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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri–St. Louis

Spring 2025 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.

## HONORS 1100 -001 #10001

### Freshman Composition

MWF 11:00-11:50 Haley, C. C307 PH

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 1120 -001 #13602 (FA)

### Western Traditions: The Arts

TR 12:30-1:45 Ostercamp, N. Villa 155

In-Person

**A Survey of Video Game Music:** Video game music has carved out a space in the music industry that continues to evolve and influence all types of music around the world. The course will discuss not only video game music history, but also cultural impact, present day trends, and the future of video game music. (Same as MHLT 2030.)

HONORS 1130 -001 #13603 (SS)

### Western Traditions: Social & Behavioral Sciences

MWF 9:30-10:20 Votaw, K. C209 PH

In-Person

**Principles of Psychology in Popular Culture:** Do you have a *Blank Space* in your schedule? Hi! Are *you* the problem? Is it *you*? Did you leave your Christmas lights up 'til January? If so, then you might want to better understand the scientific field of psychology through the life and lyrics of Taylor Swift! The class, *Principles of Psychology in Popular Culture* is, in fact, a class where you will learn scientific terms, theories, methodology, and applications from the field of psychology, but the specific topics covered shall be inspired by the universal themes of “the human experience” that Swift writes about in her songs. Together we will identify such themes, you will scour the scholarly literature to

discover how psychologists are scientifically answering questions about those same themes, and then apply them to other lyrics from Swift’s discography. Accordingly, this class will be appropriate for students who are interested in complementing a traditional introductory psychology course with a deeper dive into specific topics within psychology and pop culture. Although students in the course will ultimately decide upon the topics covered, they may include themes such as identity development, friendships, prejudice and oppression, and of course, love, romance, and heartbreak, to name a few. Let’s also take a peek at the effects of music on one’s psychology and the faux-relationships that we form with celebrities while we’re there. Who’s afraid of *psychologyyy*? You shouldn’t be. So go ahead and make the friendship bracelets, because by the end of this course, you may understand it *All Too Well*.

HONORS 1150 -001 #12125 (NS)

### Western Traditions: The Sciences

TR 2:00-3:15 Bueltmann, J. C209 PH

In-Person

**Nutrition: Concepts and Controversies:** This course is designed to cover basic nutrition principles, the role of diet in disease processes, and nutrition across the life cycle. We will debate every other week while learning concepts in nutrition in between. The goal of this course is to teach you how to make healthy lifestyle choices, in addition to giving you the skills to research contradictory health information on your own. Examples of controversial topics that will be debated include:

- Genetically modified food
- Dairy vs non-dairy alternatives
- Organic vs non-organic
- Supplements
- The weight-loss industry
- Meat consumption
- Fad diets
- Chemical additives in food
- Food labeling
- The government’s role in our health
- Childhood obesity

**This course does not fulfill the nutrition requirement for the College of Nursing. Nursing majors cannot enroll in this course.**

**HONORS 1201 -001 #10002 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
**MWF 11:00-11:50 Sieger-Walls, L. Seton PH**  
In-Person

**HONORS 1201 -002 #10003 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
**TR 11:00-12:15 Walker, S. Seton PH**  
In-Person

**HONORS 1201 -003 #11657 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
**MWF 12:30-1:20 Sieger-Walls, L. Seton PH**  
In-Person

**HONORS 1201 -004 #13604 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
**MWF 9:30-10:20 Miller, L. Seton PH**  
In-Person

**HONORS 1203 -001 #11405 (SS)**  
**Freshman Symposium: Cultural Traditions II Social Sciences**  
**TR 12:30-1:45 Schiessl, C. Seton PH**  
In-Person

**HONORS 1203 -002 #11406 (SS)**  
**Freshman Symposium: Cultural Traditions II Social Sciences**  
**TR 2:00-3:15 Schiessl, C. Seton PH**  
In-Person

