internal communication, and community relations. An emphasis on ethics, law and professional standards is highlighted. **This course counts as one of the requirements for a Certificate in Public Relations. (Same as COMM 1150-002).**

**HONORS 1150 -001 #12454 (NS)**  
**Western Traditions: The Sciences**  
MW 9:30-10:45 Bueltmann, J. 230 Benton Hall  
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 #10658 (H)**  
**Freshman Symposium: Cultural Traditions I Humanities**  
TR 12:30-1:45 Sieger-Walls, L. Seton PH  
In-Person

**HONORS 1200 -002 #10659 (H)**  
**Freshman Symposium: Cultural Traditions I Humanities**  
TR 2:00-3:15 Sieger-Walls, L. Seton PH  
In-Person

**HONORS 1200 -003 #10660 (H)**  
**Freshman Symposium: Cultural Traditions I Humanities**  
MWF 12:30-1:20 Walker, S. Villa 155  
In-Person

**HONORS 1200 -004 #14380 (H)**  
**Freshman Symposium: Cultural Traditions I Humanities**  
TR 9:30-10:45 Wilson, R. LeGras PH  
In-Person

**HONORS 1202 -001 #10683 (SS)**  
**Freshman Symposium: Cultural Traditions I Social Sciences**  
MWF 9:30-10:20 Schiessl, C. Seton PH  
In-Person

**HONORS 1202 -002 #10684 (SS)**  
**Freshman Symposium: Cultural Traditions I Social Sciences**  
MWF 11:00-11:50 Schiessl, C. Seton PH  
In-Person

**HONORS 1202 -003 #12657 (SS)**  
**Freshman Symposium: Cultural Traditions I Social Sciences**  
TR 11:00-12:15 Weber, K. Villa 155  
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 1230 -001 #10662 (SS or AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**MW 12:30-1:45 Herrick, C. Seton PH**  
In-Person

**Honors American Politics & Government:** Whether we want to believe it or not, politics is a part of our lives and we need to understand it. Whether your future is taking you into business, law, education, the arts, or the natural sciences, politics will touch your lives in many ways.

The purpose of this course is to introduce the fundamentals of American government and politics, particularly the major institutions and processes. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American politics. On the one hand, this course wants to stimulate interest in American politics and impart tools that can be of use to all life-long students of politics. On the other hand, this course hopes to develop critical (that is, analytical) citizens, so that each of us will have examined reasons for the choices we make. **While this class is not cross-listed, it will count as Intro to American Politics for Honors students.**

**HONORS 1230 -002 #14381 (SS or AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 2:00-3:15 Dowden-White, P. ESH 103**  
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; instructors lead discussions of readings, advise and guide students and grade 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.

**(Same as History 2112-001).**

**HONORS 1310 -001 #13514 (CD, H)**  
**Non-Western Traditions: Humanities**  
**MWF 2:00-2:50 Michael, A. ESH 103**  
In-Person

**Modern Japanese Cinema:** The Japanese film industry, one of the oldest and largest in the world, has produced some of the most accomplished and acclaimed films of all time. Its influence on world cinema can be seen in everything from the philosophies of Star Wars to the stylized violence of Tarantino, and from horror to that most American of genres, the Western. Japanese filmmakers have combined native aesthetic and entertainment traditions with foreign storytelling techniques to produce vibrant works with worldwide appeal. This course will take a chronological approach to the study of the history and aesthetics of Japanese film, with an emphasis on the films of the "Golden Age" of Japanese cinema. Students will come away from the course with a familiarity with the great classic directors (Kurosawa, Mizoguchi, Ozu) and major genres (jidaigeki, gendaigeki, etc.), an understanding of the recurring themes and historical trends within Japanese film, and an appreciation of the interplay between Japanese and Western film industries. Students will learn to approach films critically, and various academic readings on film will be required. Students will be evaluated through class participation, discussion boards, in-class writing activities, short presentations, and a research paper. Film screenings take place both inside and outside class time.

