GENERAL HONORS COURSES
SPRING 2016

Gn Hon 1030H  Honors Discussions
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 postbaccalaureate 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.

Superheroes and the Comic Book
Brad Desnoyer – Law School
In this course, we will read comic books as legitimate art and discuss superheroes as America’s ultimate answer to Carl Jung and Joseph Campbell’s theories of archetypes and mythology. Each week we will choose a critically-lauded comic book and discuss it in-depth—the symbolism and compositions of the panels, the superhero’s journey, the overall themes of each work. Our weekly discussions will also focus on other subjects these comic books reference, such as Nietzsche, post-9/11 America, and moral relativism.

Students in this course will also be expected to post weekly, informal entries to our class TWEN cite.

Being Human in the Age of Technology
Andrea Heiss – Journalism
Scientific and technological discoveries influence the choices of Americans in multiple ways. One of the best ways for students to grasp an overview of the
development of science and its impact on humanity is to trace the arc of these discoveries, from the inquiries of the Greeks to the more recent theories of the cosmos.

Using excerpts from two texts, Steven Johnson's Where Good Ideas Come From: The Natural History of Innovation and Leonard Mlodinow’s The Upright Thinkers: The Human Journey from Living in Trees to Understanding the Cosmos, we will consider several groundbreaking discoveries and their impact on society. A third text, edited by S. Holly Stocking, will offer examples of articles, interviews, and profiles of current scientists that appeared in THE NEW YORK TIMES. By moving from earlier discoveries to more recent ones, we will be able to appreciate the impact of scientific breakthroughs on society. Discussions will include questions about technology and its unintended consequences; the role of discovery in history; the gap between a scientist's perspective and the public understanding of science; and the role of the media. In addition to writing brief responses to the readings, they may choose to write either a final essay or conduct an interview with a scientist or researcher on campus.

Gn Hon 1050H Honors Seminar Colloquium

Chapter One
Alexandra Socarides – 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 2010 Tutorials
Information coming soon.
Gn Hon 2015H  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 Series 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
- The History of the Book
- Luther and the Rise of Protestantism
- Machiavelli’s Fundamental Question: “Is it Better to be Feared than Loved?”
Gn Hon 2120H  Humanities Colloquium
Race, Class, Gender in Television’s Second Golden Age
Holly Holladay
Underscoring the importance of studying television in the dynamic post-network environment, an identifiable approach to studying television, Television Studies, has gained both momentum and legitimacy since 2000. Influenced by humanities, critical/cultural studies, and social scientific scholarship, Television Studies scholars examine television’s programs, audiences, industry, and contexts. This course will first familiarize students with the changing nature of the television industry over the medium’s history, and will address the role economics play in influencing television content. We will then explore how television programs make meaning by studying the theories and methods for examining television programs, television’s narrative and non-narrative structures, television’s production values, and the culture in which television programs are produced and viewed. The remainder of the semester will be focused on analyzing representations of race, gender, and class in programs that have aired during Television’s Second Golden Age. Students will produce their own analyses of a selected program, addressing how race, gender, and/or class are represented in the text, and how that representation speaks to identity discourses in broader society.

American Media and Public Memory
Leah Rosenberg – Religious Studies
Although news media in the U.S. has always been a critical vehicle of collective memory, it has been neglected in discussions about how memory works. This course seeks to correct this, by tracking the ways in which American news media and shared memory mutually support, undermine, repair and challenge each other. It asks several pertinent questions such as: How is news media address to memory different from that of other institutions? And how would our understanding of journalism fall short without paying attention to memory? Bringing together leading scholars in journalism, media studies, and memory studies, this course makes explicit the longstanding and complicated role that news media has played in keeping the past alive. We also examine the role of the photo, its perceived ability to freeze time. The photo is a powerful device for ordering and understanding the world and acts as a site/repository of memory for understanding the past. However, this course raises the question: How does a photo’s content and form shape a viewer’s memories of public events as well as an understanding of our nation’s past and present.