**HONORS 1203 -003 #11793 (SS)**  
**Freshman Symposium: Cultural Traditions II Social Sciences**  
**TR 9:30-10:45 Wilson, R. LeGras PH**  
In-Person

**Cultural Traditions II:** How have writers across the globe shaped the modern world? This course explores thinkers from Western and Non-Western cultures whose works in the last three centuries in fields like philosophy, politics, literature, art, and science transformed societies and shaped our contemporary understanding of what it means to be human. Western and Non-Western perspectives will be compared on topics such as reason, slavery, the natural world, colonialism, modernism, and globalization. While examining these transformative texts, students will also develop themselves as scholars and future professionals by exploring career choices, internships and research opportunities as they connect with members of the UMSL and Honors College community.

**HONORS 1230 -001 #10004 (SS or AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 11:00-12:15 Herrick, C. C209 PH**  
In-Person

**Honors American Politics:** 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 SOME majors. Contact your advisor to inquire about this.**

**HONORS 1310 -001 #11787 (CD, H)**  
**Non-Western Traditions: Humanities**  
**MWF 2:00-2:50 Michael, A. ESH 104**  
In-Person

**Japanese Pop Culture:** Anime, manga, music, fashion: these are just a few of Japan's current exports. While many in the West recognize these flashy and colorful forms, few realize the true extent of the cultural influence these forms have had on American culture. In this course, we will examine how contemporary Japan is displayed and understood in various visual and literary arts. Rather than a synecdochic, fetishized generalization, we will examine social, ethical, and cultural issues that contribute to what Japan says about itself. **(Same as Japan 2191).**

**HONORS 1330 -001 #12246 (CD, SS)**  
**Non-Western Traditions: Social Sciences**  
**MW 3:30-4:45 Weber, K. C309 PH**  
In-Person

**Gender and Sexuality in India:** India is the birthplace of the Kama Sutra, but has the reputation of being sexually conservative. Indian tradition includes a third gender called the hijra, but LGBTQ rights and public presence are still limited. Women can achieve high education levels and high-status jobs, yet women are still expected in many cases to give up that work to cater to husbands and children once they marry. In this class, we will explore the ways that gender and sexuality shape the Indian experience. We will use popular culture and scholarship as lenses for examining what role gender and sexuality have played in Indian history and culture today and in the past.

**HONORS 2001 -001 #11794 (CP)**  
**2010 -001 #11529 (H)**  
**Topics in Communication Proficiency**  
**T 5:30-8:10 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. The course requires participants to do light creative writing and reflective journaling and offers many opportunities to perform in front of people, both in class and the general public (specifically the public performance that serves as the final exam). 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 #12677 (CP)**  
**Topics in Communication Proficiency**  
**MW 11:00-12:15 Rosenberg, M. SSB 411**  
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.)**

**HONORS 2002 -001 #13846 (IL)**  
**2050 -001 #13847 (NS)**  
**Topics in Information Literacy**  
**W 5:30-8:10 Barnard, A. C209 PH**  
In-Person

**Science in the News:** Have you ever read a news report about a new breakthrough in science or medicine and wondered how accurate it is? Are you confused by stories claiming that baby powder causes ovarian cancer or that eating red meat causes global warming? Scientific stories are reported in the news every day, and they often bear little resemblance to the facts. In this course, we will read science as reported in the news and evaluate

those reports by examining the scientific studies and journal articles that the reports are based on. By looking at the published articles behind the media reports, students will gain an understanding of how the media distorts and simplifies scientific information. We will discuss how exposure to science in the news can create misconceptions and how those misconceptions influence what the public thinks about science. We will also examine how misunderstanding science and technology can influence politics and public policy. **Students have the option to take the course for *Core: Information Literacy* credit (2002-001) or *Explore: Math/Science* credit (2050-001).**

**HONORS 2002 -002 #13953 (IL)**  
**2010 -004 #13607 (H)**  
**Topics in Information Literacy**  
**TR 9:30-10:45 Black, A. C307 PH**  
In-Person

