GENERAL HONORS COURSES
SPRING 2018

Gn Hon 1010H Career Explorations
Section 1
Becoming a Physician
Robin Clay - Student Recruitment, Medical Education
Help students make informed decisions about pursuing a career in medicine through lectures, self-reflection, and hands-on experiences.

Section 2
Career Explorations in Law
This course seeks to nurture each student’s creative potential in a collaborative classroom setting and through one-on-one interactions with the professor by assisting each student in exploring career explorations in the field of law that may be a good fit for that student’s talents and interests.

This course seeks to encourage students to grow in their ability to communicate effectively with professional attorneys through experiential learning opportunities and Q&A sessions in class.

This course seeks to strengthen students' aptitude for critical thinking through a series of reflective essays in which students will reflect upon their strengths, weaknesses, and interactions with the law and legal professionals.

Gn Hon 1030H Honors Discussions
Section 1
Rediscovering Your Creativity
Suzanne Burgoyne -Theatre
The purpose of this course is to guide you in rediscovering and enhancing your own creative abilities, no matter what discipline you’re studying or what career goals you want to pursue.

The focus of this class is not only on creative thinking (both divergent and convergent) but metacognition--recognizing different kinds of thinking and learning how to think critically, analytically, creatively, and metacognitively. Students will discover the internal and external obstacles that interfere with their use of their native creative abilities and learn how to overcome these obstacles.
Section 4
Applying for Nationally Competitive Fellowships
Timothy Parshall – Director, Office of Fellowships
This course is designed specifically for high-ability, high-achieving students who intend to apply for nationally competitive awards (e.g., Truman, Fulbright, Rhodes, Marshall, Mitchell, NSF GRF). The purpose is to engage serious students in sophisticated analyses of their own talents and potential; they will be required to interact with other members of the university community and to look beyond MU toward a future in public service, research, scholarship, and/or teaching. The course is open to sophomores and juniors, by permission only. Graduating seniors who intend to apply for post-baccalaureate awards may also be interested. Therefore, the course will emphasize selection of an appropriate program(s), application processes, development of application components (including the personal essay and, if appropriate, the proposed program of research or study), and identification of and contact with appropriate recommenders. Upon successful completion of this course, the student should have a sound preliminary draft of his or her application for a select fellowship, a draft to be honed throughout the summer and early fall prior to formal submission. Each student, therefore, will tailor assignments to meet individual program requirements and personal needs and/or preferences.

Section 5
Medical Ethics
William Bondeson – Professor Emeritus of Philosophy
Informal discussion between students and faculty on the topic of Medical Ethics. Graded S/U only.

Gn Hon 1050H Honors Seminar Colloquium

Section 1
Hazards and Hopes: Race in America
J.D. Bowers – Director, Honors College
This course aims to explore the reality of race and the concept of social justice as it has played out in the national discourse of the United States, helping students to examine how the U.S. must grapple with its legacies as it moves forward. The case studies of the U.S. legislative, judicial, housing, and prison systems, as well as the overarching pursuit of justice in the face of systemic practices, will be examined in some depth. Students will grapple with the complex dynamics of decision-making, reparations for past actions, racial and social constructs, and the overall levels of commitment that the state and
the people make towards a developing society that is built on the principles and practices of equity and legalism, as well as understanding the deep historical problems that not only underpin our present-day situation but which are poignant for each of us.

Section 2
Chapter One
Alexandra Socrades – English
In Chapter One students will spend ten weeks reading a diverse selection of opening chapters to great novels with an eye to asking what makes them so thrilling, engaging, and beautiful – to what, in short, makes the reader want to continue on. This study will be undertaken in the service of each student writing his or her own first chapter to their yet-to-be-written novel. In the final 5 weeks students will workshop and revise the chapters they have been writing. Students will also work with writing partners outside of class and with the instructors one-on-one as needed. Part-literature-course and part-creative-writing-workshop, Chapter One is a hybrid class in which students who have always wanted to write a novel and never knew where to start will get to try, knowing they will walk away with that novel's opening chapter. Weekly topics will range from “voice” and “structure” to “creating a world.” All readings will be provided on Blackboard. This course is will meet for one hour a week and is limited to 12 students.