**(Same as Japan 2191-001).**

**HONORS 1330 -001 #13515 (CD, SS)**  
**Non-Western Traditions: Social Sciences**  
**TR 9:30-10:45 Weber, K. Villa 155**  
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 #12658 (CP)**  
**2010 -001 #10675 (H)**  
**Topics in Communication Proficiency**  
**T 5:30-8:00 Wolfe, K. Lucas Hall 200**  
In-Person

**Storytelling: The Oral Tradition:** Professionals incessantly upgrade their presentation skills with the “high-tech” of computer-driven screen and projection multi-media. Yet, cutting-edge technology still has not been able to recreate the effectiveness of the human face, expressions, voice and proximity in communicating knowledge and motivation. Technology’s best efforts are faint echoes of the thousands of years of face-to-face interaction, in which storytelling has always had an integral part. Storytelling is still the most powerful method of reaching any child, student, colleague or employee, and it is all based on some remarkably basic principles and practices. These keys are the focus of this course, as well as the transfer of those practices to a variety of practical arenas. Participants learn physical awareness, vocal and facial techniques, story adoption, visualization and telling techniques, as well as coping skills with hesitation towards public speaking. In addition, the course explores the extemporaneous creation of tales to apply immediately in classroom or workplace situations for illustration and enrichment. The course requires participants to do light creative writing, reflective journaling, and offers many opportunities to perform. If one teaches, instructs or presents at any level, once one comes out from behind the screen and becomes the story, concepts and principles come alive. This course facilitates that emergence. **Students have the option to take the course for *Core: Communications Proficiency* credit (2001-001) or *Explore: Humanities* credit (2010-001).**

**HONORS 2001 -002 #13859 (CP)**  
**Topics in Communication Proficiency**  
**MW 11:00-12:15 Rosenberg, M. SSB 335**  
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 2002 -001 #14552 (IL)**  
**2010 -005 #14553 (H)**  
**Topics in Information Literacy**  
**W 12:30-3:00 Munn, E. ABH 001**  
In-Person

**News, Disinformation, and Propaganda: Lessons in Media Literacy:** This course examines the ways in which information is presented through visual media and the ways in which we as receivers are impacted by what we do and don’t understand. Are we receiving news in the form of fact-based reporting? Are we being entertained by fictional accounts of not really real life? Are we being lied to in the service of being convinced to believe what serves the interests of the powerful? Are we being illuminated in ways that enhance our ability to better understand the reality of what is real? And, are we skilled enough at critical inquiry to discern the differences amongst these varied forms of presentation?

This course will use a multi-platform approach to study the global phenomenon of news and “fake” news. We will view varied ways in which information is presented to us, e.g., news broadcasts, interview shows, feature and documentary films, topical discussion shows, and social media. The inquiry will also take a historical perspective and explore societies and their relationships to fact-based reality and democracy.

We will read and discuss varied perspectives on critical inquiry. We will discuss what we, each, as consumers of information, hope to gain in our understanding of our lived experience. Students will also participate in an analysis of television news from opposing viewpoints. They will learn to assess political bias in broadcast news coverage of events and how they are portrayed on social media. **Students have the option to take this course for either *Core: Information Literacy* credit (2002-001) or *Explore: Humanities* credit (2010-005).**

**HONORS 2003 -001 #13526 (AHG)**  
**2010 -002 #12656 (H)**  
**Topics in American History and Government**  
**TR 12:30-1:45 Bliss, B. C309 PH**  
In-Person

**Equality and the American Revolution: 1776 and After:** The American ‘Declaration of Independence’ (July 1776) held equality to be a “self-evident” principle, one which justified and even required citizens to alter or abolish any government that denied their “inalienable” rights to “Life, Liberty, and the pursuit of Happiness.” Yet racial slavery and indentured servitude existed in all thirteen colonies; everywhere women were subjected to men in politics, law, and property; and the Continental Congress that drafted the Declaration was entirely white, entirely male, and (almost) entirely rich. This seminar focuses on these apparent contradictions as they existed in 1776 and then follows them through 19th-century conflicts over slavery, women’s rights, and poverty. These conflicts redefined “equality” as explosive and slippery rather than self-evident. Readings include important documents and interpretative texts. Assessment will be by essays and by seminar participation. **Students have the option to take**

this course for either *Core: American History & Government credit (2003-001)* or *Explore: Humanities credit (2010-002)*. (Same as HIST 2000-001).