**Minds, Brains, and Machines:** This course is an introduction to basic philosophical issues in cognitive science. General topics may include minds as computers; computers as minds, or the possibility of artificial intelligence that is truly intelligent; relationship between mental function and brain function; and some areas of current research, such as reasoning, vision, and emotion. **Students have the option to take the course for *Core: Information Literacy* credit (2002-002) or *Explore: Humanities* credit (2010-004). (Same as Philosophy 2280.)**

**HONORS 2003 -001 #13615 (AHG)**  
**2010 -003 #13606 (H)**  
**Topics in American History and Government**  
**MW 12:30-1:45 Piper, M. C209 PH**  
In-Person

**Honors Present Moral Problems:** This is, essentially, a course about our characters, how we act in our society as social beings, and, ultimately, our virtue. The goal is to lead good lives of healthy relationships and personal peace in our American democracy. Accordingly, we will examine democratic ideals as they play out in work, social life, and in the challenges we will face as important social role-players. The focus of this class is to inspire personal growth and sustainable practical action both now and in our futures by formulating harmonious ethical worldviews, based on an understanding of how history and government structure our lives. We will reflect and write in every class about ourselves and our ethical traditions, while working towards more coherent plans to lead ethical lives as Americans and as world citizens. Most importantly, we will continue to develop subtlety in our moral lives to carry us peacefully forward after this class concludes. **Students have the option to take the course for *Core: American History/Government* credit (2003-001) or *Explore: Humanities* credit (2010-003).**

**HONORS 2010 -001 #11529 (H)**  
**2001 -001 #11794 (CP)**  
**Inquiries in the Humanities**  
**T 5:30-8:10 Wolfe, K. Lucas Hall 200**  
In-Person

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

**HONORS 2010 -002 #13605 (H)**  
**Inquiries in the Humanities**  
**TR 2:00-3:15 Gerth, D. C309 PH**  
In-Person

**Monsters and Metaphors: Horror:** Lurking beneath our fear of vampires, werewolves, demons, and machete-wielding killers in hockey masks is an even darker and more disturbing unease with aspects of society that are far more realistic. Horror fiction and films often act as social and political critiques, morality plays, as well as avenues of psychological catharsis; they offer the imaginary as a substitute for the reality that we do not wish to examine. This course will cover the history of horror in a cultural perspective, exploring the larger, real issues that films and fiction engage with on a symbolic level. Films and/or fiction will include *The Bride of Frankenstein*, *Dracula*, *The Shining*, *Rosemary's Baby*, *The Exorcist*, and more.

**HONORS 2010 -003 #13606 (H)**  
**2003 -001 #13615 (AHG)**  
**Inquiries in the Humanities**  
**MW 12:30-1:45 Piper, M. C209 PH**  
In-Person

**Honors Present Moral Problems:** See the course description for this class under **Honors 2003-001. Students have the option to take the course for *Explore: Humanities* credit (2010-003) or *Core: American History/Government* credit (2003-001).**

**HONORS 2010 -004 #13607 (H)**  
**2002 -002 #13953 (IL)**  
**Inquiries in the Humanities**  
**TR 9:30-10:45 Black, A. C307 PH**  
In-Person

**Minds, Brains, and Machines:** See the course description for this class under **Honors 2002-002. Students have the option to take the course for *Explore: Humanities* credit (2010-004) or *Core: Information Literacy* credit (2002-002). (Same as Philosophy 2280.)**

**HONORS 2030 -001 #10005 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 11:00-12:15 Votaw, K. C209 PH**  
In-Person

**Honors Social Psychology:** 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 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 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 topics 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 2030 -002 #13047 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 Schiessl, C. C309 PH**  
In-Person

**Nazi Germany and the Holocaust:** This course tries to answer two fundamental questions: First, how could Hitler and the Nazi Party achieve power in such a highly advanced country at the heart of Western civilization? Second, after gaining power, how could the Nazis in such a short span of time establish a racially based totalitarian regime, and plunge the world into a horrific war that consumed millions of lives while leaving the devastating legacy of the Holocaust in its wake?