Gn Hon 2230H  Social Science Colloquium
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.

Challenges of EU Enlargement to Central and Eastern Europe
William H. Meyers - Professor of Agricultural Economics
With faculty and visitors of various disciplines, explore and analyze the economic and social issues and challenges experienced in Central and Eastern Europe (CEE) during the transition to membership in the European Union (EU) and the challenges they will face in the future. Eight countries of CEE joined the EU on May 1, 2004 Course participants can study and evaluate a profound historic moment for these countries and their citizens. Students will gain an understanding of the historical, political and economic backgrounds of CEEs and the challenges they face in building democratic and market economy institutions. The course will focus on economic and social issues and analysis, but students will explore in greater depth a country and/or disciplinary issue in which they have special interest or expertise, by writing a research paper on a topic relevant to the seminar content and leading the class in a discussion of the paper.

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 SU 2016 study abroad program, “Peace, Justice, and the International Courts,” which will go to the Netherlands to witness the on-going post-genocide trials at the International Criminal Court. Enrollment in one does not require enrollment in the other, however.

**Gn Hon 2244H  Social Relations**
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.

**Gn Hon 2246H  Global Citizenship**
This course focuses on studies of the impact of technological change and the forces of globalization and their influences on the individual. Lectures and discussion sessions will address and evaluate the role of social, entrepreneurial, non-profit and for-profit organizations and their use of transformational technologies in a global setting. Will draw on contemporary works that investigate the interdependencies of modern global society and the forces of social media. Honors students will analyze an international NGO and address its strengths and weaknesses.

**Gn Hon 2450H  Honors Science Colloquium**

*Finding the Story in Science*  
*Heidi Appel and Sharon Wood Turley*
Finding the Story in Science is a 1 credit, 8-week honors course exploring the communication of science stories. We'll examine the value of public understanding of science, the science news pipeline, convergent and conflicting goals of scientists and journalists, techniques to convey the uncertainty of science, the roles of cognitive load and cognitive bias, and the importance of narrative and storytelling to effective communication of science topics.

The course meets Thursdays 3:30p – 4:45p for the second half of the semester. It is discussion-based, with short lectures to supplement readings. Attendance at one field trip and a Saturday Morning Science (SMS) talk are required. Letter grade is based on participation in class discussions and projects (science news pipeline review of a current story, Reporting from the Field piece, review of an SMS talk, and final project). Instructors: Dr. Heidi Appel, Senior Associate Director of the Honors College and Senior Research Scientist in CAFNR (appelh@missouri.edu); Sharon Wood Turley, Assistant Teaching Professor in Science and Ag Journalism (swt@missouri.edu).
Gn Hon 2462H  Energy: From Particles to Civilizations
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 3120H  Honors Humanities Colloquium
Creativity for the Non-Arts Major
Suzanne Burgoyne – Professor of Theatre
You don't need to be an artist to be creative. In his famous TED talk, creativity expert Sir Ken Robinson explains that we're all born creative, but schools crush the creativity out of us:
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
With active learning techniques and a supportive environment, this course helps you enhance your creative thinking process, whatever your major or career goals—in the 21st century, creativity is a necessity in all fields.

Survey of Italian Literature
Rita Caviglioli – Italian
Designed to expose students to the rich variety of Italian letters. Emphasis will be placed on textual analysis as well as on authors, themes and stylistic features. Recommended: ITAL 2310 and basic reading knowledge of a Romance Language.

Gn Hon 3210H  Honors Behavioral Colloquium
Cross Cultural Psychology
Etti Naveh-Benjamin – Professor of 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.

Psychology at the Movies  
*Etti Naveh-Benjamin – Professor of 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**  
**Terrorism and Conflict Resolution**  
*Paul Wallace – Professor of 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.

**Gn Hon 3242H Nature of Humans**

Soren Larsen

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.