HONORS 2003 -002 #14389 (AHG)  
2030 -005 #14384 (SS)

Topics in American History and Government  
TR 9:30-10:45 Shuls, J. C209 PH  
In-Person

**Civics: Debating the American Story:** What does it mean to live in a democracy? This question confronts all peoples aspiring to a life of liberty, security, and dignity. For those living in a polity committed to realizing those aspirations, it can be broken into two more specific and practical questions: What is the *nature* of our democratic system? And how should we, the people, *act* to sustain its best features and remedy its flaws? These are hard questions, made harder by deep divisions in American society. This course seeks to put those divisions in context and turn them into opportunities for individual and collective growth: growth among the students who take the course and, by extension, in the peer groups, dormitories, workplaces, hometowns, and other communities they animate and shape through their actions (and will animate and shape in future).

First, this course asks students to confront our nation's long and continuing tradition of disagreement: over the purposes and features of self-government, over the general narrative of our collective history and many of its most important episodes, and over the legacies and lessons of the past for the present. Second, this course encourages students to value both civic *knowledge* of history and government as well as civic *capacity* for collaborative inquiry and action, and to view both types of civic learning as essential to responsible, productive, personally rewarding, and publicly meaningful lives. Ultimately, this course is designed to help students act as collaborative and productive citizens, equipped and motivated to recognize common interests, formulate common values, and devise common strategies for acting across even deep differences of experience and perspective. **Students have the option to take this course for either *Core: American History & Government credit (2003-002)* or *Explore: Social Sciences credit (2030-005)*.**

HONORS 2010 -001 #10675 (H)  
2001 -001 #12658 (CP)

Inquiries in the Humanities  
T 5:30-8:00 Wolfe, K. Lucas Hall 200  
In-Person

**Storytelling: The Oral Tradition:** See the course description for this class under Honors 2001-001 #12658. Students have the option to take the course for *Explore: Humanities credit (2010-001)* or *Core: Communications Proficiency credit (2001-001)*.

HONORS 2010 -002 #12656 (H)  
2003 -001 #13526 (AHG)

Inquiries in the Humanities  
TR 12:30-1:45 Bliss, B. C309 PH  
In-Person

**Equality and the American Revolution: 1776 and after:** See the course description for this class under Honors 2003-001 #13526. Students have the option to take the course for *Explore: Humanities credit (2010-002)* or *Core: American History & Government (2003-001)*. (Same as History 2000-001).

HONORS 2010 -003 #13516 (H)  
Inquiries in the Humanities

T 12:30-3:10 Delston, J. C307 PH  
In-Person

**Environmental Ethics:** The environment plays a role in human needs for food, shelter, medicine, technology, weapons, and aesthetic experiences. Is all value in the world anthropocentric or do non-human entities also have intrinsic value? If other entities have value, are they animals, species, plants, or ecosystems? What obligations do we have to the environment, if any? If we do have obligations to protect the environment, what are they and how strong are they? What do we do when human needs conflict with nature? In this class, we will cover these and other issues pertaining to environmental ethics. We will also develop key philosophical skills, including textual analysis, argumentation, discussion, and original thinking. (Same as Philosophy 3320-001 and Philosophy 2255-001).

~~HONORS 2010 -004 #13517 (H)~~

~~Inquiries in the Humanities  
TR 2:00 3:15 Csapo Sweet, R. Lucas Hall 100  
In-Person~~

~~**Introduction to American Cinema:** This course provides an overview of American cinema from the early beginnings to the present day. Before Hollywood there was Fort Lee, New Jersey, where American cinema actually began! This course will also introduce students to Paris in the late nineteenth century, where photography and cinema were born. One of the most important figures of the silent era was Alice Guy Blaché. Virtually every textbook omits her from the history of cinema. Yet, she was the first to: experiment with sound and color; create the role of "director;" build and run her own film studio; and according to most film critics was the first person to make a "narrative" film. The course will focus on what it means to actually be an American film. Directors from D.W. Griffith to the present day will be covered. The course will discuss both the Hollywood studio system and today's independent film movement. Elements of filmic language such as a shot, cinematography, and film noir will be considered. Genre, film theory, criticism and aesthetics will be discussed, as will topics including the invention of the motion picture, the studio system; the transition from silent film to "talkies;" westerns; film noir; musicals; indies and screwball comedies. Students will be introduced to the language of film in the age of mass communication. Most importantly, you will learn~~

to become a more active and critical viewer. Grading will consist of two tests and two papers. Students will be expected to do research and use articles in film and communication journals.