The fabric of the Nazi experience is at the center of this course's learning experience and the following topics are covered: the foundation and downfall of the Weimar Republic; Hitler's assumption and consolidation of power; the terror and racial policy of the Nazi state; anti-Semitism in Germany and other parts of Europe; the substance of Hitler's foreign policy; German resistance to Hitler; World War II; the development of the "Final Solution;" life in the ghettos; attempts at rescue and resistance; and the impact of the Holocaust in legal and social terms since 1945. (Same as History 2000.)

**HONORS 2030 -003 #13049 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 11:00-12:15 Froelich, J. C309 PH**  
In-Person

**MythBusters: Psychology Edition:** Psychological concepts are often redistributed in the general zeitgeist as overly dramatized or grossly misrepresented. Historically, this has led to the production of widely held myths that "everyone knows to be true", but that are continually contradicted by psychological research. In this Honors General Psychology course, we will examine popular psychology myths, uncover their origin, and use critical thinking skills as psychological MythBusters to determine the scientific truth. This course will survey the basic concepts, theories, and pivotal findings over the past 100 years in the science of psychology, with a special emphasis on contemporary concepts and findings that focus on normative and pathological behaviors. **While this course is not cross-listed, it will count as General Psychology for Honors students.**

**HONORS 2030 -004 #13608 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 2:00-3:15 Adams, A. C309 PH**  
**Gerth, D.**

In-Person

**Holistic Wellness and High Achieving Students:** Do you need an A in a class? Did you stress eat an entire bag of chips last night? Are you only sleeping three hours a night so that you can get everything finished? While all students face at least some of the same stressors, not all students handle them the same way, and sometimes our responses to stressors might be making the situation worse, not better. Additionally, at least some research suggests that high achieving students might face certain stressors at a disproportionate rate (such as perfectionism) and with less than effective strategies. This course begins with perfectionism and its impact on Honors students, as reported in the Journal of the National Collegiate Honors Council, and branches out from there into topics such as eating habits, drug and alcohol use, anxiety, emotional regulation, and a variety of other wellness topics, as they intersect particularly with high achieving students. The course is structured with the first day of each week reading scholarship and the second day of each week actively engaged in activities such as mindfulness exercises, meditation, yoga, as well as expert guest speakers from campus and community resources, trained in the disciplines that our course material comes from. Students will reflect analytically on their own wellness and work toward a final paper that is a data-driven, personal wellness plan.

**HONORS 2050 -001 #13847 (NS)**  
**2002 -001 #13846 (IL)**

**Inquiries in the Natural Sciences**  
**W 5:30-8:10 Barnard, A. C209 PH**

In-Person

**Science in the News:** See the course description for this class under Honors 2002-001. **Students have the option to take the course for *Explore: Math/Science credit (2050-001)* or *Core: Information Literacy credit (2002-001)*.**

**HONORS 2050 -002 #13868 (NS)**  
**Inquiries in the Natural Sciences**  
**TR 3:30-4:45 Radomski, T. C209 PH**

In-Person

**Urban Ecology and Evolution:** This course will cover the burgeoning field of urban ecology and evolution, while considering what urban ecology and evolutions mean for humans. While urban areas have historically been ignored by ecologists, cities often harbor greater biodiversity than expected. Further, cities have been an important agent of natural selection, such that many species have adapted to urban life. This course will emphasize how ecological and evolutionary research is conducted in cities, what trends have emerged from empirical research, and where this nascent field is headed. Students will also be familiarized with environmental justice issues in the St. Louis metropolitan area, which will be understood in a historical context. Local researchers and leaders at nonprofits will be highlighted.