**Gn Hon 2015HW Theory and Practice of Tutoring Writing**
“Theory and Practice of Tutoring Writing,” is an English/Honors College Writing Intensive (WI) class which addresses both the theory and practice of tutoring and the foundations of good writing. Therefore, in addition to theoretical frames for what writing tutors do, it focuses on hands-on craft and practical experience working with other writers. At its heart is a shared set of assumptions about tutoring writing. In order to help someone else competently, a tutor needs to have an expert command of the craft of writing herself. A tutor needs to know something not only about the practical application of rhetoric and composition theory, but also about the subtleties of verbal and nonverbal communication. Hands-on experience from both sides of the desk is a crucial part of the process of learning to work with other writers. **Online tutoring is a valuable part of the skill set with both advantages and disadvantages over traditional face-to-face scenarios, and it makes considerable demands on the tutor’s craft as a writer and as a reader of both prose and people. This course also prepares students to work as writing tutors, and, in fact, doing well in it qualifies them for a part-time job in the Writing Center in future semesters. Prerequisite: Engl 1000. A/F. This class meets Mondays and Wednesdays from 2:00-2:50pm. Students interested in**
the course should contact Dr. Rachel Harper: harperrp@missouri.edu This course fulfills a lower division Writing Intensive requirement and General Education credit (Humanities).

Gn Hon 2112H Middle Ages and the Renaissance
This semester in the Humanities Sequence we offer students the challenging opportunity to read and discuss literature, art, architecture, music, and philosophy from the dawn of the Middle Ages with Augustine and Beowulf to the Renaissance with Montaigne and Shakespeare. Special lectures and focuses include

- The Heroic Battles of Beowulf and Roland
- The Crusades and the Arab Experience of the Middle Ages
- Early Church Music
- The Gothic Architecture of Chartres
- The Great Medieval Epic Works of Dante and Chaucer
- Marie de France’s Lais & the First Werewolf Story
- Luther and the Rise of Protestantism
- Machiavelli’s Fundamental Question: “Is it Better to be Feared than Loved?”

Gn Hon 2230H Social Science Colloquium
Section 1
EU Before and After Brexit
William H. Meyers - Professor of Agricultural Economics
Given the recent Brexit surprise in the UK as well as “right-shifting” and anti EU political tendencies in Poland, Hungary, Austria and possibly France, the future of the “Europe Project” launched after WWII has become uncertain. Given these political as well as social (e.g. migration) issues in Europe and increased tension between Russia and EU, such as the sanctions and counter sanctions between Russia and EU and US, this course will discuss the implications of these issues as well as prospective new member countries who are being tossed to and fro by the competition for influence between Russia and the EU. Europe is also concerned about changes in US foreign policy that could arise from our recent “Brexit-like” election and implications for NATO and other security issues.

A BBC story reported that “The EU’s Eastern Partnership is designed to
improve trade and political relations with six former Soviet Republics -
Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine - caught in that
awkward space between the European Union and Russia.” However, only
Ukraine, Moldova and Georgia have accepted this offer and others have been
torn with their dependency on Russia and have so far declined. So the story of
the Europe and the EU is as alive today as it was when many Central and
Eastern European countries were joining the EU from May 2004 to July 2013.

Eight countries of CEE (Czech Republic, Estonia, Hungary, Latvia, Lithuania,
Poland, Slovakia, and Slovenia) along with Malta and Cyprus joined the EU on
May 1, 2004, Bulgaria and Romania joined on January 1, 2007. Croatia joined
to make it the EU-28 on July 1st, 2013. Turkey, Former Yugoslav Republic of
Macedonia, Montenegro, Serbia (Candidate Countries) and Iceland are
working on the process, and Albania plus Bosnia and Herzegovina are aspiring
to be Candidate Countries. Others like Ukraine are caught in the geopolitical
battle between EU and Russia and are unlikely to ever be EU members.
Meanwhile some analysts say that “enlargement fatigue” is already evident
and some member countries want to slow or stop it. With faculty and visitors
of various disciplines, course participants will study and evaluate a profound
historic process for these countries and their citizens. Students will gain an
understanding of the historical, political and economic backgrounds of CEEs,
their achievements in building democratic and market economy institutions
during their transition to EU accession, and the challenges they face in the
process of integration and convergence within the EU.