**HONORS 2010 -005 #14553 (H)**  
**2002 -001 #14552 (IL)**  
**Inquiries in the Humanities**  
**W 12:30-3:00 Munn, E. ABH 004**  
In-Person

**News, Disinformation, and Propaganda: Lessons in Media Literacy:** See the course description for this class under **Honors 2002-001 #14552**. Students have the option to take this course for either *Explore: Humanities credit (2010-005)* or *Core: Information Literacy credit (2002-001)*.

**HONORS 2020 -001 #14382 (FA, WC)**  
**Inquiries in the Fine and Performing Arts**  
**F 2:00-4:30 Adams, A. C209 PH**  
In-Person

**Bellerive Workshop:** 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 2024. Students are highly encouraged to participate in this celebration.

**\*\*This course requires consent of the instructor.\*\***

**HONORS 2030 -001 #10676 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MWF 9:30-10:20 Votaw, K. C209 PH**  
In-Person

**HONORS 2030 -002 #10663 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MWF 11:00-11:50 Votaw, K. C209 PH**  
In-Person

**Honors 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 2030 -003 #10664 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 3:30-4:45 Votaw, K. LeGras PH**  
In-Person

**Honors Social Psychology:** Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? These are just some of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how people commonly behave under the power of a social influence. We will look at classic experiments alongside the contemporary research to explain compliance, prejudice, self-esteem, close relationships and other topics. Knowledge of the discipline will be gained and assessed through a variety of in-class discussions, activities, and take-home assignments. Additionally, students will have the opportunity to examine a topic of their choosing in further depth and demonstrate their ability to “think like a social psychologist” through the creation of an evidence-based action plan to make the world a better place! **While this course is not cross-listed, it will count for Social Psychology for Honors students.**

**HONORS 2030 -004 #14383 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**T 2:00-4:30 Udani, A. Villa 155**  
**Coleman, T.**  
In-Person

**The Politics of Hate, Difference, and Justice:** This course examines hate, equity, and justice at the intersections of race, ethnicity, class, gender, sexuality, age, ability, religion, and citizenship. This class focuses on how the freedom of movement of Black, Brown, and indigenous people is historically politicized to understand how incarceration, surveillance, enslavement, colonization, and deportation work together to preserve a system of violence. We will dissect how the social construction of difference within systems of power has resulted in social policies that marginalize some groups more than others. We will also discuss how mainstream delineations of difference are being challenged, reimagined, and ultimately used for justice and equity. This class in part uses an experiential pedagogical style, where interaction with fellow students, the instructors, and Diversity, Equity, and Inclusion (DEI) guest facilitators are critical parts of this process, as is self-reflection of each person's own socialization and life course development to date. **While this course will include substantial discussion and writing, it is not a traditional Honors course and is capped at 25 students. (Same as Political Science 2370-001, Sociology 2192-001, and Gender Studies 2150-005).**

HONORS 2030 -005 #14384 (SS)  
2003 -002 #14389 (AHG)  
**Inquiries in the Social and Behavioral Sciences**  
TR 9:30-10:45 Shuls, J. C209 PH  
In-Person

**Civics: Debating the American Story:** See the course description for this class under Honors 2003-001 #14389. **Students have the option to take this course for either Explore: Social Sciences credit (2030-005) or Core: American History & Government credit (2003-002).**

HONORS 2030 -006 #14499 (SS)  
**Inquiries in the Social and Behavioral Sciences**  
TR 11:00-12:15 D'Arcy, D. LeGras PH  
In-Person

**Healthcare within the LGBTQIAA+ Community:** Students will be provided the opportunity to understand the healthcare experiences of the LGBTQIAA+ community. Content will encourage students to think critically about the impact these experiences have on health outcomes for this population and how social determinants disproportionately influence health outcomes for populations experiencing disparities. A team of health-focused faculty and staff with training in population health, case management, clinical care, and psychology will introduce topics crossing health and healthcare needs throughout the lifecycle, including healthcare-seeking patterns, primary prevention and chronic disease management, mental health, treatment delivery, and care coordination. Course participants will also be introduced to members of the LGBTQIAA+ community throughout the course with an opportunity to ask questions, hear stories and understand where healthcare professionals can make individual and systems-level change. (Same as GS 2150-007).