**HONORS 2060 -001 #13848 (SS)**  
**Inquiries in Business**  
**TR 3:30-4:45 Costello, M. C309 PH**  
In-Person

**Legal Environment of Business:** This course serves as an introduction to a manager's perspective of the law, legal system, and issues. In this course we will explore issues and attitudes to the law and ethics in the regulation of commerce in areas such as the US Constitution, courts, contracts, principal-agent, antitrust, intellectual property, finance and bankruptcy, mergers and acquisitions, marketing, employment and the environment. **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 #12559**  
**Inquiries in Nursing**  
**TR 12:30-1:45 Bertram, J. C307 PH**  
In Person

**Communication for the Healthcare Professional:** "This course focuses on the development of communication skills utilized in professional nursing. The individual's relationship with self, individuals, communities, and populations are discussed. Communication and collaboration concepts in nursing are introduced to develop effective human caring relationships with diverse populations" (UMSL 2024-2025 Bulletin). As a general overview, this course provides a competency-based approach to 'communication,' defined as "the exchange of information, thoughts and feelings through a variety of mechanisms," within the nursing profession and team-based, interprofessional healthcare team (AACN, 2021). Specific examples of course content include theoretical and conceptual foundations for patient centered communication; professional ways of communicating; types of healthcare communication; principles of effective healthcare communication; and the inter-relationship between social determinants of health and culturally responsive communication. Course activities and learning methodologies include independent readings and independent adaptive quizzing; self-assessments; interactive group exercises; practice of healthcare communication skills with video technologies, one team-based presentation, and self-reflections.

**Concept of Communication:** The American Association of Colleges of Nursing (AACN, 2022) released a conceptual blueprint to develop expected communication competencies of Baccalaureate graduates. We will be using concepts and content from this guiding document, recognizing that our course is for entry level pre-licensure students. **While this course is not cross listed, it will count as NURSE 1050 and the communication proficiency requirement for nursing majors.**

**HONORS 2310 -001 #12560** (CD, H)  
**Cultural Diversity in the Humanities**  
**MW 11:00-12:15** Vasser-Elong, J. LeGras PH  
In-Person

**Rhyme and 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 analytical essays, students will also write their own poetry centered in their lived experiences with identity and the complexities therein.

**HONORS 2310 -002 #13050** (CD, H)  
**Cultural Diversity in the Humanities**  
**TR 11:00-12:15** Csapo-Sweet, R. ABH 001  
In-Person

**HONORS 2310 -003 #13609** (CD, H)  
**Cultural Diversity in the Humanities**  
**TR 12:30-1:45** Csapo-Sweet, R. ABH 001  
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 -004 #13870** (CD, H)  
**Cultural Diversity in the Humanities**  
**TR 11:00-12:15** Muir, S. 103 SCCB  
In-Person

**The Fantastic and the Strange: Magical Realism in Latin American and Asian Literature:** 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 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 Gabriel Garcia Marquez, 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 2330 -001 #13954** (CD, SS)  
**Cultural Diversity in the Social Sciences**  
**TR 12:30-1:45** Nolan, J. C309 PH  
In-Person

**Witchcraft, Magic, and Gender:** Witchcraft and magic are elements of the supernatural that we can analyze to discover deeper meanings about what it means to be human. In this interdisciplinary course we will analyze cross-cultural perspectives on witchcraft and magic, including global case studies, that illustrate the differences between sorcery and ritual magic. Furthermore, we will examine these topics in the context of socio-political and economic histories—and how these practices are connected to gender construction and the history of women—ranging from ancient to modern periods cross-culturally.