This “new transition” occurs to some degree in all spheres of society,--political
systems, economic structures and policies, culture and education, technology,
agriculture, industry, external political and economic relations, and legal
systems. The class will provide faculty discussion leaders on different aspects
of the ongoing transition. Students are encouraged to explore in greater
depth a country and disciplinary issue in which they have special interest or
expertise. Each student will conduct independent research and write a
research paper on a topic relevant to the seminar content and will lead the
class in two discussions of the paper during the semester.
Section 4
Genocide

J. D. Bowers – Director, Honors College
Examines the multitude of genocide’s facets—causes, course of events, consequences, and the pursuit of prevention and punishment—since the advent of the Twentieth Century (with some examination of historical antecedents). Specific historical and conceptual aspects of various case studies will be examined and a framework for the study of genocide will be developed and applied, starting with the legal definition of genocide and ending with some components of specific events. The class will use foundational case studies to understand the place of genocide throughout history and end with an investigation into current and on-going genocides, as well as the international pursuit of justice in the wake of these events. Students will be required to read a number of monographs, write several papers, teach specific aspects to their classmates, and engage in deliberative discussions. This course is linked to a summer student abroad program which will travel to Bosnia for 10 days to witness, first-hand, the on-going post-genocide efforts at peace and justice. You can learn more about the program by visiting http://www.srebrenica.international/ and by talking with Dr. Bowers. Enrollment in the on-campus course does not require participation in the study abroad, however, and the study abroad program will be limited to five participants.

Gn Hon 2230HW Social Science Colloquium
Section 1
Discussions of Science and Public Policy
William Folk - Professor of Biochemistry
This course explores the intersection of important, topical issues in science and public policy relating to health, food production, energy and the environment. Some of the issues likely to be covered include: public policies affecting sources of energy and energy conservation and water quality in Missouri; policies affecting food production, distribution and availability; policies attempting to promote better health by taxation of tobacco products or limiting the size and availability of sodas. Classroom discussions and assigned readings will be augmented by Dialogues led by invited experts/stakeholders from the science and the public policy arenas. Students are expected to synthesize information from readings, discussions and
Dialogues and to incorporate these materials into written proposals for informed public policies.

Gn Hon 2244H Social Relations
Coming of Age in the U.S.
*Candace Korasick - Sociology*
*Leah Rosenberg - Religious Studies*
Part of the Honors College Sequence on Human Nature, this course focuses on behavioral scientific studies of identity in relation to groups. Will draw on classic and modern works that examine how people identify and are identified with groups and the effects of those processes.

This interdisciplinary course explores the construction of human identity as it related to social groups (these groups might include anything from the family to fan clubs, sports teams to college students).

This course examines social relations through the complexities of growing up and coming of age in contemporary America. In particular we pay close attention to four interrelated themes that help mark this time period in young peoples’ lives as both significant and meaningful. These themes are family, ritual, institutional violence, and interpersonal relationships. Each theme comprises a unit in which we explore young peoples’ ongoing construction of identity in the context of social relations set against the backdrop of historical and structural shifts in history and society. In short, how do the broader structures of social relations in one's youth impact who they become and their social location as adults.