HONORS 2050 -001 #13518 (NS)  
**Inquiries in the Natural Sciences**  
MW 5:30-6:45 Guyton, J. C307 PH  
In-Person

**Drugs We Use and Abuse:** A drug is a substance that when taken can change the processes of the mind or the body. From the beginning of recorded history, humankind has been exploring the use of drugs. People have used drugs for physical ailments, spiritual practices, and to "just feel good." Students will gain a basic understanding of how drugs work within the body. We will explore over-the-counter, prescription, and illicit drugs during this course and discuss why a particular drug is useful as well as the reasons why a particular drug may be used, legally or not. Students will form small groups to research and debate questions concerning drug use, both informally during class discussion as well as formally in a debate at the end of the semester.

HONORS 2060 -001 #10673 (SS)  
**Inquiries in Business**  
TR 3:30-4:45 Grimm-Howell, E. LeGras PH  
In-Person

**Honors Legal Environment of Business:** This course serves as an introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations. **While this class is not cross-listed, it DOES count as BA 2900 for Honors students.** This offering is intended to closely follow the material offered and studied in BA 2900 at the College of Business Administration while presenting students the opportunity to encounter this material in an Honors Seminar setting.

HONORS 2080 -001 #13846  
**Inquiries in Nursing**  
TR 2:00-3:15 Barrier, M. LeGras 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 2080 -002 #13847  
**Inquiries in Nursing**  
TR 9:30-10:45 Li, F. C307 PH  
In-Person

**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 life style, 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 #12455 (CD, H)**  
**Cultural Diversity in the Humanities**  
**MW 11:00-12:15 Vasser-Elong, J. C307 PH**  
In-Person

**Rhyme & Reason: African American Poets in Dialogue with Notions of Slavery, Identity, and Existence:** This survey course will examine African American poetic tradition from its beginnings in the 1700s to the present. This course will explore, through poetry, the lived experiences of enslaved African Americans, whose works will be read in dialogue with contemporary African American poets who write about issues relating to slavery. This survey course will examine poetry from Phillis Wheatley, Jupiter Hammon, George Moses Horton and others who were enslaved and compare their works to contemporary writers such as Derek Wolcott, Rita Dove, Jericho Brown, and others. In addition to analysis, students will also write their own poetry centered in their lived experiences with identity and the complexities therein.

~~**HONORS 2310-002 #13853 (CD, H)**  
**Cultural Diversity in the Humanities**  
**TR 11:00-12:15 Csapo Sweet, R. Lucas Hall 100**  
In-Person~~

~~—**Introduction to World Cinema:** This course examines the history of cinema from its beginnings in late 19th century France to contemporary times. It begins with the invention of photography and its development into moving pictures. We study cinema as a form of artistic expression as well as an industry, technology and a form of mass communication. Honors 2310 will also explore the medium from a perspective of world history, architecture, other art forms and the humanities. The geographic areas covered include the United States, Europe, Africa, Asia, India and the Middle East, taking us from Hollywood to Bollywood and onto Nollywood (Nigeria).~~

~~—We will examine films from a variety of perspectives. International film theory and criticism will be studied as well as major genres, auteurs, and artists. The course includes the silent period and the work of Alice Guy Blaché, one of the most important figures in early cinema. A feminist perspective will be an intrinsic part of the course, as will the study of topics such as Soviet Cinema; Stanislavski's "Method System;" Film Noir; the Neo-Realist movements in France, Italy and India; German Expressionism; and the emerging cinema of Iran and the Middle East.~~

**HONORS 2310-003 #14385 (CD, H)**  
**Cultural Diversity in the Humanities**  
**F 9:30-12:00 Balogh, M. C309 PH**  
In-Person

**Compromised Literature and Films: Creative Writing from the Latinx World:** This course will explore samples of compromised literature (texts of protest or resistance) from the Latinx world, whether it be poetry, essays, short fiction, a short novel, or even films. Texts that inform or expose topics such as social injustice, political protest/unrest, masculinities and femininities, and feminism will be discussed. Students will explore classic authors such as the poets Pablo Neruda, Alfonsina