This course will be composed of class discussion, visual anthropological and historical films, readings, exams, and a research project. *The last three weeks of the course will be held online, starting the week of April 15. (Same as Gender Studies 3350.)*

**HONORS 3001 -001 #11795** (GA)  
**3030 -001 #11408**  
**Topics in Global Awareness**  
**TR 2:00-3:15** Herrick, C. C307 PH  
In-Person

**Globalization: Prospects & Problems:** Are global political and economic institutions and practices continuing to integrate across national boundaries, or are we entering an era of de-globalization and nationalism? This course will explore this question along with a general survey of globalization by examining its political and economic components, pop cultures, transnational identities, and approaches to public health. For decades further economic globalization has been assumed to be a net positive by institutional actors in the post-World War II era, yet now we are seeing a rejection of this assumption from different political movements, both left and right, across the world. We will examine the forces driving the change in attitudes towards globalization in order to discover if they are the same across the world, and if not, how they differ across nations and demographics. **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 2590).**

**HONORS 3001 -002 #12678 (GA)**

**3010 -004 #12679**

**Topics in Global Awareness**

**M 2:00-4:30 Griesedieck, D. C307 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 and International Business 3286).**

**HONORS 3010 -001 #10007**

**Advanced Honors Seminar in the Humanities**

**T 2:30-5:00 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 and Philosophy 3320.)**

**HONORS 3010 -002 #11790**

**Advanced Honors Seminar in the Humanities**

**TR 3:30-4:45 Csapo-Sweet, R. ABH 001**

In-Person

**Cinema Genres and Auteurs:** This course will explore categories and classifications of cinema. Auteur is the French term for author. When applied to cinema it refers to a director with a body of work that creates a style or genre of its own. Students will utilize current research techniques to analyze the influence of styles and authorship of films on world culture. We will examine motion pictures as an art form, as an industry, and as a system of representation and communication. The course will explore how films work technically, artistically, and culturally to reinforce and challenge global norms.

Students will learn to view films as an: informed audience member, director, cinematographer, and/or film critic. You will learn the skills of film analysis regarding mise-en-scene; narrative and non-narrative cinema classifications; and the metaphorical application of genres such as horror, murder mystery and violence in motion pictures.

The genres and their auteurs will be presented in the context of the intellectual, artistic, and political events of their time. We will examine, for example, the evolution of violence in German expressionist cinema from the early 1920s and 1930s with such films as *Nosferatu* and *Metropolis* which later formed the blueprint for Nazi propaganda films. Genres will include silent films; German expressionism; American horror; Italian neorealism; film noir; musicals; black directors and indie films.

Auteur directors will include Guy-Blaché, Griffith, Eisenstein, Chaplin, Truffaut, Welles, Hitchcock, Scorsese, and Spike Lee.

Cinema Genres and Auteurs will help you question the world you see on the movie screen and redefine your relationship to those images.

**HONORS 3010 -003 #12561**

**Advanced Honors Seminar in the Humanities**

**W 2:00-4:30 Torbert, B. Villa 155**

In-Person

**Opera Literature:** This course will survey major works of the operatic stage. A musically, dramatically, chronologically and linguistically diverse art form, opera unites multiple humanistic modes and genres, including song, orchestral music, staged drama and verse, and the folklore and literature of source materials. As such, opera achieves artistic aims unavailable to many other art forms. The stories vary by setting, but romance/sex and extended familial mayhem appear often.

Rather than taking a strictly chronological/period approach, we will move topically (women's agency in opera, settings of Shakespeare, race/ethnicity in opera, &c) but will cover works composed from the eighteenth century to the present, mostly complete, with various single acts of other operas in order to diversify the syllabus. Field trips to Winter Opera Saint Louis are planned; possibly Chicago—we'll discuss together. (And yes, both *What's Opera Doc?* and *Rabbit of Seville* will appear in the course.)