Gn Hon 2310H Honors Behavioral Science
Section 1
Youth, Islam, and Global Cultures
*Faiza Rais - Sociology*
This course is intended to promote students’ understanding about Islamic youth and their diverse cultures around the world. The course will also raise basic issues in the behavioral and social sciences and the humanities about: Orientalization and the construction of stereotypes, problems, and trouble; post-colonial analysis of global cultures and power; tradition and paths of modernization; and population movements, including immigration to the US and Americanization. The course will begin a conversation exploring the common issues faced by American youth and youth in Islamic nations today. This course is a journey into complex aspects of Muslim youth identities in various contexts. Such a journey seeks to challenge homogenizing and
monolithic depictions of Muslim youth and essentially raises the question, “how does ‘knowing’ of another group occur?” Many readings for the course shed light on first-hand accounts of experiences characterizing the lives of Muslim youth in Western and Muslim-majority societies.

**Gn Hon 2462H Energy: From Particles to Civilizations**
*Juan Wang*

Energy integrates concepts from chemistry, physics, biology, geology, and astronomy to focus on the world of particles and forces and how they work together to structure the world around us. In a combination of lectures, small-group discussions, laboratory activities, and field trips, we'll explore the big ideas of thermodynamics, laws of motion, atomic and molecular structure, electricity, and magnetism. The crux of the course, however, is derived from the intersections and connections between these concepts. We will therefore also begin to understand how energy is generated and used by living systems, from individual organisms to entire civilizations, and we will investigate some of the environmental impacts and ethical questions resulting from energy production and consumption. No prior science course is necessary, just a healthy curiosity about the natural world and our place in it.

**Gn Hon 3210H Honors Behavioral Colloquium**
*Section 2*

**Cross Cultural Psychology**
*Etti Naveh-Benjamin – Psychology*

This course will adopt a psychological approach to the study of the cross-cultural experience. We will spend our time investigating how culture affects and determines human behavior, thoughts, emotions, and interactions with others, on both individual and societal levels. In particular, we will focus on how various cultures shape correspondingly different behaviors and thought patterns in their respective members. The course will assume the form of a seminar with class discussions and group exercises. Its main goal is to combine current psychological theory, with semester-long cultural immersion projects in order to yield an in-depth academic and personal understanding of culture and its effects on human thought, emotion, and behavior. Written and audiovisual materials will further supplement and hopefully enhance your appreciation and understanding of the cross-cultural experience.

*Section 3*

**Psychology at the Movies**
**Etti Naveh-Benjamin – Psychology**

In this course, we will watch, discuss, and interpret films from a psychological perspective. Connections will be made between cinematic content and contemporary theory and research in psychology. The films chosen will be relevant to a wide range of issues in psychology, including: The continuity of personality from childhood to adulthood, the role of nature (genetics) and nurture (family environment) in shaping social development, Utopian societies based on behaviorist principles, the nature of evil and authoritarian societies and personalities, coping and emotion regulation processes, cultural differences and similarities in behavior, and Cross-Cultural issues in films. The course will host a number of guests. Students will acquire a general introduction to psychological theories and methods, learn to think critically about films, and gain a deeper understanding of how psychological principles and research findings are disseminated to the public through films (and other forms of media). An interdisciplinary approach will be used; we will draw relevant work from psychology, film studies, sociology, literary criticism and mass communications. Some attempt will also be made to compare and contrast film with other representational and artistic media such as literature, television, painting, theater, etc. We will meet twice a week. Every week we will watch a film (or portion of a film) and then analyze and discuss the psychological content of the film. Reading material will include film reviews and general articles on the psychology of film and on relevant psychological perspectives. Student will give a presentation on the psychological themes in a film of their choosing. Students will also be responsible for writing a film review for each film watched during the course. The reviews will integrate the psychological understanding of the various themes and perspectives discussed in the course.