Storni, Sor Juana Inés de la Cruz, and Federico García Lorca, along with well-known fiction writers such as Isabel Allende, Rosario Castellanos, and Gabriel García Márquez. The course will also compare topics such as slavery, colonialism, and globalization by contemporary Latinx authors such as Martín Espada and Luis Rodríguez. To a minor degree, the course will invite students to write their own poems or short fiction to further explore the subject. **(Same as Foreign Language 2311-001).**

**HONORS 3001 -001 #12495 (GA)**  
**3030 -001 #10665**  
**Topics in Global Awareness**  
**MW 3:30-4:45 Herrick, C. C307 PH**  
In-Person

**International Political Economy:** This course provides an introduction to international political economy. In particular, it will focus on the politics of international trade, finance, and investment. It will analyze the relationships between developed and developing countries and it will assess the relative usefulness of alternative frameworks for studying international political economy. **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 #13527 (GA)**  
**3030 -003 #13109**  
**Topics in Global Awareness**  
**TR 11:00-12:15 Scheuler, L. Seton PH**  
In-Person

**Conducting Business for the Common Good: Global Perspectives on Social Entrepreneurship, Microenterprise, and Corporate Social Responsibility:** Since its appearance in the 1980s, the concept of social entrepreneurship, or the creation of businesses that have the shared purpose of making money while supporting the public good, has gained ground across the globe. This seminar identifies relationships between social entrepreneurship, microlending/microenterprise, and practices of corporate social responsibility (CSR) to protect the environment, empower marginalized populations, and address other societal needs. From the groundbreaking work of the Grameen Bank in Bangladesh to the spread of social enterprises in the U.S., Latin America and Africa, students will gain an understanding of the "double bottom line" and whether entrepreneurial efforts are successful in meeting their economic and social goals. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-002.**

**HONORS 3001 -003 #13528 (GA)**  
**3030 -004 #13521**  
**Topics in Global Awareness**  
**MW 2:00-3:15 Schiessl, C. Seton PH**  
In-Person

**Europe from 1945 to Today: Zero Hour to the 21st-Century Way of Life:** This course will provide a systematic introduction to the political, economic, social, and cultural history of Europe from the end of World War II until today. As such, the class will begin by surveying the impact of total war on European

society, before delving into the dominant division of the continent during the Cold War between a mostly democratic and capitalist west and the communist east. While the west experienced the “economic miracle,” the east suffered from Stalinist repression and after the dictator’s death entered a phase of political and economic stagnation. Meanwhile, during the period of decolonization, most European colonies in Africa and Asia gained independence. Furthermore, the course will explain the downfall of the Soviet Union and the end of the Cold War, while also focusing on the increasing economic and political cooperation of many European countries within N.A.T.O. and the European Union. Finally, the course will cover recent developments, including the Brexit, the Greek financial crisis, increased tensions due to Russia’s war in Ukraine, and the rise of right-wing populist movements, among other economic and political uncertainties. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-003. (Same as History 3093-001).**

**HONORS 3010 -001 #12456**

**Advanced Honors Seminar in the Humanities**

**M 12:30-3:10 Delston, J. LeGras PH**

In-Person

**Medicine, Values, and 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 3320-002).**

**HONORS 3010 -002 #12496**

**Advanced Honors Seminar in the Humanities**

**W 9:30-12:00 Irwin, G. LeGras PH**

In-Person

**Contemporary Poetry:** This course will examine a selection of some excellent contemporary poetry. We will not be overly strict in defining “contemporary” or “excellent.” We will study poems to understand both their literary element—form, metaphor, theme, and their cultural/historical context. Through our examination of these poems, we will sharpen our ability to read, discuss, and write about poetry.