Workload for students will include participation in class discussion, light readings, viewing/listening to the operas on the syllabus, generally one a week, weekly journal responses, and a seminar paper. **(Same as English 4950.)**

**HONORS 3010 -004 #12679**

**3001 -002 #12678 (GA)**

**Advanced Honors Seminar in the Humanities**

**M 2:00-4:30 Griesedieck, D. C307 PH**

In-Person

**International Business Ethics:** See the course description for this class under **Honors 3001-002. 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 and International Business 3286.)**

**HONORS 3030 -001 #11408**

**3001 -001 #11795 (GA)**

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

**TR 2:00-3:15 Herrick, C. C307 PH**

In-Person

**Globalization: Prospects & Problems:** See the course description for this class under **Honors 3001-001. 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 2590.)**

**HONORS 3030 -002 #12562****Advanced Honors Seminar: Social & Behavioral Sciences****TR 12:30-1:45****Wilson, R.****LeGras PH**In-Person

**Beyond the Buildings:** The story of a city begins with the neighborhoods and the people who live in them. Immigrant groups such as Irish, Bosnians, Italians, Germans, and many others have all contributed to the growth of St. Louis. Although part of a larger subculture of the city, the individual immigrant groups in St. Louis have their own changing history that is part of the public memory. This course will incorporate community engagement with historic preservation as we work in connection with UMSL's digital humanities in creating digital storytelling. In this community engagement course, students will help preserve these shared memories of immigrant groups that live throughout the St. Louis area. Students will create projects to help assist with sharing immigrant stories through collecting oral histories, producing short documentaries, creating podcasts, or designing digital exhibits. This course will include off-campus participation with oral interviews, possible film production, historical research, field trips, and a final community presentation at the Undergraduate Research Symposium. **(Same as History 3000.)**

**HONORS 3030 -003 #13053****Advanced Honors Seminar: Social & Behavioral Sciences****TR 9:30-10:45****Prouhet, P.****C209 PH**In-Person

**Prescribing the Past: The History of American Healthcare:** This course examines historical, social, and cultural meanings of disease and healthcare in the United States. Students will explore topics such as: historical and current beliefs about the body; the human experience of illness; the role and image of healthcare professionals and delivery of compassionate care; the rise of medical organizations and the impact of public and government institutions on health practices. Particular attention will be paid to the impact of biological sex and gender identity, race and ethnicity, disability, and cultural practices on healthcare delivery. **While this course is not cross-listed, it will count as the Nursing elective for Honors nursing students.**

**HONORS 3030 -004 #13203****Advanced Honors Seminar: Social & Behavioral Sciences****TR 11:00-12:15****Miller, B.****LeGras PH**In-Person

**Principles of Marketing:** Marketing has never become more complicated than it has become over the past 5 years, and this complex landscape is constantly evolving. Honors Principles of Marketing provides students with experience and insight into the aspects and importance of the modern marketing process and its essential role across business functions. Marketing is no longer messages to the masses via print and television. It is now about building relationships between the buyer and seller while leveraging data to deliver targeted unique messages across various channels and devices. The course will focus on creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying customer relationships and develop and maintain favorable relationships with stakeholders in a dynamic

environment. This course will include an introduction to current marketing tools and software. It will feature guest speakers with expertise in the different marketing functions including business-to-business marketing, business-to-consumer marketing, public relations, marketing agencies, sports marketing, product marketing, and more. Over the course of the semester, students will create and present a complete marketing plan based on what they have learned. **(Same as Marketing 3700.)**

**HONORS 3030 -005 #13610****Advanced Honors Seminar: Social & Behavioral Sciences****MW 12:30-1:45****Alexander, J.****306 Clark Hall**In-Person

**So You Want to Be Famous?:** Students in this course take a deep dive examining fame and its role in creating social media influencers. Through case studies of real-life influencers, students will reflect upon fame as a driving force in the way society defines success. Instagram, Tik-Tok, Twitter, Facebook, Snapchat and LinkedIn influencer case studies will be analyzed. Students will also evaluate the popular practice of purchasing followers as a technique used by influencers to inflate fame. **(Same as Communication 3395.)**