**Gn Hon 3230H Honors Social Science Colloquium**

Section 1

**Terrorism and Conflict Resolution**

*Paul Wallace – Political Science*

An exploration of terrorism as political violence, which extends beyond the acts themselves. The focus is on religious, ethnic, and ideological based movements, and the state and international reactions. Emphasis is on identifying & dramatizing the problems, and most importantly, conflict resolution or identifying a process leading to conflict resolution. Students will be organized into role playing groups so as to examine and present modern movements, the state & international response; e.g. No. Ireland, Spain (Basques), Chechnya (Russia), S. Africa, Rwanda, Blood Diamonds, Arab-Israeli, Kurds, India (Kashmir, Sikhs), Sri Lanka Tamil Tigers), Japan (Aum & sarin gas), Peru (Shining Path), Argentina, Columbia (FARC) & U.S. radicalism. One midterm, role-playing presentation, a term paper and final exam. Flexibility, choices & discussion emphasized. “Terrorism” is a rapidly growing
subfield in the social sciences that focuses on the ability of relatively small groups to disrupt societies and challenge the established state by using violent methods that can be defined as terrorism. The response of the state also may involve terrorism. Societal and state terrorism essentially are modern phenomenon employing weapons, organizational methods, communications, and psychological elements that stem from increasing modernity. Religion, ethnicity and ideology are three major constructs that most commonly motivate terrorist movements, as well as the state. Leadership struggles and material incentives also become involved.

Section 2
Seeds of Equity
Mary Hendrickson – Rural Sociology
Leslie Touzeau – Rural Sociology
Sarah Cramer – Agricultural Education
Missouri’s relationship with race, agriculture, and food has always been complex. At a time, on campus and in the world more broadly, when issues of diversity, inclusion, and social justice remain at the forefront of public discourse and food studies literature, we have developed an undergraduate course to contribute to the conversation. Part of a larger George Washington Carver project, a University food justice initiative named after the black, Missouri-born agriculturalist for whom no campus landmarks are dedicated, the course aims to illuminate the untold stories of the marginalized peoples who feed our state, country, and global society and to encourage students to critically examine their own food choices, opinions, roles, and histories through the lens of race, class, and gender.

Section 3
Manipulation and Misrepresentation of Science
Peter Tipton - Biochemistry
Sara Hiles - Journalism
Katherine Reed - Journalism
Democracy is threatened when the electorate is unable to understand and evaluate empirical data on which policy decisions are being based. Scientists and journalists have unique responsibilities to the public to communicate complex ideas that affect society. However, many scientists have difficulty communicating their work outside of their professional sphere, and journalists often do not have the training to evaluate the validity of scientific work. These difficulties are compounded when groups invested in a particular outcome strive to obfuscate objective discussions of critical issues. The efforts of climate change deniers and the tobacco industry denying the link between smoking and cancer will serve as classic examples. This course will develop and exercise critical thinking skills, including examination of data representation and misrepresentation, how to evaluate technical expertise and how to recognize biases.
Students from the sciences and journalism will work together to learn how to communicate with one another. Contemporaneous issues selected by the instructors and/or students will be examined to illuminate the empirical evidence that should be used for objective discussions. Completion of a topic-specific project, which could be a website, video or information packet, will constitute a major part of the semester’s work.

**Gn Hon 3242H  Ethics of Global Citizenship**  
*Soren Larsen - Geography*  
This course investigates the dynamic qualities of human experience in psychological, social, and environmental context with a focus on contemporary global issues. Course topics vary by semester but will bridge the social and behavioral sciences to address an overarching question: What makes us human? We will explore the social and behavioral factors that shape our shared human condition as well as those that contribute to diversity in the human experience. We will then investigate the complexities of what it means to be human within the globally interconnected societies we live in today. How do we deal creatively with human diversity in addressing the global problems and uncertainties that confront us? What attitudes, practices, and projects might help us manage global uncertainties and opportunities more effectively? What is your role in the global community of the twenty-first century? In exploring these questions through intensive reading, writing, research, and discussion, this course will help you develop a global consciousness that is sensitive to the lived textures and realities of places and peoples around the world. This course satisfies three credit hours of general education requirements in the behavioral and social sciences and is part of the Honors College’s Interdisciplinary Topics in the Human Sciences series. Graded on A-F basis only. Prerequisites: Honors eligibility required.

**Gn Hon 3450H  Honors Science Colloquium**  
*Section 1*  
**Manipulation and Misrepresentation of Science**  
*Peter Tipton - Biochemistry*  
*Sara Hiles - Journalism*  
*Katherine Reed - Journalism*  
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