However, this class will deal with more than the dissection of poems. David Bohm, a theoretical physicist who often wrote about quantum theory, once said, “A part is a part only because it’s part of the whole.” He was probably speaking about subatomic particles and the dissection of the atom, but he could’ve been speaking about an individual’s place within the universe, or he could’ve been speaking about poetry. So while form, meaning, and even words themselves are parts of the poem, they are only parts. The analysis and dissection of a poem is only one way of knowing that poem. This class, therefore, will focus on the enjoyment of reading good poems and of being aware of what that enjoyment does to us and, perhaps, writing about that enjoyment. **(Same as English 4740-001).**

~~**HONORS 3010 -003 #13848**~~

~~**Advanced Honors Seminar in the Humanities**~~

~~**TR 12:30-1:45 Csapo Sweet, R. Lucas Hall 100**~~

~~In-Person~~

~~**History of Documentary Film:** This course considers the history, theory, and criticism of nonfiction film and includes screenings of representative documentaries. Beginning with the first films, the course will chart the evolution of the documentary from the early Lumiere brothers to current independent films and electronic news gathering. We will examine multiple platforms charged with truth telling, while discussing current controversies regarding “alternate facts,” fake news, and propaganda. We’ll chart the global traditions that created more than 100 years of nonfiction cinema. Films include *Nanook of the North* (Flaherty, 1922), *Shoah* (Lanzmann, 1987), and such pseudo-documentaries as *Triumph of the Will* (Riefenstahl, 1935). The course will also cover the genre of the political documentary with such films as Michael Moore’s *Roger and Me* as well as a number of “conservative” films made in reaction.~~

~~— Honors 3010 will examine how documentary differs from fiction films; how nonfiction films interpret and archive the past; how powerful influences shape our perception of truth through motion pictures; and how nascent technologies play a role in determining our perspectives on visual media. The writings of such media critics as Noam Chomsky, Herbert Schiller and Robert McChesney will provide a systems approach to the analysis of mass communication and the role of the documentary in it.~~

**HONORS 3030 -001 #10665**

**3001 -001 #12495 (GA)**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**MW 3:30-4:45 Herrick, C. C307 PH**

In-Person

**International Political Economy:** See the course description for this class under **Honors 3001-001 #12495. 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 #12987**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**TR 12:30-1:45 Wilson, R. LeGras PH**

In-Person

**World War II: Death, Destruction, and Hope:** A war that killed over 60 million people and destroyed countless lives has numerous stories to tell. This course is about the human story of this global conflict that crippled Europe and Asia and contributed to the changing landscape of these continents with mechanized warfare and mass death. Through the use of film, historical fiction, and first-person accounts, combined with a community engagement component, we will attempt to follow the emotional experiences of those who endured this human crisis. Some of the topics we will discuss include the soldier’s narratives, women at war, Japanese Internment, the Holocaust, and German and Japanese viewpoints that provide a different understanding of broader perspectives. People made choices in this war that they



never would have imagined, as they searched for a better tomorrow throughout the globe's most destructive time period of the twentieth century. (Same as History 3000-001).

**HONORS 3030 -003 #13109**

**3001 -002 #13527 (GA)**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**TR 11:00-12:15 Scheuler, L. Seton PH**

In-Person

**Conducting Business for the Common Good: Global Perspectives on Social Entrepreneurship, Microenterprise, and Corporate Social Responsibility:** See the course description for this class under **Honors 3001-002 #13527**. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-002.**

**HONORS 3030 -004 #13521**

**3001 -003 #13528 (GA)**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**MW 2:00-3:15 Schiessl, C. Seton PH**

In-Person

**Europe from 1945 to Today: Zero Hour to the 21st-Century Way of Life:** See the course description for this class under **Honors 3001-003 #13528**. **Students who need this course for Global Awareness credit in the College of Business must be enrolled in Honors 3001-003. (Same as History 3093-001).**

**HONORS 3030 -005 #13850**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**R 2:00-4:30 Fisher, S. C209 PH**

In-Person

**Re-Thinking Re-Entry in a 21st-Century Global Economy:** As we move more and more into a global economy, we, as a society, have to align our values in ways that ensure equitable access for all. This course examines issues of equity within the criminal justice system while focusing on access to economic opportunities for formerly incarcerated individuals when they reenter the community. Many sociologists argue that the criminal justice system today symbolically recreates enslavement days; Blacks were and are seen as second-class citizens during both eras. This course investigates the criminal justice system by examining topics such as incarceration trends and recidivism. It also explores innovative ways to support economic development through second-chance hiring practices in areas such as nonprofit, industry, corporate, technology and banking. Topics covered include: how helping people who have criminal records find sustained, gainful employment helps produce savings and benefits for both the formerly incarcerated and society at large; what supports the Department of Corrections offers; what employers are currently doing to be a second-chance employer; what employers can do to become a second-chance employer; and how formerly incarcerated people are transforming the workforce. This course also includes guest speakers who are second-chance employers or who support second-chance hiring, one group project with a community partner that serves justice-impacted men or women, and participation in a reentry simulation.