**HONORS 3030 -006 #13611****Advanced Honors Seminar: Social & Behavioral Sciences****W 3:30-6:00****Kimball, D.****452A SSB**In-Person

**Conducting Election Research: Survey Research Practicum:** This course will combine survey research and the study of voters in city politics. We will design and execute an exit poll of St. Louis voters in the April 8, 2025, general election. The primary goal of the course is to give students experience participating in a survey research project from start to finish. We will cover human subjects review, sampling, questionnaire construction, measurement, interviewing, coding, data management, data analysis, and presentation of survey results. Finally, we will produce a report on our findings by the end of the semester. Student participation will be vital to the success of the project. In the process, students will gain valuable research skills and learn important concepts and current debates in the study of city politics, public opinion, and voting behavior. **(Same as Political Science 4040 and Political Science 6404.)**

**HONORS 3030 -007 #13849****Advanced Honors Seminar: Social & Behavioral Sciences****R 2:00-4:30****Encarnacion, T.****005 ESH**In-Person

**Data Visualization for Business Applications:** This course offers a comprehensive introduction to data visualization, focusing on creating clear and impactful visual representations to enhance business decision-making. Students will learn key principles of effective visualization, covering tools like Excel, R, and ArcGIS to design various data graphics, including charts, maps, and interactive plots. The course also explores advanced topics such as geospatial analysis, network visualization, and dashboard design, equipping students with the skills to communicate complex data stories effectively. Emphasis is



placed on creating accessible, accurate, insightful visualizations supporting informed business decisions. (Same as Supply Chain Management 3331.)

**HONORS 3100 -001 #10008**

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

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

In-Person

**HONORS 3100 -002 #12245**

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

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

In-Person

**HONORS 3100 -003 #13612**

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

**TR 12:30-1:45 Muir, S. 103 SCCB**

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 #12126**

**Honors Writing in the Sciences**

**MW 9:30-10:45 Sieger-Walls, L. LeGras 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 #11791**

**Independent Portfolio Writing**

**ARR Votaw, K.**

**HONORS 4100 -002 #12336**

**Independent Portfolio Writing**

**ARR Gerth, D.**

**HONORS 4100 -003 #12928**

**Independent Portfolio Writing**

**ARR Baldus, K.**

**HONORS 4100 -004 #13613**

**Independent Portfolio Writing**

**ARR Adams, A.**

**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 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 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 #10009**

**Independent Study in Honors**

**ARR Baldus, K.**

**HONORS 4900 -002 #10010**  
**Independent Study in Honors**  
**ARR Gerth, D.**

**HONORS 4900 -003 #10011**  
**Independent Study in Honors**  
**ARR Wilson, R.**

**HONORS 4900 -004 #10012**  
**Independent Study in Honors**  
**ARR Munn, E.**

**HONORS 4900 -005 #10013**  
**Independent Study in Honors**  
**ARR Schiessl, C.**

**HONORS 4900 -006 #10014**  
**Independent Study in Honors**  
**ARR Sieger-Walls, S.**

**HONORS 4900 -007 #11407**  
**Independent Study in Honors**  
**ARR Votaw, K.**

**HONORS 4900 -008 #11792**  
**Independent Study in Honors**  
**ARR Csapo-Sweet, R.**

**HONORS 4900 -009 #12564**  
**Independent Study in Honors**  
**ARR Vasser-Elong, J.**

**HONORS 4900 -010 #12565**  
**Independent Study in Honors**  
**ARR Wilson, R.**  
(Section for Teaching Assistants only)

**HONORS 4900 -011 #12566**  
**Independent Study in Honors**  
**ARR Schiessl, C.**  
(Section for Teaching Assistants only)

**HONORS 4900 -012 #13614**  
**Independent Study in Honors**  
**ARR Gerth, D.**  
*(Brain Stew editors only)*

### **INTERNSHIPS**

**HONORS 4910 -001 #10015**  
**Independent Study: Internships**  
**ARR Schiessl, C.**