**HONORS 3030 -006 #14494**

**Advanced Honors Seminar: Social & Behavioral Sciences**

**TR 9:30-12:00 Nolan, J. C309 PH**

**Eight Week – First Session (8/21/23-10/14/23)**

In-Person

**Urban Legends and Folklore:** This course will cover urban legends and folklore from a cross-cultural and interdisciplinary perspective. Topics will include legends, folktales, music, and also encompass folklife categories such as architecture, crafts, rituals, and festivals. In this course we will explore social identity and behavior, negotiate collective memory, and examine the evolution of folklore transmission via the Internet and digital culture. Students will engage in ethnographic and historical group research on a regional folklore topic. **(Same as Anthropology 3291-002).**

**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.**

**HONORS 3100 -001 #12048**

**Honors Advanced Composition: Jr. Level Writing Req.**

**TR 11:00-12:15 TBA C209 PH**

**HONORS 3100 -002 #12886**

**Honors Advanced Composition: Jr. Level Writing Req.**

**TR 12:30-1:45 TBA C209 PH**

**HONORS 3100 -003 #13522**

**Honors Advanced Composition: Jr. Level Writing Req.**

**MW 2:00-3:15 Vasser-Elong, J. C209 PH**

**HONORS 3100 -004 #13523**

**Honors Advanced Composition: Jr. Level Writing Req.**

**MW 4:00-5:15 Vasser-Elong, J. C209 PH**

**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 also a minimum of 4 to 5 papers.

**HONORS 3160 -001 #14386**

**Honors Advanced Composition: Jr. Level Writing Req.**

**TR 9:30-10:45 Sieger-Walls, L. Seton PH**

In-Person

**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 #10666**  
**Independent Portfolio Writing**  
 ARR Wilson, R.

**HONORS 4100 -002 #10667**  
**Independent Portfolio Writing**  
 ARR Gerth, D.

**HONORS 4100 -003 #12619**  
**Independent Portfolio Writing**  
 ARR Baldus, K.

**Independent Portfolio Writing:** This course is designed to help students document their accomplishments while attending the Honors College, and prepare texts that will 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 writing 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 up 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 #10668**  
**Independent Study in Honors**  
 ARR Baldus, K.

**HONORS 4900 -002 #10669**  
**Independent Study in Honors**  
 ARR Gerth, D.

**HONORS 4900 -003 #10670**  
**Independent Study in Honors**  
 ARR Munn Sanchez, E.

**HONORS 4900 -004 #10671**  
**Independent Study in Honors**  
 ARR Schiessl, C.

**HONORS 4900 -005 #10672**  
**Independent Study in Honors**  
 ARR Sieger-Walls, L.

**HONORS 4900 -006 #10677**  
**Independent Study in Honors**  
 ARR Votaw, K.

**HONORS 4900 -007 #10685**  
**Independent Study in Honors**  
**F 8:30-10:30 Gerth, D.**  
*(Brain Stew editors only, bi-weekly*  
*Friday publication meetings)*

**HONORS 4900 -008 #12223**  
**Independent Study in Honors**  
**F 2:00-4:30 Adams, A.**  
*(Bellerive only)*

**HONORS 4900 -009 #12715**  
**Independent Study in Honors**  
 ARR Wilson, R.

**HONORS 4900 -010 #13299**  
**Independent Study in Honors**  
 ARR Wilson, R.  
*(For teaching assistants only)*

~~**HONORS 4900 -011 #13849**~~  
~~**Independent Study in Honors**~~  
~~ARR Csapo-Sweet, R.~~

**HONORS 4900 -012 #14387**  
**Independent Study in Honors**  
 ARR Vasser-Elong, J.

**HONORS 4900 -013 #14388**  
**Independent Study in Honors**  
**ARR Schiessl, C.**  
(For teaching assistants only)

**INTERNSHIPS**

**HONORS 4910 -001 #10674**  
**Independent Study: Internships**  
**ARR Schiessl, C.**